

2019 Resolutions Bulletin

March 19, 2019



The Alberta Teachers' Association

Resolutions Bulletin

March 19, 2019

This copy of resolutions and their explanatory statements is being mailed to all members of the Association in accordance with Policy A.P.I.A.1-4/1.3.1.4. These are the resolutions submitted in the 2018 calendar year by local associations and by Provincial Executive Council for the agenda of the 2019 Annual Representative Assembly, to be held at the Edmonton Convention Centre (formerly known as the Shaw Conference Centre), Edmonton, 2019 05 18–20.

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

- Category 2—Local Resolutions (2-1/19 to 2-41/19)
- Category 3—Provincial Executive Council Resolutions (3-1/19 to 3-22/19)
- Category 4—Assembly Resolutions (resolutions approved by the Assembly as emergent)

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

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

and wording of the resolution than the classification proposed by a local. Locals desiring to have the original classification may make a reclassification motion.

Policy A.P.I.A.1-5/1.3.1.5 provides that Provincial Executive Council shall refer resolutions on matters of concern to Association committees for study and report and, after considering the report of a committee, shall take action that is consistent with established policy or make such recommendations as it deems proper.

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

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.]

Local Resolutions

2-1/19 (Immediate Directive) Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge that all funds held in trust for the benefit of teachers by the Alberta Teachers' Retirement Fund be listed in an easily accessible manner for members on their website on a quarterly basis.

Note—Members should have easy access to this information as it is, to a great extent, their money involved in these funds, through giving or receiving. Members may wish to know about how their money is being invested, be it for ethical or other reasons. This is a simple matter of transparency.

2-2/19 (Immediate Directive) Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association mandate that all investments or funds held by the Alberta Teachers' Association be listed in an easily accessible location on their website for teachers.

Note—Members should have easy access to this information as it is, to a great extent, their money involved in these funds, through giving or receiving. Members may wish to know about how their money is being invested, be it for ethical or other reasons. This is a simple matter of transparency.

2-3/19 (Immediate Directive) Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to require that the Alberta Health Services recommended routine immunizations, not including the seasonal immunizations, be mandatory, without religious or personal exemptions, for all staff working in K–12 schools and district sites which receive public funds.

Note—It is well documented that outbreaks of preventable diseases are occurring at higher rates across the province. This correlates with the fact that vaccination rates in Alberta have declined below the threshold point for herd immunity of the population. In November 2017, 11 people, students and staff, at an Edmonton public school were quarantined because of a student who had contracted diphtheria. It is unacceptable that students and adults can put others in danger of contracting these diseases. Therefore, we should advocate that the adults working with students are doing all they can to protect against these preventable diseases.

2-4/19 (Immediate Directive) Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Canada to immediately ensure clean drinking water is available to all communities in Canada.

Note—Access to clean water is a basic human right. It is unacceptable that every single person in our province and our country does not have access to reliable, clean water. Communities should not

have to worry about whether the water they are about to use is going to be harmful to them. When basic human needs are not being met, educational needs cannot be met either.

2-5/19 (Immediate Directive) Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge the Canadian Teachers' Federation to create and implement a plan to advocate for the right to clean drinking water in all Canadian communities.

Note—Access to clean water is a basic human right. It is unacceptable that every single person in our province and our country does not have access to reliable, clean water. Communities should not have to worry about whether the water they are about to use is going to be harmful to them. When basic human needs are not being met, educational needs cannot be met either. To be effective in urging the federal government for clean drinking water, an advocacy plan needs to be created and implemented.

2-6/19 (Immediate Directive) Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association's Political Engagement Committee go into election readiness mode one full school year before an anticipated provincial government election.

Note—In anticipation of a provincial election, the responsibilities of this committee are so great that adequate time must be made available in order to prepare, inform and engage the membership. The Association is 40,000 members strong, and it is imperative to have adequate resources and direction pertaining to advocating for education issues as far in advance as possible to ensure locals can draw on support to assist them in their own efforts.

2-7/19 (Immediate Directive) Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to amend the Alberta Certificate of High School Achievement requirements as follows:

~~[5 CREDITS IN~~

- ~~• 30-level Knowledge and Employability occupational course, or~~
- ~~• Advanced level (3000 series) in Career and Technology Studies courses, or~~
- ~~• 30-level locally developed course with an occupational focus~~

~~AND~~

~~5 CREDITS IN~~

- ~~• 30-level Knowledge and Employability Workplace Practicum course, or~~
- ~~• 30-level Work Experience course, or~~
- ~~• 30-level Green Certificate course, or~~
- ~~• Special Projects 30]~~

10 CREDITS IN ANY COMBINATION FROM

- **30-level Knowledge and Employability occupational course, or**
- **Advanced level (3000 series) in Career and Technology Studies courses, or**
- **30-level locally developed course with an occupational focus, or**
- **30-level Knowledge and Employability Workplace Practicum course, or**
- **30-level Work Experience course, or**
- **30-level Green Certificate course, or**
- **Special Projects 30**

Note—Students taking one or more high school Knowledge and Employability courses are working towards graduating with the Certificate of High School Achievement. This pathway is for students who are working two to three grade levels below their age-appropriate grade. Earning 125 hours of work experience within one school year is a significant barrier for many students. The requirement for five credits in a practicum, work experience, green project or special project has resulted in an unintentional graduation barrier for students which can be addressed by a 10-credit combination instead of five and five separate categories.

2-8/19 (Immediate Directive)

Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to exempt students with English as an additional language (EAL), benchmarked below ESL proficiency level 4, from Grade 6 and 9 provincial achievement tests.

Note—Students acquiring English as an additional language receive instructional programming focused on language acquisition with adapted or modified programming towards curriculum outcomes depending on their English language proficiency: level 1 beginning, level 2 developing, level 3 expanding, level 4 bridging, level 5 extending. Provincial achievement tests are not an appropriate measure for students whose programming is focused on acquiring a language as the results do not accurately reflect the purpose of assessment standards.

2-9/19 (Immediate Directive)

Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to change the practice of assigning a score of zero to students who are exempt from writing provincial achievement tests.

Note—Currently school authorities prefer to have students, who would otherwise be exempt, attempt to write these exams to avoid an automatic score of zero which reflects poorly on their school. This practice puts undue pressure on the students, does not provide reliable and accurate data and reduces the validity that the exam purports to have.

2-10/19 (Immediate Directive)

Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association designate an executive staff officer in Member Services to be specifically trained to assist teachers who are facing, or have faced, discrimination based on cultural identity, gender identity or religion.

Note—In order to create an inclusive environment where all teachers feel safe and supported, it is important for the Association to provide access to people who are properly trained in this area to be able to advise and support members if they are facing discrimination in their workplace. The training should be specific in how to address discrimination as situations that deal with discrimination are inherently very sensitive and cannot be approached or advised on in a general capacity.

2-11/19 (Immediate Directive)

Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association include in the list of all matters to be bargained clauses allowing teachers to take paid leave to celebrate religious and cultural holidays.

Note—As our teaching profession becomes more diverse and inclusive, it is important to recognize the holidays and celebrations of different cultural and religious groups. Teachers should be able to celebrate their religion, heritage and/or culture without penalty of loss of pay. Currently many school authorities allow for religious holidays; however, major holidays within certain cultures are not supported by major religious organizations and therefore may not be recognized. (For example, Lunar New Year is celebrated by 1.74 billion people around the world; it is not a religious holiday but is considered a major cultural holiday and tradition.)

2-12/19 (Immediate Directive)

Edmonton Public Teachers

BE IT RESOLVED, that Member Services provide representation to teachers in meetings with central office on any matter related to bullying or harassment, whether they are the victim or the accused.

Note—Currently teachers who are victims of bullying and harassment by colleagues are often forced to continue to interact with these teachers. Currently teachers are left to attend meetings with senior district personnel without the benefit or support of representation. They are asked to advocate for themselves in a situation where they are often vulnerable and at risk. These are stressful meetings and they should have Association representation. There can be serious consequences to mental health which impacts the use of sick leave and extended disability and can result in premature departure from the profession and the victim did nothing wrong.

2-13/19 (Immediate Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association create a status of women committee.

Note—Currently, the Alberta Teachers' Association is the only teachers' association in Canada that does not have a status of women committee. Other member organizations have developed comprehensive programs to address the barriers facing women and to provide opportunities for training and networking that support women in leadership. However, our own Association currently has no targeted programming to support women in leadership. Until we understand the various reasons for a lack of women in leadership positions within education, and in the Association, it will be difficult to make suggestions on how to tackle this issue (or, if it needs tackling).

Process Note—This resolution is functionally identical to resolution 3-11/19. The decision of the Assembly on resolution 3-11/19 will render resolution 2-13/19 moot.

2-14/19 (Immediate Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association include in the list of all matters clauses to allow locals to access district e-mail once per month, for items excluding bargaining information, in order to facilitate better communication and engagement with their members.

Note—School authorities and the Association should work in partnership to keep teachers and colleagues informed and engaged. Attempting to gather and maintain a list of members' personal e-mails is arduous and impractical, especially for larger locals. What we have heard unequivocally from members is that e-mail is the preferred method of communication; however, many do not have a personal e-mail, or in the interest of having "unplugged time" at home often do not check personal e-mail regularly. We would like to stress that we recognize that this will not be used to communicate anything related to bargaining or contract negotiations.

2-15/19 (Immediate Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge the provincial and federal governments to pass legislation that would make it unlawful for benefit providers to reduce or eliminate the life insurance payout to beneficiaries when the covered member is over age 65 and still employed by their school authority or government department.

Note—According to the World Health Organization, ageism is the stereotyping, prejudice and discrimination against people based on their age. Currently, teachers who receive benefits through a provider see their life insurance payout to their beneficiaries reduced by half if they choose to teach past age 65 (continuously). This is an unfair labour practice that entrenches the ability of the provider to discriminate based on age. Current laws need to change to reflect equality at any stage of life.

2-16/19 (Immediate Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge preservice institutions in Alberta to require that all preservice teachers receive mandatory education in Indigenous peoples' history as founding nations.

Note—New Teaching Quality Standard requirements explicitly state that education in the history, legacy and reconciliation of Canada's First Nations peoples is integral to moving forward.

2-17/19 (Immediate Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge preservice institutions in Alberta to require that all preservice teachers receive mandatory education in antiracism as it relates to all cultures and cultural minorities.

Note—New Teaching Quality Standard requirements do not address specific training in antiracism towards all the various cultures of Canada. As educators we should be receiving skills-based training in antiracism to assist us within our classrooms and schools as to how to identify racism which can sometimes be veiled, or indirect. This will allow us to build student capacity for intercultural understanding, empathy and mutual respect among students.

