

# 2012

## **Resolutions Bulletin**

**March 27, 2012**



The Alberta Teachers' Association



# RESOLUTIONS BULLETIN

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March 27, 2012

## Resolutions—2012 ARA

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 2011 calendar year by local associations and by the Provincial Executive Council for the agenda of the 2012 Annual Representative Assembly, to be held at the Westin Hotel, Calgary, 2012 05 19–21.

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 an executive 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 or bylaws involving the expenditure of money of the Association be referred to the 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 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 the 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 classified as Nature of Teaching Profession; Processes of

Teaching; and Education of Students with Special Needs have been scheduled by Provincial Executive Council for review by the 2012 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 2012 as the date of review.

The terms “delete,” “transfer to non-active 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 non-active 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.]

*The information in the bulletin is for the use of members of the Association only.*



## Curriculum, Student Assessment and Evaluation

**1/12** (Current Directive)  
Provincial Executive Council

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

Note—It is critical that diploma examinations be released after administration to ensure transparency and public accountability. Teachers require access to the examinations to verify their validity in relation to the program of studies and to inform teaching practice.

**1.B.1** BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to make public all diploma examinations, after their administration. [2003/06/09]

**2/12** (Current Directive)  
Provincial Executive Council

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

Note—Although Alberta Education has removed the requirement for school boards to collect and submit Grade Level of Achievement data, some boards continue to require teachers to report this data. Teachers should continue to use their professional judgment in determining how to assess and evaluate their students and report results.

**1.B.4** BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to eliminate any requirements or directives to facilitate or report to parents any Grade Level of Achievement that is not determined by the teacher's own methods of assessment of student learning. [2009]

**3/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.5 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure 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 continues to occur; collaboration, consultation and communication with teachers are vital to ensure that curriculum changes reflect the

needs, abilities and realities of the Alberta classroom.

**1.B.5** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure [that] its curriculum development process includes [ensures] 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]

**4/12** (Current Directive)  
Provincial Executive Council

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

Note—Adherence to the position would ensure that data is not misused in the comparison of students, teachers, schools and school jurisdictions. Reporting and interpreting large-scale provincial examinations in an effort to judge schools and school jurisdictions as part of the accountability pillar are inappropriate.

**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]

**5/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.7 be reaffirmed.

Note—In Alberta and across Canada, both postsecondary tuition and the cost of living are rising. Scholarships need to keep pace with these rising costs.

**1.B.7** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to increase annually 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. [2000/03/06/09]

**6/12** (Current Directive)  
Provincial Executive Council

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

Note—The teacher-awarded mark is an accurate and broadly based assessment of student achievement. Teachers assess the wide range of students' abilities and skills and are in a position to respond to the diverse learning processes used by students. The weighting of student marks should reflect teachers skills and knowledge.

**1.B.13** BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to change the school-awarded percentage of the diploma examination course results from 50 per cent to 80 per cent of the student's final mark. [1990/93/94/97/2000/03/06/09]

**7/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.16 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to discontinue the Achievement Testing Program at the Grade 3 level consistent with Motion 503 (2009) agreed to in the legislative assembly on 2009 03 16.”

Note—The achievement testing program serves no pedagogical purpose, distracts from authentic learning experiences and causes harm and hardship to many students. The amendment clarifies that teachers do not support the Grade 3 achievement test in any form and calls on the government to act on a motion of the legislature made three years ago.

**1.B.16** 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 3 level consistent with Motion 503 (2009) agreed to in the legislative assembly on 2009 03 16. [1990/93/96/99/2000/03/06/09]

**8/12** (Current Directive)  
Provincial Executive Council

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

Note—The achievement-testing program in its current form serves no pedagogical purpose, distracts from authentic learning experiences and causes harm and hardship to many students. Further, because the current provincial testing program relies on multiple choice questions, students do not have the chance to truly demonstrate their understanding of concepts and skills.

**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]

**9/12** (Current Directive)  
Provincial Executive Council

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

Note—The achievement-testing program, in its current form, serves no pedagogical purpose, distracts from authentic learning experiences and causes harm and hardship many students.

**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]

**10/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.19 be amended to read—

“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 whom are home-schooled, or enrolled in charter and private schools.”

Note—The public good is best served if ministerial regulatory supervision is uniform across the education system. It is incumbent upon the Department of Education to ensure that the rigorous standards, accountability and reporting measures imposed upon students in public schools apply to all other students.

**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, [*home-schooled students*] all students engaged in K–12 educational programming that receives public funding, including those whom are home-schooled, or enrolled in charter and private schools.  
[2000/03/06/09]

**11/12** (Current Directive)  
Provincial Executive Council

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

Note—The number and diversity of English as an additional language (EAL) students in Alberta continues to increase significantly to the extent that all teachers could be said to be teachers of English as an additional language. Professional development funds targeted at this ongoing issue would serve the interests of both teachers and students.

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

**12/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.23 be reaffirmed.

Note—The integrity of high school course work must be consistently maintained regardless of the delivery method.

**1.B.23 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Department of Education to ensure that the requirements for obtaining credits in summer school courses are the same as the requirements for obtaining credits in regular programs of study.  
[1997/2000/03/06/09]

**13/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.25 be amended to read—

“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.”

Note—A knowledge of labour history and of the contributions of the labour movement to society, to workplace rights and to democratic process are integral to Alberta students being fully historically literate. The amendment clarifies the appropriate action for the Association to undertake in this regard.

**1.B.25 BE IT RESOLVED**, that the Alberta Teachers' Association [~~continue to advocate for the inclusion of~~] **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]

**14/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.27 be amended to read—

“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.”

Note—With the announcement of the new premier, Alison Redford, that Grade 3 and Grade 6 Provincial Achievement Tests will be abolished, this policy statement should be amended to reflect current political realities.

**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 6 and~~] 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]

**15/12** (Current Directive)  
Provincial Executive Council

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

Note—The Alberta Teachers' Association is the representative body for all the teachers in the public education system and comprises the majority of Alberta teachers. Therefore, it is vital that the department consult with the Association prior to making any change to provincial examination format, timing or scheduling.

**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]

**16/12 (Current Directive)**  
Provincial Executive Council

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

Note—Participation in curriculum development, field testing, developing and marking of provincial examinations and supervision of student teachers should be left to a teacher’s professional judgment and not be imposed upon a teacher by an administrator or district.

**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]

**17/12 (Current Directive)**  
Provincial Executive Council

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

Note—If diploma examinations remain a part of student assessment, the exams should contain a written component and qualified teacher markers should mark them. Assessments should include multiple ways for students to demonstrate their knowledge and understanding of concepts and should include the opportunity to express their knowledge in their own words.

**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]

**18/12 (Current Directive)**  
Provincial Executive Council

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

Note—Teachers need adequate time to plan and prepare for the delivery of new curriculum that is to be tested. Provincial achievement tests and diploma examinations must be based upon curriculum and

curricular resources that have been made available in advance.

**1.B.32 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Department of Education to ensure that provincial achievement tests and diploma examinations include only curriculum for which required materials were available eight months prior to the commencement of the school year in which the tests are to be taken.  
[1991/94/97/2000/03/06/09]

**19/12 (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 maintain and fully fund the Class Size Initiative and to monitor and report publicly on its progress toward achieving the class size targets set out by Alberta’s Commission on Learning for all divisions.”

Note—In its 2011 budget and funding manual for school authorities, the government “re-prioritized” Class Size Initiative funding to focus on division one. Reducing class sizes enhances the effectiveness of teaching and learning at all grade levels, and the initiative, as flawed as it is, should be a minimum expectation for government and school jurisdictions.

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

**20/12 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.39 be amended to read—

“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.”

Note—Although plans to eliminate honoraria for marking diploma examinations were abandoned, it is always possible that the issue will come up again. The value of

diploma examination results depend upon these assessments being completed by qualified Alberta teachers. Generally, all professional service, including marking, that is over and above the classroom assignments should be recognized through an appropriate honoraria.

**1.B.39 BE IT RESOLVED**, that the Alberta Teachers’ Association [~~strongly~~] urge the Department of Education to [~~abandon plans to eliminate~~] provide honoraria for teachers [~~marking Grade 12 diploma examinations~~] providing professional service to the department on instructional days [effective January 2010].  
[2009]

**21/12 (Current Directive)**  
Provincial Executive Council

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

Note—Knowledge and Employability courses are designed to integrate employment and occupational experiences into school. Struggling or at-risk students need extra individualized attention to help them succeed. The proposed limit to class size would benefit struggling or at-risk students by creating a learning environment conducive to improved student success, higher rates of school completion and greater opportunities for struggling or at-risk students to fully engage in the workforce and society at large.

**1.B.41 BE IT RESOLVED**, that the Alberta Teachers’ Association urge the Department of Education to restrict the enrolment in the 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]

**22/12 (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 meet acceptable standards in staffing school libraries with teacher-librarians and clerical/technical support.”

Note—Teacher-staffed school libraries and trained clerical/technical support staff are integral to a school’s ability to provide high quality learning experiences. In today’s information age, it is more important than

ever to have skilled teacher–librarians to teach students how to sort through and evaluate massive amounts of media. The amendment simply provides the standard wording for a current directive.

**1.B.46** BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that every school in Alberta meet acceptable standards in staffing school libraries with teacher–librarians and clerical/technical support. [2006/09]

**23/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.47 be transferred to policy achieved.

Note—In 2011, Alberta Education revised the Guide to Education removing the requirement for school boards to collect and submit Grade Level of Achievement data.

**1.B.47** BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to eliminate any requirements or directives to facilitate or report to parents any Grade Level of Achievement that is not determined by the teacher's own methods of assessment of student learning. [2006/09]

**24/12** (Current Directive)  
Provincial Executive Council

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 sexual exploitation.

Note—Sexual exploitation affects youth across social, economic and geographic boundaries, and includes child and youth prostitution and the trade of sexual favours for goods or drugs. Predators target and recruit prepubescent children and young teens; therefore, early education is critical. Children are lured into situations that are sexual exploitative online and through family or social relationships. Education and resources in a mandated curriculum across the province will serve to protect Alberta's youth, assist teachers to detect students in situations of exploitation and break down social discomfort around the topic.

**25/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta postsecondary institutions to revise admission policies to accept Alberta students on the basis of their final school-awarded mark or their final blended mark, whichever is in the best interest of the student.

Note—The teacher-awarded mark is the best indicator and predictor of student success. The profession maintains that diploma examinations do not capture the full range of student learning outcomes. Current Association policy calls for a shift in the teacher weighting of the diploma examination to 80 per cent, thus ensuring that the student's evaluation is based on a comprehensive set of assessments that address the full range of learning outcomes. Commencing in the fall 2012 admission cycle, the University of Saskatchewan will revise its policy waiving the provincial diploma examination requirement for Alberta students.

**26/12** (Current Directive)  
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide reader or audio CD accommodations for English language learner students writing provincial achievement tests and diploma examinations.

Note—A variety of recent educational sources concerning testing conditions for English as a second language (ESL) and English language learner (ELL) students all have many common recommendations. One is that ESL and ELL students taking a test should have it read to them or be provided with an audio copy of the test in addition to the written version. In order for ESL and ELL students to successfully demonstrate learner outcomes, their linguistic limitations need to be considered.

Sources: *English Language Learners and High-Stakes Tests: An Overview of the Issues*, by Bronwyn Coltrane (Center for Applied Linguistics, 2002); "Testing Accommodations for ESL Students: Appropriate Assessment Modifications for English Language Learners," by Margaret M Williams (Suite 101 Language Study, 2009); "Assessing ELLs in ESL or Mainstream Classrooms: Quick Fixes for Busy Teachers," by Laureen A Fregeau and Robert D Leier (*The Internet TESL Journal* XIV, no 2, 2008).

