

2015 **Resolutions Bulletin**

March 10, 2015



The Alberta Teachers' Association

RESOLUTIONS BULLETIN

March 10, 2015

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 2014 calendar year by local associations and by the Provincial Executive Council for the agenda of the 2015 Annual Representative Assembly, to be held at the Westin Hotel, Edmonton, 2015 05 16–18.

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

Category 1—Expiring Current Directives (1-1/15 to 1-110/15)

Category 2—Local Resolutions (2-1/15 to 2-31/15)

Category 3—Provincial Executive Council Resolutions (3-1/15 to 3-61/15)

Category 4—Assembly Resolutions (resolutions approved by the Assembly as emergent)

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

If more than one local has submitted a resolution dealing with the same subject matter, or if the subject matter was included in a Provincial Executive Council resolution, a composite resolution incorporating the intent of the similar resolutions has been prepared. If more than one idea was included in a resolution, the Resolutions Committee may have separated it into two or more resolutions. Local associations are reminded that their representatives have the right to ask that the original resolution, as submitted under declaration, be read when a resolution covering the same matter or concept is before the Annual Representative Assembly. Local associations should be aware that Bylaw 30 requires that resolutions involving the expenditure of money of the Association be referred to 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 concerning Educational Research and Development and Early Childhood Education have been scheduled by Provincial Executive Council for review by the 2015 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 2015 as the date of review.

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

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

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

Expiring Current Directive Resolutions

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

BE IT RESOLVED, that expiring current directive 1.B.1 be amended and transferred to long-range policy—
“The Department of Education should make public all diploma examinations following their administration.”

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 t] The Department of Education [to] **should** make public all diploma examinations [after] **following** their administration.*
[2003/06/09/12]

1-2/15 (Current Directive)
Provincial Executive Council
Calgary Public

BE IT RESOLVED, that expiring current directive 1.B.4 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to eliminate any board policy that requires teachers to report to parents results of an externally imposed assessment of student learning.”

Note—The amendment clarifies the intent of the policy resolution from Provincial Executive Council. Creating policy that urges teachers not to facilitate any assessments not of their own creation is tantamount to directing teachers not to administer Student Learning Assessments, provincial achievement tests or diploma examinations, which would be a breach of legislation and teachers obligations as board employees. The intent of the policy is to remove the workload requirement from teachers of reporting on an assessment measure that was not theirs to begin with. The policy has been further amended to provide greater clarity.

1.B.4 *BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to eliminate any [~~requirements or directives to facilitate or~~] **board policy that requires teachers to report to parents [any Grade Level of Achievement that is not determined by the teacher's own methods of]** **results of an externally imposed** assessment of student learning.*
[2009/12]

1-3/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.5 be reaffirmed.

Note—As significant curriculum development continues in Alberta it is important to keep the expectation of the involvement of the profession at the forefront of the process.

1.B.5 *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.*
[1994/97/2000/03/06/09/12]

1-4/15 (Current Directive)
Provincial Executive Council

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

Note—Provincial curriculum and assessment redesign continues to be fluid. There are still no clear specific regulation or policy decisions regarding the reporting and interpreting of diploma examination results/school-awarded marks and achievement test results at this time.

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 Provincial-Wide Achievement Test Results” in reporting and interpreting diploma examination results/ school-awarded marks and achievement test results.*
[1985/88/91/94/97/2000/03/06/09/12]

1-5/15 (Current Directive)
Provincial Executive Council

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

Note—The imperative that the Rutherford Scholarships keep pace with the ever-increasing costs of postsecondary education is critical.

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.*
[2000/03/06/09/12]

1-6/15 (Current Directive)
Provincial Executive Council

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

Note—This long-standing policy acknowledges the teacher's professional and legal responsibility for student assessment. It also takes into consideration the broader evaluation strategies used by teachers to assess the wide range of knowledge, skills and abilities as well as diverse learning needs of students in the classroom.

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.*
[1990/93/94/97/2000/03/06/09/12]

1-7/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.16 be transferred to policy achieved.

Note—The Grade 3 Provincial Achievement Testing program has been replaced with Student Learning Assessments (SLA). SLAs are intended to provide students, teachers and parents with information at the beginning of the year to plan for learning. Full implementation for Grade 3 is expected by September 2015.

1.B.16 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. [1990/93/96/99/2000/03/06/09/12]

1-8/15 (Current Directive)
Provincial Executive Council

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

Note—The Grade 6 Provincial Achievement Testing program is projected to be replaced with Student Learning Assessments (SLA) but has not yet officially been discontinued at this time. SLAs are intended to provide students, teachers and parents with information at the beginning of the year to plan for learning. The date for the Grade 6 SLA pilot program is September 2015.

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

1-9/15 (Current Directive)
Provincial Executive Council

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

Note—The Grade 9 Provincial Achievement Testing program is projected to be replaced with Student Learning Assessments (SLA) but has not yet officially been discontinued at this time. SLAs are intended to provide students, teachers and parents with information at the beginning of the year to plan for learning. The date for the Grade 9 SLA pilot program is September 2016.

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

1-10/15 (Current Directive)
Provincial Executive Council

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

Note—The public good is best served if ministerial regulatory oversight is applied equitably to all 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 all students engaged in K–12 educational programming that receives public funding, including those who are home-schooled, or enrolled in charter and private schools. [2000/03/06/09/12]

1-11/15 (Current Directive)
Provincial Executive Council

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

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and school jurisdictions to fund professional development for all teachers on the teaching of English as an Additional Language.”

Note—With the increasing diversity in Alberta's classrooms, many students are learning English as an additional language, so teachers must be able to access funds to choose the professional development activities required to further understand and enhance the strategies and skills needed to teach English as an Additional Language. The change demonstrates clarity.

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]

1-12/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.23 be amended and transferred to long-range policy—
“The Department of Education should ensure that the requirements for obtaining credits in summer school courses are the same as the requirements for obtaining credits in regular programs of study.”

Note—The integrity of high school coursework must be consistently maintained regardless of instructional method.

1.B.23 [~~BE IT RESOLVED, that the Alberta Teachers' Association urge the~~] The Department of Education [to] **should** 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. [1997/2000/03/06/09/12]

1-13/15 (Current Directive)
Provincial Executive Council

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

Note—The history of labour is integral to our social history and development and should be explicitly addressed so that students may understand political, social and economic realities with more clarity.

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

1-14/15 (Current Directive)
Provincial Executive Council
Calgary Public

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

Note—Given that Grade 9 achievement tests will continue to be administered for the immediate future, this policy should continue as a current directive.

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

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

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

Note—Given the lack of clarity on the whole curriculum redesign process and upcoming changes to provincial assessments, consultation with the teaching profession will be even more critical to ensure teacher views inform program and policy changes.

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

1-16/15 (Current Directive)
Provincial Executive Council

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

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

1.B.30 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to select, in fulfilling any responsibility under Section 18(2) of the School Act, only those teachers who willingly volunteer to
1. participate in curriculum development and field testing of new curriculum and teaching/learning resources;
2. develop, field test and mark provincial achievement tests and diploma examinations; and
3. supervise student teachers.
[2003/06/09/12]

1-17/15 (Current Directive)
Provincial Executive Council

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

Note—Provincial assessments need to include multiple ways for students to demonstrate their knowledge and understanding of the concepts on which they are being evaluated. Teacher knowledge, experience and professional judgment are essential variables in ensuring highly reliable student evaluations. Given the potential for a move to increased digital-based assessments and automated scoring systems, it is important to re-establish the profession's commitment to have only qualified teachers as markers.

1.B.31 BE IT RESOLVED, that the Alberta Teachers' Association
1. affirm the importance of the written component of diploma examinations and of the need for qualified teachers as markers and
2. actively oppose any attempt to diminish or eliminate the written component of diploma examinations.
[2003/06/09/12]

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

BE IT RESOLVED, that expiring current directive 1.B.32 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that any provincial assessment reference only curriculum content and outcomes for which a program of studies and required learning resources have been in place for a minimum of one school year prior to the administration of the assessment.”

Note—The practice of administering Student Learning Assessments (SLA) has created a necessity to shift the timing in this policy. SLAs are intended to assess student readiness for the grade they are starting, and restricting access to curriculum garnered in the previous eight months is too restrictive given the variance in when topics are covered from school-to-school, and even classroom-to-classroom. It would be appropriate to assess children for the entire school year prior to the administration of the assessment. The policy has been further amended to provide greater clarity.

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

1-19/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.35 be reaffirmed.

Note—The Class Size Initiative continues to be in effect and yet numerous school jurisdictions are failing to achieve targets. Greater attention to and accountability for reducing class sizes must continue to be a priority for public education both to improve student learning and enhance teacher efficacy.

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

1-20/15 (Current Directive)
Provincial Executive Council

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

Note—All professional service, including marking that is over and above classroom assignments, should be recognized through appropriate honoraria.

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

1-21/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.41 be amended and transferred to long-range policy—

“The Department of Education should restrict enrolment in Knowledge and Employability Courses to a maximum of 12 students per class and to provide the necessary additional funds to accomplish this objective.”

Note—Knowledge and Employability (K and E) courses require a high degree of differentiation in order to facilitate maximum student engagement and success in an inclusive learning environment. Retention of high-school students is an important goal of our public education system and the K and E courses help facilitate this goal. It is only through effectively differentiated K and E classes and significant opportunities for student–teacher and student–student interaction, that there will be maximum potential for success for those students who require the most assistance with high school completion. This policy has been in place for almost 25 years and yet remains relevant. It has enduring value and significance hence justifying its transfer to long-range policy.

Any concerns expressed about transferring a policy calling for increased funding to long-range policy are not well founded as the policy calls only for additional funding for the expressed purpose of achieving the 12 student cap, and does not contemplate an open-ended commitment to increasing funding

1.B.41 [~~BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education [to] **should** 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.~~ [1988/91/94/97/2000/03/06/09/12]

1-22/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.46 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to ensure that every school in Alberta has a library with teacher–librarian(s) 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 clarifies the intent.

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~~] **has a** ~~librarian(s) with teacher–librarian(s) and clerical/technical support.~~ [2006/09/12]

1-23/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.49 be reaffirmed.