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

BE IT RESOLVED, that the Alberta Teachers' Association fly the Canada flag, Alberta flag, Treaty 6 and Métis flags at Barnett House.

Note—In recognition and acknowledgement that we are all treaty people, educating students on various treaty lands across Alberta, it is important for reconciliation and fostering awareness and understanding that we proudly display these flags. We as an Association should be leading by example. There are already some school authorities that have had official ceremonies unveiling and honouring the various treaty lands and their representative flags. Some shopping complexes have also recognized our responsibility as a community to acknowledge the various peoples whose ancestors have come before us. As educators, we too have a role to play.

2-19/19 (Immediate Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association state its opposition to and urge the Government of Alberta to pass legislation that would make illegal to

1. use or promote "conversion therapies" aimed at changing lesbian, gay, bisexual or transgender students' sexual orientation and/or gender identity and
2. refer any student to therapists who promote and practice this form of abuse

and that the Association call upon both the provincial and federal governments to ban "conversion therapies."

Note—It has been shown that these "therapies" and programs are extremely detrimental to the health and well-being of children. The

trauma caused by these therapies is irrefutable and immeasurable. We affirm the rights of all students regardless of sexual orientation, gender identity and gender expression and therefore must stand against this form of abuse and dehumanization.

2-20/19 (Immediate Directive)
Calgary Separate School

BE IT RESOLVED, that the Alberta Teachers' Association urge the Province of Alberta to amend current legislation to allow all Catholic and faith-based schools and school boards to name and determine the means with which they form inclusive communities, based on the LIFE Framework for Inclusive Communities.

Note—The LIFE framework used by Catholic school boards is inclusive of all students and serves as an excellent model for faith-based community schools with regards to student groups. Current provincial legislation does not represent the wishes of teachers, parents and students inside of a faith-based school by imposing a secular approach to this unique subject. This document has been the working framework for many Catholic school boards and has been accepted by Alberta Education.

2-21/19 (Immediate Directive)
Calgary Separate School

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta Education and school boards, in alignment with the Truth and Reconciliation Commission report action point 8, to adopt an intensive and directed approach to improving Indigenous graduation rates across the province.

Note—Truth and Reconciliation Commission action point 8: "We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves." The Calgary Catholic School District has developed an intensive approach that has demonstrated results within our Indigenous student body. This is an approach that could be championed and adopted across the province. The percentage of First Nations, Métis and Inuit students within the Calgary Catholic School District who complete high school has risen dramatically over the past few years. The rate has improved by 41.5 per cent in six years.

2-22/19 (Immediate Directive)
Calgary Separate School

BE IT RESOLVED, that the Alberta Teachers' Association urge the Province of Alberta to amend current legislation on student groups to protect the rights, safety and security of teachers with regards to disclosures, accusations and conflict between teachers involved in gay-straight alliances and parents, school boards and the province.

Note—Current legislation does little to protect teachers who are placed in untenable positions where they may be forced to lie, deceive and conceal information from parents. Current legislation leaves teachers open to accusation of impropriety or worse. Current legislation could create conflicts between parents and teachers, eroding the trust that is necessary to ensure a good education for the child.

2-23/19 (Immediate Directive)
Westwind

BE IT RESOLVED, that the Alberta Teachers' Association affirm and respect the right of individual parents to exclude their children from participation in instructional activities relating to human sexuality.

Note—While teachers support providing appropriate instruction about human sexuality within the curriculum, ignoring entirely parental preferences and denying the ability to undertake this instruction themselves (rather than through the school) intrudes into the parent/child relationship and fails to respect deeply held moral and religious beliefs of those who regard this issue as a matter of conscience. Refusing parents the ability to recuse their children from human sexuality instruction alienates these parents and may ultimately lead them to abandon public education, resulting in their children being denied the advantages of being schooled in an environment that is respectful of diverse beliefs.

Process Note—The local recognizes that this resolution is at odds with policy 1.B.25/2.4.0.4. Given the unique circumstances resulting from the adoption of the outcome of policy review, and on the advice of staff, the local has not included in its resolution language explicitly repealing the existing policy; however, this is implicit. If adopted by the Assembly, this policy resolution would supersede the existing policy.

2.4.0.4 Be it resolved that the Association urge the Government of Alberta to amend section 50.1(1) of the School Act to mandate that all K-12 students, without exception, who attend schools that receive public funding complete the human sexuality component of the relevant program of studies.
[2018]

2-24/19 (Immediate Directive)
Parkland Teachers'

BE IT RESOLVED, that the Alberta Teachers' Association promote gender equity in underrepresented areas within the profession.

Note—Shadows existing policies (18.B.5/19.2.11.2 and 18.B.6/19.2.11.3) which urge school boards across Alberta to do the same thing. To our knowledge, we do not believe that there is any policy that encourages the ATA to promote the same thing. We think that this resolution would give the Association the flexibility to promote such endeavours as they arise and as they see fit.

19.2.11.2 School authorities should promote gender equity in positions where underrepresentation has been identified.
[1990]

19.2.11.3 School authorities should promote gender equity in administrative positions by
1. *developing and communicating promotion policies ensuring that employees, regardless of gender, are selected using the same criteria,*
2. *developing and implementing leadership programs that assist and encourage potential leaders to aspire to administrative positions at all levels and*
3. *developing and implementing programs that eliminate barriers.*
[1990]

2-25/19 (Immediate Directive)
Parkland Teachers'

BE IT RESOLVED, that study and report of changing the term length of elected PEC positions. This report would be made available for review by September 1, 2019.

Note—The bylaw will be coming up for review again next fall and this resolution will ensure that locals will be provided with the necessary information to make an informed decision. The reason we are requesting the report be made available by September 1, 2019, would be to allow for enough time to have an informed local vote on the change to the bylaw which is scheduled for ARA 2020.

2-26/19 (Immediate Directive)
Parkland Teachers'
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association include field members on the Finance Committee.

Note—Every other ATA committee includes field members except for the Resolutions and Finance. Seeing as this committee oversees the Association's finances which is a topic of concern for all teachers in the province, it only makes sense that there should be some practising teachers sitting on this committee. In addition, it was clear, at the last few ARAs, that members are looking for accountability and increased transparency in the budget processes.

2-27/19 (Immediate Directive)
Parkland Teachers'

BE IT RESOLVED, that the Alberta Teachers' Association move Summer Conference to Red Deer.

Note—Banff has become too expensive and there is not enough room for everyone to stay on campus. Costs to stay in the provincial park are limiting locals' ability to send delegates to conference and the cost out of pocket is restricting some teachers from being able to participate in conference. Seeing that this conference is our Association's premier professional development conference, we should ensure that more people have access to attending it so we are not turning people away from work that they are wanting and willing to do for the Association. We have a fiduciary responsibility to teachers to not only run a good conference but to also create a cost-effective conference for members.

2-28/19 (Immediate Directive)
Parkland Teachers'

BE IT RESOLVED, that the Alberta Teachers' Association create multiple-year budgets instead of single-year budgets.

Note—This would allow for easier long-term planning and should allow the Association more flexibility in budgeting. Comparable organizations in size engage in multiyear budget planning and it makes sense for the Alberta Teachers' Association to do so as well.

2-29/19 (Immediate Directive)
Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to adopt a system for reporting student information that is consistent across all school authorities.

Note—It is a reality in our system that students and teachers move within and across school jurisdictions in Alberta. Much information about students is lost as students transition from school to school. There is a need for the province to put some criteria in place that are consistent provincewide with respect to the information collected on each student. Consistency in expectations for assessment, and for the frequency of the communication of student learning, as these can differ drastically. Implications for differences in assignable time.

2-30/19 (Immediate Directive)
Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to amend the *School Act* to accept electronic documents as having legal standing.

Note—Printing report cards to send them home when live marks are available to parents online in the parent portal of our student information system is redundant and uses a large amount of school time and resources. This is put forth with the understanding that this is not possible in all jurisdictions, due to limited network connectivity and resources. Other legislation, including sections 2(1), 5(2), and 8(2) of *School Act* Student Record Regulation policy, specifies that electronic documents can serve as legal documents. For example, report cards should only be printed where necessary.

2-31/19 (Immediate Directive)
Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association urge school authorities to designate days in lieu for teachers where parent-teacher interviews and student-led conferences are held outside of school hours.

Note—Schools are using these instances as assignable time; however, they do not fit the definition of assignable time as they take place outside of a reasonable work day in many jurisdictions.

2-32/19 (Immediate Directive)
Rocky View

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide funding for the purposes of hiring lunch supervisors so that teachers can have a 30-minute, duty-free break.

Note—Rural boards have contracts with busing companies, making it so that the 30-minute lunch must fit within established busing schedules, as well as reasonable workdays. Bus and program fees continue to increase, and paid lunch programs offered by some schools that are able to provide 30-minute lunch become an added expense for families. This resolution would provide funding so that schools are in compliance with employment standards.

2-33/19 (Immediate Directive)
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association explore ways to educate members about the budget and budget processes.

Note—It was clear, at the last few ARAs, that members are confused about certain vocabulary, such as surplus, deficit, etc. They are also struggling to comprehend how the budget is determined and funds are allocated.

2-34/19 (Immediate Directive)
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association engage in a full review of budgeting processes.

Note—A full budget review has not taken place in a very long time. As the needs of members change, the ATA needs to ensure they are meeting those needs. A full review could result in a much-needed modernization of our processes and reports.

2-35/19 (Immediate Directive)
Pembina Hills

BE IT RESOLVED, that for teachers who are 71 and over, who are still teaching, and have not retired, that no pension clawback occur.

Note—These teachers have not chosen to retire. Canada Revenue has decided that they no longer contribute to their pension and since that is the case, the ATA pension board will start making pension payments. Alberta is the only teacher jurisdiction in Canada that currently invokes this penalty for this group of teachers. Since teachers have no choice and no options, this is an unfair practice.

2-36/19 (Immediate Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards and the Government of Alberta to provide and fund relevant professional development, particularly for specialized teachers in rural and remote locations.

Note—Career and technology studies and second language teachers have difficulty accessing relevant professional development without significant personal costs (time and travel). School boards do not often offer specific professional development for these teachers in rural areas.

2-37/19 (Immediate Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association ensure that school boards and the Government of Alberta provide sufficient and adequate time, training and support to understand the new curriculum before it is implemented in schools.

Note—Some school boards have provided nothing for inservice regarding the new curriculum. Teachers are expressing concern regarding how unprepared they feel.

2-38/19 (Immediate Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that 24-hour emergency mental health services for children are available across the province.

Note—Even in Grande Prairie, parents with suicidal children may be forced to wait until morning for assessment. What is it like in more remote areas?