**27/12** (Current Directive)  
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to review writing time limits for all students writing provincial achievement tests and diploma examinations.

Note—In Benjamin J Lovett's study "Extended Time Testing Accommodations for Students with Disabilities: Answers to Five Fundamental Questions" (*Review of Educational Research* 80, no 4, 2010), the second question posed concerns extended time accommodations for all students. Lovett notes that "nondisabled students almost always benefit from extended time accommodations on timed tests. ... This suggests that test users should consider making extended time available to all examinees if speed is of no interest to the users." Students writing provincial examinations should not have to be concerned about time, since the Department of Education should be interested only in a student's ability to demonstrate learner outcomes. Speed should be of no interest to the department.

## Teacher Education and Certification

**28/12** (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 to place a high priority on increased field experience funding."

Note—Some faculties continue to experience a gradual erosion of financial support for the field-experience program. Faculties of education currently place a high priority on field experiences in their programs. However, they do so within a structure whereby the institution's central administration decides the allocation to the faculty. The proposed amendment focuses the policy directly upon the body that makes the funding decisions.

**2.B.5** BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta universities [and their faculties of education] to place a high priority on increased field experience funding. [1988/91/94/97/2000/03/06/09]

**29/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.6 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association take action to ensure that changes in field experience programs occur only with consultation and approval of teachers, acting through Association representatives.”

Note—The addition of the word *consultation* in the policy ensures that the profession is involved in all aspects of program development that take place prior to the approval stage.

**2.B.6** BE IT RESOLVED, that the Alberta Teachers’ Association take action to ensure that changes in field experience programs occur only with [the] consultation and approval of teachers, acting through Association representatives.  
[1991/94/97/2000/03/06/09]

**30/12** (Current Directive)  
Provincial Executive Council

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

Note—Currently grants for students enrolled in BEd programs go to the central administration of the institution, which then decides how much is distributed to the Faculty of Education. Direct and targeted funding would ensure that all funds allocated to the institution for teacher preparation are used for that purpose. The student population of Alberta is expected to increase by 100,000 students by 2020, it is vital that the province have enough teachers.

**2.B.7** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to provide direct and targeted funding to teacher preparation programs at Alberta universities.  
[2006/09]

**31/12** (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 the faculties of education 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—The proposed amendment more accurately reflects the focus of the original policy, which is on the need to recognize vocational preparation as content specialization within a program. Although this recognition is starting to occur in limited circumstances, a more consistent recognition of vocational preparation in teacher education related to the attainment of a journeyman’s certificate in teacher education will help attract highly trained people to the career and technology studies (CTS) area, where they are in high demand. This training should be recognized as equal to content-specific education in other content areas.

**2.B.8** BE IT RESOLVED, that the Alberta Teachers’ Association urge the faculties of education to recognize vocational preparation related to the attainment of a journeyman’s certificate [as teacher education] for university credit in teacher education on a basis similar to the content components for other education majors.  
[2009]

**32/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.11 be reaffirmed.

Note—With the increasing diversity in Alberta’s population, many students will be learning English as an additional language, so teacher preparation programs must incorporate the strategies and skills needed to teach English as an additional language.

**2.B.11** BE IT RESOLVED, that the Alberta Teachers’ Association urge the faculties of education of Alberta universities to ensure that the preparation for teaching includes a component of teaching English as an Additional Language.  
[2007/09]

**33/12** (Current Directive)  
Northland

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Minister of Education to direct that the qualification for certification must include a three credit Aboriginal studies component.

Note—Prepare teachers to have a greater awareness and understanding of First Nations, Métis and Inuit culture.

## Professional Development

**34/12** (Current Directive)  
Provincial Executive Council

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

Note—This policy reflects a priority of the Association and is complementary to long-range policy 3.A.4.

**3.A.4** School boards must provide sufficient and dedicated funding which may include release provisions during the school day for self-directed teacher professional development opportunities which are responsive to the context of the teacher, equitable and not contingent on school-based or system initiatives.  
[1967/69/74/79/84/91/2001/11]

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

**35/12** (Current Directive)  
Provincial Executive Council

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

Note—School-based professional development committees are critical to the growth of communities of practice and to ensuring greater teacher voice in the determination of professional development programs and plans.

**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]

## Working Conditions for Professional Service

**36/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.15 be amended to read—  
“School boards and others must recognize that high quality education, attractive schools and favourable working conditions are important in the recruitment and retention of

teachers. Negotiations should include all matters which affect the quality of the educational system and the teacher's ability to provide a high level of professional service. Without limiting the generality of the foregoing, collective agreements negotiated by the Association should include clauses as follows:

...

33. process for substitute teachers to request evaluation;
34. process to appeal when a substitute teacher is removed from the substitute roster;
35. a provision where a substitute teacher shall continue in the same position until the return of the teacher being replaced unless the substitute teacher is unwilling or unable to continue;
36. sick leave for substitute teachers;
37. substitute teachers to be assigned regularly scheduled supervision duties, excluding supervision that precedes the first instructional block assignment, and workload of the teacher being replaced;"
- and renumbering the remaining clauses.

Note—There are several improvements to this policy to assist substitute teachers. First, the amendment to clause 34 clarifies that the appeal process is in regard to a jurisdiction decision to remove a teacher from the substitute roster. The addition of clause 35 is intended to address abusive practices including the replacement of an assigned substitute teacher to preclude their being paid on grid. Finally, while substitute teachers should follow the teacher's supervision schedule, the amended clause 37 is intended to ensure that substitute teachers have an opportunity to orient themselves and review their lesson plans before commencing their teaching duties.

**5.A.15** *School boards and others must recognize that high quality education, attractive schools and favourable working conditions are important in the recruitment and retention of teachers. Negotiations should include all matters which affect the quality of the educational system and the teacher's ability to provide a high level of professional service. Without limiting the generality of the foregoing, collective agreements negotiated by the Association should include clauses as follows:*

...

33. process[es] for substitute teachers to request evaluation; **[and]**

**34. process** to appeal when *[their service is discontinued] a substitute teacher is removed from the substitute roster;*

**[34] 35. a provision where a substitute teacher shall continue in the same position until the return of the teacher being replaced unless the substitute teacher is unwilling or unable to continue;**

**[35] 36. sick leave for substitute teachers;**

**[36] 37. substitute teachers to be assigned regularly scheduled supervision duties, excluding supervision that precedes the first instructional block assignment, and workload of the teacher being replaced; and renumbering the remaining clauses.**

*[1970/73/76/78/79/80/82/83/84/85/86/87/90/91/92/96/97/98/2000/01/02/03/07/10/11]*

**37/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 5.A.15 be amended to read—  
“School boards and others must recognize that high quality education, attractive schools and favourable working conditions are important in the recruitment and retention of teachers. Negotiations should include all matters which affect the quality of the educational system and the teacher's ability to provide a high level of professional service. Without limiting the generality of the foregoing, collective agreements negotiated by the Association should include clauses as follows:

...

44. class size maximums of no more than 20 students, depending upon the type of learning situation and class composition variables;"

Note—Although approved guidelines for collective bargaining recommend addressing the intentions of the Class Size Initiative “with maximums, not averages,” current policy stipulates class-size maximums for early childhood, special education and some career and technology studies classes only. Because classes that have more than 40 students are becoming more common, it is imperative that policy propose class-size maximums for all classes.

**5.A.15** *School boards and others must recognize that high quality education, attractive schools and favourable working conditions are important in the recruitment and retention of teachers. Negotiations should include all matters which affect the quality of the educational system and the teacher's ability to provide a high level*

*of professional service. Without limiting the generality of the foregoing, collective agreements negotiated by the Association should include clauses as follows:*

...

44. class size *[appropriate to] maximums of no more than 20 students, depending upon the type of learning situation and class composition variables;*
- [1970/73/76/78/79/80/82/83/84/85/86/87/90/91/92/96/97/98/2000/01/02/03/07/10/11]*

**38/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.2 be amended to read—  
“BE IT RESOLVED, that Association bargaining units be urged to negotiate collective agreement provisions that prevent the unilateral imposition of modified school and/or district calendars.”

Note—Modified school calendars affect the working conditions of teachers and their ability to provide professional service. Significant changes to the school calendar must be discussed at the bargaining table. Teachers should have a say in something as important to their work life as the school calendar.

**5.B.2** *BE IT RESOLVED, that Association bargaining units be urged to negotiate collective agreement provisions that prevent the unilateral imposition of modified school and/or district calendars.*

*[1997/2000/03/06/09]*

**39/12** (Current Directive)  
Provincial Executive Council

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

Note—Noncertificated personnel form a larger percentage of many school staffs each year. Ongoing vigilance is necessary to assure that teacher work is done by teachers and that noncertificated staff assume only those duties appropriate to their role. Certificated teachers are responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils. School boards must eliminate any practices that delegate professional responsibilities to noncertificated staff.

**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 development practices that result in the replacement of*

*certificated teachers with noncertificated personnel.*  
[1997/2000/03/06/09]

**40/12** (Current Directive)  
Provincial Executive Council

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

Note—Ensuring teacher safety is increasingly difficult as schools work with more diverse students with wide ranging academic, social and behavioral profiles. Also, some school programs are offered in alternative and sometimes isolated settings and during unconventional hours; this means that teachers are physically vulnerable. With parental and student harassment incidents on the rise, teachers must have legal and financial protections. Local school board policies and action in support of teachers' safety are not consistent throughout the province; they should be.

*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]

**41/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.7 be reaffirmed.

Note—Teachers who drive buses or transport students place themselves in vulnerable legal positions and assume considerable liability. The duties for teachers are clearly laid out in Section 18 of the *School Act*. Driving school vehicles and transporting students falls outside of these responsibilities and is inappropriate.

*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 driver's licence as a condition of employment for teachers.*  
[2006/09]

**42/12** (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 urge local bargaining units to collect comparative longitudinal data on class size and composition and then negotiate clauses

in their collective agreements that stipulate maximum class sizes based on class composition variables.”

Note—At the moment, there is a wide range of approaches to organizing class size and composition. Some of these approaches negatively affect teacher workload and student learning. Accurate and reliable data on class sizes reflecting changes over time will support arguments at the bargaining table for the introduction of protections into collective agreements.

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

**43/12** (Current Directive)  
Provincial Executive Council

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

Note—Although the Workplace Health and Safety has become a higher priority in recent years in all areas of industry, health and safety concerns in many schools are handled in an ad hoc manner. More and better data is being compiled on the effects of a facility's condition on people's health and safety. Section 60(c) in the *School Act* directs school boards to “maintain, repair, furnish and keep in good order all its real and personal property.”

*5.B.9 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to address immediately health and safety concerns relating to the increasingly unacceptable conditions of school facilities.*  
[2000/03/06/09]

**44/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.13 be deleted.

Note—Written reasons may not benefit members whose probationary contract has lapsed and not been renewed as a result of poor performance or inappropriate assignment. Requiring an explanation could hinder further employment opportunities for these people, because the document would be retained in the employer's file and be subject to employment reference checks. For those who have had a successful probationary year, but whose contract was allowed to lapse because of declining enrolments or staff reduction, written

reasons offer little benefit. A positive evaluation provides the best avenue to future employment.