Note—With the increased use of technology, students are becoming more vulnerable to sexual exploitation online. Having this topic included within curriculum educates students on the dangers and provides strategies to stay safe. Until more direction is provided about impending changes to the Health and Career and Life Management courses, as a result of curriculum redesign, this policy is still relevant.

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

1-24/15 (Current Directive)
Provincial Executive Council

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

Note—This policy may undermine the imperative to adopt the 80-20 weighting for high school blended scores as proposed in other Association policy.

1.B.50 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. [2012]

1-25/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.51 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to provide reader or audio accommodations for English and French language learner students writing diploma examinations.”

Note—The obligation of the department, in an inclusive learning environment, is to provide accommodation for students based on individual learning needs.

1.B.51 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to provide reader or audio [~~€~~] accommodations for English and French language learner students writing diploma examinations. [2012]

1-26/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.52 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to expedite the elimination of Grade 6 Provincial Achievement Tests in their current form and the implementation of “regular but sensitive measurements of academic performance and expected outcomes” designed to inform curriculum improvement.”

Note—The Grade 3 Provincial Achievement Testing program has been replaced with Student Learning Assessments (SLA). SLAs are intended to provide students, teachers and parents with information at the beginning of the year to plan for learning. The current Grade 6 provincial achievement tests have not yet been replaced.

1.B.52 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to expedite the elimination of [~~Grade 3 and~~] Grade 6 Provincial Achievement Tests in their current form and the implementation of “regular but sensitive measurements

of academic performance and expected outcomes” designed to inform curriculum improvement.
[2012]

1-27/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.53 be reaffirmed.

Note—The myriad of reporting tools that teachers are required to complete often duplicate work and increase teacher workload. Teachers must be provided with release time during the school day to complete these requirements.

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

1-28/15 (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 postsecondary institutions with preservice teacher education programs to place a high priority on field experience funding.”

Note—The Association continues to place a high priority on quality field experiences for students in preservice teacher education programs and appropriate levels of funding are necessary to provide for that. Also, the proposed change from *universities* to *postsecondary institutions* more accurately reflects the current context.

2.B.5 BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta [*universities*] postsecondary institutions with preservice teacher education programs to place a high priority on [*increased*] field experience funding.
[1988/91/94/97/2000/03/06/09/12]

1-29/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.6 be amended and transferred to long-range policy—
“Substantive changes in field experience programs should occur only with consultation and approval of teachers, acting through Association representatives.”

Note—This continues to be a belief of the profession and therefore should be reflected in long-range policy. Identifying that *substantive* changes require consultation allows institutions to complete the day-to-day business of running the program without having to consult on minor issues.

2.B.6 [*BE IT RESOLVED, that the Alberta Teachers’ Association take action to ensure that*] Substantive changes in field experience programs should occur only with consultation and approval of teachers, acting through Association representatives.
[1991/94/97/2000/03/06/09/12]

1-30/15 (Current Directive)
Provincial Executive Council

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

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

Note—Having sufficient targeted funding continues to be a priority. Currently, the central administration at each institution decides upon the distribution of the resources at an institutional level, leading to a discrepancy in the level of funding available to each program. Having targeted funding would provide for more transparency and accountability.

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

1-31/15 (Current Directive)
Provincial Executive Council
Calgary Public
Calgary Separate

BE IT RESOLVED, that expiring current directive 2.B.8 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta postsecondary institutions with preservice teacher education programs 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 current context. Not all programs are housed in faculties of education.

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

1-32/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.11 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta postsecondary institutions with preservice teacher education programs to ensure that the preparation for teaching includes a component of teaching English as an Additional Language.”

Note—Given the increasing diversity in Alberta schools, many students are learning English as an Additional Language; therefore teacher preservice programs must include the techniques and strategies necessary to teach English as an Additional Language. The change demonstrates clarity.

2.B.11 BE IT RESOLVED, that the Alberta Teachers' Association urge [the faculties of education of] Alberta [universities] postsecondary institutions with preservice teacher education programs to ensure that the preparation for teaching includes a component of teaching English as an Additional Language. [2007/09/12]

1-33/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 3.B.2 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to allocate the resources to sustain adequate, equitable and ongoing teacher-directed professional development for all teachers and to require reporting of the use of these resources.”

Note—Even where professional development is funded adequately and equitably there may be little to no input from the local professional development committee or individual teachers. Effective professional development happens when teachers have input into the final product. In cases where funding is inadequate, boards need to set aside sufficient funds to support ongoing and productive professional development.

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

1-34/15 (Current Directive)
Provincial Executive Council

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

Note—Having a school-based professional development committee will encourage local needs to be met so that professional development will be contextual and relevant to the needs of teachers.

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

1-35/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 3.B.6 be deleted.

Note—The Alberta Initiative for School Improvement no longer exists.

3.B.6 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to undertake an independent evaluation of the strategies employed by school authorities in consulting with Association locals in identifying project priorities of the Alberta Initiative for School Improvement, with particular focus on the following elements:

1. opportunities for meaningful input at various stages of planning, implementing and evaluating;
2. appropriate timeframes for input;

3. due diligence in considering input in determining final projects; and
4. ongoing communication regarding the input included in project proposals. [2012]

1-36/15 (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 days and/or school and district calendars.”

Note—The Association, at both the provincial and local levels, needs to continue to be an active participant and voice in all aspects of education, including the planning of school and/or district calendars. There are cases where a modified or year-round calendar works well, but they must be negotiated by all parties involved in the bargaining process.

Likewise, changes to the length or structure of the school day have a significant impact on teachers' conditions of practice and in some cases (such as substitute teachers), their compensation. All changes to the school day or year should be the subject of negotiations between the parties to the collective agreement.

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 days and/or school and district calendars. [1997/2000/03/06/09/12]

1-37/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.3 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to avoid or eliminate differentiated staffing policies or school-based staff deployment practices that result in the replacement of certificated teachers with noncertificated personnel.”

Note—It is critical that noncertificated staff assume only duties associated to their roles. School boards must eliminate any practices that delegate professional responsibilities to noncertificated staff. As there will always be both certificated and noncertificated staff playing important roles in schools, it is necessary to delineate their responsibilities accordingly. In these uncertain times, this may rear its head again.

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] deployment practices that result in the replacement of certificated teachers with noncertificated personnel. [1997/2000/03/06/09/12]

1-38/15 (Current Directive)
Provincial Executive Council

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

Note—Teachers are vulnerable to parental and student harassment. Teachers must have access to legal and financial supports and protections. Legislation is required to ensure that such supports and protections are available to all teachers.

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

1-39/15 (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, therefore, position of a class 4 licence should not be a necessary condition of employment.

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.
[2006/09/12]

1-40/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.8 be reaffirmed.

Note—Class size and complexity are increasing across the province. It is important to collect accurate and reliable data on class sizes and composition that reflect change over time to support arguments at the bargaining table for the introduction of protections into collective agreements. Class size is one of the largest determiners of workload and conditions of practice. Collective bargaining is a legitimate way to establish conditions of practice and the success of these endeavours will rely on good data over time.

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.
[1999/2002/03/06/09/12]

1-41/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.9 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that school boards address immediately health and safety concerns relating to the increasingly unacceptable conditions of school facilities and provide appropriate funding for this purpose.”

Note—Section 60 (c) of the *School Act* directs school boards to “maintain, repair, furnish and keep in good order all its real and personal property”. The Government of Alberta must ensure that school boards address health and safety concerns as stipulated in the Act.

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

1-42/15 (Current Directive)
Provincial Executive Council

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

Note—School administrators are an essential and unique subgroup of teachers within the collective agreement. The supervisory responsibilities affect every bargaining unit member. Administrator voice is an integral part of the economic policy committee attaining a mandate and monitoring the collective agreement.

5.B.13 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.
[2012]

1-43/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.21 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association call upon the Government of Alberta to recognize teachers' need for sufficient time to undertake planning, lesson preparation, assessment, collaboration and other professional activities supporting instruction and student learning within a reasonable working day, when developing and implementing policy, regulations and funding.”

Note—There will always be a need for teachers to have sufficient time during the work day to do all of the tasks related to teaching and learning. The suggested change to the wording is to clarify that this time should be considered in any policy.

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

1-44/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.22 be amended and transferred to long-range policy—

“School boards, as required by legislation, must only use probationary contracts as a first contract of employment.”

Note—Boards should follow legislation when issuing contracts which speaks to the placement of teachers on continuing contract after a 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 using **School boards, as required by**

legislation, must only use probationary contracts as [the standard] a first contract of employment [only].
[1994/97/2000/03/06/09/12]

1-45/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.23 be reaffirmed.

Note—School boards must develop and implement policies for substitute teacher placement, retention and removal. These policies and practices must be transparent.

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

1-46/15 (Current Directive)
Provincial Executive Council

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

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

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.
[1994/97/2000/03/06/09/12]

1-47/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring 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, hiring and transfer procedures for teaching and administrative positions.”

Note—Transparent processes for hiring and transferring teachers, including administrators, would ensure that hiring is done in a fair and open manner. A lack of trust in the process leads to low morale and engagement and makes staff retention challenging.

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

1-48/15 (Current Directive)
Provincial Executive Council

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

Note—This policy continues to be relevant. Teachers continue to face risk to their personal safety in their professional practice.

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

1-49/15 (Current Directive)
Provincial Executive Council

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

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 and compositions in schools.

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

1-50/15 (Current Directive)
Provincial Executive Council

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

Note—Active membership in the plan determines the accrual of service or members can purchase service. When members purchase service, they do at the full actuary values and government should 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 provisions to allow teachers who take leaves of absence to be given the option to contribute to the plan as if they were active members of the plan during such leave with the government also contributing according to the contribution sharing arrangement in the plan.
[2009/12]

1-51/15 (Current Directive)
Provincial Executive Council

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

Note—Currently, substitute teachers can purchase their service and, depending on their contract status and time of purchase, the government does contribute half the cost. This amendment would allow substitutes to contribute monthly rather than collecting service and buying it in chunks. The ability to contribute needs to be optional for substitute teachers because sometimes it is not in their best interest to make contributions.