2-39/19 (Immediate Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide funding for 2Learn.ca in order to begin actively developing and reorganizing its online teaching resources to reflect the new curricula.

Note—The pending new curriculum will require much support for teachers. Not only will curricular outcomes change, but the approach to curriculum delivery will also be different. Resources including 2Learn.ca will need to be enhanced and available to teachers in a timely manner.

2-40/19 (Immediate Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that the Alberta Teachers' Association's Central Table Bargaining Committee be limited to bargaining the following three items: salary, benefits, money to be spent at the local bargaining table.

Note—It has been our experience that since the implementation of two-tier bargaining, success at the local table has been limited. We believe that allowing more items to be negotiated at the local table would provide for more local autonomy and would also allow locals to address issues specific to their situations. Furthermore, and perhaps more importantly, increasing the profile of local bargaining increases the need for teachers to become engaged in their locals and in the provincial Association.

2-41/19 (Immediate Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to implement mandatory inclusive education and sensitivity training for all certificated staff regarding the creation of safe, caring and welcoming environments for people of all sexual orientations, gender identities and gender expressions.

Note—Teachers have been working diligently to ensure that they create safe, caring and welcoming environments for their LGBTQ+ students. We believe that mandated education is necessary to ensure that all certificated staff have the same training. Not only is it essential to create safe environments for students, but for teachers and other school staff members as well.

Provincial Executive Council Resolutions

3-1/19 (Immediate Directive) Provincial Executive Council

BE IT RESOLVED, that item 9 of the Declaration of Rights and Responsibilities for Teachers be amended to read—

“9 Teachers have the right to be protected against discrimination on the basis of prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background and have the responsibility to refrain from practising these forms of discrimination in their professional duties.”

Note—The amendment to the Declaration of Rights and Responsibilities for Teachers should have occurred at the same time as the amendment to the Code of Professional Conduct but was an oversight. The amendment brings the declaration in line with the code, the *Alberta Human Rights Act* and Association policy.

*9 Teachers have the right to be protected against discrimination on the basis of prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, **gender expression**, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background and have the responsibility to refrain from [practicing] **practising** these forms of discrimination in their professional duties.*

3-2/19 (Immediate Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta Education to maintain the requirement for a social studies Grade 12 level course for high school graduation.

Note—The rationale for social studies education is to provide the opportunity to develop the knowledge, skills and attitudes that will enable students to be engaged citizens. Across Canada we are seeing a move away from these values of informed decision making in favor of post-truth attitudes. Currently populist attitudes not only in Canada but around the world desire to limit student exposure to controversial issues that is essential for the ability to be informed citizens. In addition, many provinces in Canada do not require a Grade 12-level social studies course. We want to ensure that students in Alberta are required to take a 30-level social studies course for graduation in order to achieve our goal of enabling students to have educated opinions as engaged citizens.

3-3/19 (Immediate Directive) Provincial Executive Council

BE IT RESOLVED, that the administrative and educational policy contained in the 2018/19 *Members’ Handbook* be repealed and replaced with the Administrative and Educational Policy of the Alberta Teachers’ Association submitted to the 2019 Annual Representative Assembly.

Note—Resolution 2-6/16, approved by the 2016 Annual Representative Assembly, called on the Association to modernize, rationalize and consolidate its accumulated policy. The resolution further directed that outdated policies be deleted, overlapping policies consolidated and all policies edited for clarity and ease of reading. Policy AP.II.1/1.4.3.1 provides for the product of that resolution to be presented to the 2019 Assembly.

3-4/19 (Immediate Directive) Provincial Executive Council

BE IT RESOLVED, that the Standards for Writing and Classifying ATA Administrative and Educational Policy be approved.

Note—Policy AP.II.2/1.4.3.2 directs the Association to develop and submit for the approval of the 2019 Annual Representative Assembly standards for Association policy, including subject headings, policy types, standard definitions of terms, and statements of the purpose of policy.

See page 11 of the *Resolutions Bulletin*.

3-5/19 (Immediate Directive) Provincial Executive Council

BE IT RESOLVED, that students in public education be free from commercial exploitation.

Note—This is a fundamental belief of the Association, supported by policy on school–community relations.

3-6/19 (Immediate Directive) Provincial Executive Council

BE IT RESOLVED, that parents and community are essential partners in public education.

Note—This is a fundamental belief of the Association, supported by policy on school–community relations.

3-7/19 (Immediate Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers’ Association adopt and implement the Teaching Quality Standard, the Leadership Quality Standard and the Superintendent Leadership Quality Standard.

Note—This policy acknowledges the enactment of new professional practice standards.

3-8/19 (Immediate Directive) Provincial Executive Council

BE IT RESOLVED, that the terms *Teaching Quality Standard*, *Leadership Quality Standard* and *Superintendent Leadership Quality Standard* be inserted into all Association policies referencing professional practice standards as appropriate.

Note—Association policy should reflect the new professional practice standards.

3-9/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to include a speaker at the Local Presidents' Seminar at Summer Conference who would focus on strategic leadership.

Note—A core responsibility of the local president is to lead and facilitate strategic planning and programming in the local. Summer Conference provides an ideal venue for updating local presidents and other delegates on Association strategic planning directions and providing these local leaders with additional capacity to maintain, strengthen and advance systems for public education through local strategic planning initiatives.

[Cost: \$5,000]

3-10/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to implement recommendations from the Committee on Understanding Aggression(s) in Alberta Schools and School Communities.

Note—This committee work is being done in 2018/19 to address the growing problem of aggression(s) targeted toward teachers. Recommendations will be received from the committee and implemented in 2019/20.

[Cost: \$30,000]

3-11/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to establish a Status of Women Committee.

Note—The Association needs to offer support for female teachers who would like to move into leadership roles in the Association and throughout the sector. This committee would help the Association build capacity and enhance its reputation as an agile and resilient learning organization that builds member commitment.

Process Note—This resolution is functionally identical to resolution 2-13/19. The decision of the Assembly on resolution 3-11/19 will render Edmonton Public Teachers Local's resolution 2-13/19 moot.

[Cost: \$15,000]

3-12/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to evaluate, prioritize and implement recommendations emerging from the governance review currently under way.

Note—The goal of the governance review is to improve representation and decision making and review resources and processes so that the Association will be able to mobilize quickly to take advantage of opportunities, to respond to threats and to effectively manage risk.

[Cost: \$20,000]

3-13/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds for a research project to inform the Association's advocacy on behalf of teachers and school leaders by documenting the impact of the new professional practice standards.

Note—The introduction of the revised Teaching Quality Standard and Leadership Quality Standard creates the opportunity and requirements to undertake a research study focused on teachers' experience with the implementation of the standards. This project will take place over two years.

[Cost: \$30,000]

3-14/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to increase the professional staff complement in the Member Services program area by one to provide essential support in the discipline process.

Note—This position is necessitated by the increased workload relating to professional discipline and is necessary to ensure that the Association can meet legislated requirements and provide timely investigation, hearing and reporting relating to the professional conduct and practice review processes.

[Cost: \$95,000]

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

BE IT RESOLVED, that, pursuant to general bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,257 per annum effective 2019 09 01.

Note—The detailed budget document, the *Budget Booklet* and the budget presentation provide the rationale for a fee of \$1,257.

3-16/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that, pursuant to general bylaw 9(2)(f), the fee payable by an associate member be \$188.50 per annum effective 2019 09 01.

Note—As directed by the 2010 Annual Representative Assembly, the associate member fee is determined as 15 per cent of the fee of an active member.

3-17/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association host a women's leadership symposium in the 2019/20 school year to promote gender equity and women's participation in all aspects of employment and Association life.

Note—The Women's Leadership Subcommittee of the Diversity, Equity and Human Rights Committee has been charged with undertaking a needs assessment on the status of women in leadership in Alberta and with developing a project plan based on the results of the research. The project plan will include a recommendation for a women's leadership symposium. The symposium would offer sessions to develop skills, such as networking and public speaking, to assist women who are in, or who are seeking, leadership roles. A women's leadership symposium is critical to provide opportunities for networking and professional growth for members.

[Cost: \$50,000]

3-18/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Schedule and Process for the Periodic Review of Policies submitted to the 2019 Annual Representative Assembly be approved.

Note—Policy AP.II.3/1.4.3.3 calls for “a schedule and process for the periodic review of policies [to] be submitted for approval to the 2019 Annual Representative Assembly.”

1.4.3.3 Be it resolved that a schedule and process for the periodic review of policies be submitted for approval to the 2019 Annual Representative Assembly.

[2018]

See page 16 of the *Resolutions Bulletin*.

3-19/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the 2019/20 proposed budget be increased by \$5,000 to provide for a subsidy to Summer Conference delegates incurring adult dependant-care expenses above and beyond regular care with an attested claim and original, detailed receipts.

Note—Based on the report on resolution 4-1/18, it has become apparent that there is a need to provide financial relief to delegates who are incurring dependant-care expenses relating to their attendance at Summer Conference. Subsidies for dependant-care expenses are provided by other teachers' organizations, and introducing a similar program would help to facilitate broader participation at this Association event.

[Cost: \$5,000]

3-20/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that, if approvals are granted to school jurisdictions, under occupational health

and safety (OH&S) legislation, allowing jurisdictions to have one divisional safety committee, oversight measures are put in place to ensure that joint work site health and safety committees provide a mechanism for all workers to be meaningfully involved in OH&S matters.

Note—The *Occupational Health and Safety Act (OH&S Act)* was amended on June 1, 2018, and now calls for each work site with 20 or more workers to have a joint work site health and safety committee (JWHSC). The purpose of the JWHSC is to provide a mechanism for all workers to be involved in workplace safety and to ensure that the workplace is meeting or exceeding the requirements of the *OH&S Act*. While this legislation applies to schools, it was not specifically designed to accommodate the unique practices, culture and working relationships of a school. This has given rise to some challenges around implementation of the *OH&S Act* in the K–12 education sector. Some school divisions have created a JWHSC in each school, while others have sought and gained approval for a modified model consisting of one central committee for the division along with a health and safety contact at each site. It is imperative that teachers' voices and concerns are heard and addressed with regard to workplace safety in all schools.

3-21/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Disposition of Immediate Directives submitted to the 2019 Annual Representative Assembly be approved.

Note—Policy AP.1.A.11/1.3.1.12 calls for a report on the proposed disposition of policies passed by the 2018 Annual Representative Assembly to be submitted to the 2019 Assembly for approval.

1.3.1.12 Policies passed by an Annual Representative Assembly shall be referred to the Resolutions Committee for reconciliation and integration with existing policy. Provincial Executive Council shall approve a report on the proposed disposition of the policies, including proposed amendments, and submit it to the Annual Representative Assembly the following year for approval.