*5.B.13 BE IT RESOLVED, that the Alberta Teachers' Association negotiate provisions in collective agreements to ensure that reasons shall be provided in writing to teachers who are on probationary contracts and who are not going to be offered continuing contracts.*  
[2006/09]

**45/12** (Current Directive)  
Provincial Executive Council

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

Note—Written reasons may not benefit members whose probationary contract has lapsed and not been renewed as a result of poor performance or inappropriate assignment. Requiring an explanation could hinder further employment opportunities for these people, because the document would be retained in the employer's file and be subject to employment reference checks. For those who have had a successful probationary year, but whose contract was allowed to lapse because of declining enrolments or staff reduction, written reasons offer little benefit. A positive evaluation provides the best avenue to future employment.

*5.B.21 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to amend the School Act by adding the provision that reasons shall be provided in writing to teachers who are on probationary contracts who are not going to be offered continuing contracts.*  
[1988/91/94/97/2000/03/06/09]

**46/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.22 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that employers comply with the *School Act* by using probationary contracts as the standard first contract of employment only.”

Note—Boards should follow the *School Act* when issuing contracts. The Act speaks to the placement of teachers on continuing contracts after successful completion of a probationary period.

*5.B.22 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that employers*

***comply with the School Act by us[er]ing probationary contracts as the standard first contract of employment only [to be followed by a continuing contract unless performance evaluations indicate a need for a secondary probationary contract].***  
[1994/97/2000/03/06/09]

**47/12 (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 Teacher’ 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, natural justice and good employer/employee relations.”

Note—Substitute teachers are defined as day-to-day employees in the *School Act*, but many substitute teachers work for months or years for the same employer. This amendment urges school boards to treat substitute teachers as an important and integral part of the professional community.

**5.B.23 BE IT RESOLVED, that the Alberta Teacher’ Association urge school boards to [inform] establish in policy and communicate to substitute teachers [ir-writing-of] the [specified] criteria for the selection, retention [or] and removal of teachers from district substitute teacher rosters in accordance with due process, natural justice and good employer/employee relations.**  
[1994/97/2000/03/06/09]

**48/12 (Current Directive)**  
Provincial Executive Council

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

Note—Substitute teachers need performance evaluations so that they can compete for positions, apply for certification and have appropriate documentation to support their professional practice.

**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 on request.**  
[1994/97/2000/03/06/09]

**49/12 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that current directive 5.B.26 be amended to read—  
“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 and hiring procedures for teaching and administrative positions.”

Note—Many teaching positions are filled throughout the school year within each school system. Substitute teachers on school board rosters are not always aware of position openings and, therefore, do not have the opportunity to apply for them.

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

**50/12 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.27 be reaffirmed.

Note—The current policy is a complement to 5.B.4 whereby the Association calls upon the government to ensure the safety of teachers who are at risk from student or parent behaviour. Sections 24 and 27 of the *School Act* contain provisions for the safety of teachers in their interactions with students and parents, respectively. The Association must continue to urge school boards to enforce this legislation.

**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]

**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]

**51/12 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.29 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to develop a reporting model that would better support the goals of the Class Size Initiative by recognizing the wide discrepancies in class size and composition experienced by individual classroom teachers within a school jurisdiction, as opposed to the current system-wide average model.”

Note—Reporting class size averages merely disguises the presence of extremely large or complex classes. The government should develop a model that reports accurately on the range of class sizes in schools.

**5.B.29 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to develop a reporting model that would better support the goals of the [re-examine the “system average” approach of the] Class Size Initiative by recognizing [to eliminate] the wide discrepancies in class size and composition experienced by individual classroom teachers within a school jurisdiction, as opposed to the current system-wide average model [and better achieve the goals of the initiative].**  
[2009]

**52/12 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.33 be deleted.

Note—Association has long-range policy that speaks to the provisions that should be negotiated in collective agreements. School boards have retained the funds related to health care premiums. The appropriate strategy is to negotiate those funds into some other compensation in the agreement.

**5.B.33 BE IT RESOLVED, that the Alberta Teachers’ Association lobby the provincial government to maintain or resume previously negotiated health care premium funding as part of teachers’ compensation packages.**  
[2009]

**53/12 (Current Directive)**  
Provincial Executive Council

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

Note—The role of Economic Policy Committees (EPC) is to prepare for

and oversee negotiations and to enforce collective agreements on behalf of the teachers employed by the board. EPCs also identify areas of concern for all members and address those concerns during the negotiating process. While some EPCs have a position designated for school administrators, some do not. Within the Association school administrators are in a unique position, given their role in the education system, and, therefore, they should be formally represented on EPCs to ensure that the EPC is aware of the local and provincial issues facing school administrators.

## Pensions

### 54/12 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 6.B.1 be amended to read—

“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 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.”

Note—Active membership in the plan determines the accrual of service. The addition makes it clear that the government would provide its share of the 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 to allow teachers who take[s] leaves of absence to be given the option to contribute to the plan as if they were active[ty employed] members of the plan during such leave with the government also contributing according to the contribution sharing arrangement in the plan.**  
[2009]

### 55/12 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 6.B.2 be amended to read—

“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.”

Note—The *Alberta Teachers’ Pension Plan Act* allows the government to unilaterally amend the plan if the Association has previously requested the amendment. Pension amendments are complex and must be the result of negotiations between the plan sponsors. Urging the government to negotiate rather than unilaterally implement an amendment will help the Association better represent its members. The *Alberta Teachers’ Pension Plan Act* requires school jurisdictions to remit teacher contributions to the plan. This is not required. The directive as it stands, mentions teacher contributions only; it must be clear that government contributions are also expected.

**6.B.2 BE IT RESOLVED, that the Alberta Teachers’ Association [press for immediate amendment to the Teachers’ Pension Plan Act that defines day-to-day substitute teaching as pensionable service and requires school boards, at the option of the teacher, to deduct the appropriate pension contributions for such service and remit these contributions to the fund] 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]

### 56/12 (Current Directive) Provincial Executive Council

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

Note—While it is recognized that such an amendment would be at no cost to the plan, it would impose a penalty on an individual seeking an earlier retirement date. This policy could draw undue attention and encourage government to take other steps which may be unfavourable to the plan or members.

**6.B.6 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to amend the Teachers’ Pension Plans Act to provide that a teacher who is**

*at least 50 years of age with at least five years of service may retire and receive a pension that is the actuarial equivalent of the pension that would be payable had the age and service index been achieved.*  
[2006/09]

## Education Finance

### 57/12 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.2 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to provide school boards with targeted funding to ensure adequate dedicated time during the instructional day for school-based administrators to fulfill their leadership duties.”

Note—The amendment clarifies the policy by defining what is being sought without using the vague phrase “release time.” Targeted funding will ensure that administrators have enough time to fulfill their obligations without affecting instructional funding at the school level. School board administrators around the province experience widely divergent release-time arrangements. Their duties are increasingly difficult to complete because of the numerous tasks and responsibilities delegated to them by their districts.

**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 [for school-based administration for] adequate dedicated [release] time during the instructional day for school-based administrators to fulfill their leadership duties.**  
[2009]

### 58/12 (Current Directive) Provincial Executive Council

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

“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.”

Note—Schools cannot plan instructional programs when they receive short-term initiatives or project funding. All school

jurisdictions require adequate, stable and predictable funding.

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

**59/12** (Current Directive)  
Provincial Executive Council

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

Note—Identifying English as an additional language (EAL) students and providing adequate funding for them continue to be difficult because of narrow programming options for EAL students and narrow definitions. Many EAL students come from impoverished and war-torn backgrounds and lag behind peers with respect to formal schooling and language skills. Guidelines need to be developed to meet their needs and to respect their circumstances.

**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]

**60/12** (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 junior kindergarten and full-day kindergarten programs, including costs associated with

1. hiring a certificated teacher for each program;
2. providing for maximum class sizes 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.”

Note—Alberta's Commission on Learning recommended board-operated junior kindergarten and full-day kindergarten programs, yet the government continues to ignore these important recommendations. The Association opposes combined classes as they increase the complexity of the teaching assignment which has the potential to negatively affect the learning environment. The proposed amendment to this policy clarifies the intent of Association policy.

**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 maximum class sizes of 15 for junior kindergarten and 17 for kindergarten [and 15 for combined junior kindergarten and 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]

**61/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.15 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association encourage the Canadian Teachers' Federation to continue to actively lobby the federal government, enlisting support from like-minded bodies and organizations, to uphold its commitment to Aboriginal students as outlined in the Kelowna Accord and ensure that funding increases for on-reserve students match funding increases for off-reserve First Nations, Métis and Inuit students.”

Note—Although the Martin federal government signed the Kelowna Accord, the Harper government has failed to act on it. The government has also declined to support the United Nations Declaration on the Rights of Indigenous Peoples. The CTF needs to actively lobby for support for all First Nations, Métis and Inuit students. Conditions in many reserve schools are inadequate to support and enhance learning opportunities for Canada's Aboriginal students. Because this is a federal matter that affects students in Alberta, the

Canadian Teachers' Federation has a role to play in raising awareness and holding the government to an educational equity commitment.

**7.B.15 BE IT RESOLVED**, that the Alberta Teachers' Association encourage the Canadian Teachers' Federation to continue to actively lobby the federal government, enlisting support from like-minded bodies and organizations, to uphold its commitment to Aboriginal students as outlined in the Kelowna Accord and ensure that funding increases for on-reserve students match funding increases for off-reserve First Nations, Métis and Inuit students.  
[2006/09]

**62/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.16 be reaffirmed.

Note—Voucher systems divert public funds to private schools and promote inequity in access to educational programs. They also create harmful competition among schools and a consumerist approach to education, and ultimately erode the quality of public education.

**7.B.16 BE IT RESOLVED**, that the Alberta Teachers' Association oppose any funding formula that is based on a form of vouchers.  
[2003/06/09]

**63/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.17 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to

1. cover the total cost of postsecondary tuition fees for all Alberta students,
2. significantly increase its funding of higher education and
3. ensure access to higher education including the provision of subsistence grants available to those with limited financial resources.”

Note—There continues to be a need to ensure that postsecondary education is adequately funded and available to all students, regardless of their financial circumstance. The proposed amendment clarifies the purpose of the grant, which is to cover living expenses for those who require assistance while completing their program (and assumes that there will be no tuition, as per the first point of the directive).

**7.B.17** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to

1. cover the total cost of postsecondary tuition fees for all Alberta students,
2. significantly increase its funding of higher education and
3. ensure access to higher education *[by making] including the provision of **subsistence** grants available to those with limited financial resources.* [1997/2000/03/06/09]

**64/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.27 be amended to read—

“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.”

Note—Initiatives such as international student recruitment to increase school funding are short sighted and counterproductive. The primary goal of Alberta's public education system should be to educate Alberta students. 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 students so that school boards do not have to devise fundraising schemes.

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

**65/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.28 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association strongly urge the Department of Education to provide appropriate funding to meet the complex needs of students with limited formal schooling or who experienced challenging circumstances prior to arriving in Canada.”

Note—The amendment is required because the government cut funding for enhanced English as an additional language in the 2011 budget. Many students have had limited formal schooling and have experienced extreme difficulties before coming to Canada. Given the trauma that so many of these children have experienced, they need more than help learning English and should get such help in schools.

**7.B.28** BE IT RESOLVED, that the Alberta Teachers' Association strongly urge the Department of Education to provide appropriate funding *[beyond the enhanced-English as an Additional Language support services currently available] to meet the [severe,] complex needs of students with limited formal schooling or who experienced challenging circumstances prior to arriving in Canada.* [2006/09]

**66/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.29 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to increase funding for English as an Additional Language students receiving instruction in Grades K–12.”

Note—The basic English as an additional language (EAL) grant must be increased. As Alberta's student population becomes more diverse, funding must also be increased to provide instructional time and services for EAL students in the public education system.

