

2024

# Resolutions Bulletin

March 12, 2024



The Alberta Teachers' Association

# Resolutions Bulletin

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March 12, 2024

This copy of resolutions and their explanatory statements is being mailed to all members of the Association in accordance with policy 1.3.1.4. These are the resolutions submitted in the 2023 calendar year by local associations and by Provincial Executive Council for the agenda of the 2024 Annual Representative Assembly, to be held at the Hyatt Regency, Calgary, 2024 05 18–20.

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

Category 1—Resolutions Arising from the Six-Year Review of Policy (1-1/24 to 1-141/24)

Category 2—Local Resolutions (2-1/24 to 2-37/24)

Category 3—Provincial Executive Council Resolutions (3-1/24 to 3-41/24)

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 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 of more than \$10,000 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 terms *delete*, *transfer to nonactive policy* and *transfer to 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 resolution to 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 active policy.
3. A resolution to transfer to policy achieved indicates that the Association has substantially achieved the policy.

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

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## Resolutions Arising from the Six-Year Review of Policy

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### 1-1/24 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.1.0.1 be reaffirmed.

Note—Teaching is a social and interpersonal activity that requires human interaction between teacher and student. Teachers also support digital citizenship and media literacy education and are therefore needed more than ever when technology is involved with learning.

*4.1.0.1 Technology may complement but can never replace the teacher–student relationship, which fosters the social and emotional development of students and constitutes the essence of teaching. [1999, 2019]*

### 1-2/24 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.1.0.2 be reaffirmed.

Note—It is important to integrate technology into education because it provides opportunities for students to engage with learning. By leveraging technology in education, we can help prepare students for success in the digital age. The role of the teacher in supporting student inquiry and learning with technology becomes even more vital in an age of fake news, artificial intelligence (AI) and generative AI tools, and social media.

*4.1.0.2 Technology can help students inquire, discover and communicate in new ways. [1982, 2019]*

### 1-3/24 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.1.0.3 be amended to read—

“Technology can affect pedagogy in education and, therefore, should be used under the direction of a teacher.”

Note—Technology has the potential to transform pedagogy, but it should always be used under the direction of a teacher. By leveraging technology in ways that support effective teaching practices, we can help students develop the skills and knowledge they need to succeed in the digital age. Policy has been amended to improve wording.

*4.1.0.3 [When applied to education, technology affects] **Technology can affect pedagogy in education** and, [for that reason] **therefore**, should be used under the direction of a teacher. [1982, 2019]*

### 1-4/24 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.2.1.1 be amended to read—

“Technology can be an effective instructional tool provided that these conditions are met:

1. All students have equitable access to the technology and an equal opportunity to learn.
2. Evidence shows that the technology is meeting students’ learning needs.
3. The technology enhances the teaching–learning process.

4. The technology helps prepare students to become involved citizens in a democratic society.
5. The ratio of pupils to teachers is appropriate.
6. The teacher maintains control of the instructional program and of the way in which technology is used.
7. Teachers and students have access to the internet.
8. Students have the opportunity for authentic and meaningful contact with their teachers.
9. Students receive the same amount of instructional time as they would in a more traditional educational setting.
10. Teachers are trained on how to use the hardware and software.
11. Teachers have access to ongoing technical support.
12. Teachers receive professional development on using technology to facilitate learning and identifying problems that students may encounter in using the technology.
13. Schools develop a culture and an organizational structure that support the use of educational technology.
14. The effects of technology on the well-being of students are taken into account.
15. The resources required to implement and maintain technology over time do not result in the underfunding of other valuable aspects of the educational system.”

Note—Conditions ensure that technology is used in ways that enhance and support teaching and learning, while also ensuring that all students have equitable access to the technology and an equal opportunity to learn. The well-being of students must be taken into account, and the cost of implementing and maintaining technology over time must not result in the underfunding of other valuable aspects of the educational system.

*4.2.1.1 Technology can be an effective instructional tool provided that these conditions are met:*

1. All students have equitable access to the technology and an equal opportunity to learn.
2. Evidence shows that the technology is meeting students’ learning needs.
3. The technology enhances the teaching–learning process.
4. The technology helps prepare students to become involved citizens in a democratic society.
5. The ratio of pupils to teachers is appropriate.
6. The teacher maintains control of the instructional program and of the way in which technology is used.
7. Teachers and students have access to the internet.
8. Students have the opportunity [~~to contact teachers face-to-face~~] **for authentic and meaningful contact with their teachers**.
9. Students receive the same amount of instructional time as they would in a more traditional educational setting.
10. Teachers are trained on how to use the hardware and software.
11. Teachers have access to ongoing technical support.
12. Teachers receive professional development on using technology to facilitate learning and identifying problems that students may encounter in using the technology.
13. Schools develop a culture and an organizational structure that support the use of educational technology.
14. The effects of technology on the well-being of students are taken into account.

15. The [money] **resources** required to implement and maintain technology over time do not result in the underfunding of other valuable aspects of the educational system. [1997, 2019]

**1-5/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.1.2 be reaffirmed.

Note—Striving for equitable access to technology and high-speed internet access for students is crucial to ensure that all students have equal opportunities to succeed in their education, regardless of their background or location.

**4.2.1.2** *The Government of Alberta and Government of Canada should provide equitable access to the technology and high-speed internet access required for students to learn in online environments.* [2021, 2022]

**1-6/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.2.1 be reaffirmed.

Note—Conditions ensure that technology is used in ways that enhance and support teaching and learning, while also ensuring that all students have equitable access to the technology and an equal opportunity to learn. The well-being of students must be taken into account, and the cost of implementing and maintaining technology over time must not result in the underfunding of other valuable aspects of the educational system.

**4.2.2.1** *The Government of Alberta should develop an overall vision of the role that technology can play in public education and provide the leadership necessary to make that vision a reality.* [1999, 2019]

**1-7/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.2.2 be reaffirmed.

Note—Teachers are the experts in pedagogy and have valuable insights into the effective use of technology in the classroom. Including the Association in decision-making processes can help ensure that the use of technology in education is aligned with the goals and values of the teaching profession. The Association can provide important feedback and guidance on the use of technology in the classroom based on its research, experience and knowledge of current pedagogical practices.