[2018]

See page 17 of the *Resolutions Bulletin*.

3-22/19 (Immediate Directive)
Provincial Executive Council

BE IT RESOLVED, that the Proposal for Advancing Specialist Council Resolutions submitted to the 2019 Annual Representative Assembly be approved.

Note—Currently, specialist councils can advance resolutions through locals or through their Provincial Executive Council liaison. However, specialist councils represent members on a provincial, not local, level and do not always have close links to their local, making it potentially confusing regarding how to proceed. If the resolutions do not come through a local, the Resolutions Committee is unable to gather input on the resolutions from committee and staff to advise Council.

See page 27 of the *Resolutions Bulletin*.

Standards for Writing and Classifying ATA Administrative and Educational Policy

A. General Guidelines

1. Policies should be written, read and understood within the context of the entire body of Association policy.
2. Policies should be stated, wherever possible, in one sentence, though exceptions may be necessary.
3. Policies should state a position or call for action but should not include a rationale for the belief or action.
4. Policies should be written, wherever possible, using terms that match those in the list of preferred vocabulary (see Appendix A).
5. Policies should be written so that they are comprehensible on their own and not in the least dependent on the subheading under which they are classified for their meaning.
6. Policies should not refer to other Association policies but should be comprehensible on their own.
7. Policies should be written using gender-neutral words.
8. Policies should be written in the active rather than the passive voice: *Poor*: “More funding is needed to renovate school facilities.” *Better*: “The Government of Alberta should provide school authorities with more funding to renovate school facilities.”
9. Policies urging other groups to act should do so simply, without resorting to intensifying adverbs: *Poor*: “Be it resolved that the Association strongly and adamantly urge the Government of Alberta to stop funding private schools.” *Better*: “Be it resolved that the Association urge the Government of Alberta to stop funding private schools.”
10. A single policy should never urge both the Association and an outside group to undertake action. If action is required from both parties, the policy should be split into two policies, one calling for action from the Association and the other calling for action from the outside group (or groups).
11. If two or more outside groups are being urged to undertake the *same* action, only one policy is necessary. The policy should identify the groups from which action is being requested and the action to be undertaken.
12. Policies that articulate different aspects of a central idea should be consolidated into one policy. The central idea should be presented in an introductory stem and the supporting points arranged in a logical order and numbered. The points should be enumerated using Arabic numerals. If subpoints are necessary, they should be identified using lower case letters. Ideally, a list should be limited to about 10 items. Longer lists should be analyzed with a view to grouping the most closely related points into subtopics and creating a separate policy for each subtopic.

B. Resolutions Committee Guidelines

1. In reconciling immediate directives, the Resolutions Committee will apply the standards while endeavouring

to preserve the intention of the resolution as originally worded and as informed by debate at the Annual Representative Assembly.

2. In reconciling competing or contradictory resolutions, newer policy will generally supersede older policy and more specific policy will generally supersede more general policy.
3. Policies are assumed to be internally consistent and congruent with the mission and objects of the Association—it is not necessary to anticipate or attempt to accommodate in the text of the resolutions circumstances or interpretations that are highly unlikely, atypical or outside the commonly understood context of the resolution.

C. High-Level Classification of Policy

1. Policies should be assigned to one (and only one) of the following high-level topics:

1. Administrative Procedures	13. Education Finance
2. Curriculum, Programs and Supports	14. Educational Accountability for Public Assurance
3. Student Assessment	15. Educational Assistants
4. Technology and Education	16. Teacher Professional Preparation and Certification
5. Early Intervention and Early Childhood Education	17. Professional Development
6. Inclusive Education	18. Professional Growth, Supervision and Evaluation
7. Indigenous Peoples	19. Working Conditions for Professional Service
8. Administration of Schools and School Systems	20. Pensions
9. Public Education	21. Professional Responsibilities of the Association and Its Members
10. Charter, Private and Home Schooling	22. Research and Research Ethics
11. School–Community Relations	23. Political Engagement
12. School Facilities	24. Social Justice and Global Issues

Table 1

2. When policies could logically appear in more than one section, they should be placed in the section that is most specific. For example, policies concerning human rights in the curriculum should be placed in the Inclusive Education rather than in the Curriculum, Programs and Supports section.
3. Policies that are classified as administrative procedures differ from the policies in other sections in that they
 - a. concern an action that the Annual Representative Assembly has directed the Association to do,
 - b. concern something that the Association has the capacity to do directly without involving others (such as locals) and
 - c. are largely functional as opposed to aspirational.

D. Secondary-Level Classification of Policy

Within each high-level section, policies should be further classified as follows:

1. Fundamental Beliefs

- a. Fundamental beliefs are policies that set out the Association's broad, general beliefs with respect to the high-level topic.
- b. The belief or position being expressed in these policies should be stated directly, not prefaced by the observation that the Association believes such and such a position. *Wrong*: "The Association believes that private schools should not receive government funding." *Right*: "Private schools should not receive government funding."

2. Externally Focused Policies

- a. Externally focused policies urge an outside organization to undertake an action or adopt a position.
- b. Such policies should state that the action "should" rather than "must" take place. "Must" implies that the organization has no choice when, in fact, it usually does. "The government should [not must] implement a child care program." "Must" is valid in cases in which the actor has no choice. "Individuals must [not should] have a valid teaching certificate to teach in Alberta schools."
- c. Policies urging the Government of Canada to act do not need to mention that the urging will be carried out by the Canadian Teachers' Federation.
- d. Policies calling on school authorities to act do not need to mention that the policy will be directed through the Alberta School Boards Association, the Alberta Catholic School Trustees' Association or the Public School Boards' Association of Alberta.

3. Internally Focused Policies

- a. Internally focused policies outline actions that the Association will (or does) undertake internally with respect to the high-level topic.

- b. Unlike administrative directives, internally focused policies are more aspirational than functional.

4. Immediate Directives

- a. Immediate directives outline actions that the Association will undertake in the next operational year. Such policies typically authorize one-time funding allocations from the Association's budget, direct aspects of Association operations or send political messages to outside groups. All completely new (as opposed to amended) policies approved by an Annual Representative Assembly are initially classified as immediate directives.
- b. Immediate directives should be couched as resolutions and, as such, begin with the phrase "Be it resolved that the Association . . ."
- c. Immediate directives that do not concern the Association's budget expire after one year at which point, as directed by the Annual Representative Assembly, they either disappear or are rewritten as belief statements and incorporated into one of the other categories of policy.
- d. Immediate directives with implications for the Association's budget automatically expire at the end of the next fiscal year. In some cases, their content may be incorporated into subsequent budget proposals.

E. Tertiary-Level Classification of Policy

1. If a secondary category contains more than a handful of policies, the policies should be grouped by topic and assigned a subtopic heading.
2. Depending on the number of policies in the secondary category, any number of subtopics may be required.

F. Classification of Policy at a Glance

HIGH-LEVEL TOPIC ONE

A. Fundamental Beliefs

B. Externally Focused Policies

1. Subtopic One
—long-term policies related to subtopic one
2. Subtopic Two
—long-term policies related to subtopic two
3. As needed . . .

C. Internally Focused Policies

1. Subtopic One
—long-term policies related to subtopic one
2. Subtopic Two
—long-term policies related to subtopic two
3. As needed . . .

D. Immediate Directives

—all immediate directives relating to high-level topic one

G. Numbering of Policies

Each policy should be assigned a unique number that is separated into four parts by periods:

1. The first part uses the number of the high-level category shown in Table 1.
2. The second part specifies the secondary classification into which the policy falls: fundamental beliefs are indicated by 1, externally focused policies by 2, internally focused policies by 3 and immediate directives by 4.
3. The third part is the number of the subtopic (if any) to which the policy has been assigned. The first subtopic in each secondary level classification has the number 1, the second subtopic has the number 2 and so on. If a policy has not been assigned a subtopic, the third part of the unique number is populated by a zero (0).
4. The fourth part is the policy number that the policy has been assigned. Policies within each subtopic are numbered sequentially, beginning with 1. Policy numbers may change from year to year to ensure that new policies can be inserted and presented in a logical order.
5. To refer to an item or subitem in a policy that contains an enumeration, place the number of the item and/or subitem in parentheses at the end of the policy number. For example, item 2, subitem (c) of Policy 18.2.7.3 would be cited as follows: 18.2.7.3(2)(c).

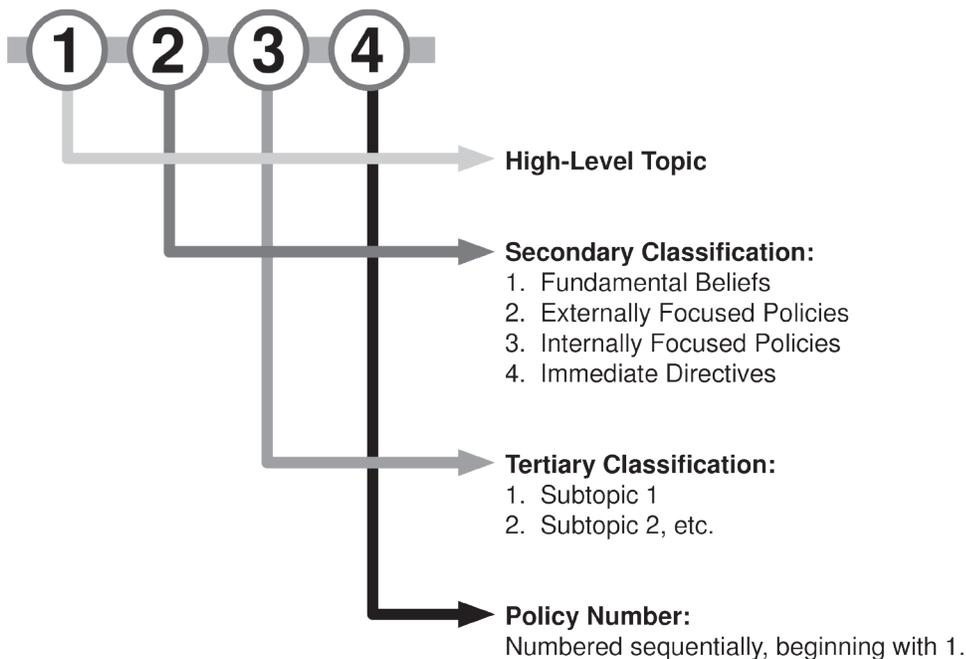


Figure 1

Appendix A: Preferred Vocabulary

Preferred Term	Synonymous Terms
alternative school calendars	year-round schooling
assistant principal	vice-principal
child care	<ul style="list-style-type: none"> • after-school care • daycare
counselling	guidance
digital assessment	<ul style="list-style-type: none"> • e-assessment • online assessment
digital learning	e-learning
discrimination	stereotyping
distance learning	<ul style="list-style-type: none"> • blended learning • distance education • distributed learning
early childhood education	<ul style="list-style-type: none"> • early childhood services • early learning birth to kindergarten
education partners	<ul style="list-style-type: none"> • education stakeholders • partners
educational accountability for public assurance	<ul style="list-style-type: none"> • educational accountability • public assurance in education
educational assistant	<ul style="list-style-type: none"> • instructional assistant • paraprofessional
education–business partnership	<ul style="list-style-type: none"> • school–business partnership • sponsorship
English language learners	English as an additional language students/English as a second language students
extended disability	long-term disability
faculty advisors	faculty consultants
field test	<ul style="list-style-type: none"> • pilot • pilot project • pilot study • pilot test
Government of Alberta	<ul style="list-style-type: none"> • Department of Education • minister of education
Government of Canada	federal government
grade	level of education