6.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to immediately enter into negotiations for the purpose of amending the teachers' pension plan to allow substitute teachers to be given the option to contribute to the plan as if they were active members of the plan with the government also contributing according to the contribution sharing arrangement in the plan.
[1984/85/88/91/94/97/2000/03/06/09/12]

1-52/15 (Current Directive)
Provincial Executive Council

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

Note—Targeted funding will ensure that administrators will have enough time to fulfill their obligations without affecting instructional funding at the school level. Administrators' duties are increasingly difficult to complete because of the numerous tasks and responsibilities delegated to them by their districts.

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

1-53/15 (Current Directive)
Provincial Executive Council

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

Note—In recent years there has been funding instability and funding that has not kept pace with inflation rates. Schools cannot plan instructional programs when they receive short-term initiatives or project funding. All school jurisdictions require adequate and stable funding.

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

1-54/15 (Current Directive)
Provincial Executive Council

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

Note—There are currently no guidelines to determine funding and appropriate services for English as an Additional Language students.

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

1-55/15 (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 a maximum class size of 15 for junior kindergarten and 17 for kindergarten;
3. educational resources to implement the approved program;
4. educational support services; and

5. administrative, transportation, capital, and operation and maintenance costs.”

Note—The research is extensive and clear on the importance of early learning and early intervention. Fifteen children to one adult in junior kindergarten is not appropriate to ensure optimal safety and learning conditions; therefore, a full-time educational assistant is also required. This policy has been affirmed many times and continues to be a high priority.

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

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

 [2000/03/06/09/12]

1-56/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.16 be amended and transferred to long-range policy—
“The Alberta Teachers' Association opposes any funding formula that is based on a form of vouchers.”

Note—Voucher systems divert public funds to private schools and promote inequity of 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 opposes any funding formula that is based on a form of vouchers.*
[2003/06/09/12]

1-57/15 (Current Directive)
Provincial Executive Council
Calgary Public

BE IT RESOLVED, that expiring current directive 7.B.17 be amended and transferred to long-range policy—

“The Government of Alberta should

1. cover the total cost of postsecondary tuition fees for all Alberta students,
2. appropriately fund higher education to enable provision of high-quality learning and research opportunities and
3. ensure access to higher education including the provision of subsistence grants available to those with limited financial resources.”

Note—Council is recommending that the resolution be transferred to long-range policy which indicates the Association's conviction that this has enduring value and significance. Transferring the policy to long-range policy actually achieves the local's goal of emphasizing the significance of the policy. Any concern about transferring a policy calling for increased funding to long-range policy is addressed by amending the second sub-point in the manner proposed.

7.B.17 [~~BE IT RESOLVED, that the Alberta Teachers' Association urge~~] *The Government of Alberta [to] should*

1. cover the total cost of postsecondary tuition fees for all Alberta students,

2. *[significantly increase its] appropriately fund[ing-of] higher education to enable provision of high-quality learning and research opportunities and*

3. *ensure access to higher education including the provision of subsistence grants available to those with limited financial resources.*
[1997/2000/03/06/09/12]

1-58/15 (Current Directive)
Provincial Executive Council

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

Note—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’s students so that districts do not have to create fundraising schemes.

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

1-59/15 (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 immigrant and refugee students who have limited formal schooling or who have experienced challenging circumstances prior to arriving in Alberta schools.”

Note—Amendments are made to make it clearer to describe the students to which the policy refers.

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

1-60/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.29 be amended and transferred to long-range policy—

“The Department of Education must ensure appropriate funding for English as an Additional Language students receiving instruction in Grades K–12.”

Note—As Alberta’s student population has become more diverse and is projected to continue to grow, funding must also be increased to provide instructional time and services for these students in the public education system.

7.B.29 [BE IT RESOLVED, that the Alberta Teachers’ Association urge t] The Department of Education [to increase] must ensure

appropriate funding for English as an Additional Language students receiving instruction in Grades K–12.
[2004/07/09/12]

1-61/15 (Current Directive)
Provincial Executive Council

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

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

Note—Additional programs are required to address the issue of sexual exploitation of youth. As such, new funding will need to be allotted to support this.

*7.B.36 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to *[increase funding to]* appropriately fund existing and new programs and services to better address the issue of sexual exploitation of youth.*
[2012]

1-62/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.37 be reaffirmed.

Note—The primary concern about substitute teacher costs should be consistency for students, staff and substitute teachers, not cost. In decentralized budgeting, it is important to institute an average chargeback to school budgets to ensure 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. This current directive should be reaffirmed to encourage all school boards to adopt this practice.

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

1-63/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.38 be reaffirmed.

Note—The Career and Technology Studies Bridging and Reverse Bridging Program were developed with close consultation with the profession. Each provide the opportunity to fill a significant area of need with individuals who currently hold or will ultimately possess a valid teaching certificate.

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

1-64/15 (Current Directive)
Provincial Executive Council
Calgary Public

BE IT RESOLVED, that expiring current directive 7.B.39 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that annual increases in grants allocated on a per student basis are at least sufficient to cover increases in costs and are not less than the annual increase in Alberta’s rate of inflation.”

Note—This amendment clarifies the policy and removes unnecessary wording from the motion itself that better belongs in the rationale. The purpose of the policy is indeed to ensure stable funding for education, but we need only urge government to act in the way proposed by the amended motion.

*7.B.39 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure [~~stable funding for education by ensuring~~] that annual increases in grants allocated on a per student basis are **at least** sufficient to cover increases in costs and are not less than the annual increase in Alberta’s rate of inflation. [2012]*

1-65/15 (Current Directive)
Provincial Executive Council

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

Note—The government has been discussing full-day kindergarten for many years. Research supports the importance of early education and intervention. Every year that goes by without full-day kindergarten, another cohort of students who would benefit from it is missed.

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

1-66/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.3 be amended and transferred to long-range policy—
“Education governance in Alberta should continue to be provided by publicly elected school boards.”

Note—For all its flaws, in Alberta, the democratic governance provided by elected school boards is ultimately what makes public education public. Neither charter schools, nor private schools, nor home schoolers are subject to democratic governance that extends beyond the parents of students, even though these models of schooling receive funds from the public purse. As the government considers further changes to the education system, it is important that the profession affirm its commitment to electing school boards as a mechanism for maintaining a measure of accountability and responsiveness to the greater community served by schools and school authorities.

*8.B.3 [BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that e] Education governance **in Alberta should** continue[s] to be provided by publicly elected school boards. [1994/97/2000/03/06/09/12]*

1-67/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.4 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to improve and increase public health services for children, making these services more accessible and reducing waiting time for children requiring diagnostic or treatment programs.”

Note—Public health services are taking the form of “toolkits” on websites, and services for children in the public health sector are difficult to find and receive. When services can’t be found, they are often downloaded onto schools, which also have limited access to services. It is important to ensure that children receive timely services for diagnosis and treatment needed. Amendments are to update language.

*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 **programs**. [2003/06/09/12]*

1-68/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.9 be deleted.

Note—This is covered in 8.B.4. “Reducing wait time” in 8.B.4 covers “timely” and the rest of it is the same.

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. [1995/98/2000/03/06/09/12]

1-69/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.10 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the provincial government to provide integrated health services in schools.”

Note—Teachers must attend to their professional work with students in schools and health-related services must be performed by health care professionals in school. 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~~] **urge** the provincial government to provide integrated health services in schools. [2009/12]*

1-70/15 (Current Directive)
Provincial Executive Council

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

Note—Changes to the *Education Act* that will come into effect in 2015/16 outline that school boards are responsible for providing each student a safe, caring and respectful environment. Each staff and student is to be provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Further, boards are given specific directions in establishing a code of conduct and are required to implement them. (*Education Act*, Sections 45(8) and 33(1)(d), 33(2), 33(3)). Due to these requirements that are now in the act, further policy is effectively unnecessary.

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*. [1994/97/2000/03/06/09/12]

1-71/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.27 be transferred to policy achieved.

Note—New copyright rules render this current directive achieved.

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. [1988/91/94/97/2000/03/06/09/12]

1-72/15 (Current Directive)
Provincial Executive Council

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

Note—Some of the services necessary to support students take place outside of the school, but contribute to their health and well-being, and therefore learning. The departments that have responsibilities for services to children and youth must fund their various initiatives so that supports 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 Human Services, International and Intergovernmental Relations, Health, and Justice and Solicitor General take responsibility for funding the services within their mandates that are provided in schools so that funds allocated for education can be dedicated to that purpose. [1997/2000/03/06/09/12]

1-73/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.32 be amended to read—

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

Note—In spite of the resolution, this practice continues to exist. Also, there is a significant number of new school administrators necessitating the continuance of this policy as a current directive. Principals and assistant principals are considered teachers.

8.B.32 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to prohibit the practice of assigning teachers, with the exception of **principals and** assistant principals, to edit and proofread other teachers' report cards. [2006/09/12]

1-74/15 (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.

[2009/12]

1-75/15 (Current Directive)
Provincial Executive Council

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

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

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

1-76/15 (Current Directive)
Provincial Executive Council

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

Note—The public school system should have the first right of refusal on alternative programming. This ensures equitable access to education for all students.

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

1-77/15 (Current Directive)
Provincial Executive Council

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

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

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

1-78/15 (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*.
[2003/06/09/12]

1-79/15 (Current Directive)
Provincial Executive Council
Calgary Public

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, professional working conditions where school leaders are supported through

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

Note—The amendments proposed by Provincial Executive Council, while good ones, leave the matter of compensation outside the scope of the proposed new stem. Compensation for administrators is covered elsewhere in policy; this amendment is sufficient to accomplish the purpose of this policy.

9.B.4 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to implement strategies that promote positive, [supportive] professional working [relationships with school-based administrators;] conditions where [administrators] school leaders are supported through

1. dedicated [administration release] noninstructional time within the school day,
2. adequate resources at school sites and
[3- appropriate compensation, and]
[4] 3. systematic and clear lines of communication with central office and between school leaders.
[2009/12]

1-80/15 (Current Directive)
Provincial Executive Council

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

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to support mentorship programs that assist teachers and school administrators new to their role and that

1. are voluntary rather than compulsory;
2. are designed for professional growth;
3. are ongoing rather than short term;
4. are appropriately resourced, including funding for participant release time and provision for preparation of participants;
5. use sound research to inform practice;
6. are allowed to constitute the participants' professional growth plan; and
7. are sponsored in collaboration with the Association.”