**4.2.2.2** *The Association should be represented whenever school authorities and the Government of Alberta are making decisions about the application of educational technology.* [1982, 2019]

**1-8/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.2.3 be amended to read—

“The Government of Alberta should require school authorities to actively engage teachers when they are developing policy concerning the acquisition and application of technology in schools.”

Note—There is a difference between being actively engaged and a process that merely checks off a box that indicates teachers were involved.

**4.2.2.3** *The Government of Alberta should require school authorities to [involve] **actively engage** teachers when they are developing policy concerning the acquisition and application of technology in schools.* [1999, 2019]

**1-9/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.2.4 be amended to read—

“School authorities should develop and implement policies that address issues related to the effective use of educational technology in schools such as

1. developing infrastructure;
2. acquiring software;
3. providing technical support;
4. keeping technology up-to-date;
5. providing professional development to teachers;
6. defining what constitutes the responsible and appropriate use of online, digital and other educational technologies; and
7. ensuring the safety of students and teachers and protecting them from online harassment.”

Note—The term *online harassment* implies a broader scope of application.

**4.2.2.4** *School authorities should develop and implement policies that address issues related to the effective use of educational technology in schools such as*

1. developing infrastructure;
  2. acquiring software;
  3. providing technical support;
  4. keeping technology up-to-date;
  5. providing professional development to teachers;
  6. defining what constitutes the responsible and appropriate use of online, digital and other educational technologies; and
  7. ensuring the safety of students and teachers and protecting them from [cyberbullying] **online harassment**.
- [1997, 2019]

**1-10/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.2.5 be reaffirmed.

Note—Digital technologies and platforms are increasingly becoming essential tools for learning and teaching. By consulting with Alberta teachers, the government can ensure that the technologies and platforms that are licensed are appropriate and effective for enhancing student learning outcomes.

**4.2.2.5** *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.* [2018, 2019]

**1-11/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.2.6 be reaffirmed.

Note—This policy is positive as it can help ensure that student privacy is protected, promote consistency across school authorities and hold school authorities accountable for the responsible use of third-party tracking applications.

**4.2.2.6** *The Alberta School Boards Association (ASBA) and the Association should collaborate on a model policy to regulate and govern the use of third-party tracking applications in all ASBA member school authorities.*  
[2020, 2021]

**1-12/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 4.2.3.1 be reaffirmed.

Note—This objective is important because it promotes equity, innovation, efficiency, professional development, security and research in education. It can help reduce the digital divide and ensure all students have equal opportunities to succeed, promote new and creative ways to engage students, improve productivity, equip teachers with necessary skills, protect student data and ensure resources are allocated efficiently.

**4.2.3.1** *With respect to educational technology, the Government of Alberta should provide school authorities with the funding they need to*

1. *acquire, maintain, upgrade and replace technology in schools;*
  2. *purchase software and subscriptions and pay the related licensing fees;*
  3. *hire technicians to support the technology;*
  4. *ensure that certificated teachers are available to deliver and supervise school-based, online, distance and digital learning programs;*
  5. *provide professional development to help teachers understand how online, distance and digital learning programs affect pedagogy, curriculum development, and the assessment and reporting of student progress;*
  6. *ensure security; and*
  7. *undertake research into the best ways of using technology.*
- [1987, 2019]

**1-13/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 4.2.4.1 be reaffirmed.

Note—School authorities should ensure that students have access to the necessary tools and resources for learning, regardless of their location or circumstances, to help promote innovation in the classroom.

**4.2.4.1** *Online, distance and digital learning programs can enrich traditional methods of delivering K–12 education and can help meet the learning needs of students in small schools or in other circumstances that compel students to study independently.*  
[2001, 2019]

**1-14/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 4.2.4.2 be reaffirmed.

Note—The Government of Alberta should apply a sound criterion that supports the Alberta curriculum and provides educational resources that meet all the needs of Alberta students.

**4.2.4.2** *The Government of Alberta should apply the following criteria when deciding whether to authorize online, distance and digital learning educational programs and resources:*

1. *the pedagogical soundness of the teaching, learning and assessment practices involved;*
  2. *the educational value of and demand for the program;*
  3. *the cost effectiveness of the program, including ongoing costs;*
  4. *the breadth and depth of the resources and the extent to which they comply with the provincial curriculum;*
  5. *the extent to which the program includes content about Canada;*
  6. *the extent to which the program is free of bias;*
  7. *the extent to which the program accepts diversity and promotes inclusive school communities;*
  8. *the extent to which the program is universally accessible and conforms to web standards required for access by students with special learning needs; and*
  9. *the extent to which the program takes into account the health and well-being of students.*
- [2001, 2019]

**1-15/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 4.2.4.3 be amended to read—

“School authorities should ensure that students enrolled in online, distance and digital learning courses are

1. *prescreened to ensure that they are suited to learning in such flexible environments;*
2. *given advance information about course requirements and equipment needs;*
3. *provided with technical training and other support throughout the course, including the opportunity to meet face to face with teachers;*
4. *provided with the opportunity to connect face to face with peers to support their social and emotional learning needs; and*
5. *provided with learning and supervision that considers mental health and wellness related to social connectivity, screen time, addiction and other media literacy–related issues.”*

Note—Maintaining this policy is important for ensuring that students have access to high-quality education in online, distance and digital learning courses and for promoting educational equity and student success. The proposed amendments attempt to address social and emotional dimensions of learning in online, distance and digital learning environments.

**4.2.4.3** *School authorities should ensure that students enrolled in online, distance and digital learning courses are*

1. *prescreened to ensure that they are suited to learning in such flexible environments;*
2. *given advance information about course requirements and equipment needs; [and]*
3. *provided with technical training and other support throughout the course, including the opportunity to meet face-to-face with teachers;*
4. **provided with the opportunity to connect face to face with peers to support their social and emotional learning needs; and**
5. **provided with learning and supervision that considers mental health and wellness related to social connectivity, screen time, addiction and other media literacy-related issues.**

[2001, 2019]

**1-16/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 4.2.4.4 be reaffirmed.

Note—The funding of a study and the subsequent public release of that study will provide quality information that can inform policy

regarding online, distance and digital learning programs and the working conditions of teachers who teach in those programs.