Preferred Term	Synonymous Terms
health care services	<ul style="list-style-type: none"> • health support services • medical services • mental health services • population health services • psychiatric services • public health services
inclusive classrooms	<ul style="list-style-type: none"> • inclusive learning environment • schools as inclusive learning communities
Indigenous	<ul style="list-style-type: none"> • Aboriginal • First Nations • Indian • Inuit • Métis • Native
institutions that offer teacher preparation programs	<ul style="list-style-type: none"> • Alberta institutions with teacher education programs recognized by the Association • Alberta universities with teacher preparation programs • faculties of education • institutions with accredited preservice Alberta teacher preparation programs • teacher preparation institutions
Interim Professional Certificate	Initial Professional Certificate
K–12 education	<ul style="list-style-type: none"> • early childhood, elementary and secondary education • K to 12 education • kindergarten through Grade 12
local	local association
online learning	<ul style="list-style-type: none"> • e-learning • online education
parent–teacher interviews	teacher–parent interviews
parents	guardians
preservice teachers	student teachers
principal	<ul style="list-style-type: none"> • administrator • instructional leader • school administrator • school leader • school-based administrator

Preferred Term	Synonymous Terms
Provincial Executive Council	<ul style="list-style-type: none"> • Council • the Provincial Executive Council
relocatable classrooms	<ul style="list-style-type: none"> • minischools • portables
resources	<ul style="list-style-type: none"> • classroom resources/materials • educational resources/materials • instructional resources/materials • teaching and learning resources/materials • teaching resources/materials
Roman Catholic separate school authorities	<ul style="list-style-type: none"> • Roman Catholic school boards • Roman Catholic separate school boards • separate school boards
school authorities	<ul style="list-style-type: none"> • employers [of teachers] • public education authorities • public school authorities • publicly funded education authorities • school authorities receiving public funds • school boards • school jurisdictions • school systems
school communities of practice	<ul style="list-style-type: none"> • communities of practice
school facilities	<ul style="list-style-type: none"> • authority-operated facilities • public school facilities • publicly owned education facilities • school buildings • school sites • schools
school-based decision making	school-based budgeting
school leader	<ul style="list-style-type: none"> • assistant principal • principal • vice-principal
strike	<ul style="list-style-type: none"> • job action • labour action
student assessment	<ul style="list-style-type: none"> • e-assessment • formative student assessment

Preferred Term	Synonymous Terms
student evaluation	summative student evaluation
students with exceptional learning needs	<ul style="list-style-type: none"> • children with high needs • coded students • exceptional students • students who are gifted and talented • students with behaviour disorders • students with diverse needs • students with exceptional needs • students with exceptionalities • students with mild and moderate learning disabilities • students with special learning needs • students with special needs
system leader	<ul style="list-style-type: none"> • central-office administrator • school-system official • system administrator
teacher preparation program	<ul style="list-style-type: none"> • preservice education program • teacher education program
the Association	the teaching profession/the Alberta Teachers' Association/the ATA
volunteer	parent volunteer

Schedule and Process for the Periodic Review of Policies

Policies are classified as fundamental beliefs, externally focused policies, internally focused policies and immediate directives. Fundamental beliefs, externally focused policies and internally focused policies will be reviewed every six years by the Annual Representative Assembly (ARA). The following schedule for that review is proposed, based on when the section of policy was last reviewed (oldest first):

2020	1.0.0.0	Administrative Procedures
	20.0.0.0	Pensions
	18.0.0.0	Professional Growth, Supervision and Evaluation
	9.0.0.0	Public Education
2021	11.0.0.0	School–Community Relations
	19.0.0.0	Working Conditions for Professional Service
2022	15.0.0.0	Educational Assistants
	6.0.0.0	Inclusive Education
	17.0.0.0	Professional Development
	21.0.0.0	Professional Responsibilities of the Association and Its Members
2023	7.0.0.0	Indigenous Peoples
	23.0.0.0	Political Engagement
	12.0.0.0	School Facilities
	24.0.0.0	Social Justice and Global Issues
2024	8.0.0.0	Administration of Schools and School Systems
	5.0.0.0	Early Intervention and Early Childhood Education
	13.0.0.0	Education Finance
	14.0.0.0	Educational Accountability for Public Assurance
	10.0.0.0	Private, Charter and Home Schooling
	22.0.0.0	Research and Research Ethics
	4.0.0.0	Technology and Education
	2025	2.0.0.0
	3.0.0.0	Student Assessment
	16.0.0.0	Teacher Professional Preparation and Certification

Immediate directives outline actions that the Association will undertake in the next operational year. Such policies typically authorize one-time funding allocations from the Association’s budget, direct aspects of Association operations or send political messages to outside groups. All completely new (as opposed to amended) policies approved by ARA are initially classified as immediate directives:

1.3.1.12 Policies passed by an Annual Representative Assembly shall be referred to the Resolutions Committee for reconciliation and integration with existing policy. Provincial Executive Council shall approve a report on the proposed disposition of the policies, including proposed amendments, and submit it to the Annual Representative Assembly the following year for approval.

Immediate directives that do not concern the Association’s budget will expire after one year at which point, as directed by ARA, they either disappear or are rewritten as belief statements and incorporated into one of the other categories of policy.

It is proposed that, following ARA, staff will review immediate directives and create a document with an initial proposal for their disposition for the September meeting of the Resolutions Committee. Following this meeting, immediate directives will be reviewed by Provincial Executive Council.

The draft proposal will be posted online for members to review and provide feedback in the fall. A report will be created for the December meeting of the Resolutions Committee, when other reports are received, and the committee will amend and recommend adoption of the report to Council in January.

The final report as approved by Council will be presented at ARA.

Disposition of Immediate Directives

Policy No	Original Policy	Edited Policy	Recommendation
1.0.0.0 ADMINISTRATIVE PROCEDURES			
1.4.0.0 IMMEDIATE DIRECTIVES			
1.4.1.0 Association Budget Resolutions			
1.4.1.1	Be it resolved that the Association provide funds to initiate a review of the report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools.	—	Action taken Note—The 2018/19 budget provides funds to initiate a review of the report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools.
1.4.1.2	Be it resolved that the Association provide funds for an Association-sponsored education program for central office teachers.	—	Action taken Note—The 2018/19 budget provides funds for an Association-sponsored education program for central office teachers.
1.4.1.3	Be it resolved that the Association provide funds to establish a committee to review Association and school authority policies related to aggression in the workplace.	—	Action taken Note—The 2018/19 budget provides funds to establish a committee to review Association and school authority policies related to aggression in the workplace.
1.4.1.4	Be it resolved that the Association provide funds to increase the executive staff complement in the Member Services program area by one to assist in handling the increase in discipline cases.	—	Action taken Note—The 2018/19 budget provides funds to increase the executive staff complement in the Member Services program area by one to assist in handling the increase in discipline cases.
1.4.1.5	Be it resolved that the Association provide funds to increase the executive staff complement in the Professional Development program area by one to support teachers by developing resources, delivering workshops, making presentations at conventions and conferences, and helping to organize specialist council activities.	—	Action taken Note—The 2018/19 budget provides funds to increase the executive staff complement in the Professional Development program area by one to support teachers by developing resources, delivering workshops, making presentations at conventions and conferences, and helping to organize specialist council activities.
1.4.1.6	Be it resolved, that the Association's budget for 2018/19 be amended to provide, upon submission of an attested claim, a subsidy of \$125 per child to delegates incurring child care expenses while attending Summer Conference.	—	Action taken Note—The 2018/19 budget provides, upon submission of an attested claim, a subsidy of \$125 per child to delegates incurring child care expenses while attending Summer Conference.

Policy No	Original Policy	Edited Policy	Recommendation
1.4.1.7	Be it resolved, that the Association's budget for 2018/19 be amended to provide a grant-in-aid to locals, at the rate of 50 per cent of the grant-in-aid provided to on-campus delegates, for off-campus delegates attending Summer Conference.	—	Action taken Note—The 2018/19 budget provides a grant-in-aid to locals, at the rate of 50 per cent of the grant-in-aid provided to on-campus delegates, for off-campus delegates attending Summer Conference.
1.4.2.0 Resolutions Referred for Study and Report			
1.4.2.1	Be it resolved that the Association study and report to the 2019 Annual Representative Assembly on resolution 2-4/18: "Be it resolved that the Association strike a committee to investigate the feasibility of developing a process for the professional growth, supervision and evaluation of substitute teachers."	—	Action taken Note—The report on resolution 2-4/18 appears on page 28 in the <i>Resolutions Bulletin</i> .
1.4.2.2	Be it resolved that the Association study and report to the 2019 Annual Representative Assembly on the feasibility of reimbursing delegates to Summer Conference who incur costs for the care of dependant adults.	—	Action taken Note—The report on resolution 4-1/18 appears on page 29 in the <i>Resolutions Bulletin</i> .
1.4.3.0 Resolutions Related to the Association Policy Review			
1.4.3.1	Be it resolved that processes for reviewing expiring current directives and long-range policy be suspended for 2018/19 to allow for the preparation and presentation of a revised body of policy to the 2019 Annual Representative Assembly.	—	Action taken Note—Processes for reviewing expiring current directives and long-range policy were suspended for 2018/19 to allow for the preparation and presentation of a revised body of policy to the 2019 Annual Representative Assembly.
1.4.3.2	Be it resolved that standards for Association policy, including subject headings, policy types, standard definitions of terms and statement of the purpose of policy, be developed and submitted for approval to the 2019 Annual Representative Assembly.	—	Action taken Note—Standards for Association policy, including subject headings, policy types, standard definition of terms and statement of the purpose of policy, were developed and submitted for approval to the 2019 Annual Representative Assembly.
1.4.3.3	Be it resolved that a schedule and process for the periodic review of policies be submitted for approval to the 2019 Annual Representative Assembly.	—	Action taken Note—A schedule and process for the periodic review of policies was submitted for approval to the 2019 Annual Representative Assembly.