**7.B.29** BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to increase funding *[in the supplementary grant] for English as an Additional Language students receiving instruction in Grades K–12.* [2004/07/09]

**67/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to increase funding to existing programs and services to better address the issue of sexual exploitation of youth.

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 between service agencies and allow for the development and delivery of preventive educational programming.

**68/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge each school board to implement an average chargeback rate to schools for substitute teacher costs.

Note—The average chargeback rate is 1/200 of average teacher costs charged to schools. This would benefit schools, students, substitute teachers and classroom teachers by providing consistency in the classroom. It is important to institute an average chargeback to school budgets to ensure that there is never a concern in schools about the potential cost of having a substitute teacher move from a low daily rate to a higher grid rate. The primary concern should be consistency for students, staff and substitute teachers, not cost.

**69/12** (Current Directive)  
Calgary Separate

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

Note—This will help alleviate the shortage of qualified teachers to teach the apprenticeship programs within Alberta.

## General

**70/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.3 be reaffirmed.

Note—In a public education system that is funded by a provincial government, a publicly elected school board that responds to unique community needs and provides political advocacy to effect change should continue to provide education governance.

**8.B.3 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to ensure that education governance continues to be provided by publicly elected school boards.  
[1994/97/2000/03/06/09]

**71/12** (Current Directive)  
Provincial Executive Council

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

Note—The need for public health services for children has been increasing, but access to these services has not. The need for a coordinated, efficient system has always been important, but is now critical given the department's Action on Inclusion initiative. This work must be continued and supported by the Department of Education and coordinated with other ministries involved.

**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 special diagnostic or remedial treatment.  
[2003/06/09]

**72/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.5 be transferred to policy achieved.

Note—The Government of Alberta provides flu shots to all Albertans at no cost and members are able to access that service at their discretion.

**8.B.5 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to provide free of cost an annual flu shot to teachers at their discretion.  
[2003/06/09]

**73/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.9 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure timely public services are available for children requiring special diagnostic or remedial treatment.”

Note—This policy remains a current and ongoing issue. It is important that students receive timely diagnostic assessments and

treatment so that teachers can help them learn effectively.

**8.B.9 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to ensure **timely** public services are available for children requiring special diagnostic or remedial treatment.  
[1995/98/2000/03/06/09]

**74/12** (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 children in schools; health-related services relating to medical procedures for special needs children, administering and tracking of medication and other medical tasks must be performed by health care professionals in schools. Coordination of care ensures that both the health and education needs of students are being met.

**8.B.10 BE IT RESOLVED**, that the Alberta Teachers' Association lobby the provincial government to place health care professionals back in schools.  
[2009]

**75/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.15 be reaffirmed.

Note—Student conduct policies would provide support and guidelines to teachers and administrators and help them ensure that student behaviour is consistent with expectations expressed in the *School Act*. Such policies should also provide mechanisms to help teachers and administrators respond when student behaviour significantly departs from those policies.

**8.B.15 BE IT RESOLVED**, that the Alberta Teachers' Association urge school boards to develop policies that implement the requirements for students' conduct contained in the *School Act*.  
[1994/97/2000/03/06/09]

**76/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.27 be reaffirmed.

Note—The Alberta Teachers' Association, in tandem with the Canadian Teachers' Federation, has an opportunity to effect changes in the *Copyright Act*. Although the exact contents of the new legislation are as

yet unknown, the Association supports any efforts by CTF to ensure that teachers and students have legal access to the Internet's extensive educational resources.

**8.B.27 BE IT RESOLVED**, that the Alberta Teachers' Association support the efforts of the Canadian Teachers' Federation to effect changes in future copyright amendments so that teachers in educational institutions are given special consideration to permit use of duplicated materials (print and nonprint) and Internet materials that are free and available to the public and that supplement the approved educational curriculum.  
[1988/91/94/97/2000/03/06/09]

**77/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.28 be reaffirmed.

Note—Education funding must focus on the instruction of students and the supports for instruction. The departments that have responsibilities for services to young people, such as Employment and Immigration, Health and Wellness, Children and Youth Services and Justice, must fund their various initiatives so that supports to children can be fully available and equitably provided.

**8.B.28 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to ensure that the departments of Employment and Immigration; Health and Wellness; Children and Youth Services; and Justice 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]

**78/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.32 be transferred to long-range policy.

Note—This policy statement is a long-standing belief of the Association and should be placed in the long-range section of policy.

**8.B.32 BE IT RESOLVED**, that the Alberta Teachers' Association oppose the practice of teachers being assigned to edit and proofread one another's report cards.  
[2006/09]

**79/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.33 be reaffirmed.

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. This policy responds to some school boards that chose not to participate in programs to immunize students against human papillomavirus.

**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 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]

**80/12 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED that the Alberta Teachers' Association urge the Government of Alberta to synthesize and communicate to teachers a comprehensive compendium of available supports and resources for students and families with mental health needs.

Note—Various ministry and cross-ministry initiatives offer resources to support teachers in their work with students with mental health needs and their families. Teachers are not always aware of these resources, and there is currently no comprehensive listing of government resources or supports available. A targeted communication strategy would help teachers locate and use information, and increase the effectiveness of services provided by the government. Currently, services are provided through Education, Alberta Health Services, Health and Wellness and Aboriginal Relations.

**81/12 (Current Directive)**  
Northern Spirit

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.

Note—Many students are put at a huge disadvantage daily by the busing system now in place. Students should not be punished because a system does not adequately fund transportation in order to limit the time students spend on district-provided transportation.

## Administration of Schools

**82/12 (Long-Range Policy)**  
Edmonton Catholic

BE IT RESOLVED, that long-range policy 9.A.8 be amended to read—  
“Schools should be organized to provide structures to ensure individual teacher involvement in decision making related to program development, mode of instruction, allocation of educational resources, staffing policy, use of technology and policies related to student, staff, and program evaluation, restructuring of the school day (Flexibility Enhancement Program), and any other matter that concerns teachers.”

Note—Teachers should be involved in above areas of decision making in a way that truly engages each individual teacher in a school, rather than in a hierarchical or department-based model that does not allow for a truly collegial discussion to take place. Decisions regarding the structure/timetable of the school day affect teachers' workload and hours of work, and therefore should be discussed by all teachers in a school.

**9.A.8 Schools should be organized to provide structures to ensure individual teacher involvement in decision making related to program development, mode of instruction, allocation of educational resources, staffing policy, use of technology and policies related to student, staff, and program evaluation, restructuring of the school day (Flexibility Enhancement Program), and any other matter that concerns teachers.**  
[1985/88/96/2001/06]

**83/12 (Current Directive)**  
Provincial Executive Council

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

Note—According to the *School Act*, a temporary contract terminates on the next June 30 or on a date specified in the contract, whichever is earlier. Some school boards are adding the phrase, “or upon return of the teacher” after June 30, which is in violation of the Act.

**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]

**84/12 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.4 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to implement strategies that promote positive, supportive working relationships with school-based administrators, where administrators are supported through

1. dedicated administration release time,
2. adequate resources,
3. appropriate compensation, and
4. systematic and clear lines of communication.”

Note—As currently worded, the policy does not include a call for action. School boards need to have not just an objective but a strategy. Ensuring that administrators have dedicated release time to carry out their responsibilities will encourage more teachers to aspire to and remain in administrative positions. Also, school authorities need to develop and adhere to a communication plan that clearly outlines the communication strategies that both board and administrators should follow.

**9.B.4 BE IT RESOLVED**, that the Alberta Teachers' Association urge school [jurisdictions] boards to [have as one of their objectives the development of] **implement strategies that promote positive, supportive working relationships with school-based administrators, where administrators are supported through** **1. dedicated administration release time,** **2. adequate resources,** **3. appropriate compensation, and** **4. [open] systematic and clear lines of communication.**  
[2009]

**85/12 (Current Directive)**  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.5 be amended and transferred to long-range policy—  
“BE IT RESOLVED, that the Alberta Teachers' Association oppose the use of programs or software applications that utilize-criteria for teacher supervision

and evaluation that is not based on the Alberta Teaching Quality Standard.”

Note—Given how rapidly technology changes, there is no way of knowing what types of tools might be developed in the future to replace teacher supervision and evaluation. The amendment broadens the language and reinforces the use of the Teaching Quality Standard for teacher evaluations.

**9.B.5 BE IT RESOLVED**, that the Alberta Teachers’ Association oppose [school jurisdictions<sup>2</sup>] the use of [personal data assistants with related commercially developed] programs or software applications that utilize[s-sets of arbitrary] criteria for [classroom walk-throughs] teacher supervision and evaluation that is not based on the Alberta Teaching Quality Standard.  
[2006/09]

**86/12** (Current Directive)  
Provincial Executive Council

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

“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 exhibit the following characteristics:

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.
7. Are sponsored in collaboration with the Association.”

Note—The language of the policy needs to be updated to reflect new research on effective mentoring. In addition, the reference to funding needs to be broadened to include not just release time for the participants but other resources, such as access to conferences and study materials.

**9.B.9 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 exhibit the following characteristics:

- [6] 1. Are voluntary rather than compulsory.
- [7] 2. Are designed for professional growth.
- [2] 3. Are ongoing rather than short term.
- [3] 4. Are appropriately [funded to provide] **resourced, including funding for participant release time and provision for preparation of participants.**
- [4] 5. [Are based on current] **Use sound research [and best] to inform practice.**
- [5] 6. Are allowed to constitute the participants’ professional growth plan.
7. Are sponsored in collaboration with the Association.  
[2009]

## Nature of Teaching Profession

**87/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.1 be amended to read—  
“Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society.”

Note—The proposed amendment brings the policy in line with the current language of the Teaching Quality Standard.

**10.A.1 Teaching is the specialized application of knowledge, [and] skills and attributes designed to provide unique service to meet the educational needs of the individual and of society.**  
[1971/90/92/2002]

**88/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.2 be amended to read—  
“The Alberta Teachers’ Association has a responsibility to appraise the expectations of society and to recommend changes to the Alberta educational system to meet changing needs.”

Note—There continues to be a need for the Association to provide leadership and direction in the education system in the province.

**10.A.2 The Alberta Teachers’ Association has a responsibility to appraise [continuously] the [changing] expectations of society and to recommend changes [to] the Alberta educational system to meet changing [social] needs.**  
[1969/92/2002]

**89/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.3 be amended to read—  
“The professional autonomy inherent in teaching requires that, in the event of a conflict arising between employer demands and the professional expectations of a teacher, the teacher’s role as a member of the profession is paramount.”

Note—The proposed amendment further clarifies that the teacher is a member of the profession first and foremost. Any demands made upon the teacher by the employer must be made respecting the teacher’s professionalism.

**10.A.3 The [independence and] professional autonomy inherent [necessary for effective] in teaching requires that, in the event of a conflict arising between employer demands and the professional [requirements] expectations of a teacher, the teacher’s role as a member of the profession is paramount.**  
[1971/92/2002]

**90/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.4 be amended to read—  
“The Alberta Teachers’ Association should have adequate representation on all Department of Education committees, boards, and advisory bodies dealing with all matters related to teaching and learning.”

Note—The proposed amendment broadens the scope of areas where the Association would expect representation at multiple levels within the educational system.

**10.A.4 The Alberta Teachers’ Association should have adequate representation on all Department of Education committees, [and] boards, and advisory bodies dealing with [curriculum] all matters [including evaluative procedures] related to teaching and learning.**  
[1967/72/88/98/2002]

**91/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.6 be amended to read—  
“Persons employed by agencies offering instructional services under contract to school boards should be certificated teachers and members of the Association.”