**4.2.4.4** *The Government of Alberta should fund an independent longitudinal research study on*

1. *the effectiveness of online, distance and digital learning programs in addressing students' learning needs and*
2. *the impact that these programs have on the working conditions of teachers.*

[2007, 2019]

**1-17/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.2.4.5 be amended to read—

“The Government of Alberta should increase funding for schools that provide distance learning in the public education system.”

Note—Wording has been changed to reflect funding through the weighted moving average model.

**4.2.4.5** *The Government of Alberta should [restore] increase funding for schools that provide distance learning in the public education system.*  
[2013, 2019]

**1-18/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.2.4.6 be amended to read—

“The Government of Alberta should restore funding to the Alberta Distance Learning Centre.”

Note—The Alberta Distance Learning Centre (ADLC) was a highly valuable resource to teachers and students throughout the province, especially rural communities requiring access to courses that could not be offered at the school for a multitude of reasons. Additionally, the operation of the ADLC needs to be considered as part of the province’s overall emergency response plan as the ADLC’s services are essential for supporting students who are displaced due to school closures during natural disasters and public health emergencies.

**4.2.4.6** *The Government of Alberta should [reinstate full] restore funding to the Alberta Distance Learning Centre.*  
[2021, 2022]

**1-19/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.2.5.1 be reaffirmed.

Note—Too often, information technology departments in school authorities play the principal role in deciding what technology is used (and not used) in classrooms, not teachers or principals.

**4.2.5.1** *The Government of Alberta should ensure that certificated teachers*

1. *play the principal role, on an ongoing basis, in deciding what technology is used in their classrooms and in reviewing, approving and evaluating the educational suitability of online, distance and digital learning resources (including those produced by other than certificated Alberta teachers); and*
  2. *are given time and financial compensation for carrying out this task.*
- [1968, 2019]

**1-20/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.2.5.2 be reaffirmed.

Note—Providing all teachers with the necessary resources, time and support to deliver effective online, distance and digital learning programs can help improve student outcomes and ensure that all students have access to high-quality education, regardless of their location or circumstances. Ensuring that teachers’ workloads do not exceed those of other teachers allows them sufficient time and energy to provide high-quality instruction to their students. Often more preparation time is required for teachers delivering online, distance and digital learning programs for digital learning material creation. Substitute teachers require training for this as well.

**4.2.5.2** *School authorities should ensure that teachers delivering online, distance and digital learning programs have*

1. *access to appropriate professional development and other resources related to their unique teaching situation,*
  2. *time to avail themselves of these opportunities,*
  3. *access to substitute teacher and*
  4. *a workload that does not exceed that of other teachers.*
- [1989, 2019]

**1-21/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.2.5.3 be reaffirmed.

Note—Allowing teachers to copy and revise digital resources produced by the government is important because it allows for customization, flexibility, efficiency and collaboration among teachers. This can result in more effective teaching and learning, accommodating changing teaching and learning needs, streamlining the process of lesson planning and building a shared bank of knowledge and experience that can benefit all students. Ultimately, this helps ensure that all students have access to high-quality education that meets their unique needs and learning styles.

**4.2.5.3** *The Government of Alberta should ensure that teachers in schools are able to copy and revise digital resources that the government has produced.*  
[1982, 2019]

**1-22/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.2.6.1 be transferred to nonactive policy.

Note—The Teaching Quality Standard verifies that teachers have the authority and professional obligation to supervise students when they use the internet in school. Teachers do not need explicit and specific permission to supervise students through every possible venue or milieu. This is supported by legislation.

**4.2.6.1** *Teachers have the authority to supervise students when they use the internet in school.*  
[1997, 2019]

**1-23/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 4.2.6.2 be reaffirmed.

Note—In today’s technology-driven world, many educational resources and materials are only available online. Without reliable access to the internet, students may be at a disadvantage compared to their peers who have access to these resources.

**4.2.6.2** *The Government of Alberta should provide the funding necessary to ensure that all classrooms in Alberta have reliable access to the internet.*  
[1999, 2019]

**1-24/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.7.1 be reaffirmed.

Note—Developing a policy on rights and responsibilities with respect to students’ personal digital devices is important for creating a safe, equitable and effective learning environment that prepares students for success in the digital world.

**4.2.7.1** *School authorities should work with teachers to develop a policy on the authority’s rights and responsibilities with respect to students’ personal digital devices.*  
[2014, 2019]

**1-25/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.7.2 be reaffirmed.

Note—Resources that schools use must be accessible on a wide variety of commonly used personal devices as opposed to proprietary resources that work only on a very limited number of platforms.

**4.2.7.2** *School authorities that allow students to use their own digital device in school should ensure that all students have equitable access to technology-based resources.*  
[2014, 2019]

**1-26/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.7.3 be amended to read—

“School authorities should develop and implement policies requiring parents to disclose to teachers and other staff when a student has been provided with a surveillance device and governing the use of such devices in schools.”

Note—These policies should also include details of who has access to such surveillance data and under what circumstances, ie, data retention and destruction practices, etc. They should also apply not only to student devices but to any surveillance system, including security cameras, radio frequency identification and beacon-enabled student tracking systems.

**4.2.7.3** *School authorities should [collaborate with the Association-~~tø~~] develop and implement policies requiring parents to disclose to teachers and other staff when a student has been provided with a surveillance device and governing the use of such devices in schools.*  
[2019, 2020]

**1-27/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 4.2.8.1 be reaffirmed.

Note—There are a significant number of for-profit cyber-charter schools in the United States. Many states have eliminated for-profit cyber-charter schools for a variety of reasons. One of the main concerns is that for-profit schools may prioritize profits over providing quality education to students. Having for-profit cyber-charter schools would be very detrimental to the education system.

**4.2.8.1** *The Government of Alberta should not fund for-profit cyber-charter schools.*  
[2014, 2019]

**1-28/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.1.0.1 be amended to read—

“The family, the school and society are jointly responsible for the care and education of students.”