Note—Research continues to demonstrate the importance of ensuring appropriate transition supports into one's career as a teacher or school administrator. One of the building blocks of such supports is an effective mentorship program. The characteristics found in the policy reflect the critical components of a successful program.

9.B.5 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to support mentorship programs that assist teachers and school administrators new to their role and that [exhibit the following characteristics:]

1. [A] are voluntary rather than compulsory[-];
2. [A] are designed for professional growth[-];
3. [A] are ongoing rather than short term[-];
4. [A] are appropriately resourced, including funding for participant release time and provision for preparation of participants[-];
5. [U] use sound research to inform practice[-];
6. [A] are allowed to constitute the participants' professional growth plan[-]; and
7. [A] are sponsored in collaboration with the Association.
[2009/12]

1-81/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 13.B.2 be deleted.

Note—This policy is covered in 7.B.10.

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.
[2005/08/11/12]

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;
3. educational resources to implement the approved program;
4. educational support services; and

5. administrative, transportation, capital, and operation and maintenance costs.
[2000/03/06/09/12]

1-82/15 (Current Directive)
Provincial Executive Council
Calgary Public

BE IT RESOLVED, that expiring current directive 15.B.2 be amended and transferred to long-range policy—
“The Alberta Teachers’ Association opposes intervisitations for the purpose of gathering data for teacher supervision and/or evaluation.”

Note—This policy is not urging a direct or immediate action; rather, it makes a value statement on behalf of the Association and therefore should be transferred into long-range policy.

15.B.2 [~~BE IT RESOLVED, that~~] *The Alberta Teachers’ Association opposes intervisitations for **the purpose of gathering data for** teacher supervision and/or evaluation.*
[2006/09/12]

1-83/15 (Current Directive)
Provincial Executive Council

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

Note—Adequate funding from Alberta Education is necessary for school districts to address the costs of technology, technical support, software acquisition, infrastructure, subscriptions, upgrading, security, training and professional development, especially since technology is evolving so rapidly.

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

1-84/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.14 be reaffirmed.

Note—Assistive technology is a powerful tool that can provide supports for students with diverse learning needs and help them to engage in the programs of studies and/or their individualized program plans. The current funding framework for inclusive education is not sufficient to provide assistive technology for all students who need it.

16.B.14 *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.*
[2006/09/12]

1-85/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring 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 inclusive education monitoring process and appropriately fund and support special education programming that ensures students with diverse needs are in the most enabling environment with the supports and resources necessary to ensure their success.”

Note—This continues to be important, especially since there are no monitoring mechanisms or policies that have been put in place since the funding model for inclusive education changed. It is important to understand how much it costs to create effective programs and ensure that students are in environments that support their learning. Changes reflect more current language.

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

1-86/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.14 be amended to read and transferred to long-range policy—
“School boards should ensure that students with special needs are in the most enabling environments and that students and teachers are provided with the supports and resources necessary to ensure success.”

Note—The local school board has a responsibility to work with parents and teachers when determining the most enabling learning environments for students with special needs. The school board’s responsibility does not end with placement but also includes providing supports and resources at the classroom level to ensure optimum learning for students.

17.B.14 [~~BE IT RESOLVED, that the Alberta Teachers’ Association urge-s~~] *School boards [~~to~~] **should** ensure that students with special needs are in the most enabling environments and that students and teachers are provided with the supports and resources necessary to ensure success.*
[2012]

1-87/15 (Current Directive)
Provincial Executive Council

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

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education and Alberta school boards to 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.”

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. The final phrase has been omitted to enhance clarity and prevent repetition.

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~~]. [2003/06/09/12]

1-88/15 (Current Directive)
Provincial Executive Council

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

Note—The current curriculum redesign process provides an opportune time to ensure future students are able to engage with curricula and resources that will develop attitudes congruous with 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.

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. [2006/09/12]

1-89/15 (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 communities from K–12. This policy expresses a long-standing belief that Safe and Caring Schools and Communities has a mutually supportive relationship with the Association.

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

1-90/15 (Current Directive)
Provincial Executive Council

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

Note—Prior to 1990, new mothers were allowed to remain on income support until their children reached two years of age. The daycare fees charged often exceed the net income generated by low wage jobs.

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

1-91/15 (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; relationship between student and teachers are gendered; and assessment strategies, whether measured by standardized or nonstandardized tests, as gendered. Therefore, it is critical that research-based gender-equity strategies, policies and practices be at the forefront of all educational decisions.

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

1-92/15 (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 and gender minority students, as well as those who are perceived as such.”

Note—A small number of school boards have demonstrated leadership by adopting new policies to protect sexual and gender minority students against specific forms of discrimination or harassment. All jurisdictions should be required to do this. The amendment reflects currently used language.

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 sexual **and gender** minority [~~and gender-variant~~] students, as well as those who are perceived as such. [2006/09/12]

1-93/15 (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 and gender minority staff, as well as those who are perceived as such.”

Note—Teachers are also vulnerable to discriminatory practices and policies must be in place to protect their employment rights. The amendment reflects currently used language.

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 sexual **and gender** minority [~~and gender-variant~~] staff, as well as those who are perceived as such. [2006/09/12]

1-94/15 (Current Directive)
Provincial Executive Council

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

Note—Many school boards lack a 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.
[2009/12]

1-95/15 (Current Directive)
Provincial Executive Council

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

“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to adopt the Association's ethical standards for education/business partnerships and sponsorships.”

Note—School boards need to continue 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. The amendment reflects the language used in 19.A.3.

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

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.
[2000/10/12]

1-96/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 19.B.2 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to adopt the Association's ethical standards for education/business partnerships and sponsorships in schools.”

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. The amendment reflects the language used in 19.A.3.

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 education/business partnerships [~~f~~] and sponsorships in schools.
[2000/03/06/09/12]

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.
[2000/10/12]

1-97/15 (Current Directive)
Provincial Executive Council

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

Note—It is important for the government to have clear policy opposing the temptation for schools and school boards to consider accepting advertising to increase revenue or obtain products or programs. Because students are an impressionable 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.
[2000/03/06/09/12]

1-98/15 (Current Directive)
Provincial Executive Council

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

Note—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 used with students.

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

1-99/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.1 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to change the regulations governing the awarding of drilling permits where hydrogen sulphide (sour gas) is present to ensure that no drilling be allowed near any school site consistent with the highest established safety standards.”

Note—The overriding guiding principle for schools must be to provide a healthy and safe learning environment where teaching and learning receive the highest consideration. There are established safety standards that should be adhered to.

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

1-100/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.2 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association, in cooperation with the Canadian Teachers’ Federation, urge the governments of Alberta and Canada to implement the Royal Society of Canada’s 2014 recommendation and instruct Health Canada to aggressively pursue research aimed at clarifying the radiofrequency health risk, which would allow the Government of Canada to develop protective measures if the risk were substantiated.”

Note—A federal commission review by The Royal Society of Canada found that Safety Code 6 (Health Canada’s Radiofrequency Exposure Guidelines) is scientifically supported and compares favourably with standards in other international jurisdictions. The Royal Society’s report was released in spring 2014. It recommended that Health Canada aggressively pursue research aimed at determining if risks to public health are substantiated.

20.B.2 BE IT RESOLVED, that the Alberta Teachers’ Association, in cooperation with the Canadian Teachers’ Federation, urge the governments of Alberta and Canada to [*review and report on research regarding the health effects of electromagnetic radio-frequency radiation as it relates to cell phone towers, their proximity to a school and the possible health-related effects they may have on staff and students*] **implement the Royal Society of Canada’s 2014 recommendation and instruct Health Canada to aggressively pursue research aimed at clarifying the radiofrequency health risk, which would allow the Government of Canada to develop protective measures if the risk were substantiated.**
[2003/06/09/12]

1-101/15 (Current Directive)
Provincial Executive Council

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

Note—Following these six principles 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 preserve the natural environment.

[2003/06/09/12]

1-102/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.7 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to undertake infrastructure initiatives required to address modernization, health and safety concerns, accessibility, student population growth and the provision of neighbourhood schools.”

Note—The addition of *accessibility* as a criterion reflects the fact that many school buildings still are not fully accessible.

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

1-103/15 (Current Directive)
Provincial Executive Council

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

Note—Alberta’s new *Education Act* refers to charter schools, separate schools, private schools, alternative schools and public schools. There is no direct reference to outreach schools. This may be a problem for outreach schools, as they are not officially recognized by the act. Since there is a lack of clarity at the provincial level, it is crucial that school jurisdictions have clear criteria and protocols in place.

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

1-104/15 (Current Directive)
Provincial Executive Council

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

Note—The lack of reference to outreach schools in the *Education Act* also impacts the funding of these schools at the jurisdiction level. Outreach schools serve some of the most vulnerable students and fully funding them will ensure that these students get the programs, supports and services they need.

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

1-105/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.3 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to ensure that instructional grants used for outreach schools are used for program delivery and separate funds are available for the operation and maintenance of outreach schools.”

Note—Outreach schools need funding for the operation and maintenance of facilities as well as programs and supports.

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

1-106/15 (Current Directive)
Provincial Executive Council

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

Note—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. Students who attend outreach schools often have complex, multifaceted needs, and staff require the appropriate training to meet these needs.

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

1-107/15 (Current Directive)
Provincial Executive Council

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

Note—Because of the variety and types of outreach school situations and student needs in which outreach education occurs, there is an ongoing need to assess safety concerns and provide support where necessary.

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

1-108/15 (Current Directive)
Provincial Executive Council

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

Note—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. For this reason, it is important that records be received as soon as possible, and this remains an issue.

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

1-109/15 (Current Directive)
Provincial Executive Council

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

Note—Outreach schools are sometimes hamstrung by jurisdiction policies, which can make it difficult to meet the needs of all students. Boards and the Department of Education must ensure that policies and programs are flexible enough to meet the complex needs of 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. [2009/12]

1-110/15 (Current Directive)
Provincial Executive Council

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

Note—The success of outreach schools in creating an inclusive learning environment and in providing students with community-based learning and work experience opportunities depends upon their maintaining a strong network of partners. The Department of Education and schools boards should support and facilitate the creation of such partnerships through policy, resources and promotion.