Policy No	Original Policy	Edited Policy	Recommendation
2.0.0.0 CURRICULUM, PROGRAMS AND SUPPORTS			
2.4.0.0 IMMEDIATE DIRECTIVES			
2.4.0.1	Be it resolved that the Association urge the Government of Alberta to immediately restore, to a level equivalent to the full Credit Enrolment Unit rate, the grant that it provides to school authorities for students enrolled in Work Experience and Special Projects.	The Government of Alberta should [immediately] restore, to a level equivalent to the full Credit Enrolment Unit rate, the grant that it provides to school authorities for students enrolled in Work Experience and Special Projects.	Amend and transfer to 2.2.1.0—Curriculum, Programs and Supports/ Externally Focused Policies/Curriculum Development, Implementation and Funding
2.4.0.2	Be it resolved that the Association urge the Government of Alberta to immediately review how it funds senior high school programming to ensure that the funding provided takes into account the nature of the programs being offered, the number of students being served and the diverse needs of schools in different parts of the province.	The Government of Alberta should [immediately] review how it funds senior high school programming to ensure that the funding provided takes into account the nature of the programs being offered, the number of students being served and the diverse needs of schools in different parts of the province.	Amend and transfer to 2.2.1.0—Curriculum, Programs and Supports/Externally Focused Policies/ Curriculum Development, Implementation and Funding
2.4.0.3	Be it resolved that the Association urge the Government of Alberta to communicate promptly with schools about the medical needs of at-risk students in their care and about the measures that the various government departments involved have undertaken to support those students.	The Government of Alberta should communicate promptly with schools about the medical needs of at-risk students in their care and about the measures that the various government departments involved have undertaken to support those students.	Transfer to 2.2.11.0—Curriculum, Programs and Supports/Externally Focused Policies/Medical and Mental Health Services
2.4.0.4	Be it resolved that the Association urge the Government of Alberta to amend section 50.1(1) of the <i>School Act</i> to mandate that all K–12 students, without exception, who attend schools that receive public funding complete the human sexuality component of the relevant program of studies.	The Government of Alberta should amend section 50.1(1) of the <i>School Act</i> to mandate that all K–12 students, without exception, who attend schools that receive public funding complete the human sexuality component of the relevant program of studies.	Transfer to 2.2.2.0—Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Content
2.4.0.5	Be it resolved that the Association urge the Government of Alberta to require all K–12 students, without exception, who attend schools that receive public funds to be vaccinated.	The Government of Alberta should require all K–12 students, without exception, who attend schools that receive public funds to be vaccinated.	Transfer to 2.2.11.0—Curriculum, Programs and Supports/Externally Focused Policies/Medical and Mental Health Services
2.4.0.6	Be it resolved that the Association urge the Government of Alberta to provide on-site, voluntary influenza vaccinations at no cost to all teachers, school staff and students.	The Government of Alberta should provide on-site, voluntary influenza vaccinations at no cost to all teachers, school staff and students.	Transfer to 2.2.11.0—Curriculum, Programs and Supports/Externally Focused Policies/Medical and Mental Health Services

Policy No	Original Policy	Edited Policy	Recommendation
3.0.0.0 STUDENT ASSESSMENT			
3.4.0.0 IMMEDIATE DIRECTIVES			
3.4.0.1	Be it resolved that the Association urge the Government of Alberta to assess the costs, in terms of such factors as workload and staff time, for students, teachers, principals and district staff to participate in the 2018 International Computer and Information Literacy Study.	The Government of Alberta should assess the costs, in terms of such factors as workload and staff time, for students, teachers, principals and district staff to participate in the [2018] 2023 International Computer and Information Literacy Study.	Amend and transfer to new 3.2.8.0—Student Assessment/Externally Focused Policies/International Assessments
3.4.0.2	Be it resolved that the Association urge the Government of Alberta to make available to teachers more sample student responses to performance tasks that are part of the provincial testing program.	The Government of Alberta should make available to teachers more sample student responses to performance tasks that are part of the provincial testing program.	Transfer to 3.2.1.0—Student Assessment/Externally Focused Policies/Principles of Test Design, Development and Administration
3.4.0.3	Be it resolved that the Association urge the Government of Alberta to require school authorities to report annually on (1) the kinds of mandatory standardized tests that they are administering to students, (2) the number of such tests each student is required to take, (3) the total amount of time needed to administer the tests and (4) the total cost involved in administering the tests.	The Government of Alberta should require school authorities to report annually on (1) the kinds of mandatory standardized tests that they are administering to students, (2) the number of such tests each student is required to take, (3) the total amount of time needed to administer the tests and (4) the total cost involved in administering the tests.	Transfer to 3.2.1.0—Student Assessment/Externally Focused Policies/Principles of Test Design, Development and Administration
4.0.0.0 TECHNOLOGY AND EDUCATION			
4.4.0.0 IMMEDIATE DIRECTIVES			
4.4.0.1	Be it resolved that the Association urge the Government of Alberta to restore funding for schools that provide distance learning in the public education system.	The Government of Alberta should restore funding for schools that provide distance learning in the public education system.	Transfer to 4.2.4.0—Technology and Education/Externally Focused Policies/Online, Distance and Digital Learning Programs
4.4.0.2	Be it resolved that the Association urge the Government of Alberta to consult Alberta teachers on the advisability of maintaining and expanding provincial licensing for common digital technologies and platforms that support teaching and learning.	The Government of Alberta should consult Alberta teachers on the advisability of maintaining and expanding provincial licensing for common digital technologies and platforms that support teaching and learning.	Transfer to 4.2.2.0—Technology and Education/Externally Focused Policies/Decision Making About Technology

Policy No	Original Policy	Edited Policy	Recommendation
6.0.0.0 INCLUSIVE EDUCATION			
6.4.0.0 IMMEDIATE DIRECTIVES			
6.4.0.1	<p>Be it resolved that the Association urge the Government of Alberta to issue ministerial orders supporting the establishment and operation of gay–straight alliances, queer–straight alliances or similar organizations established under Section 16.1 of the <i>School Act</i> by</p> <ol style="list-style-type: none"> 1. prohibiting anyone from disclosing a student’s membership or participation in the organization without the student’s explicit prior consent; 2. confirming that the student or students who sought permission to establish the organization have the right to determine the final operational name of that organization; 3. confirming that student members and teacher advisors have the right to determine the purpose, activities, projects and undertakings of the organization; 4. protecting principals and teachers who helped create or operate the organization from employment discrimination or sanctions, formal or informal, as a result of activities related to the organization; and 5. affirming that denominational schools, while having the right to require a declaration of faith as a condition of hiring or enrolment, are thereafter prohibited from discriminating on the basis of any protected ground, including sexual orientation, gender identity or gender expression. 	<p>The Government of Alberta should issue ministerial orders supporting the establishment and operation of gay–straight alliances, queer–straight alliances or similar organizations established under Section 16.1 of the <i>School Act</i> by</p> <ol style="list-style-type: none"> 1. prohibiting anyone from disclosing a student’s membership or participation in the organization without the student’s explicit prior consent; 2. confirming that the student or students who sought permission to establish the organization have the right to determine the final operational name of that organization; 3. confirming that student members and teacher advisors have the right to determine the purpose, activities, projects and undertakings of the organization; 4. protecting principals and teachers who helped create or operate the organization from employment discrimination or sanctions, formal or informal, as a result of activities related to the organization; and 5. affirming that denominational schools, while having the right to require a declaration of faith as a condition of hiring or enrolment, are thereafter prohibited from discriminating on the basis of any protected ground, including sexual orientation, gender identity or gender expression. 	Transfer to 6.2.15.0—Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
6.4.0.2	<p>Be it resolved that the Association urge school authorities to develop policies and procedures that permit students to change, in accordance with their lived gender identity, their name, gender and pronouns on all official school records.</p>	<p>School authorities should develop policies and procedures that permit students to change, in accordance with their lived gender identity, their name, gender and pronouns on all official school records.</p>	Transfer to 6.2.15.0—Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students

Policy No	Original Policy	Edited Policy	Recommendation
6.4.0.3	Be it resolved that the Association urge institutions in Alberta to ensure that their teacher preparation programs formally acquaint prospective teachers with the health, safety and educational needs of sexual and gender minority students.	Institutions in Alberta should ensure that their teacher preparation programs formally acquaint prospective teachers with the health, safety and educational needs of sexual and gender minority students.	Transfer to 6.2.15.0—Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
6.4.0.4	Be it resolved that the Association urge school authorities to protect sexual and gender minority students and teachers from the unwanted disclosure of their sexual identity during all school activities and processes and on forms and records.	School authorities should protect sexual and gender minority students from the unwanted disclosure of their sexual identity during all school activities and processes and on forms and records.	Split and transfer to 6.2.15.0—Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
		School authorities should protect sexual and gender minority teachers from the unwanted disclosure of their sexual identity during all school activities and processes and on forms and records.	Split and transfer to 19.2.11.0—Working Conditions for Professional Service/Externally Focused Policies/Ensuring Equity and Diversity
7.0.0.0 INDIGENOUS PEOPLES			
7.4.0.0 IMMEDIATE DIRECTIVES			
7.4.0.1	Be it resolved that the Association urge the Government of Alberta to withdraw from “Closing the Achievement Gap for Indigenous Students,” a research project supported by the Organisation for Economic Cooperation and Development.	The Government of Alberta should withdraw from “Closing the Achievement Gap for Indigenous Students,” a research project supported by the Organisation for Economic Cooperation and Development.	Delete Note—The study “Closing the Achievement Gap for Indigenous Students” is now complete, so the policy is void.
7.4.0.2	Be it resolved that the Association, in response to a recommendation by the Truth and Reconciliation Commission of Canada in its final report, fully adopt and implement, as a starting point for reconciliation in the context of education, the United Nations Declaration on the Rights of Indigenous Peoples.	The Association [-in response to a recommendation by the Truth and Reconciliation Commission of Canada in its final report,] should [fully] adopt and implement, as a starting point for reconciliation in the context of education, the United Nations Declaration on the Rights of Indigenous Peoples.	Amend and transfer to 7.3.1.0—Indigenous Peoples/Internally Focused Policies/Supporting Indigenous Education
7.4.0.3	Be it resolved that the Association urge the Government of Alberta to extend and increase its funding for the Walking Together: Education for Reconciliation Professional Learning Project.	The Government of Alberta should extend and increase its funding for the Walking Together: Education for Reconciliation Professional Learning Project.	Transfer to 7.2.4.0—Indigenous Peoples/Externally Focused Policies/Preparing Teachers for Indigenous Education