Note—Caring for and educating students can help promote their physical, social, emotional and cognitive development, which can help prepare them for future success in school, work and life. Providing a safe and nurturing environment can also help students develop a sense of security, self-esteem and a positive self-image, which can contribute to their overall well-being. Additionally, investing in the care and education of students can have broader societal benefits, such as reducing poverty and inequality, promoting social cohesion and strengthening the economy.

**5.1.0.1** *The family, the school and society are jointly responsible for the care and education of [young-children] students.*  
[1974, 2019]

**1-29/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.1.0.2 be reaffirmed.

Note—All children in society should have access to and the opportunity to participate in early childhood education programs, as these programs promote childhood development, reduce disparities in educational and life outcomes for children from different socioeconomic backgrounds, help improve social skills and support families.

**5.1.0.2** *All children should have the opportunity to participate in early childhood education programs.*  
[1974, 2019]

**1-30/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.1.0.3 be amended to read—

“Kindergarten programs offer an important opportunity for early intervention and child development.”

Note—Kindergarten programs provide early intervention and childhood development by offering a variety of educational activities, promoting socialization and peer interaction, providing health and nutrition services, and encouraging parent involvement.

**5.1.0.3** [*Junior and senior kindergarten*] *Kindergarten programs offer an important opportunity for early intervention and child development.*  
[2005, 2019]

**1-31/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.2.1.1 be amended to read—

“The Government of Alberta should ensure that Program Unit Funding and other preschool intervention programs are

available to children from the age of three until the conclusion of Division 1.”

Note—Targeted funding for students from age three up until kindergarten does not ensure that goals are reached prior to the student’s entering Grade 1. Continued access to funding while the student is in division 1 will ensure resources and services for students who require them.

**5.2.1.1** *The Government of Alberta should ensure that Program Unit Funding [(PUF)] and other preschool intervention programs [continue to be] are available to children [after they enter Grade 1] from the age of three until the conclusion of Division 1.*  
[2015, 2019]

**1-32/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.2.1.2 be amended to read—

“The Government of Alberta should fund, and work with the Association and other service providers to develop and implement, developmentally appropriate early learning approaches for children from birth to the conclusion of Division 1.”

Note—Early childhood intervention strategies are important because they can help address developmental delays or disabilities early, promote healthy brain development, prevent future problems, be cost-effective and promote equity. Early intervention strategies can help ensure that all children have the opportunity to reach their full potential.

**5.2.1.2** *The Government of Alberta should fund, and work with the Association and other service providers to develop and implement, [~~a~~ comprehensive learning approach] developmentally appropriate early learning approaches for children from birth to [age four] the conclusion of Division 1.*  
[1998, 2019]

**1-33/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.2.1.3 be reaffirmed.

Note—Equity is important in providing early intervention programs to children with diverse learning needs because it ensures that all children have access to the resources and support they need to reach their full potential. Equity in providing early intervention programs to children with diverse learning needs promotes fairness, inclusion, access and achievement. By ensuring that all children have access to the resources and support they need to succeed, we can create a more just and equitable society that values the diversity and unique abilities of all individuals.

**5.2.1.3** *The Government of Alberta should expand access to early intervention programs to ensure that children with diverse learning needs have the support they require.*  
[2015, 2019]

**1-34/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.2.1.4 be reaffirmed.

Note—It is important that certificated teachers are involved with intervention strategies for young children in school. Certificated teachers are trained professionals with the knowledge and skills necessary to develop and implement effective interventions for young

children who may be struggling with academic, behavioural or social-emotional issues. Involving certificated teachers in intervention strategies for young children in school is essential for ensuring that children receive effective, evidence-based support that is tailored to their individual needs. Certificated teachers can use their knowledge, expertise and relationships with children and families to develop and implement interventions that promote success and well-being for all children.

**5.2.1.4** *The Government of Alberta should ensure that the educational components of school-based early intervention programs are planned, delivered, supervised and evaluated by certificated teachers.*  
[1993, 2019]

**1-35/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.2.1.5 be deleted.

Note—With the proposed amendments to policy 5.2.1.1, this policy is no longer necessary.

**5.2.1.5** *The Government of Alberta should restore full program unit funding to three years in Alberta’s public, separate and francophone school authorities.*  
[2020, 2021]

**1-36/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.2.2.1 be reaffirmed.

Note—Differentiation in early intervention programs is beneficial because it allows for interventions that are tailored to the individual needs of each child. Children have diverse learning styles, abilities and needs, and a one-size-fits-all approach to intervention may not be effective for all children. Differentiation in early intervention programs can help ensure that all children receive interventions that are appropriate and effective for their individual needs. By addressing diverse learning needs, promoting engagement, increasing effectiveness, fostering inclusivity and supporting the development of a wide range of skills, differentiation can help promote positive outcomes for all children.

**5.2.2.1** *Early childhood education programs should strive to accommodate the diverse experiences and developmental needs of children and help them develop their full potential.*  
[1974, 2019]

**1-37/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.2.2.2 be amended to read—

“The primary function of kindergarten is the development of the whole child through developmentally appropriate, purposeful educational and child-centred experiences.”

Note—Kindergarten remains a vital part of the education system, and its primary functions have not changed since the adoption of this policy.

**5.2.2.2** *The primary function of kindergarten is the development of the whole child through developmentally appropriate, purposeful educational and child-centred experiences.*  
[1974, 2019]

**1-38/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 5.2.2.3 be reaffirmed.



Note—Experiential learning emphasizes the importance of hands-on, interactive experiences that allow children to explore and discover the world around them. Self-directed learning emphasizes the importance of allowing children to choose their own activities and pursue their own interests, while also providing guidance and support from adults. Children are more likely to be engaged, motivated and enthusiastic learners if these approaches are incorporated into early childhood education. They are also more likely to develop critical-thinking and problem-solving skills, as well as social and emotional skills, such as empathy, self-awareness and self-regulation.

*5.2.2.3 Early childhood education should be experiential and include a variety of approaches that encourage self-selection and self-direction.*

[1974, 2019]

### **1-39/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 5.2.3.1 be amended to read—

“Certificated teachers should be responsible for planning, implementing and evaluating early childhood education programs.”