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

Local Resolutions

2-1/15 (Current Directive)

Fort Vermilion
Northern Spirit
Trumpeter

BE IT RESOLVED, that the Association strongly urge school boards and ATA locals to form joint mentorship committees that conduct joint programs based on the Association's model program.

Note—With the success of mentorship programs in some of the ATA locals, we would like to see all Alberta teachers benefit from such a program. The rationale behind the program being based on ATA protocol is to ensure that school boards adhere to ATA sanctioned resources.

2-2/15 (Current Directive)

Fort Vermilion
Northern Spirit
Trumpeter

BE IT RESOLVED, that the Association urge Alberta Education to modify and streamline the Student Learning Assessment program so that

- a) teacher-selected samples of students are tested and
- b) the time needed to administer and score the test is significantly reduced.

Note—The current process is fraught with technical and practical difficulties, is far too onerous and time-consuming, and is a major setback in teachers' year plans.

2-3/15 (Administrative Directive)

Fort Vermilion
Northern Spirit
Trumpeter

BE IT RESOLVED, that the Association create a pool of two field members who are trained to serve as temporary staff officers for Teacher Welfare and Member Services in the event that a staff officer from either of those program areas is absent from their duties for a period of 90 days or longer.

Note—Currently, the Association uses retired staff officers at times of peak service demand. Association policy dictates that retired teachers cannot serve on Provincial Executive Council. It is reasonable to expect that staff officers must also be active members for the same reasons.

2-4/15 (Current Directive)

Fort Vermilion
Northern Spirit
Trumpeter

BE IT RESOLVED, that the Association urge the Government of Alberta to require that the expenses of school officials such as trustees and central office administrators be made public on jurisdiction websites on a monthly basis.

Note—It is important that these officials be accountable and transparent with their use of public money.

2-5/15 (Current Directive)

Fort Vermilion
Northern Spirit
Trumpeter

BE IT RESOLVED, that policy 3.A.6 be moved from long-range policy to current directive.

Note—Since the framework agreement was imposed, the need for embedded learning opportunities has become immediate rather than long range. C5 was supposed to provide embedded professional development. The Association needs to monitor and actively pursue the implementation of clause C5 by making policy 3.A.6 a current directive.

3.A.6 Meaningful learning opportunities must be embedded in the daily work-life of teachers with adequate time dedicated to support this work.

[1969/74/79/84/91/2001/11]

2-6/15 (Current Directive)

Parkland Teachers'

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta Education to re-implement the written components for the science and math diploma examinations.

Note—Provincial assessments need to include multiple ways for students to demonstrate their knowledge and understanding of the concepts on which they are being evaluated.

2-7/15 (Administrative Directive)

Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association create a pamphlet and/or information workshop to create awareness in teachers as to ways to protect themselves in the classroom and school environment.

Note—All teachers, especially new teachers, need to be aware of techniques they can use to keep themselves safe at work. For example, when hosting parents for interviews, teachers should sit closest to the door so they can escape easily should the need arise. Likewise, teachers should be able to access a common room for all family meetings.

2-8/15 (see page 32)**2-9/15** (Current Directive)

Calgary Separate

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

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

Note—Teachers across the province have raised serious concerns about the design and suitability of the Grade 3 Student Learning Assessment roll-out on a number of levels, including but not limited to: the reliability of the digital platform; the inordinate amount of time required to administer the assessment; the unacceptable stress the assessment causes both teachers and students; the questionable lack of judgment involved in not integrating the proposed recommendations of key stakeholders; and the overall apparent disregard for the increase in the workload of teachers, who are under a framework agreement meant to address such issues.

2-10/15 (see page 32)

2-11/15 (Current Directive) Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ban donations by corporations, trade unions and employee organizations to political parties, constituency associations and candidates.

Note—The Alberta Teachers' Association is nonpartisan and does not make donations to parties or candidates. Other organizations use donations to political parties, constituency associations and candidates to affect outcomes in provincial elections. This resolution would distinguish the Association as a lead organization in lobbying for fair democratic processes for all in Alberta.

2-12/15 (Current Directive) Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to restrict the maximum spending by a candidate running for MLA to \$45,000 in an election or by-election.

Note—A healthy democratic government relies on the ability of its citizens to elect the people they believe will best serve them in the Legislature. The ability of some candidates to throw hundreds of thousands of dollars into a campaign creates an inherently unfair advantage during elections. Restricting campaign amounts to \$45,000 creates an even playing field for all candidates and allows for MLAs to be elected based on their merits, not on how much money they can spend on a campaign.

2-13/15 (Current Directive) Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to restrict the maximum personal donation to a political party to \$3,000 a year.

Note—It is in the public interest to maintain an effective and well-resourced education system. The public interest is best represented in government when the ability of individuals to influence government is relatively uniform. The ability of some individuals to contribute absurdly large amounts undermines the character of democratic governance in Alberta by shifting the amount of influence they have greatly in their favour, thus reducing the influence of the majority of Albertans.

2-14/15 (Current Directive) Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to direct district school boards to allow teachers to turn the Wi-Fi router off in their classrooms when access to the Internet is not required (as recommended in the Canadian Teachers' Federation Brief "The Use of Wi-Fi in Schools" [2014]) and to install on/off switches if necessary.

Note—The International Agency for Research on Cancer, part of the World Health Organization, classified wireless frequencies as a Class 2B "possible" carcinogen, in the same category as lead and DDT. The Elementary Teachers' Federation of Ontario passed a motion to label Wi-Fi routers as part of a hazard control program. The United Teachers of Los Angeles passed a "right to know" resolution informing teachers that workplace hazards had changed. Until Safety Code 6 recognized non-thermal, biological effects, teachers should be allowed to turn off access points and exercise their right to choose how much microwave radiation they are exposed to.

2-15/15 (see page 32)

2-16/15 (Current Directive) Calgary Public

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to operate Knowledge and Employability courses independently from other course offerings in schools.

Note—This policy is intended to act as support to policy 1.B.41. While a Knowledge and Employability (K&E) class might indeed have fewer than 12 students, experience has shown that boards are running these small K&E courses concurrently, in the same classroom, with other courses, diverting a teacher's time and attention away from the students in the K&E course. These students require personalized attention that is not possible in classrooms with a large number of students. This policy attempts to provide that environment.

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.

[1988/91/94/97/2000/03/06/09/12]

2-17/15 (Current Directive) Calgary Public

BE IT RESOLVED, that the Alberta Teachers' Association urge the Teacher Qualifications Service and the Teacher Salary Qualifications Board to amend the *Principles for the Evaluation of Years of Teacher Education for Salary Purposes* in order to recognize education completed in the achievement

of a valid journeyman's certificate, or its equivalent, on an equivalent basis as postsecondary training completed in the achievement of a university degree.

Note—At this point in time, teachers with journeyman's certificates do not automatically receive recognition on the pay grid for their training. While some collective agreements contain provisions for the potential recognition of this training under certain limited circumstances, journeyman's training enhances teachers' pedagogical ability no matter what classroom they are in. At a time when it is increasingly difficult to attract and retain qualified teachers who also hold trade certifications, recognizing journeyman training on an equivalent basis as university education would provide a monetary incentive for individuals with these skills to migrate to our profession.

2-18/15 (Current Directive)
Calgary Public

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to ensure that teachers whose probationary contracts expire while they undertake a maternity and/or parental leave are provided with probationary or continuous contracts immediately upon their return to active service.

Note—The policy of teachers who are on a maternity/parental leave losing their status as a probationary teacher in a board should be changed. Current HR practices see teachers effectively losing their probationary position because of a decision to become a parent. These teachers are, far more often than not, rehired to temporary positions or as substitute teachers when they would otherwise have been able to maintain their probationary status or solidify their employment into a continuous contract. This inequity, based solely on pregnancy, must be addressed and rectified.

2-19/15 (Current Directive)
Calgary Public

BE IT RESOLVED, that the Alberta Teachers' Association urge local economic policy committees to negotiate clauses into collective agreements that would ensure substitute teachers are paid at least 60 per cent of the regular daily rate for a half-day assignment.

Note—When accepting half-day assignments, many substitute teachers do not receive work for the other half of the day. This can be a significant financial burden on substitute teachers, particularly if they are frequently asked to undertake half-day jobs. Increasing the compensation for a half-day job to 60 per cent of the regular daily rate would have the two-fold effect of encouraging more full-day assignments at schools, as well as providing fair compensation for substitutes accepting half-day positions in recognition of their reduced work options for the other half of the day.

2-20/15 (Current Directive)
Calgary Public

BE IT RESOLVED, that the Alberta Teachers' Association urge local economic policy committees to negotiate clauses into collective agreements that would provide substitute teachers with grid pay retroactive to, and inclusive of, their first day of multiday teaching assignments.

Note—This is already done in one jurisdiction in Alberta. Edmonton has had retroactive grid pay for the first day of the teaching assignment for several years now.

2-21/15 (Administrative Directive)
Calgary Public

BE IT RESOLVED, that the Annual Representative Assembly approves in principle the move from a lease to an Association-owned building for the offices of SARO, Local 38 and Local 55.

Note—When the Association sold the Confederation Building in 2000 there was always the intention of purchasing a replacement building to house SARO, Local 38 and Local 55 offices. Thus far, Local 38 alone has spent approximately \$800,000 on leasing since moving into the fifth avenue building.

2-22/15 (Long-Range Policy)
Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association promote the benefits of membership through enhanced services available to teacher members such as discounts on food, travel, hotels, educational materials and services.

Note—The buying power of Alberta teachers can be leveraged to save educators money on items and services. This service is best facilitated by the provincial Association and will serve to increase the profile of the Alberta Teachers' Association.

2-23/15 (see page 32)

2-24/15 (Current Directive)
Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association investigate options for registering teacher session attendance at teachers' conventions for the purpose of tracking continuing education credits and use of facility space and to report back to this Assembly the following year.

Note—Participation in teachers' conventions is a professional responsibility of every Alberta teacher. The future of continuing education credits for teachers aligns with the practice of other human services professions. An economical and efficient tracking system should be investigated to facilitate continuing education credits already being used by other professional fields and industry. A registration system can also be used by teacher conventions to plan for optimizing facility space, which is one of the largest single convention board budget items.

2-25/15 (Long-Range Policy)
Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association provide opportunities for field members to participate in focus groups for communications and marketing campaigns.