Note—Any individual offering instructional services regardless of who the employer is should be a certificated teacher and member of the Association.

**10.A.6** *Persons employed by agencies [to] offering instructional services under contract to school boards should be certificated teachers and members of the Association.*  
[1976/81/92/2002]

**92/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.8 be amended to read—  
“The educational interests of students are best served by teachers who practise under conditions which enable them to exercise professional judgment.”

Note—Teachers need to work within structures that honour and enable their professional judgment.

**10.A.8** *The educational interests of students are best served by teachers who practise under conditions which enable them to exercise [their] professional judgment.*  
[1971/92/2002]

**93/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.9 be amended to read—  
“The legal framework within which the Alberta Teachers’ Association functions is and should remain in the *Teaching Profession Act*.”

Note—Naming the *Teaching Profession Act* is critical in recognizing that it needs to be a stand-alone piece of legislation.

**10.A.9** *[Society establishes, through the provincial-Egislature;] The legal framework within which the Alberta Teachers’ Association functions is and should remain in the Teaching Profession Act.*  
[1971/92/2002]

**94/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.14 be amended to read—  
“Teachers are entitled to a hearing before their peers in accordance with the rules of natural justice in matters relating to alleged professional misconduct or unskilled practice.”

Note—The proposed amendment more accurately reflects current nomenclature.

**10.A.14** *Teachers are entitled to a hearing before their peers in accordance with the rules [principles] of natural justice in matters relating to alleged professional misconduct or unskilled practice.*  
[1971/92/2002]

**95/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.16 be amended to read—  
“The policy of the Association, as a member of the Canadian Teachers’ Federation, is that the Canadian Teachers’ Federation

1. functions as a federation of provincial associations and that, as a federation, it deals with provincial associations and not with members of provincial associations;
2. renders reasonable assistance to provincial associations upon request;
3. maintains services to aid provincial associations in the following fields: pension, salaries, tenure, legislation and regulations, teacher education, collective bargaining, curriculum, federal aid, communications, educational finance, research and international education; and
4. provides for representation on a geographical basis, as far as possible, on its standing and special committees.”

Note—The Canadian Teachers’ Federation also engages in research as well as international education initiatives.

**10.A.16** *The policy of the Association, as a member of the Canadian Teachers’ Federation, is that the Canadian Teachers’ Federation*

1. functions as a federation of provincial associations and that, as a federation, it deals with provincial associations and not with members of provincial associations;
2. renders reasonable assistance to provincial associations upon request;
3. maintains services to aid provincial associations in the following fields: *pension, salaries, tenure, legislation and regulations, teacher education, collective bargaining, curriculum, federal aid, communications, [and] educational finance, research and international education; and*
4. provides for representation on a geographical basis, as far as possible, on its standing and special committees.  
[1921/57/69/74/79/92/2002]

**96/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.17 be amended to read—  
“Teachers submit to the Association disputes arising from professional relationships with colleagues where attempts by the parties at resolution have not been successful.”

Note—The proposed amendment focuses upon the attempts to resolve the conflict rather than the strategy.

**10.A.17** *Teachers submit to the Association disputes arising from professional relationships with colleagues [that cannot be resolved by the parties involved by personal discussion] where attempts by the parties at resolution have not been successful.*  
[1983/92/2002]

**97/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.19 be amended to read—  
“The Alberta Teachers’ Association holds that membership in the Association is the prerogative of the Association.”

Note—The proposed amendment adds clarity to the policy as it focuses specifically upon the Association’s ability to decide upon who can become and remain a member.

**10.A.19** *The Alberta Teachers’ Association holds that membership in the Association [certification of teachers] is the prerogative of the Association.*  
[1966/69/74/79/84/92/2002]

**98/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.23 be amended to read—  
“All members representing the profession on government advisory committees or in consultation processes should be named by the Association.”

Note—The Association wants to ensure that as the authoritative voice of the teaching profession it, rather than others, names the members to any committee or advisory body struck by government.

**10.A.23** *All members representing the profession on government advisory committees or in consultation processes should be named by the Association.*  
[1985/88/92/2002]

**99/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 10.A.28 be deleted.

Note—This is now subsumed under 10.A.4.

*10.A.28 A ministerial advisory body is essential to provide for systematic and ongoing participation for the public and the profession in program, curriculum and student evaluation decision making.*  
[1988/98/2002]

*10.A.4 The Alberta Teachers' Association should have adequate representation on all Department of Education committees, [and] boards, and advisory bodies dealing with [curriculum] all matters [-including evaluative procedures] related to teaching and learning.*  
[1967/72/88/98/2002]

## Processes of Teaching

**100/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 11.A.1 be amended to read—  
“Teaching processes contribute to the development of students who are actively engaged, responsible and contributing members of a democratic society.”

Note—The proposed wording changes more accurately reflect current language about the purposes of education and schooling.

*11.A.1 Teaching processes [aim to] contribute to the development of students who are [to become self-directed] actively engaged, responsible and contributing members [citizens] of a democratic society.*  
[1971/92/2002]

**101/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 11.A.2 be amended to read—  
“Teaching emphasizes the development of values and guides students in their social relationships.”

Note—The development of values is considered to be an important step in being able to engage in positive social relationships.

*11.A.2 Teaching emphasizes the development of values [human and social relationships] and guides students in their social relationships [the development of values].*  
[1971/92/2002]

**102/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 11.A.3 be amended to read—  
“Teaching is concerned with holistic student development.”

Note—*Holistic development* is an open, inclusive term that can encompass many areas without being too definitive or limiting.

*11.A.3 Teaching is concerned with holistic student development [in the affective, psychomotor and cognitive domains of knowledge].*  
[1971/92/2002]

**103/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 11.A.4 be amended to read—  
“Teaching processes must be free of discriminatory practices.”

Note—The learning experiences of students, including the pedagogy and materials utilized, must be free of discriminatory practices.

*11.A.4 Teach[ers]ing processes [should] must be free of [develop teaching strategies and practices that eliminate subtle or overt] discriminat[ion]ory practices.*  
[1995/2002]

**104/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 11.A.5 be amended to read—  
“Processes of teaching include understanding and adhering to legal and legislated frameworks and policies; identifying and responding to student learning needs; providing effective and responsive instruction; assessing and communicating student learning; developing and maintaining safe, respectful environments conducive to student learning; establishing and maintaining professional relationships; and engaging in reflective professional practice.”

Note—The proposed amendment more accurately reflects in a broad sense what teachers are expected to do throughout their professional practice.

*11.A.5 Processes of teaching include: [four sets of teacher activities: determining objectives, planning, performance and appraisal] understanding and adhering*

*to legal and legislated frameworks and policies; identifying and responding to student learning needs; providing effective and responsive instruction; assessing and communicating student learning; developing and maintaining safe, respectful environments conducive to student learning; establishing and maintaining professional relationships; and engaging in reflective professional practice.*  
[1971/92/2002]

**105/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 11.A.9 be amended to read—  
“When needs are identified by the teacher, appropriate support in the form of staff or services should be made available.”

Note—The identification of the needs of the students begins with the professional judgment of the teacher. Once identified, the needs must be met to provide optimum learning opportunities for student(s).

*11.A.9 When needs are identified by the teacher, appropriate [External] support in the form of staff or services should be made available [for consultation and assistance].*  
[1971/92/2002]

## Early Childhood Education

**106/12** (Current Directive)  
Edmonton Catholic

BE IT RESOLVED, that current directive 13.B.2 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide adequate funding to establish a maximum class size of 15 for junior kindergarten and 17 for kindergarten.”

Note—The Association does not support early childhood services being part of a split-class arrangement with Grade 1 classes. In the same way, junior kindergarten and kindergarten classes should not be combined.

*13.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide adequate funding to establish a maximum class size of 15 for junior kindergarten[-] and 17 for kindergarten [and 15 for combined junior kindergarten and kindergarten classes].*  
[2005/08/11]

## Professional Growth, Supervision and Evaluation

**107/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 15.B.2 be transferred to policy achieved.

Note—The department has taken steps to deal with this issue and all boards are in compliance. Given that the government's policy is being redrafted, it would be appropriate to declare success and deal with any issues arising out of the new proposals; it is also possible the Association will not agree with the revisions, in which case there would be no further interest in pressing boards to adopt policy.

*15.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to require all school boards to adopt professional growth, supervision and evaluation practices that are consistent with the government's Teacher Growth, Supervision and Evaluation Policy (1998 02 26). [2000/03/06/09]*

**108/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 15.B.4 be reaffirmed.

Note—Teachers should be supervised and evaluated by their principal and not by colleagues or teachers in other leadership roles in the school.

*15.B.4 BE IT RESOLVED, that the Alberta Teachers' Association oppose intervisitations for teacher supervision and/or evaluation. [2006/09]*

## Technology and Education

**109/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.3 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to promote and provide adequate funding and resources for teacher professional development related to the infusion of technology into pedagogy and curriculum.”

Note—Infusing technology into pedagogy and curriculum is a professional consideration for teachers for which adequate funding and resources must be provided. Since districts vary in their allocation of professional development monies to schools, a Department of Education approach would increase teachers' capacity and create more consistency where right now there is very little. The issue is larger than the information and communication technology outcomes, and in some cases the outcomes are already being integrated into core curricula.

*16.B.3 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to promote and provide adequate funding and resources for teacher professional development [for] related to the infusion of [the Information and Communication Technology outcomes] technology into pedagogy and curriculum. [2000/03/06/09]*

**110/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.5 be amended to read—

“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 provision of technical support and training, software acquisition, infrastructure, subscriptions, upgrading, security and professional development.”

Note—Adequate funding from the Department of Education is necessary for school districts to address the cost of technology, technical support, software acquisition, infrastructure, subscriptions, upgrading, security, training and professional development, especially given that these costs rise as technology evolves.

*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 provision of technical support and training, software acquisition, infrastructure, subscriptions, upgrading, security and professional development. [1997/2000/03/06/09]*

**111/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.20 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to amend its funding formula to include additional 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.”

Note—Assistive technology is a powerful tool that can provide a more personalized program and alternative curriculum to students with diverse learning needs and help them meet the learner outcomes of the program of studies and the goals and objectives of their individual program plans. The funding framework for inclusive education needs to include the additional costs to districts for this technology.

*16.B.20 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to amend its funding formula to include additional funding for the purchase of assistive technology, including the necessary technical support required by students with diverse learning [barriers] 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]*

**112/12** (Current Directive)  
Edmonton Catholic

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to recognize that the teaching and learning in Alberta through the use of technological tools and practices must be informed by the understanding that “*Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate*

*technological processes and resources.*” (Association for Educational Communications and Technology) and that, furthermore, all uses of technology in education in Alberta be focused on enhancing the learning experiences of students in learning communities where the interaction with the teacher and with other students is an integral part of the student’s academic life.

Note—A consistent definition of educational technology is needed for all stakeholders in Alberta to ensure that the conversations among stakeholders about the role of technology in education share a common understanding of what educational technology is. This respected definition from the Association for Educational Communications and Technology (AECT) ([www.cjlt.ca/index.php/cjlt/article/view/527/260](http://www.cjlt.ca/index.php/cjlt/article/view/527/260)) provides a foundation for a definition that will need to evolve over time. There is also a need to underscore that the use of technology in education must be constructive, building relationships between students and others, and must be led by a teacher rather than being a dehumanizing experience in which students are entering into learning experiences in isolation from their learning community.