Note—Certificated teachers should be responsible for early childhood education because they have the education, training and expertise needed to design and deliver high-quality educational experiences that support children’s learning and development. Teachers’ expertise in child development, teaching and learning, differentiation, the promotion of a positive learning environment, collaboration and advocacy help ensure that all children receive the education and support they need to succeed.

*5.2.3.1 Certificated teachers [are] **should be** responsible for planning, implementing and evaluating early childhood education programs.*

[1974, 2019]

### **1-40/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 5.2.3.2 be reaffirmed.

Note—While volunteers can be an important source of support for early childhood education programs, it is important that they work in collaboration with and do not replace certificated teachers and education professionals.

*5.2.4.1 Without decreasing support for 1–12 education, the Government of Alberta should provide school authorities with funding for, and require them to offer, early childhood education programs that are noncompulsory, involve 950 hours of instruction per year, are taught by certificated teachers and are open to all children who are or will be five years of age by December 31 and are developmentally ready to participate.*

[1974, 2019]

### **1-41/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 5.2.4.1 be amended to read—

“Without decreasing support for 1–12 education, the Government of Alberta should provide school authorities with funding for, and require them to offer, full-day kindergarten programs that are noncompulsory.”

Note—Providing funding for full-day kindergarten can have benefits for children, families and communities and is part of a comprehensive approach to supporting early childhood education. Benefits include improved academic outcomes, increased access to early childhood education, child-care support, socialization options, and greater consistency and continuity. The amendment reflects the belief that early childhood education programs are beneficial for all students.

*5.2.4.1 Without decreasing support for 1–12 education, the Government of Alberta should provide school authorities with funding for, and require them to offer, [early childhood education] **full-day kindergarten** programs that are noncompulsory[; involve 950 hours of instruction per year, are taught by certificated teachers and are open to all children who are or will be five years of age by December 31 and are developmentally ready to participate].*

[1974, 2019]

### **1-42/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 5.2.4.2 be reaffirmed.

Note—Junior kindergarten programs are designed to provide a bridge between early childhood education and kindergarten. With certificated teachers, the program will help children develop foundational academic and social skills in preparation for their later educational experiences. Such programs typically focus on play-based learning, socialization and developing a love of learning, with an emphasis on fostering curiosity, creativity and independence. Certificated teachers will have demonstrated knowledge of child development, pedagogy and effective teaching practices, which can be particularly important for teaching young children who are just beginning their educational journey.

*5.2.4.2 The Government of Alberta should fully fund and require school authorities to offer junior kindergarten programs taught by certificated teachers.*

[2005, 2019]

### **1-43/24 (Long-Term Policy)**

Provincial Executive Council

Be it resolved that policy 5.2.4.3 be amended to read—

“The Government of Alberta should provide school authorities with grants to operate full-day, noncompulsory kindergarten programs for all children. Such grants would cover the costs of

1. acquiring and maintaining a facility,
2. hiring enough certificated teachers to ensure that classes are limited to 17 students,
3. obtaining educational resources and support services,
4. operating and administering the program, and
5. transporting students.

Note—Funding for kindergarten should not come out of K–12 funding. A budget should be established to support kindergarten programming within school authorities.

*5.2.4.3 The Government of Alberta should provide school authorities with grants to operate full-day, noncompulsory kindergarten programs for **all** children [who are developmentally ready]. Such grants would cover the costs of*

1. acquiring and maintaining a facility,
2. hiring enough certificated teachers to ensure that classes are limited to 17 students,
3. obtaining educational resources and support services,
4. operating and administering the program, and
5. transporting students.

[1974, 2019]

**1-44/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 5.2.5.1 be reaffirmed.

Note—There are no longer teacher preparation programs in early childhood education at most universities.

*5.2.5.1 Early childhood education programs should be delivered by teachers who have appropriate preparation in working with young children.*  
[1974, 2019]

**1-45/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 5.2.5.2 be reaffirmed.

Note—Postsecondary institutions should offer programming specifically for preservice teachers in the area of early childhood education so that teachers have the expertise to work with this age group of students.

*5.2.5.2 Institutions offering teacher preparation programs should prepare prospective teachers to work in the area of early childhood education.*  
[2004, 2019]

**1-46/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 8.1.0.1 be amended to read—

“To facilitate student learning, schools and school systems should be administered in a way that fosters collegial relationships among central office personnel, school leaders and classroom teachers.”

Note—With ministerial approval of the Leadership Quality Standard to describe the competencies expected of school leaders and school jurisdiction leaders (2018 and 2020), it is important to promote a collegial and collaborative model where school leaders and teachers are professional colleagues who work together to create a climate that supports effective teaching and student learning.

*8.1.0.1 To facilitate student learning, schools and school systems should be administered in a way that fosters collegial relationships among central office personnel, [principals] **school leaders** and classroom teachers.*  
[1992, 2019]

**1-47/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 8.1.0.2 be reaffirmed.

Note—Principals play a critical role in supporting and promoting quality teaching and learning in schools. They are responsible for leading and managing instructional programs, supporting teachers in relation to the Teaching Quality Standard, and creating a positive and effective learning environment. As such, they are important stakeholders in the education system, and it is critical that they remain part of the Alberta Teachers’ Association.

*8.1.0.2 Principals are instructional leaders and, for that reason, should remain full, active members of the Association.*  
[2005, 2019]

**1-48/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 8.2.1.1 be reaffirmed.

Note—Giving staff a major voice in determining the school’s educational philosophy and objectives can help to ensure that educational programs are aligned with the needs and interests of students, are feasible and effective in practice, promote a sense of ownership and commitment among staff members, and promote collaboration and teamwork among staff members. In addition, articles 16 and 17 in the Association’s Code of Professional Conduct do not appear in the new Code of Professional Conduct for Teachers and Teacher Leaders.