Policy No	Original Policy	Edited Policy	Recommendation
12.0.0.0 SCHOOL FACILITIES			
12.4.0.0 IMMEDIATE DIRECTIVES			
12.4.0.1	Be it resolved that the Association urge the Government of Alberta to provide school authorities with sufficient funding to purchase playground equipment for new schools and to replace sub-par equipment in existing facilities.	The Government of Alberta should provide school authorities with sufficient funding to purchase playground equipment for new schools and to replace sub-par equipment in existing facilities.	Transfer to 12.2.3.0—School Facilities/Externally Focused Policies/Modernization of School Facilities
12.4.0.2	Be it resolved that the Association urge the Government of Alberta to change provincial building codes to require all newly constructed public facilities, including schools, to have universal, all-gender washrooms.	The Government of Alberta should change provincial building codes to require all newly constructed public facilities, including schools, to have universal, all-gender washrooms.	Transfer to 12.2.3.0—School Facilities/Externally Focused Policies/Modernization of School Facilities
13.0.0.0 EDUCATION FINANCE			
13.4.0.0 IMMEDIATE DIRECTIVES			
13.4.0.1	Be it resolved that the Association urge the Government of Alberta to ensure that distance and sparsity funding is targeted and sufficient to enable school authorities to eliminate the need for multigrade classes containing more than two consecutive grades.	The Government of Alberta should ensure that distance and sparsity funding is targeted and sufficient to enable school authorities to eliminate the need for multigrade classes containing more than two consecutive grades.	Transfer to 13.2.3.0—Education Finance/Externally Focused Policies/Allocation Principles and Priorities
13.4.0.2	Be it resolved that the Association urge the Government of Alberta, in conjunction with rural school authorities, the Association and other education partners, to review its funding model for school authorities, with a view to improving the equitability of funding for all authorities and for rural authorities in particular.	The Government of Alberta, in conjunction with rural school authorities, the Association and other education partners, should review its funding model for school authorities, with a view to improving the equitability of funding for all authorities and for rural authorities in particular.	Transfer to 13.2.3.0—Education Finance/Externally Focused Policies/Allocation Principles and Priorities
13.4.0.3	Be it resolved that the Association urge school authorities to (1) use funding increases that they receive as a result of increased enrolments to hire a corresponding number of new teachers and (2) report to the public and Association locals on the number of teachers hired.	School authorities should (1) use funding increases that they receive as a result of increased enrolments to hire a corresponding number of new teachers and (2) report to the public and Association locals on the number of teachers hired.	Transfer to 13.2.4.0—Education Finance/Externally Focused Policies/The Role of School Authorities

Policy No	Original Policy	Edited Policy	Recommendation
17.0.0.0 PROFESSIONAL DEVELOPMENT			
17.4.0.0 IMMEDIATE DIRECTIVES			
17.4.0.1	Be it resolved that the Association urge the Government of Alberta to ensure that programs supporting certification and professional development as they pertain to the Leadership Quality Standard and the Superintendent Quality Standard are available equitably to all interested certificated teachers.	The Government of Alberta should ensure that programs supporting certification and professional development as they pertain to the Leadership Quality Standard and the Superintendent Leadership Quality Standard are available equitably to all interested certificated teachers.	Amend and transfer to 17.2.2.0—Professional Development/Externally Focused Policies/Roles and Responsibilities in Providing Professional Development
17.4.0.2	Be it resolved that the Association urge the Government of Alberta to refrain from approving and recognizing programs supporting certification and professional development as they pertain to the Leadership Quality Standard and the Superintendent Quality Standard until it has meaningfully involved the Association in helping to develop these programs and authorized the Association to deliver content on the professional roles and responsibilities of principals, system leaders and superintendents.	The Government of Alberta should refrain from approving and recognizing programs supporting certification and professional development as they pertain to the Leadership Quality Standard and the Superintendent Leadership Quality Standard until it has meaningfully involved the Association in helping to develop these programs and authorized the Association to deliver content on the professional roles and responsibilities of principals, system leaders and superintendents.	Amend and transfer to 17.2.2.0—Professional Development/Externally Focused Policies/Roles and Responsibilities in Providing Professional Development
19.0.0.0 WORKING CONDITIONS FOR PROFESSIONAL SERVICE			
19.4.0.0 IMMEDIATE DIRECTIVES			
19.4.0.1	Be it resolved that the Association urge school authorities to ensure that multigrade classrooms taught by one teacher contain no more than two consecutive grades unless the classroom consists of students with exceptional learning needs or is located in a Hutterite school.	School authorities should ensure that multigrade classrooms taught by one teacher contain no more than two consecutive grades unless the classroom consists of students with exceptional learning needs or is located in a Hutterite school.	Transfer to 19.2.10.1—Working Conditions for Professional Service/Externally Focused Policies/Staffing and Layoff Practices
19.4.0.2	Be it resolved that the Association urge the Government of Alberta to extend to teachers living north of the 55th parallel eligibility for the northern living/retention allowance that is currently provided, under the <i>Alberta Public Services Act</i> , to government employees.	The Government of Alberta should extend to teachers living north of the 55th parallel eligibility for the northern living/retention allowance that is currently provided, under the <i>Alberta Public Services Act</i> , to government employees.	Delete Note—Policy 19.2.6.1 encompasses policy 19.4.0.2. <i>19.2.6.1 The Government of Alberta should reinstate allowances for teachers living in areas that are remote or that have a high cost of living.</i>
19.4.0.3	Be it resolved that collective agreements negotiated by the Association contain clauses ensuring that principals, teachers in colony schools and teachers in distance learning environments have reasonable workdays.	Collective agreements negotiated by the Association should contain clauses ensuring that principals, teachers in colony schools and teachers in distance learning environments have reasonable workdays.	Transfer to 19.3.9.0—Working Conditions for Professional Service/Internally Focused Policies/Workload

Policy No	Original Policy	Edited Policy	Recommendation
19.4.0.4	Be it resolved that the Association urge school authorities, when replacing teachers who are absent, to hire certificated substitute teachers rather than noncertificated classroom supervisors.	School authorities, when replacing teachers who are absent, should hire certificated substitute teachers rather than noncertificated classroom supervisors.	Delete Note—Policy 19.2.10.5 encompasses policy 19.4.0.4. <i>19.2.10.5 School boards should avoid staff deployment practices that result in the replacement of certificated teachers with noncertificated personnel.</i>
19.4.0.5	Be it resolved that the Association urge school authorities to develop policies and procedures that permit teachers to change, in accordance with their lived gender identity, their name, gender and pronouns on all official employment records to protect their privacy.	School authorities should develop policies and procedures that permit teachers to change, in accordance with their lived gender identity, their name, gender and pronouns on all official employment records to protect their privacy.	Transfer to 19.2.11.0—Working Conditions for Professional Service/Externally Focused Policies/Ensuring Equity and Diversity
19.4.0.6	Be it resolved that the Association urge the Government of Alberta to 1. establish and enforce pupil–teacher ratios at the district level that (a) are consistent with the government’s class size initiative and (b) take into account class composition; and 2. provide school authorities with sufficient funding to achieve these ratios.	The Government of Alberta should 1. establish and enforce pupil–teacher ratios at the district level that (a) are consistent with the government’s class size initiative and (b) take into account class composition; and 2. provide school authorities with sufficient funding to achieve these ratios.	Transfer to 19.2.9.0—Working Conditions for Professional Service/Externally Focused Policies/Class Size
19.4.0.7	Be it resolved that the Association urge the Government of Alberta to 1. require school authorities to record and submit to it, in a standard format, incidents involving violence or harassment perpetrated against school staff; and 2. aggregate and report this information to the public.	The Government of Alberta should 1. require school authorities to record and submit to it, in a standard format, incidents involving violence or harassment perpetrated against school staff; and 2. aggregate and report this information to the public.	Transfer to 19.2.17.0—Working Conditions for Professional Service/Externally Focused Policies/Aggression Against Teachers
21.0.0.0 PROFESSIONAL RESPONSIBILITIES OF THE ASSOCIATION AND ITS MEMBERS			
21.4.0.0 IMMEDIATE DIRECTIVES			
21.4.0.1	Be it resolved that the Association affirm that the public interest and the teaching profession are best served when teachers belong to a self-governing, unitary organization that is responsible for upholding the highest standards of professionalism.	The public interest and the teaching profession are best served when teachers belong to a self-governing, unitary organization that is responsible for upholding the highest standards of professionalism.	Transfer to 21.1.0.0—Professional Responsibilities of the Association and Its Members/Fundamental Beliefs