## Education of Students with Special Needs

### 113/12 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.1 be amended to read—  
“The Alberta Teachers’ Association supports the principle of inclusion of students with special needs, provided that

1. they are placed in programs that meet their special needs; and
2. the following conditions are met:
  - a) Information about the individual needs of each student is provided to the teacher and staff.
  - b) Students with special needs and other students in the same class have been prepared for inclusion.
  - c) Ongoing professional development is provided to the teacher.
  - d) Professional support services, such as special education consulting services and health support services, are provided.
  - e) Appropriately trained educational assistants are provided, as required.

- f) Appropriate resources, including assistive technology, are provided.
- g) Class size is reduced to effectively meet the needs of all students.
- h) The regular instructional time for the teacher is reduced to allow for effective development, implementation and monitoring of documents and tools such as individual program plans, Success in School plans, and the Inclusive Education Planning Tool.”

Note—Concerns about the implementation of the Inclusive Education Planning Tool (IEPT) have arisen in the past few months. The addition of the phrase “documents and tools such as” will allow for any new documents or initiatives that may come from the ministry. Assistive technology has been added to resources to emphasize the growing need for these tools for a wide range of learners.

*17.A.1 The Alberta Teachers’ Association supports the principle of inclusion of students with special needs, provided that*

1. *they are placed in programs that meet their special needs; and*
2. *the following conditions have been met:*
  - a) *Information about the individual needs of each student is provided to the teacher and staff.*
  - b) *Students with special needs and other students in the same class have been prepared for inclusion.*
  - c) *Ongoing professional development is provided to the teacher.*
  - d) *Professional support services, such as special education consulting services and health support services, are provided.*
  - e) *Appropriately trained educational assistants are provided, as required.*
  - f) *Appropriate resources, **including assistive technology**, are provided.*
  - g) *Class size is reduced to effectively meet the needs of all students.*
  - h) *The regular instructional time for the teacher is reduced to allow for effective development, implementation and monitoring of **[the] documents and tools such as [F]individual [P]program [P]plans, [and/or] Success in School [P]plans, and the Inclusive Education Planning Tools.*** [1982/92/98/2002/11]

### 114/12 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.2 be amended to read—  
“The Alberta Teachers’ Association believes that inclusion of students with special needs should be in the most enabling environment as determined

by teachers in consultation with other professionals.”

Note—“Most enabling environment” is inclusive of the deleted phrase. The additional phrase emphasizes that teachers’ judgment and that of other professionals who have expertise in inclusive education are of paramount importance in student placement decisions.

*17.A.2 The Alberta Teachers’ Association believes that inclusion of students with special needs should be into the most enabling environment[;] **as determined by teachers in consultation with other professionals** [environments less inclusive than the regular classroom may be more appropriate options for some students with complex or severe learning and/or behavioural needs].* [1992/94/2002]

### 115/12 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.3 be amended to read—  
“The Government of Alberta should provide adequate and consistent levels of funding and support to meet the needs of inclusive educational programs, including

1. ongoing inservice;
2. appropriately trained educational assistants;
3. trained transportation and support personnel;
4. assessment and program implementation services;
5. specialized transportation equipment, other specialized equipment and materials;
6. barrier-free buildings;
7. medical and other professional services;
8. smaller classes and pupil–teacher ratio that takes into account the composition and complexity of each class;
9. reduction in instructional time required to effectively plan for instruction and collaboration with student support teams and other professionals;
10. reduction in instructional time required for the effective development and monitoring of documents and tools such as individual program plans, Success in School plans and the Inclusive Education Planning Tool; and

11. appropriate resources, including assistive technology.”

Note—The government must ensure that there is adequate and consistent funding rather than grant programs where funding may vary from year-to-year, making planning and ongoing support very difficult. Additions made are to make the points consistent with 17.A.1.

**17.A.3** *The Government of Alberta should provide [grants to meet the costs of educational programs for students with special needs, including the costs of] adequate and consistent levels of funding and support to meet the needs of inclusive educational programs, including*

1. ongoing inservice;
2. appropriately trained educational assistants;
3. trained transportation and support personnel;
4. assessment and program implementation services;
5. specialized transportation equipment, other specialized equipment and materials;
6. barrier-free buildings;
7. medical and other [health-related] professional services; [and]
8. [lowering] smaller classes [sizes] and pupil-teacher ratio [to allow for integration] that takes into account the composition and complexity of each class;
9. reduction in instructional time required to effectively plan for instruction and collaboration with student support teams and other professionals;
10. reduction in instructional time required for the effective development and monitoring of documents and tools such as individual program plans, Success in School plans and the Inclusive Education Planning Tool; and
11. appropriate resources, including assistive technology.

[1982/83/84/85/88/92/2002/11]

**17.A.1** *The Alberta Teachers’ Association supports the principle of inclusion of students with special needs, provided that*

1. they are placed in programs that meet their special needs; and
2. the following conditions have been met:
  - a) Information about the individual needs of each student is provided to the teacher and staff.
  - b) Students with special needs and other students in the same class have been prepared for inclusion.
  - c) Ongoing professional development is provided to the teacher.
  - d) Professional support services, such as special education consulting services and health support services, are provided.
  - e) Appropriately trained educational assistants are provided, as required.

f) *Appropriate resources, including assistive technology, are provided.*

g) *Class size is reduced to effectively meet the needs of all students.*

h) *The regular instructional time for the teacher is reduced to allow for effective development, implementation and monitoring of [the] documents and tools such as [H]individual [P]program [P]plans, [and/or] Success in School [P]plans, and the Inclusive Education Planning Tools.*  
[1982/92/98/2002/11]

**116/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.4 be amended to read—  
“The education of students with special needs requires sufficient funding to provide

1. the necessary time for teachers to be involved in the process of planning for and addressing student and program needs,
2. noninstructional services from government departments and
3. maintenance of programs for students with special needs without jeopardy to the educational programs of other students.”

Note—The amount of planning required of teachers is increasing and must take place before the actual programming takes place.

**17.A.4** *The education of students with special needs requires sufficient funding to provide*

1. the necessary [release] time for teachers to be involved in the process of planning for and addressing student and program needs,
  2. noninstructional services from government departments and
  3. maintenance of programs for students with special needs without jeopardy to the educational programs of other students.
- [1991/92/99/2002]

**117/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.5 be amended to read—  
“The Department of Education should

1. institute weighting factors for all students and special needs students should be recognized by higher weightings as appropriate and
2. require that any class be limited to a maximum of 17 weighted students in K–3 and 20 weighted students in other grades.”

Note—This policy recognizes the inherent workload implications of providing service. Wording has been changed for clarity, and the adjustment to class size numbers is in keeping with the class size initiative.

**17.A.5** *The Department of Education should*

1. institute weighting factors for all students [with] and special needs students should be recognized by higher weightings as appropriate and

2. require that any class [containing one or more student(s) with special needs] be limited [in size] to a maximum of 17 weighted students in K–3 and 20 weighted students in other grades.

[1982/83/84/87/92/2002]

**118/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.6 be amended to read—  
“The Department of Education, in cooperation with other government departments, should develop and fund programs for the early identification of and intervention for children with special needs that

1. are based on medical, educational, psychological or other factors that may affect educational readiness;
2. can be administered before or after the child enters the formal education system; and
3. include appropriate, timely and practical intervention strategies.”

Note—The term “social grounds” is unclear and the replacement phrase is inclusive of social and other factors. Point 2 is amended to describe intervention strategies that are helpful to teachers.

**17.A.6** *The Department of Education, in cooperation with other government departments, should develop and fund programs for the early identification of and intervention for children with special needs that*

1. are based on medical, educational, psychological or [social grounds] other factors that may affect educational readiness;
  2. can be administered before or after the child enters the formal education system; and
  3. include appropriate, timely and practical intervention strategies.
- [1992/99/2002]

**119/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.7 be amended to read—  
“Department of Education regulations should require school boards to ensure development of

1. a systematic approach and jurisdictional policy that provides for educational and support services to students with special needs,
2. processes and guidelines for allocating resources that support these approaches and
3. a decision-making process that ensures consultation with the teachers and advice from parents on the effective use of resources.”

Note—Boards are governed by ministry regulations. Schools are guided by board policies and systems. Advocating for policies and systematic approaches that meet the needs of teachers and students will inform practices in schools and classrooms.

*17.A.7 Department of Education [policy] regulations should require school boards to ensure [the] development of*

1. a systematic approach and [school philosophy to] jurisdictional policy that provides for [the] educational and support services to students with special needs,
  2. processes and guidelines for allocating resources [and] that support[s] these approaches [for special needs programming] and
  3. a decision-making process that [includes] ensures consultation with the teachers and advice from parents on the effective use of resources.
- [1998/2002]

**120/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.8 be amended to read—  
“School boards should have policies for handling emergency situations in schools that contain appropriate, specific procedures for individual students with special needs.”

Note—Students with special needs must be considered on a regular basis to ensure safety.

*17.A.8 School boards should have policies for handling emergency situations in schools[;] that contain [including] appropriate, specific procedures for individual students with special needs.*  
[1992/95/98/2001/02]

**121/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.10 be deleted.

Note—In recent literature and ministry documentation, gifted and talented learners are included and defined as students with special needs.

*17.A.10 The Department of Education should include provision for appropriate educational practices for gifted and talented learners in policies on student learning.*  
[1995/98/2002]

**122/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.11 be deleted.

Note—In recent literature and ministry documentation, gifted and talented learners are included and defined as students with special needs.

*17.A.11 The Department of Education should provide for enhanced learning opportunities for students who are gifted and talented, through a balance of acceleration and enrichment opportunities.*  
[1995/98/2002]

**123/12** (Long-Range Policy)  
Provincial Executive Council

BE IT RESOLVED, that long-range policy 17.A.12 be amended to read—  
“The faculties of education should ensure that preservice preparation of all teachers includes strategies for teaching a wide range of learners, including those with special needs.”

Note—Faculties of education must effectively prepare graduates for teaching in an inclusive classroom setting, which consists of a wide range of learners, including gifted and talented learners.

*17.A.12 The faculties of education should ensure that pre[=]service preparation of all teachers includes strategies for teaching a wide range of learners, including those with special needs [gifted and talented learners].*  
[1995/98/2002]

**124/12** (Current Directive)  
Edmonton Catholic

BE IT RESOLVED, that current directive 17.B.2 be amended to read—  
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the

Department of Education to review the current special education monitoring process and appropriately fund and support special education programs and programming that ensures students with special needs are in the most enabling environment.”

Note—Currently, language and terminology used within the Association’s long-range policy on education of students with special needs are not completely reflected within current directives. The placement of students, providing them with the best possible educational opportunities, is crucial and is reflected in both 17.A.1 and 17.A.2 of the long-range policy. In this area however, the specific language is not carried over into the current directives. With this addition, the Association’s current directives will be more clearly defined.

*17.B.2 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to review the current special education monitoring process and appropriately fund and support special education programs and programming that ensures students with special needs are in the most enabling environment [within an inclusive education system in order to comply with the Standards for Special Education-(2004)].*  
[2007/10]

*17.A.1 The Alberta Teachers’ Association supports the principle of inclusion of students with special needs, provided that*

1. they are placed in programs that meet their special needs; and
2. the following conditions have been met:
  - a) Information about the individual needs of each student is provided to the teacher and staff.
  - b) Students with special needs and other students in the same class have been prepared for inclusion.
  - c) Ongoing professional development is provided to the teacher.
  - d) Professional support services, such as special education consulting services and health support services, are provided.
  - e) Appropriately trained educational assistants are provided, as required.
  - f) Appropriate resources are provided.
  - g) Class size is reduced to effectively meet the needs of all students.
  - h) The regular instructional time for the teacher is reduced to allow for effective development, implementation and monitoring of the Individual Program Plans and/or Success in School Plans.