*16. The teacher recognizes the duty to protest through proper channels administrative policies and practices which the teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.*

*17. The teacher, as an administrator, provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school. It is imperative that teachers’ voices remain strong in determining the school’s educational philosophy and objectives.*

*8.2.1.1 The staff in each school should have a major voice in determining, within the context of the broad goals of education and schooling authorized by the province, the school’s educational philosophy and objectives.*  
[1973, 2019]

**1-49/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 8.2.2.1 be reaffirmed.

Note—The principal’s role in promoting a shared vision, supporting high-quality teaching, establishing collaborative decision making, creating a safe and effective learning environment, promoting the school and public education, and creating a supportive environment for teachers can lead to improved student outcomes and a positive school culture.

*8.2.2.1 The principal’s role is to facilitate teaching and learning by acting as*

- 1. an educational leader who helps develop, promote and maintain a shared vision for the school community;*
  - 2. an instructional leader who supports high-quality teaching, evaluation and student placement;*
  - 3. a decision maker who establishes a collaborative decision-making model for the school;*
  - 4. a leader who ensures that the school operates as a safe and effective learning environment;*
  - 5. an advocate who promotes the school and public education in the wider community; and*
  - 6. a colleague who works with teachers to create an environment that helps students to learn and teachers to grow professionally.*
- [1998, 2019]

**1-50/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 8.2.2.2 be reaffirmed.

Note—An effective principal is critical to the success of a school. By analyzing what is happening in the school on an ongoing basis, the principal can identify areas for improvement and take action to address them. Principals are key to creating a positive school culture and improving student outcomes.

**8.2.2.2** *An effective principal is one who analyzes what is happening in the school on an ongoing basis and whose actions, judgments and decisions advance the educational interests of students and support the teaching-learning process.*  
[2004, 2019]

**1-51/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.2.3 be reaffirmed.

Note—The principal has a comprehensive understanding of the school's policies and procedures, is responsible for communicating important information to various stakeholders and is often the face of the school for the broader community.

**8.2.2.3** *The principal is the school's official spokesperson on matters of school policy and operations.*  
[1991, 2019]

**1-52/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.2.4 be deleted.

Note—This is redundant with policy 8.2.2.7.

**8.2.2.7** Schools should be organized in such a way as to ensure that teachers are involved in making decisions about such matters as program development, modes of instruction, the allocation of educational resources, budgeting, staffing, the use of technology, and the evaluation of students, staff and programs.  
[1985, 2019]

**8.2.2.4** *Principals and teachers are jointly responsible for deploying human and material resources in schools.*  
[1985, 2019]

**1-53/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.2.5 be reaffirmed.

Note—Principals and system leaders should recognize the professional rights and responsibilities of individual teachers and respect their role in meeting the educational needs of students. Teachers play a critical role in shaping the education and future of students, and they should be given the support and resources necessary to perform their jobs effectively. The teacher is best positioned to know the needs of each of their students.

**8.2.2.5** *Principals and system leaders should recognize the professional rights and responsibilities of individual teachers and respect their role in meeting the educational needs of students.*  
[1985, 2019]

**1-54/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.2.6 be reaffirmed.

Note—Teachers' expertise and professional authority are critical to their success in the classroom. It takes a combination of subject-matter knowledge, pedagogical skills and professional practice to earn the respect and trust of students, parents and colleagues and create a learning environment that is both effective and engaging.

**8.2.2.6** *Principals should foster professional staff relations by*  
1. *involving all teachers in decision making,*  
2. *ensuring that each teacher's expertise and professional authority are trusted and respected, and*  
3. *encouraging all staff members to develop professionally and personally.*  
[1985, 2019]

**1-55/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.2.7 be amended to read—

“Schools should be organized in such a way as to ensure that teachers are involved in making decisions about such matters as program development, modes of instruction, the allocation of educational resources, budgeting, staffing, the use of technology, and the evaluation of students, support staff and programs.”

Note—Involving teachers in decision-making processes is essential to creating effective and relevant learning experiences for students, ensuring that resources are used effectively and leveraging technology to enhance teaching and learning. By giving teachers a voice in these decisions, schools can create a more collaborative and supportive environment that benefits both students and teachers. Teachers should not be involved in the evaluation of their colleagues.

**8.2.2.7** *Schools should be organized in such a way as to ensure that teachers are involved in making decisions about such matters as program development, modes of instruction, the allocation of educational resources, budgeting, staffing, the use of technology, and the evaluation of students, support staff and programs.*  
[1985, 2019]

**1-56/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.2.8 be amended to read—

“Teachers should play a role in developing and evaluating educational programs and services at the provincial and school authority levels.”

Note—Involving teachers in the development and evaluation of educational programs and services at the provincial and school authority levels can lead to more effective, practical and relevant learning experiences for students.

**8.2.2.8** [*Practising teachers*] *Teachers should play a role in developing and evaluating educational programs and services at the provincial and school authority levels.*  
[1969, 2019]

**1-57/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.2.9 be amended to read—

“All members of a school community are responsible for helping to establish a positive school culture and for maintaining positive relationships with their colleagues.”

Note—Teachers, school leaders, support staff and other personnel all play important roles in creating and maintaining a positive school culture.

**8.2.2.9** *All members of a school [staff] **community** are responsible for helping to establish a positive school culture and for maintaining positive relationships with their colleagues.*  
[1985, 2019]

**1-58/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.2.10 be amended to read—  
“All school personnel and volunteers are responsible to the principal.”

Note—The principal manages school operations and resources to ensure a safe, caring and effective learning environment.

**8.2.2.10** *All school personnel[~~including~~] **and** volunteers[~~;~~] are responsible to the principal.*  
[1985, 2019]

**1-59/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.3.1 be amended to read—  
“The Association will take all steps required to ensure that all teachers in leadership positions employed by a school authority continue to be active members of the Association.”

Note—The Association is committed to advocating for the rights and interests of all members of the teaching profession and to maintaining high standards in education. The Association believes that it is important for all teachers to have a voice and representation in the Association, regardless of their position within the education system. Taking school leaders and other teachers in designated positions out of the Association would reverse the collegial and cooperative relationships that exist.

**8.2.3.1** *The Association will take all [~~tegal~~] steps required to ensure that [principals and other people in designated positions] **all teachers in leadership positions employed by a school authority** continue to be **active** members of the Association.*  
[1985, 2019]

**1-60/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.4.1 be reaffirmed.

Note—The school leader’s role is complex, and as such, the Association is best positioned to determine the appropriate preparation and ongoing professional development programs for its members, including school leaders.