Note—The Alberta Teachers' Association currently uses focus groups during the planning process for communications and marketing campaigns that represent the views and opinions of the general public. The use of field members in the focus group process may provide valuable feedback to the Association regarding perceptions

of teachers and education in marketing campaigns directly from teachers. Field member focus groups could be facilitated for little to no cost by using provincial communications, political engagement and presidents' meetings as an example.

2-26/15 (Current Directive)
Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta Education to update the school counselling resource, "Building a Comprehensive Counselling & Guidance Program Plan" last published in 1995.

Note—This resource is used by both school counsellors in training and active school counsellors despite being out of print. This resource communicates the process of creating a school comprehensive counselling plan. This process is more relevant than ever, as collaborative interventions become the standard through multidisciplinary collaboration required in the regional collaborative service delivery model. A comprehensive counselling program plan focuses on preventative supports for students that focus on the personal/social, educational and career success of students. The Guidance Council has organized significant advocacy efforts with government in the past with limited success.

2-27/15 (Long-Range Policy)
Edmonton Catholic

BE IT RESOLVED, that the Alberta Teachers' Association recognize the importance of the work of educational assistants within an inclusive classroom setting and in specialized programs and endorse the need for educational assistants to receive appropriate and ongoing training.

Note—The complexion of Alberta classrooms has changed significantly, particularly with the government's mandate for inclusion. As such, the need for human resources to support teachers has become increasingly important. It is critical that educational assistants be trained in first aid, nonviolent crisis intervention, workplace safety practices and literacy so that they are able to fully support diverse learning needs in an inclusive classroom. As the ATA's Report on the Blue Ribbon Panel on Inclusive Education cited: "Provide appropriate, ongoing training of educational assistants who work with students with diverse learning needs, where assistants are required."

2-28/15 (Current Directive)
Edmonton Catholic

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to require that school boards provide training for educational assistants working with students with diverse learning needs. Such training would be required to take place during the educational assistant's first year of employment and would include first aid, nonviolent crisis intervention, literacy and workplace safety practices.

Note—Presently there are standards in place for day homes, daycares, group homes and care facilities including respite workers and PDD care workers who work in private homes. It is equally important to have a minimum training protocol for educational assistants. Many jurisdictions struggle to hire educational assistants and often there are no formal training programs. School boards must offer as part of their

hiring practices, a workplace orientation program with training in first aid, nonviolent crisis intervention, workplace safety practices and literacy. The sporadic professional development sessions presently offered to increase the educational assistants' training are patchwork and piecemeal and do not meet the needs of today's inclusive settings.

2-29/15 (Current Directive)
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta Education to allow students to use reference materials, such as print and electronic versions of commercially published dictionaries, bilingual dictionaries, picture dictionaries, authorized writing handbooks and a commercially published thesaurus on all parts of any provincial assessments.

Note—These same reference materials are allowed on the written portion of many provincial assessments already. This move would put all students on the same level, in terms of vocabulary. Students can then concentrate on demonstrating their knowledge and skills in a course without having vocabulary as an obstruction. Current practices are not reflective of everyday life and everyday circumstances, in which people have the opportunity to access and use resource materials.

2-30/15 (Administrative Directive)
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association provide the ability and opportunity for its members to sign up for a lifetime "@teachers.ab.ca" email account.

Note—Using personal email addresses complicates and obstructs the ability of people involved in the ATA to contact one another. Email addresses for employees of boards, companies and government workers seem to be very accessible; why is it so difficult for our Association to do the same for its members? Communication is an integral part of any high-functioning organization. Having access to a standard email format for ATA members would facilitate effective communication.

2-31/15 (Administrative Directive)
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association budget workbooks distributed to locals contain all changes to any budget lines, including a more detailed description about the change, with an opportunity for locals to provide feedback to the budget committee on each change to the Alberta Teachers' Association budget.

Note—Right now, budget workbooks only highlight and allow locals to provide advance feedback on five or six new spending items of the budget committee's choosing. Although locals can examine the detailed budget document at their leisure, there is no formal way for locals to provide advance feedback on other items that have changed in the budget. As well, the information provided about any changes to the budget lines in either the detailed budget or the budget workbook is too brief. The onus is on the budget committee to provide more information about changes to the budget so that locals can make better, more informed decisions about the budget.

Provincial Executive Council Resolutions

3-1/15 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to manage their substitute teacher rosters so as to ensure all teacher requests are filled, while ensuring that those who substitute teach full-time maintain a living wage.

Note—School boards continue to experience a shortage of substitute teachers at various times throughout the school year.

3-2/15 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta Education to develop guidelines that permit students to change the name, gender and pronouns on all official school records to reflect their consistently asserted gender identity.

Note—All students have the right to be identified by the preferred name, gender and pronouns that reflect their consistently asserted gender identity in all official records to ensure the health and safety of trans-identified students and teachers.

3-3/15 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta Education to develop guidelines that permit teachers to change the name, gender and pronouns on all official department and school records to reflect their consistently asserted gender identity.

Note—All teachers have the right to be identified by the preferred name, gender, and pronouns that reflect their consistently asserted gender identity in all official records to ensure the health and safety of trans-identified teachers.

3-4/15 (Current Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to develop district policies to provide an all-gender washroom and change room in school board facilities.

Note—Statistics show 95 per cent of transgender students felt unsafe at schools compared with 20 per cent of straight students (Egale Canada, 2009 survey). To promote a safe environment, all students should have access to washrooms and change rooms that protect their privacy and respect their consistently asserted gender identity. The Canadian Teachers' Federation has recently issued guidelines to support transgender and transsexual students in Canadian schools (Wells, Roberts, Allan, 2012).

3-5/15 (Current Directive) Provincial Executive Council

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

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

3-6/15 (Current Directive) Provincial Executive Council

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

Note—All students, regardless of their gender identity or expression, should be able to participate in physical education classes, team sports and athletic activities in a safe, inclusive, affirming and respectful environment. Accordingly, all schools should proactively review their student athletic policies to ensure they are inclusive of transgender and transsexual students.

3-7/15 (Current Directive) Provincial Executive Council

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

Note—When *Setting the Direction* was launched, a team at the ministry was charged with leading the consultation process and creating a framework. Once the Government of Alberta response was released, this team was disbanded. It is imperative that the ministry provide leadership at the provincial level to guide the implementation process—a team of people whose time can be dedicated to providing face-to-face support for teachers and administrators.

3-8/15 (Current Directive) Provincial Executive Council

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

Note—The *Setting the Direction Framework: Government of Alberta Response* (Alberta Education 2010) stated that the government would develop detailed inclusive education implementation and transition

plans for the short, medium and longer term. If there were any such plans, they were internal to Alberta Education, and there certainly has been no consultation with stakeholders to create plans framed around what is known about successful implementation. A stakeholder advisory committee could collaborate on developing a plan to address the vision, mission and goals of inclusive education and could meet regularly to reflect on evidence gathered about implementation.

3-9/15 (Current Directive)
Provincial Executive Council

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

Note—Since the Setting the Direction process concluded, there has been insufficient communication from the ministry about regulations, policies, directions, supports and developments. The result has been a great deal of confusion. There must be multilevel communication and greater effort to provide consistent, clear information to all stakeholders.

3-10/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to work directly with school jurisdictions and schools to provide direct support at the classroom level for inclusion.

Note—Accessible, ongoing support from the ministry is needed in order to assist jurisdictions in creating and implementing successful inclusion plans. Having ministry staff accessible and available in the field would help to identify successes and challenges, and enable more timely responses to concerns that arise.

3-11/15 (Current Directive)
Provincial Executive Council

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

Note—Teachers and administrators need a place to share their successes and challenges related to inclusion. With the complexities of today's classrooms, there must be trust and open dialogue to celebrate successes and acknowledge and address challenges. If teachers or administrators fear being reprimanded or fear that they may lose their position if they express concerns, honest dialogue will not occur.

3-12/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide immediate, targeted, substantial and sustained funding, in cycles of five to seven years, for school jurisdiction implementation of inclusion to ensure that the staff, resources and supports

necessary to build and sustain capacity in the system are available.

Note—If inclusion is to become a part of the social fabric of Alberta, the government must provide immediate, targeted, substantial and sustained funding to make the ideals of inclusion a reality. This infusion of funds, along with multilevel implementation plans, will enable schools to create capacity and support in the areas they feel are important in their context.

3-13/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to recognize in curriculum and assessment instruments and policy that there are multiple ways for students to demonstrate their learning.

Note—If teachers are differentiating instruction, then the province must assume a leadership role by supporting differentiated, classroom-based assessments rather than rigid tests that do not serve all students well.

3-14/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that learner assessments required by Alberta Education do not create barriers to accessing postsecondary education or to entering the workforce.

Note—Teachers are expected to modify, differentiate and allow multiple ways of demonstrating learning throughout a student's schooling, but then the government requires that all students demonstrate their learning in the exact same way on a high-stakes diploma exam that influences their final grades in a significant way. In the life of a Grade 12 student, however, it all comes down to one exam on one day for 50 per cent of the grade he or she will need in order to access postsecondary education. This is simply unfair to students in an inclusive system.

3-15/15 (Current Directive)
Provincial Executive Council

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

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

3-16/15 (Current Directive)
Provincial Executive Council

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

Note—In *Setting the Direction Framework: Government of Alberta Response* (Alberta Education 2010), the government committed to “provide tools to help school authorities adapt and utilize the current Programs of Study and learning and teaching resources for students with specialized learning needs within the context of the student’s school and community.” This was never completed, and within the current curriculum redesign process, having curricula to more easily plan for the range of student learning in classrooms is not readily apparent. If new curricula are too general, it will still fall on the shoulders of teachers to recreate programs without assistance from core documents.

3-17/15 (Current Directive)
Provincial Executive Council

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

Note—In requests for proposals from resource developers, the government must require that these resources be multileveled and multifaceted to meet the wide range of learners in the classroom. There are models available, including Universal Design for Learning, that could be used as a lens for resource development where core resources would clearly address the wide range of learner needs, and teachers would not be spending enormous amounts of time modifying and adapting every resource in isolation.