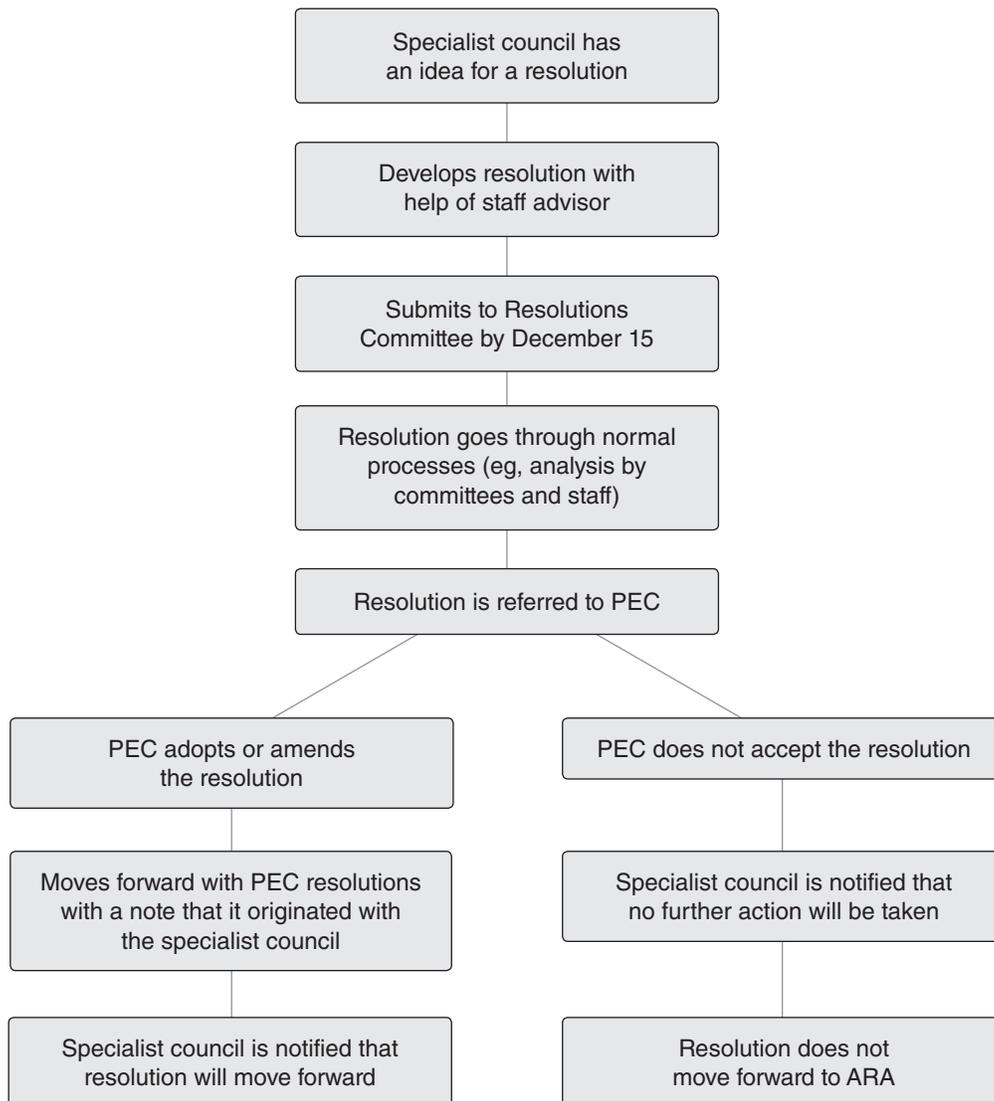
Policy No	Original Policy	Edited Policy	Recommendation
21.4.0.2	Be it resolved that the Association use all necessary means and resources to oppose any effort to divide or diminish its membership or to reduce the scope of its objects, authority or activities.	The Association uses all necessary means and resources to oppose any effort to divide or diminish its membership or to reduce the scope of its objects, authority or activities.	Transfer to 21.1.0.0—Professional Responsibilities of the Association and Its Members/Fundamental Beliefs
22.0.0.0 RESEARCH AND RESEARCH ETHICS			
22.4.0.0 IMMEDIATE DIRECTIVES			
22.4.0.1	Be it resolved that the Association urge the Government of Alberta to cancel Alberta's planned participation in the 2018 administration of the Teaching and Learning International Survey (TALIS).	22.2.5.1 The Government of Alberta should give notice that Alberta will not participate in future iterations of the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), [and] Progress in International Reading Literacy Study (PIRLS), <u>and Teaching and Learning International Survey (TALIS).</u>	Amend and integrate into policy 22.2.5.1
22.4.0.2	Be it resolved that the Association urge the Government of Alberta to sponsor research, based on a plan and questions developed by the Association, focusing on such aspects of teaching and learning in the middle years as (1) the psychosocial development of children in the middle years, (2) the kind of community and institutional supports that they most require and (3) optimal teaching and learning conditions.	The Government of Alberta should sponsor research, based on a plan and questions developed by the Association, focusing on such aspects of teaching and learning in the middle years as (1) the psychosocial development of children in the middle years, (2) the kind of community and institutional supports that they most require, and (3) optimal teaching and learning conditions.	Transfer to 22.2.5.1—Research and Research Ethics/Externally Focused Policies/Specific Research Projects
24.0.0.0 SOCIAL JUSTICE AND GLOBAL ISSUES			
24.4.0.0 IMMEDIATE DIRECTIVES			
24.4.0.1	Be it resolved that the Association urge the Government of Alberta to address the unique needs of people in rural and remote communities by (1) providing more support to families living in poverty and (2) ensuring that wraparound services in schools are sufficient to support students with complex needs.	The Government of Alberta should address the unique needs of people in rural and remote communities by (1) providing more support to families living in poverty and (2) ensuring that wraparound services in schools are sufficient to support students with complex needs.	Transfer to 24.2.4.1—Social Justice and Global Issues/Externally Focused Policies/Alleviating Childhood Poverty

Proposal for Advancing Specialist Council Resolutions

Current State: Specialist councils can advance resolutions through locals or through their Provincial Executive Council liaison. Forms in the *Specialist Council Handbook* contain the resolution as well as a declaration that can be forwarded.

Problem: Specialist councils represent members on a provincial, not local, level and do not always have close links to their local, making it potentially confusing regarding how to proceed. If the resolutions do not come through a local, the Resolutions Committee is unable to gather input on the resolutions from committee and staff to advise Council.

Possible Solution: Create a single, easy-to-follow process that describes the steps that specialist councils may take.



Report on Resolution 2-4/18

2-4/18 (Administrative Directive)

Greater Peace

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

The nature of substitute teaching is such that the substitute teacher is employed on a casual basis without benefit of an employment contract. The provincial Teacher Growth, Supervision and Evaluation Policy directs how growth, supervision and evaluation are to be implemented in Alberta schools. The provincial policy specifies that a teacher employed by a school authority or early childhood services operator under a probationary contract or continuing contract, or under other provisions of the *School Act* if required by the policy of the school authority or early childhood services operator, is responsible for completing an annual teacher professional growth plan during each school year. Thus, there is currently a mechanism in place for the completion of growth plans for substitute teachers, if the school authority includes in its policy an expectation that substitute teachers complete growth plans. Currently, no school authorities in the province mandate such a practice. Such a policy would require every substitute teacher to have a key contact to whom they would submit a growth plan and with whom they would meet to discuss their growth plan. The Association currently has policy in place that promotes providing substitute teachers with a key contact. Policy 8.A.31/19.2.13.8 states

School authorities should invite substitute teachers working in the system to affiliate themselves with a specific school for the purposes of

1. participating in school-based professional development activities,
2. receiving an evaluation of their performance and
3. receiving materials from the Association and the school authority.

If a provision, such as that outlined in the above policy, were to be implemented across the province, it could facilitate the development and sharing of growth plans by substitute teachers. Some consideration would need to be given to the question of whether a practice of identifying one individual to whom individual substitute teachers would report would be effective or practically meaningful, given that some substitute teachers work in more than one school authority.

Nothing in provincial policy prevents school authorities from implementing practices that invite substitute teachers to engage in growth planning, nor does anything in provincial policy prevent substitute teachers from developing their own growth goals. It may not be in the substitute teacher's best interests to have a policy that mandates specific growth planning protocols. Substitute teacher assignments vary across a large number of subject curricula and a wide variety of

schools. It may be difficult to implement meaningful universal growth planning practices that are relevant and compelling for substitute teachers. It would not be to the substitute teacher's advantage to have protocols implemented that require them to develop growth plans for an arbitrary administrative purpose.

This does not prevent a substitute teacher from developing growth processes of their own volition, which may include the use of tools that are available from their own professional Association. Further, a substitute teacher may wish to approach an administrator of their choosing and request that the principal provide feedback, guidance and support to the substitute teacher who has developed an individual professional growth plan.

There may be some value in developing Association policy that encourages school authorities to have principals meet with a substitute teacher when such a request is received by the principal. Such a policy could mirror provincial policy that is currently in place for teachers who request an evaluation, which states that the principal may conduct an evaluation of a teacher upon the written request of the teacher.

A corollary to developing individual growth plans is the necessity to provide professional learning opportunities for substitute teachers. Currently, Association policy exists regarding the importance of supporting teacher professional learning. Policy 16.B.8/19.2.13.7, states

All school authorities should ensure that substitute teachers have equitable access to technology and to professional development related to its use.

Policy 3.B.1/17.2.2.7, states

School authorities should fund, deliver and pay substitute teachers (at the daily rate) to attend voluntary professional development programs designed to familiarize them with recent curriculum changes, new educational technology and current trends in teaching and learning.

Further, the opportunity to attend teachers' convention at no cost now exists for all substitute teachers. Access to professional development funding for substitute teachers is also available in some school authorities and some locals. The Association should continue to promote the latter practice in policy and in collective bargaining.

The supervision of substitute teachers is equally complex. Some teachers enter the substitute teaching ranks after serving as long-term contract teachers. Other substitute teachers are new to the profession. The need for feedback and supervision of substitute teachers will thus be differentiated. Section 20 of the *School Act* and the provincial Teacher Growth, Supervision and Evaluation Policy prescribe the mandates that are in place regarding the supervision of teachers. Whereas the mandate for teachers to engage in developing growth plans is contingent on their contract status, the requirement

that principals supervise teachers applies to all teachers. Thus, there is, in fact, a mechanism currently in place for the provision of the supervision of substitute teachers. Should a substitute teacher have specific needs related to the supervision of their practice, such as wanting to receive feedback, their approach would mirror that of a regular classroom teacher, that is, to make a request, in writing if desired, that the principal engage in a form of targeted supervision of the teacher's practice. Because of the differentiated needs of teachers and of substitute teachers in particular, it may not be desirable for any further mandated practices with respect to the supervision of substitute teachers. Currently, there is room for the exercise of reasoned professional judgment on the part of the substitute teacher, as to when and what they require in the form of supervision, and on the part of the school principal, as to when and how they supervise teachers, including substitute teachers.

In summary, Alberta Education policy provides clear direction in terms of how growth planning and supervision of teachers shall occur in Alberta schools. The policy is facilitative rather than directive in terms of substitute teachers. Mechanisms such as collective bargaining, Association policy and teacher-board liaison committees should continue to advocate for the provincial policy to be implemented in ways that foster substitute teacher growth and the supervision of substitute teachers, while maintaining respect for teacher professional autonomy.

Report on Resolution 4-1/18

4-1/18 (Administrative Directive)

BE IT RESOLVED, that the Alberta Teachers' Association study and report to the 2019 Annual Representative Assembly on the need to include adult dependant care cost reimbursement.

Many of our members are now facing the realities of being the "sandwich generation," for which both child care and adult dependant care may be issues. The 2018 Annual Representative Assembly directed the Association to report on the feasibility of subsidizing adult dependant care at Summer Conference.

As with the new Association child care subsidy at Summer Conference, a member would be able to claim adult dependant care only if they were incurring costs over and above what they would have already been paying were they not attending an Association event. For example, if an adult dependant was regularly receiving full-time care in a facility or in their home, a member would not be out of pocket by attending an Association event and, therefore, would not be eligible for a subsidy. If, on the other hand, an adult dependant was staying at the residence of a member and the member was out of pocket for daytime or overnight care due to their attendance at the Association event, this cost would be claimable.

Nurse Next Door is an example of in-home, on-call elder care. Its rates as of 2018 10 03 are as follows:

- Companionship—\$34/hour
- Licensed Practical Nurse—\$50/hour
- Registered Nurse—\$65/hour
- Wellness check—\$100/visit

It would be recommended that this type of claim be payable with original receipts. Given the criteria, there would likely be few claims, and the costs could be absorbed within existing budgets for Association events.