**8.2.4.1** *The Association, in collaboration with others, is responsible for determining appropriate preparation and ongoing professional development programs for principals.*  
[2008, 2019]

**1-61/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.4.2 be amended to read—  
“The Association encourages teachers who are interested in

becoming principals or system leaders to avail themselves of the programs and services that the Association offers.”

Note—The Association offers a wide range of high-quality supports and services to support school and system leaders.

**8.2.4.2** *The Association encourages teachers who are interested in becoming principals or system leaders to avail themselves of [~~preparation programs~~] **the programs and services** that the Association offers.*  
[2008, 2019]

**1-62/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.4.3 be reaffirmed.

Note—The Association is best positioned to offer certification programs for school and system leaders.

**8.2.4.3** *The Association opposes the establishment of provincial certification programs that require teachers to complete additional courses or programs to become eligible for the position of principal or system leader.*  
[2008, 2019]

**1-63/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.5.1 be reaffirmed.

Note—Effective staffing is essential for maximizing student learning, creating a positive learning environment, meeting student needs, and attracting and retaining quality staff.

**8.2.5.1** *Schools should be staffed in such a way as to provide the best educational opportunities for students.*  
[1985, 2019]

**1-64/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.5.2 be reaffirmed.

Note—Principals must follow instructional and assignable time language in collective agreements. The time when teachers are free from instructional duties is valuable and should be protected.

**8.2.5.2** *Principals should not assign other classroom teachers in a school to cover for regular classroom teachers who are absent from their duties.*  
[1989, 2019]

**1-65/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 8.2.5.3 be amended to read—

“System leaders and principals should support teachers by assigning noncertificated personnel to perform nonteaching tasks.”

Note—Using other personnel to perform nonteaching tasks allows teachers to focus on their primary responsibilities of teaching.

**8.2.5.3** *System leaders and principals should support teachers by assigning [~~other~~] **noncertificated** personnel to perform nonteaching tasks.*  
[1971, 2019]

**1-66/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 10.1.0.1 be reaffirmed.

Note—Public, separate and francophone school authorities provide high-quality, publicly funded education that ensure all students in Alberta can access that programming.

**10.1.0.1** *Education in Alberta should be delivered through public, separate and francophone school authorities.*  
[2019]

**1-67/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 10.1.0.2 be reaffirmed.

Note—The Alberta Teachers' Association is the legislated representative of over 40,000 teachers in the province. This does not include all teachers in the province. The Association has the resources and experience to understand and support all teachers in the province.

**10.1.0.2** *All certificated teachers in Alberta should be active members of the Association.*  
[2019]

**1-68/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 10.1.0.3 be reaffirmed.

Note—In order to ensure the same quality of education as public schools and to ensure accountability for charter and private schools and home-school entities, they must have the same requirements, regulations and accountability measures.

**10.1.0.3** *Charter and private schools and home-schooling should be subject to the same government requirements, regulations and accountability measures as apply to schools in the public system.*  
[2019]

**1-69/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 10.2.1.1 be reaffirmed.

Note—Education dollars that are used to support private education are funds that are no longer available to support public education. This makes the work of public-school authorities, public schools and teachers within public schools more difficult as there are fewer funds to support students in public schools.

**10.2.1.1** *The Government of Alberta should not fund private schools.*  
[1981, 2019]

**1-70/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 10.2.1.2 be reaffirmed.

Note—The inclusion of private schools is possible if they meet the parameters outlined in the policy.

**10.2.1.2** *The Association supports the incorporation of private schools into public school authorities provided that the Government of Alberta and school authorities meet the following conditions:*

1. *All undertakings that the school authority and the private school make with respect to incorporation must be documented and posted on the school authority's public website.*
2. *The private school, when admitting students and employing teachers, must refrain from discriminating on any basis that violates human rights legislation.*

3. *Once incorporated into the school authority, the formerly private school may not charge tuition fees, levy extraordinary school fees or impose other financial requirements for admission.*

4. *The school authority must encourage teachers in the formerly private school to participate in the activities of both the Association and the local.*

5. *The school authority must ensure that the formerly private school has equitable access to the authority's financial and other resources.*

6. *The formerly private school must abide by the policies and decisions of the school authority.*

7. *Should the formerly private school wish, at some point, to withdraw from the public-school authority and re-establish itself as a private school, it must make its intentions explicit, ensure that its current teachers continue to be employed by the school authority, ensure that the viability of other public-school programs is not compromised, and protect the school authority from liability or financial loss.*

[2009, 2019]

**1-71/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 10.2.1.3 be amended to read—

“The Government of Alberta should ensure that all private schools meet, among others, the following requirements for full accreditation:

1. Use the Alberta curriculum
2. Employ certificated teachers
3. Ensure that students are eligible to earn credits toward an Alberta graduation diploma
4. Adhere to the same measures and reporting standards as required of public schools
5. Be operated by a nonprofit society”

Note—Alberta Education now uses the term *curriculum* instead of *programs of study*.

**10.2.1.3** *The Government of Alberta should ensure that all private schools meet, among others, the following requirements for full accreditation:*

1. Use the Alberta [~~program of studies~~] curriculum
  2. Employ certificated teachers
  3. Ensure that students are eligible to earn credits toward an Alberta graduation diploma
  4. Adhere to the same measures and reporting standards as required of public schools
  5. Be operated by a nonprofit society
- [1989, 2019]

**1-72/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 10.2.2.1 be reaffirmed.

Note—This policy remains relevant. With more charter schools currently allowed within the province, it is even more important that these schools have requirements to ensure equity of access and recognize the rights of students to attend.