[1982/92/98/2002/11]

*17.A.2 The Alberta Teachers’ Association believes that inclusion of students with special needs should be into the most*

*enabling environment; environments less inclusive than the regular classroom may be more appropriate options for some students with complex or severe learning and/or behavioural needs.*  
[1992/94/2002]

**125/12** (Current Directive)  
Edmonton Catholic

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure that students with special needs are in the most enabling environments.

Note—The Association's long-range plan reflects the need for providing the best educational opportunities to students with special needs. The Association urges the different levels of government but does not urge the school boards to provide the most enabling environment. It is the boards that make the final decision on how education for special needs students is implemented in their schools.

## Diversity, Equity and Human Rights

**126/12** (Current Directive)  
Provincial Executive Council

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

Note—The Department of Education and Alberta public school boards need to adopt policies to create fully inclusive learning communities and address barriers to inclusion, such as discrimination, harassment, racism or other threats to equity and human rights protection.

*18.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and Alberta school boards to adopt 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 protection in an environment that fosters inclusive learning specific to these areas.*  
[2003/06/09]

**127/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.2 be reaffirmed.

Note—Meeting the needs of all learners in classrooms that are increasingly complex and diverse continues to challenge teachers. Teacher education programs must be

strengthened to ensure that teachers are prepared to respond effectively to students' diverse learning needs, particularly with the implementation of the Action on Inclusion initiative.

*18.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge the faculties of education to ensure that preparation for teaching in inclusive school communities is fundamental to the teacher education program.*  
[2003/06/09]

**128/12** (Current Directive)  
Provincial Executive Council

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

Note—Curriculum and education resources that address topics of diversity must be woven throughout grade levels and subject matters. Recent support from Alberta Education to work collaboratively with the Association to develop teacher resources that support classroom conversations about sexual minority and gender variant students is a positive move toward this goal. This type of work needs to be continued and supported by the Department of Education.

*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 or gender identity.*  
[2006/09]

**129/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.4 be reaffirmed.

Note—Comprehensive programs that are already developed, tested and ready to implement can facilitate the creation of safe and caring schools and community from K–12. This policy expresses a long-standing belief that Safe and Caring Schools and Communities (SACSC) has a mutually supportive relationship with the Association. The work of SACSC supports Association policy in the areas of inclusive education.

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

**130/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.11 be reaffirmed.

Note—High school completion rates among First Nations, Métis and Inuit students are disturbingly low, and funding for school-based programs is desperately needed.

*18.B.11 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide increased funding for school-based programs and initiatives that enhance student success and high school completion rates among First Nations, Métis and Inuit peoples and English as an Additional Language students.*  
[2006/09]

**131/12** (Current Directive)  
Provincial Executive Council

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

Note—Maternity income support for a period of two years greatly increases the known benefits to the parent, the family and the child. Children raised in families on income support have a large number of disadvantages. An extra year of maternity leave for mothers will help to ensure that the child's early development needs are being met.

*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]

**132/12** (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]

**133/12** (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 district policies that specifically address the health and safety of sexual minority and gender-variant students, as well as those who are perceived as such.”

Note—This policy has not been fully achieved, and this remains a current and ongoing issue, especially since many school boards still do not have such a policy. The terminology change reflects currently acceptable usage.

**18.B.21** BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta school boards to develop district policies that specifically address the health and safety of [~~lesbian, gay, bisexual and trans-identified students~~] sexual minority and gender-variant students, as well as those who are perceived as such.  
[2006/09]

**134/12** (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 district policies that specifically address the health, safety and employment concerns of sexual minority and gender-variant staff as well as those who are perceived as such.”

Note—This policy has not been fully achieved, and this remains a current and ongoing issue, especially since many school boards still do not have such a policy. The terminology change reflects currently acceptable usage.

**18.B.22** BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta school boards to develop district policies that specifically address the health, safety and employment concerns of [~~lesbian, gay, bisexual and trans-identified staff~~] sexual

minority and gender-variant staff as well as those who are perceived as such.  
[2006/09]

**135/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.23 be amended and transferred to administrative procedures—

“BE IT RESOLVED, that the Alberta Teachers’ Association foster gender equity and diversity in its governance and senior staff positions through leadership development opportunities.”

Note—It is important that the Alberta Teachers’ Association act on its own beliefs and policies about gender equity and diversity. By promoting gender equity and diversity in its own leadership positions, the Association will be modelling equitable hiring practices for schools and school districts. Whereas, *initiatives* assume targeted practices that are implemented for a specified period of time for a specified audience, the word *opportunities* is more encompassing and provides numerous entry points over time for all staff interested in leadership positions to be supported.

**18.B.23** BE IT RESOLVED, that the Alberta Teachers’ Association foster gender equity and diversity in its governance and senior staff positions through leadership development [~~initiatives~~] opportunities.  
[2006/09]

**136/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.24 be reaffirmed.

Note—Many school boards lack comprehensive diversity education policy. This valuable kit will aid school boards in creating diversity, equity and human rights policies.

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

## Corporate Presence in Schools

**137/12** (Long-Range Policy)  
Edmonton Catholic

BE IT RESOLVED, that long-range policy 19.A.3 be amended to read—  
“The Alberta Teachers’ Association supports the following ethical standards for education–business partnerships/ sponsorships:

1. Expectations of each partner shall be clearly defined before entering the partnership/sponsorship.
2. Partnerships/sponsorships shall not compromise the goals of public education.
3. Teacher participation in partnerships/ sponsorships shall be voluntary.
4. Partnerships/sponsorships shall not exploit students or their families.
5. Business partners/sponsors shall not promote specific products, determine curricula or influence education policies.
6. Partnerships/sponsorships shall be consistent with the Association policy on diversity, equity and human rights.”

Note—The Alberta Teachers’ Association is guided by its commitment to ensuring that all people are treated with justice and fairness, and as such, should support only education–business partnerships/ sponsorships that are consistent with diversity, equity and human rights policies.

**19.A.3** The Alberta Teachers’ Association supports the following ethical standards for education–business partnerships/ sponsorships:

1. Expectations of each partner shall be clearly defined before entering the partnership/sponsorship.
2. Partnerships/sponsorships shall not compromise the goals of public education.
3. Teacher participation in partnerships/ sponsorships shall be voluntary.
4. Partnerships/sponsorships shall not exploit students or their families.
5. Business partners/sponsors shall not promote specific products, determine curricula or influence education policies.
- 6. Partnerships/sponsorships shall be consistent with the Association policy on diversity, equity and human rights.**  
[2011/10]

**138/12** (Current Directive)  
Provincial Executive Council

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

Note—School boards need to ensure that any business partnerships and business sponsorships in schools are clearly defined, that the partnership does not compromise the goals of public education and that any participation in the partnership by teachers is voluntary. Neither students nor their families should be exploited as a result of the partnership, and business partners must not promote specific products, determine curricula or influence education policies.

**19.B.1** BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to adopt and enforce the Association's ethical standards for business partnerships and business sponsorships in schools.  
[2000/03/06/09]

**139/12** (Current Directive)  
Provincial Executive Council

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

Note—Although the Alberta Teachers' Association believes that schools should be free of business for profit and advertising, if partnerships/sponsorships do exist, the Government of Alberta must ensure that they comply with educational values, do not infringe on anyone's freedom of choice or expression or the academic freedom of the school community. Commercial enterprises must not exploit students; curriculum materials produced by commercial enterprise must be subjected to rigorous evaluation, with specific attention to ensuring accuracy, completeness and freedom from commercialism, bias and stereotyping.

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

**140/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 19.B.3 be amended to read—

“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.”

Note—In an era of reduced funding it is tempting for schools and school boards to consider accepting advertising to increase revenue. It is important for the government to have clear policy opposing this. Because students are a vulnerable and captive audience, schools should be free of business for profit and should be advertising-free zones.

**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]

**141/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 19.B.4 be amended to read—

“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.”

Note—As decision makers for their districts, classrooms and families, school system officials, teachers and parents need to be media literate and skilled at analyzing commercially sponsored materials and information to ensure accuracy and completeness, and to avoid commercialism, bias and stereotyping in materials.

**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]

## Public Education Facilities

**142/12** (Current Directive)  
Provincial Executive Council

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

Note—Regulations regarding the awarding of drilling permits where hydrogen sulphide (sour gas) may be present can readily be put into place to ensure the safety and health of the students, staff and community members. The overriding guiding principle for schools must be to provide a healthy and safe learning environment where teaching and learning receive the highest consideration.

**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 within a radius of eight kilometres of any school site.  
[2009]

**143/12** (Current Directive)  
Provincial Executive Council

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

Note—The principles of this policy are more accurately captured in Association policy 20.B.5

**20.B.5** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to take immediate action to address the maintenance and modernization needs of Alberta schools by

1. eliminating the backlog of modernization projects required to bring all school facilities up to current standards;
2. establishing a timely schedule of school maintenance and modernization projects to meet changing needs of program delivery and instructional technology;
3. assuming responsibility for the costs of school building and equipment repairs and/or renovations necessitated by Occupational Health and Safety recommendations;
4. requiring adherence to established health and safety standards for school modernization and maintenance projects;
5. ensuring ergonomic design be incorporated into school maintenance and modernization projects;
6. paying for Occupational Health and Safety and independent third-party testing regarding health and safety issues including but not limited to toxic mould, air quality, water quality, lead content and bacterial count; and
7. releasing to the public all tests performed by Occupational Health and Safety or independent third parties.  
[2003/04/07/10]

**20.B.2** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to develop appropriate standards for school construction, maintenance and modernization projects.  
[2003/06/09]

**144/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.3 be reaffirmed.

Note—Following the six principles outlined in the policy (20.B.3) will help ensure that school facilities provide optimum physical conditions for active learning and support for a wide range of activities required for effective program delivery.

**20.B.3 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to determine the design, configuration 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 preserves the natural environment.
- [2003/06/09]

**145/12** (Current Directive)  
Provincial Executive Council

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

Note—The principles of this policy are more accurately captured in Association policy 20.B.5

**20.B.5 BE IT RESOLVED**, that the Alberta Teachers' Association urge the Government of Alberta to take immediate action to address the maintenance and modernization needs of Alberta schools by

1. eliminating the backlog of modernization projects required to bring all school facilities up to current standards;
2. establishing a timely schedule of school maintenance and modernization projects to meet changing needs of program delivery and instructional technology;
3. assuming responsibility for the costs of school building and equipment repairs and/or renovations necessitated by Occupational Health and Safety recommendations;
4. requiring adherence to established health and safety standards for school modernization and maintenance projects;
5. ensuring ergonomic design be incorporated into school maintenance and modernization projects;
6. paying for Occupational Health and Safety and independent third-party testing regarding health and safety issues including but not limited to toxic mould, air quality,

*water quality, lead content and bacterial count; and*

*7. releasing to the public all tests performed by Occupational Health and Safety or independent third parties.*  
[2003/04/07/10]

**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, student population growth and the provision of neighbourhood schools.  
[2006/09]

**146/12** (Current Directive)  
Greater Peace

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to install alternative/renewable energy systems at Alberta school sites.

Note—Alternative energy or renewable energy systems (such as wind, solar or geothermal) come from free, non-emitting resources; they will offset the ongoing costs of heating and providing electricity to schools; they can be used to collect carbon offset credits worth money that can be applied toward funding of Alberta schools (or offset their ongoing energy-consumption expenses); and their use will set an example and enable Alberta students to perceive that they can be proactive in reducing their energy consumption.