3-18/15 (Current Directive)
Provincial Executive Council

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

Note—Inclusive education funding is now allocated in a block to school jurisdictions. Having some kind of monitoring and reporting mechanism for these funds would assist in determining the kind of support provided and the true costs of support. Many schools and school jurisdictions report that the funds provided for inclusion do not come close to the true costs of inclusion and that money must then be taken from programming for other students.

3-19/15 (Current Directive)
Provincial Executive Council

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

Note—Ongoing research must take place so that there is a clear picture of inclusion and promising practices and challenges. This research should also be used to make inclusive education funding decisions and should include a dissemination plan.

3-20/15 (Current Directive)
Provincial Executive Council

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

Note—Some early intervention supports are available, including program unit funding (PUF) for students. This funding is provided to school authorities for children with severe disabilities or delays who require additional support beyond that offered in a regular early childhood services (ECS) program. Expanding such programs is critical to the success of all students in an inclusive education system. The quality of these programs, educationally and developmentally, is best ensured by requiring that they are delivered by certificated teachers.

3-21/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to recognize the importance of preschool intervention as provided through Program Unit Funding (PUF), high quality day care and junior kindergarten in preparing children for learning in an inclusive schooling environment and such supports should continue into formal schooling.

Note—Having high-quality preschool experiences is critical for student success. This includes having quality day care and junior kindergarten. Intervention is currently provided in preschool through program unit funding (PUF), and there have been some innovative programs developed through this initiative. In the field, however, there is a well-known phrase—“from PUF to poof.” This refers to the fact that the additional supports disappear for vulnerable students when they turn six, and the funding in the K–12 system is not sufficient to provide the same level of support.

3-22/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to recognize as children at risk and ensure that there is adequate funding to effectively support a) English-language learners, b) children living in poverty, c) children new to Canada, d) children from refugee backgrounds and e) children who are suffering from trauma.

Note—Classrooms are complex communities, and some students have exceptional needs. These include students who require behaviour support, English language learners, students who live in poverty, students who are new to Canada, students from refugee backgrounds and students who are suffering from trauma. Having access to resources, professional development and in-class support would give teachers the tools to support students.

3-23/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to provide adequate

support including the services of and qualified health-care professionals for medically fragile students.

Note—Teachers are not health-care professionals, yet both teachers and educational assistants are often asked to provide medical support to students with chronic medical conditions. These students require medical intervention provided by health-care professionals. Community health-care professionals have an important role to play in providing the level of support these students deserve if we are to become a truly inclusive system.

3-24/15 (Current Directive)
Provincial Executive Council

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

Note—This is not only an issue for new teachers. As they take on new responsibilities and attempt to respond to increased demands, teachers express concern about their capacity to deal effectively with classes that are large and complex and about having sufficient strategies to work with children with exceptional needs, to create effective program plans and to provide specialized support (ATA 2013). Providing professional development and mentorship tailored to the evolving needs of teachers throughout their careers would ensure that these teachers have the skills and confidence they need in order to work effectively with all students, including those with exceptional needs.

3-25/15 (Current Directive)
Provincial Executive Council

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

Note—Studies have shown that a sense of having received inadequate focus on inclusion leaves beginning teachers feeling unprepared for the realities of the inclusive classroom. In research conducted by the Blue Ribbon Panel on Inclusive Education in Alberta Schools, satisfaction with teacher preparation was rated very low. Only eight per cent of teachers reported that they were satisfied with the preservice education they had received to meet diverse student needs.

3-26/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited Alberta teacher preparation programs to allow undergraduate students to specialize in inclusive education.

Note—Teachers with in-depth knowledge and background will always be important in an inclusive school system. Many Alberta institutions with preservice teacher education programs have cut programs that allow teachers to specialize in inclusion, especially at the undergraduate level, and these programs are critical to developing inclusive practices.

3-27/15 (Current Directive)
Provincial Executive Council

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

Note—Inclusion in Alberta is at a critical stage, and ongoing research is required in order to continue to understand the factors that support or hinder the implementation of inclusive education across the province. Providing funding to support academic programs and research at Alberta institutions with preservice teacher education programs in the field of inclusive education will not only build capacity at universities for research but also allow educators to develop the expertise necessary to work effectively in their schools and school jurisdictions. A program like this would require targeted and specific additional funding, but such funding would be an excellent investment in the system.

3-28/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.3 be amended to read—

“The primary function of kindergarten is the development of the whole child through purposeful educational and child-centered experiences.”

Note—Children deserve to learn in an environment that will support their physical, social, emotional and academic development.

*13.A.3 The primary function of kindergarten is the development of the whole child **through purposeful educational and child-centered experiences.***

[1974/86/95/2004/05]

3-29/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.5 be deleted.

Note—Redundant (see Resolution 3-28/15 amending policy 13.A.3).

13.A.5 Planned educational experiences are an integral part of the child's total development.

[1974/86/95/2005]

*13.A.3 The primary function of kindergarten is the development of the whole child **through purposeful educational and child-centered experiences.***

[1974/86/95/2004/05]

3-30/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.6 be deleted.

Note—Redundant (see policy 13.A.1).

13.A.6 Parent involvement is an integral part of early childhood education.

[1974/86/95/2005]

13.A.1 The education and care of young children is a joint responsibility of the home, school and society.

[1974/86/95/2005]

3-31/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.7 be amended to read—

“Early childhood education should respect the principles and practice of inclusion and accommodate the diverse range of experiences and developmental needs of individual students.”

Note—The current policy needs to be more inclusive of all areas of diversity.

13.A.7 Early childhood education should [provide for individual learning styles and rates of progress] respect the principles and practice of inclusion and accommodate the diverse range of experiences and developmental needs of individual students.
[1974/86/95/2005]

3-32/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.8 be amended to read—

“Early childhood education should be experiential in nature and include a variety of approaches such as inquiry and project-based learning that encourage self-selection and self-direction.”

Note—A broad range of pedagogical approaches should be included to provide holistic and experiential learning to all children.

13.A.8 Early childhood education should be experiential in nature[-employing a learning-through-living approach stimulated by interaction with other children, adults and manipulative materials] and include a variety of approaches such as inquiry and project-based learning that encourage self-selection and self-direction.
[1974/86/95/2005]

3-33/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.9 be deleted.

Note—Redundant (see amended policy 13.A.8).

13.A.9 Content and activities in early childhood education should be integrated around broad themes and should provide opportunities for self-selection and self-direction by children.
[1974/86/95/2005]

13.A.8 Early childhood education should be experiential in nature[-employing a learning-through-living approach stimulated by interaction with other children, adults and manipulative materials] and include a variety of approaches such as inquiry and project-based learning that encourage self-selection and self-direction.
[1974/86/95/2005]

3-34/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.13 be deleted.

Note—Redundant (see policy 13.A.2).

13.A.13 All teachers engaged in publicly funded early childhood services should be employees of a local school board.
[1974/86/95/2005]

13.A.2 Early childhood education is part of the total public educational system organized under school boards.
[1974/86/95/2005]

3-35/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.14 be deleted.

Note—Redundant (see policy 13.A.1).

13.A.14 Services for young children are a cooperative concern of a variety of social institutions.
[1974/86/95/2005]

13.A.1 The education and care of young children is a joint responsibility of the home, school and society.
[1974/86/95/2005]

3-36/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.15 be deleted.

Note—Redundant (see policy 13.A.2).

13.A.15 The school board is responsible for providing early childhood education and coordinating early childhood services at the community level.
[1974/86/95/2005]

13.A.2 Early childhood education is part of the total public educational system organized under school boards.
[1974/86/95/2005]

3-37/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.16 be deleted.

Note—Redundant (see amended policy 13.A.18).

13.A.16 The Department of Education is responsible for ensuring the availability of early childhood education programs through school boards.
[1974/86/95/2005]

13.A.18 The Government of Alberta is responsible for the provision of early childhood services through public school authorities and for coordination at the provincial level.
[1974/86/95/2005]

3-38/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.17 be deleted.

Note—Redundant (see policy 13.A.2).

13.A.17 All publicly funded early childhood education programs should be under the jurisdiction of school boards.
[1974/75/76/77/78/83/86/95/2005]

13.A.2 Early childhood education is part of the total public educational system organized under school boards.
[1974/86/95/2005]

3-39/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.18 be amended to read—

“The Government of Alberta is responsible for the provision of early childhood services through public school authorities and for coordination at the provincial level.”

Note—Access to early childhood services should be readily available to all families through public school authorities, coordinated at the provincial level.

*13.A.18 The Government of Alberta is responsible for the provision of early childhood services **through public school authorities** and for coordination at the provincial level.
[1974/86/95/2005]*

3-40/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 13.A.19 be deleted.

Note—This policy could prohibit flexibility in programming for some schools. Multi-grade groupings at this level could have some benefits in certain contexts.

*13.A.19 Early childhood services should not be part of any split-class arrangement with Grade 1 classes.
[1977/82/86/95/2005]*

3-41/15 (Long-Range Policy)
Provincial Executive Council

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

“Educational research is fundamental to improving instructional practice and policies in order to enhance student learning.”

Note—Broadening and restating our commitment to this principle is increasingly important as governments continue to make decisions based on expediency and/or because of influences of increasingly powerful commercial interests. Educational policy ought not to be made in evidence-free zones.

*4.A.1 Educational research is fundamental to improving instructional practice **and policies** in order to enhance student learning.
[1969/86/95/2005]*

3-42/15 (Long-Range Policy)
Provincial Executive Council

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

“Teachers must be involved in and take on key leadership roles in the planning, implementation and evaluation of innovation of educational practice.”

Note—The original statement of principle must also include consideration of the fact that not all improvement involves innovation. In fact, much school and system development involves sustaining and scaling promising practices.

*4.A.4 [Educational innovations must involve teachers in] **Teachers must be involved in and take on** key leadership roles in the*

*planning, implementation and evaluation [phases] of **innovation of educational practice**.
[1969/86/95/2005]*

3-43/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 4.A.5 be amended to read—

“The teaching profession must be involved in determining the priorities and directions of research and development.”

Note—The reference to *needs* is somewhat ambiguous. Stating a commitment to identifying priorities sharpens the focus of this important statement of principle.

*4.A.5 The teaching profession must be involved in determining the [needs] **priorities** and directions of research and development.
[1969/86/95/2005]*

3-44/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 4.A.6 be amended to read—

“A major function of educational research is to provide a rational basis for evidence-informed educational decisions from the classroom to system level.”

Note—The inclusion of the additional phrases provides a greater degree of clarity regarding the contexts of educational research in decision making.

*4.A.6 A major function of educational research is to provide a rational basis for **evidence-informed** educational decisions **from the classroom to system level**.
[1969/86/95/2005]*

3-45/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 4.A.8 be amended to read—

“The Alberta Teachers’ Association should identify and promote the study of issues that are of direct concern to the Association and the broader educational community.”

Note—The focus of Association research should also include the shared interests of education partners. Increasingly, collaboration with such groups builds capacity for the Association’s research efforts.

*4.A.8 The Alberta Teachers’ Association should identify and [undertake studies] **promote the study** of issues that are of direct concern to the Association **and the broader educational community**.
[1969/86/95/2005]*

3-46/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 4.A.12 be amended to read—

“Educational researchers, in collaboration with teachers, should be partners in applying research findings to school and system contexts.”

Note—The application of this important principle should be broader than the school walls.

4.A.12 *Educational researchers, in collaboration with teachers, should be partners in applying research findings to school **and system** contexts.*

[1995/2005]

3-47/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 4.A.13 be amended to read—

“Teachers need both time and resources to engage in professional inquiry and research activities.”

Note—This addition clarifies and strengthens the intent of the policy.

4.A.13 *Teachers need both time and resources to engage in professional inquiry **and research activities**.*

[1995/2005]

3-48/15 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 4.A.14 be amended to read—

“Educational research and development must, whenever planned change is proposed, incorporate study of its impact on teacher workload and conditions of practice.”

Note—These additions broaden the scope of the original policy in order to address fundamentally important considerations beyond teacher workload.

4.A.14 *Educational research and development must, whenever planned change is proposed, incorporate study of its impact on teacher workload and [classroom] conditions **of practice**.*

[1995/2005]

3-49/15 (Current Directive)
Provincial Executive Council

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

Note—There has been a considerable increase in the number of Alberta postsecondary institutions that offer either an education transfer program or an education degree program that are now affiliated with the Association. Consequently, certain terms need to be changed to remain current, consistent and aligned with the language used in the field by the Canadian Teachers’ Federation, the Ministry of Innovation and Advanced Education as well as the various Alberta postsecondary institutions.

3-50/15 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge institutions with accredited Alberta preservice teacher preparation programs recognized by the Association to develop and implement programs which equip teachers to recognize and respond to social, emotional and economic factors that affect the learning opportunities of students.

Note—There has been a considerable increase in the number of Alberta postsecondary institutions that offer either an education transfer program or an education degree program that are now affiliated with the Association. Consequently, certain terms need to be changed to remain current, consistent and aligned with the language used in the field by the Canadian Teachers’ Federation, the Ministry of Innovation and Advanced Education as well as the various Alberta postsecondary institutions.

3-51/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED that the Alberta Teachers’ Association fund an education program aimed at teachers and expand the program to include a public audience to educate and inform the general public of the value of defined benefit pension plans.

Note—The education program would cover the development a program and the production and publication of communication materials for members and general distribution to the public on the benefits of a defined pension plan.

[Cost—\$25,000]

3-52/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association provide funding for the development of web-based communication or a web-based tool that would assist the work of the Member Services program area.

Note—This online tool would provide further information outside of regular field service work and can be accessed at any time to address members questions or issues of a general nature.

[Cost—\$15,000]

3-53/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association provide funds to expand the reach of professional development resources through the use of technology.

Note—This initiative will cover the cost of producing, developing and implementing professional development resources through online and blended formats, such as streaming video and webinars.

[Cost—\$15,000]

3-54/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association support an initiative that will explore the issues and challenges related to effective engagement of females in the workings of the profession.

Note—The Association’s Professional Development program area will investigate the challenges related to attracting and engaging females within the teaching profession and will work with the goal of developing pathways that will make a difference.

[Cost—\$25,000]

3-55/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association support, on a scaled implementation, the online growth planning service.

Note—The Association's has spearheaded this project, and the two-year pilot funded by the Government of Alberta will be concluding in June 2015. The Association has made a lot of progress in this area and would like to continue to support online growth planning services to members.

[Cost—\$10,000]

3-56/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association continue the work of the Committee on the Role of Superintendents in the Teaching Profession.

Note—Provincial Executive Council established the committee in the fall of 2014 and requires more time to consult with the members to conclude findings and review Association policy on school system leadership. These funds will cover the costs of two additional meetings.

[Cost—\$8,000]

3-57/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association develop a program of support for school leaders to establish a leadership mentorship network.

Note—The Association would develop a program which would be tied to similar efforts nationally by the Canadian Association of Principals and would be initiated and sustained in collaboration with the Council for School Leadership.

[Cost—\$20,000]

3-58/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds for independent research to support the work of the Committee on the Role of the Superintendents in the Teaching Profession.

Note—The research initiative would provide funds to support the work of an external researcher(s) that would draw together and facilitate focus groups and individual interviews of teachers and school leaders in order to identify the key characteristics of a supportive superintendency. Funding will support the work of the external researcher(s) and host group meetings in selected centres across the province.

[Cost—\$20,000]

3-59/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association conduct a comprehensive study on the cross-professional scope of practice.

Note—The Association would bring together leading international researchers in the evolving nature of the work of professionals to examine common trends and patterns that are redefining the professions of policing, medicine, health care and education. This study would contribute to the Association's efforts to advocate for clearer parameters that define the role of teachers and support calls for optimal conditions of practice.

[Cost—\$20,000]

3-60/15 (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 \$1,245 per annum effective 2015 09 01.

Note—The detailed budget document, the *Budget Booklet* and the budget video presentation provide the rationale for increasing the fee from \$1,224.

3-61/15 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that, pursuant to Bylaw 9(2)(f), the fee payable by an associate member be \$186.75 per annum effective 2015 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

2-8/15 (Current Directive)

Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association increase efforts to work with the Government of Alberta in order to increase the effectiveness of C2 committee meetings in reducing teacher workload and increasing teacher efficacy.

Note—We need to continue to work with government to see real and positive reductions in workload.

Action: The success of the C2 process depends largely on obtaining the active cooperation of individual school boards. The Association continues to meet regularly with stakeholders from school boards and government to discuss ways to increase the effectiveness of C2 committees.

The *Assurance for Students Act* also provides a mechanism for complaint if a person believes that the C2 process is not working effectively because of insufficient commitment or action by a school board.

2-10/15 (Administrative Directive)

Calgary Separate

BE IT RESOLVED, that the Alberta Teachers' Association undertake a feasibility study to determine the infrastructure, organizational needs and costs that would be required to deploy a full-time professional development staff officer to the Southern Alberta Regional Office (SARO).

Note—There is an ever-increasing demand by our members for timely quality professional development workshops and advice. Enhancing teacher professional practice is a key role of our Association. Districts cannot necessarily provide the same level of expertise. Approximately 50 per cent of the entire provincial membership lives within this area. Members feel it would provide a more efficient, timely and productive way to sustain our efforts in supporting professional growth in times of rapid and ongoing change.

Action: Provincial Executive Council directed the executive secretary to undertake a feasibility study based upon the local's resolution and to report back to Council.

2-15/15 (Administrative Directive)

Edmonton Public

BE IT RESOLVED, that the Alberta Teachers' Association give first consideration to products from Alberta for use in the cafeteria and bar services whenever available and feasible.

Note—Local sourcing is environmentally responsible and sustainable. If we want Albertans to support us as an Association, we should be supporting Albertans.

Action: Both the cafeteria and the major supplier (Sysco) buy local as much as is possible. The exception would be some bar service as while there are some fine Alberta wheat and hops based beverages, local wine is less desirable.

2-23/15 (Current Directive)

Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association investigate the development of a single point of entry for speakers and exhibitors to apply for participation in provincial teacher conventions.

Note—Each convention invests considerable time and money into facilitating speaker and exhibitor applications. A single point of entry for speakers and exhibitors provides for convention autonomy, while at the same time streamlines the application process for speakers. An efficient single point of entry should increase quality of proposals and feature a net reduction in costs across the province.

Action: Action is currently underway on this file with it being a major topic of discussion and exploration at Association meetings of convention boards. Also, "Access technology supports for subgroups and Association-related events" is found in the PD Program Area Prognoses for 2015/16.

Report on Resolutions Requiring Report to the 2015 Annual Representative Assembly

1-20/14 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.9 be reaffirmed.

*2.B.9 BE IT RESOLVED, that the Alberta Teachers' Association urge the Alberta universities to ensure that teacher preparation programs formally and effectively address diversity, equity and human rights issues.
[1999/2002/05/08/11]*

1-22/14 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.15 be reaffirmed.

*2.B.15 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta universities to develop and implement programs which prepare teachers to recognize and respond to social, emotional and economic factors that affect the learning opportunities of students.
[2011]*

Resolutions 1-20/14 and 1-22/14 were referred by the 2014 ARA for study and report in response to concerns expressed by E Butler (Edmonton Public) that the references to "universities" in expiring current directives 2.B.9 and 2.B.15 referenced in those resolutions were inconsistent with current Association usage and with the content of other policy.

Staff reviewed the resolutions and associated expiring current directives and determined that the issue could be dealt with by making minor editorial changes. These changes would in no way change the intention or potential scope of application of the policy.

The Resolutions Committee reviewed the proposed changes in language and concurred that they were largely editorial in nature.

Normally editorial changes of the sort proposed could be handled administratively without further consideration by or approval of the Annual Representative Assembly (ARA) being required. Although it was clearly the intention of the House that the two expiring current directives be reaffirmed, because the resolutions were referred and not actually voted on by the 2014 ARA, it is necessary to bring forward new resolutions to capture the content of the original expiring current directives, as amended, to the 2015 ARA. These now appear as resolutions 3-49/15 and 3-50/15.

In future, to expedite the business of ARA, it is recommended that the chair note for corrective action potential editorial issues flagged by delegates. However, as long as the meaning of the resolution and referenced policy is clear and the intention of the House clearly understood, the chair should not entertain amendments that are not otherwise substantive. Votes could then take place on the resolutions with the assurance that their wording (or the wording of associated policy) will be reviewed and corrected administratively before they are gazetted.