**147/12** (Current Directive)  
Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association lobby the Canadian Teachers' Federation to review the current research regarding the health effects of electromagnetic radio frequency radiation as it relates to cell phone towers, not limited to information attained through regulating bodies and, if warranted, call upon Industry Canada as well as municipal, provincial and other federal levels of government to create and enact a policy which prohibits the erection of any cell phone masts within 500 metres of any school ground.

Note—Some research suggests that there is a correlation between cellphone towers located close to schools and increased rates of cancer and other diseases in students and staff. Some towers have been found to emit 250 times the energy they are supposed to.

Because the telecommunications companies are largely responsible for their own compliance, it is essential that government play a role in ensuring the health of citizens.

## Educational Accountability

**148/12** (Long-Range Policy)  
Edmonton Catholic

BE IT RESOLVED, that long-range policy 21.A.2 be amended to read—  
“The Alberta Teachers' Association recognizes the following principles of an effective education accountability system:

1. Education partners have a shared understanding of and commitment to fairness, openness, diversity and stewardship, which are key values underlying accountability in education.
2. The primary purpose of accountability 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 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.
5. Accountability in education 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 for those areas of the system within its authority and expertise.
7. The system of accountability in education is evaluated on an ongoing basis.”

Note—The words “respect for” are limiting when they precede the words “diversity and stewardship.”

**21.A.2** *The Alberta Teachers' Association recognizes the following principles of an effective education accountability system:*

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.*
2. *The primary purpose of accountability 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 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.
5. Accountability in education 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 for those areas of the system within its authority and expertise.
7. The system of accountability in education is evaluated on an ongoing basis. [2006/08]

## Outreach Education

**149/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.1 be amended to read—

“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.”

Note—Some jurisdictions have not established protocols for student placement in outreach programs. At times, outreach schools may receive students without having the necessary academic and background information. We need the department to ensure that protocols are in place and followed in every school jurisdiction.

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

**150/12** (Current Directive)  
Provincial Executive Council

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

Note—Outreach schools continue to have funding problems. Outreach education needs to be recognized as a program of choice for some students and as the last chance for students at risk of not completing high school. Building and facilities costs must be separate from the current allocation

since economic factors dictate different operational costs around the province.

**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]

**151/12** (Current Directive)  
Provincial Executive Council

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

Note—Funding continues to be a problem for outreach schools. There is increasing evidence that education funding will be tight. Therefore, it is even more important that funding for outreach schools be directed solely to program delivery.

**22.B.3 BE IT RESOLVED**, that the Alberta Teachers’ Association urge school jurisdictions to ensure that instructional grants are used solely for program delivery, rather than for the operation and maintenance of outreach schools. [2009]

**152/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.4 be reaffirmed.

Note—Staff safety is an ongoing concern in outreach schools. This resolution addresses an appropriate safety precaution and is necessary for the well-being of all students and staff.

**22.B.4 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]

**153/12** (Current Directive)  
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.5 be amended to read—

“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.”

Note—This is still an outstanding issue at many outreach schools, but first aid should not be mandated because it increases teacher liability. Due to the nature of the outreach

school environment, appropriate training should be provided, when requested, to ensure the safety of all students and staff.

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

**154/12** (Current Directive)  
Provincial Executive Council

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

Note—Safe teaching environments must be provided for all teachers and noncertificated school staff in outreach schools. Some safety concerns identified by staff include the need for lockdown procedures.

**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]

**155/12** (Current Directive)  
Provincial Executive Council

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

Note—It often takes too long for outreach schools to receive student records. In order to provide the best educational placement and opportunity, an outreach school needs student records as soon as possible. Due to the unique circumstances of some outreach students, it is important that schools be aware of the issues they could face with respect to students’ academic and personal history.

**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]

**156/12** (Current Directive)  
Provincial Executive Council

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

Note—Outreach education needs to be recognized as a program of choice for some students and as a final catchment for students at risk of not completing high school. Therefore, programs need to be flexible in meeting the needs of all outreach students.

**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]

**157/12** (Current Directive)  
Provincial Executive Council

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

Note—It is good practice for outreach schools to work together with community agencies and service providers to provide the best support system for outreach students. Other departments of government besides education are often involved in providing services to these 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]

## Administrative Procedures

**158/12** (Administrative Directive)  
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association not place in a block Annual Representative Assembly resolutions submitted by local committees.

Note—As the Association is a grassroots organization, it is felt that local resolutions must be heard at the annual general assembly.

**159/12** (See page 29)

**160/12** (Administrative Directive)  
Northland

BE IT RESOLVED, that the Alberta Teachers' Association ensure that all teachers' contact information, hosted by the Alberta Teachers' Association, be safeguarded behind the firewall.

Note—There is no need for the public to have access to members' contact information.

**161/12** (Administrative Directive)  
Calgary Separate

BE IT RESOLVED, that the Alberta Teachers' Association replace the word "substitute" with "substitute (guest)" in all long-range policies and all current directives where the word "substitute" is found.

Note—Adding "(guest)" after the word "substitute" allows locals to use the term "guest teacher" instead of "substitute teacher." This proposal to add "(guest)" is meant to dignify the work of and enhance the stature of substitute (guest) teachers. In common usage, the term "substitute teacher" most often gets reduced to "sub," a prefix meaning "under" or "below." Because it implies a kind of substandard capability, this term portrays the "professional replacement"\* in a negative manner and can lead to disrespectful attitudes not only among students but also among contract teachers and support staff.

\*A recently revised and reprinted publication of the Alberta Teachers' Association refers to substitute teachers as "professional replacements." *Substitute Teachers: Professional Replacements: Integration into the School System*, Alberta Teachers' Association, Copyright © 2009. [Printed 1992 09; revised and reprinted 2009 07]

**162/12** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED that the Association undertake a pilot study with a partnering school jurisdiction to address the factors contributing to teacher workload that will develop strategies in order to address curriculum overload and excessive reporting requirements.

Note—Even as a number of Association studies have identified a number of factors that contribute to the growing complexity of teachers' work, teachers' leadership roles are being recognized as key to school development. This proposed collaborative project with a school jurisdiction will involve three projects (elementary, junior and senior high) that will develop innovative strategies to address such things as curriculum overload and excessive requirements to report student performance.

[Cost—\$20,000]

**163/12** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that the Association implement the recommendations forthcoming from the Committee on First Nations, Métis and Inuit Education Policy and Action Plan to support teachers working with First Nations, Métis and Inuit students.

Note—The financial support will be required to implement recommendations that may include development of professional development resources, workshops and/or presentation materials and the establishment of a council of elders.

[Cost—\$15,000]

**164/12** (Administrative Directive)  
Parkland

BE IT RESOLVED, that the Alberta Teachers' Association conduct a full review (purpose, mandate, venue, finances, etc) of the annual Summer Conference by an appointed committee composed of members representing local associations, Provincial Executive Council and staff.

Note—Parkland Teachers' Local No 10 believes that Summer Conference should be built upon the question, What kind of teacher inservicing do local teachers require in order to be successful teacher leaders and advocates in the 21st century?

[Cost—\$10,800 for 6 members and 2 staff to attend 3 meetings (8 people x \$450 x 3 meetings).]

**165/12** (Administrative Directive)  
Edmonton Public

BE IT RESOLVED, that a Political Engagement Course be offered every year at Summer Conference.

Note—The task of engaging teachers and the community requires strong leadership at the local level. Therefore, it is imperative that local leaders be included every year at Summer Conference so that they can receive the training and information they need before the start of the school year. Building a solid Political Engagement Committee that can take action quickly is as important as building a solid Economic Policy Committee or Professional Development Committee, courses which are offered every summer.

*[Cost—The cost to hold the seminar annually and provide for the attendance of 54 locals, 8 guests, 2 PEC members and 2 staff is*

*66 people x 1,000 km x .39 = 25,800  
66 people x \$200 per person = 13,200  
Total \$39,000]*

**166/12** (Administrative Directive)  
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association establish a training program at Summer Conference for local chairpersons of Diversity, Equity and Human Rights Committees.

Note—The chairpersons of local Diversity, Equity and Human Rights (DEHR) committees should be offered training analogous to that of Professional Development Committee, Economic Policy Committee and Political Action chairpersons. This would encourage locals that have not established DEHR committees to do so and would encourage networking and sharing of ideas. If the Association believes that these committees are important and necessary, it should not merely introduce the idea and hope that locals provide all training. The Association should provide support and resources to ensure that DEHR committees are fully and skilfully executed.

*[Cost—Travel, accommodation and subsistence cost for one DEHR chair per local to attend the Summer Conference program.*

*54 people x 1,000 km x .39 = 21,100  
54 people x \$200 per person = 10,800  
Total \$31,900]*

**167/12** (Administrative Directive)  
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association support Diversity, Equity and Human Rights committees by sponsoring a fall meeting of Diversity, Equity and Human Rights chairpersons.

Note—These meetings should follow a structure similar to the meetings of Political Action and other subcommittees of the locals. As our students and teachers become more diverse in a number of ways as outlined in the *Alberta Human Rights Act*—racially, religiously, ethnically and socioeconomically, as well as in terms of sexual orientation, gender identity and the like—we must support this change in society.

*[Cost—\$24,300 for the attendance of 54 local chairs for a one-day fall meeting (54 people x \$450).]*

**168/12** (Administrative Directive)  
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association support Diversity, Equity and Human Rights committees by sponsoring a spring conference for Diversity, Equity and Human Rights committee members.

Note—These meetings should follow a structure similar to the meetings of Political Action and other subcommittees of the locals. As our students and teachers become more diverse in a number of ways as outlined in the *Alberta Human Rights Act*—racially, religiously, ethnically and socioeconomically, as well as in terms of sexual orientation, gender identity and the like—we must support this change in society.

*[Cost—\$48,600 for the attendance of the chair and one member of a local DEHR committee to attend a one-day spring conference (108 people x \$450).]*

**169/12** (Administrative Directive)  
Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association withdraw membership from the Canadian Teachers' Federation following membership withdrawal guidelines.

Note—Membership in the Canadian Teachers' Federation (CTF) for the Association is no longer meeting its needs as an organization. With CTF representing and supporting, through voting, the needs of Eastern Canada, this organization is not representing Canada as a whole. In addition, the Association would well be able to run a project overseas on its own.

*[Cost—<\$873,600> (29,500 full-time + 2,500 part-time members x \$27.30 CTF membership fee)]*

**170/12** (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 \$1,221 effective 2012 09 01.

Note—The detailed budget document, the *Budget Booklet*, and the budget video presentation provide the rationale for the increase from the current fee of \$1,194.

**171/12** (Administrative Directive)  
Provincial Executive Council

BE IT RESOLVED, that, pursuant to Bylaw 9(2)(f), the fee payable by an associate member be \$183.15 per annum effective 2012 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.

**Resolutions on Which  
Action has been Taken**

**159/12** (Administrative Directive)  
Calgary Public

BE IT RESOLVED, that the Alberta Teachers' Association make available to its members, on the password-protected portion of its website, the annual audited financial statements within 14 days of being adopted at an Annual Representative Assembly.

Note—Accountability and transparency of the Association's operations and finance are important to its members. Members should be fully aware of the Association's financial standings in order to form informed opinions. Further, members will be able to better see that the Association's spending is aligned with its goals and priorities. The Association is funded by members' dues so it should be accountable to members. The current practice of providing printed copies only to ARA delegates limits the dissemination of this crucial piece of financial information.

*Action:* The annual report, less the audited financial statements, is posted on the Association website and submitted to the minister of education for tabling in the legislature. Beginning with the 2010/11 fiscal year, the audited financial statements are posted in the members-only portion of the site and a link is supplied in the Annual Report.