**10.2.2.1** *The Association opposes the establishment of publicly funded charter schools that*

1. *exclude students on any basis that violates human rights legislation,*
2. *exclude students because of the economic or social circumstances of their parents,*
3. *threaten the survival of local public schools by diminishing their enrolments,*

4. ask for or are granted permission to operate under provincial regulations that are less restrictive than those applicable to public schools,
  5. recruit students by offering financial or other incentives not generally available to students in public schools,
  6. restrict enrolment to students of higher levels of ability or achievement,
  7. declare their intention to expel and abdicate further responsibility for students who purportedly violate the terms of a special agreement,
  8. seek to hire staff under agreements that are not subject to collective bargaining,
  9. employ teachers who are not active members of the Association, and
  10. are dominated by any special interest group.
- [1994, 2019]

**1-73/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 10.2.2.2 be reaffirmed.

Note—Public education and public schools should be the priority of the Government of Alberta. Duplicating service by having a charter school with a charter that matches alternative programing being offered by a public school is inefficient use of limited resources.

**10.2.2.2** *The Government of Alberta should reject applications for the establishment or renewal of a charter school if a school authority undertakes to provide an alternative program in the community substantially similar to the program proposed by the applicant.*  
[2012, 2019]

**1-74/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 10.2.3.1 be reaffirmed.

Note—When home-schooled students are connected to a school authority, there is increased accountability regarding the education of the student. This is a benefit to the student.

**10.2.3.1** *The Government of Alberta should require students who are home-schooled in Alberta to register with their resident public, separate or francophone school authority.*  
[2017, 2019]

**1-75/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.1.0.1 be reaffirmed.

Note—Education is one of the most important factors in a country's long-term economic and social success. By investing in education, a society is investing in its human capital, which is the collective knowledge, skills and abilities of its population. Investing in education is an investment in society because it can improve individuals' lives; contribute to economic growth and development; and create a more informed, engaged and stable society.

**13.1.0.1** *Money allocated to education is an investment in society.*  
[1963, 2019]

**1-76/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.1.0.2 be reaffirmed.

Note—Education should be sufficiently funded because it is crucial for the development and progress of individuals, communities and

society as a whole. Sufficient education funding will improve individual outcomes, promote economic growth, reduce poverty and inequality, enhance social cohesion and build a more democratic society.

**13.1.0.2** *Public education should be sufficiently funded to enable individuals, society and the economy to prosper.*  
[1967, 2019]

**1-77/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.1.0.3 be reaffirmed.

Note—When education is supported on the broadest tax base, it ensures that funding for education is distributed fairly and equitably across society.

**13.1.0.3** *Education is best supported on the broadest possible tax base.*  
[1963, 2019]

**1-78/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.1.0.4 be reaffirmed.

Note—Funding K–12 education should be a priority for governments because it is a fundamental human right, is essential for individual success and economic growth, can reduce poverty and inequality, and promotes social cohesion.

**13.1.0.4** *In financing education, the Government of Alberta should make K–12 public education a priority.*  
[1969, 2019]

**1-79/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.1.0.5 be reaffirmed.

Note—Funding for public education should be distributed in a way that ensures that all students have equitable access to educational opportunities. Equity means that every student has access to the resources, opportunities and support they need to achieve their full potential, regardless of their background or circumstances.

**13.1.0.5** *Funding for public education should be distributed in a way that ensures that all students have equitable access to educational opportunities.*  
[1967, 2019]

**1-80/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.2.1.1 be amended to read—

“Public education should be funded, developed and delivered based on ongoing analysis, research, projection and planning at the national, provincial and local levels.”

Note—Education funding should be analyzed and studied to ensure that it is being used effectively and efficiently to support student learning and achievement. Analysis and study of education funding is important to ensure accountability, improvement, equity, transparency and evidence-based decision making. It can help to ensure that education funding is being used effectively and efficiently to support student learning and achievement.

**13.2.1.1** *[How education is funded so that it is developed and delivered coherently should be the subject of] **Public education should be funded, developed and delivered based on ongoing analysis, research, projection and planning at the national, provincial and local levels.***  
[1967, 2019]

**1-81/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.1.2 be reaffirmed.

Note—Teachers have valuable insights and expertise on the needs of students and the resources required to support student learning and achievement. By working collaboratively with policy-makers, administrators and other stakeholders, teachers can help to ensure that education funding is allocated in a way that supports student success.

**13.2.1.2** *Teacher organizations should study, consider and advise on all matters of federal, provincial and local education finance.*  
[1967, 2019]

**1-82/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.1.3 be reaffirmed.

Note—An adequacy-based model for funding education can help to ensure that all students have access to the resources they need to succeed, regardless of where they live or their background. This can help to promote equity in education funding and reduce disparities in educational outcomes. Having an independent office that receives advice from education partners will ensure that decisions about education funding are not a political tool but are made in the best interest of students and the public at large.

**13.2.1.3** *The Government of Alberta should adopt an adequacy-based model for funding education and establish an independent Office of Education Budget and Policy Analysis to make informed decisions about funding based on input from key education partners.*  
[2011, 2019]

**1-83/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.1.4 be amended to read—

“The Government of Alberta should ensure that the ministries of Children’s Services, Health and Justice fully fund the services that they provide to students in schools so that the funds allocated for education can be dedicated to that purpose.”

Note—Funding for education is limited. Schools and school authorities providing education funding to services that should be funded by other ministries within government reduces the available funds for students and impacts their learning.

**13.2.1.4** *The Government of Alberta should ensure that the [departments] ministries of Children’s Services, [International and Intergovernmental Relations;] Health[;] and Justice [and Solicitor-General] fully fund the services that they provide to students in schools so that the funds allocated for education can be dedicated to that purpose.*  
[1997, 2019]

**1-84/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.2.1 be reaffirmed.

Note—The benefits of quality public education are substantial. To ensure that quality, governments of all levels must provide the services and funding. All levels of government should look to various sources such as tax revenue, grants and subsidies, and efficiency measures.

**13.2.2.1** *The federal, provincial and local governments should draw upon a variety of sources to ensure that education is funded equitably, adequately and stably.*  
[1967, 2019]

**1-85/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.2.2 be reaffirmed.

Note—Funding for education, health and other social portfolios that is derived from gambling has negatives due to the social costs of gambling, a dependence on the revenue and an inability to respond to changing social or economic conditions. Gambling revenue is regressive and impacts lower-income individuals disproportionately.

**13.2.2.2** *The Government of Alberta should not use revenue derived from gambling to fund education, health and other social portfolios at a level that guarantees a high quality of service.*  
[1998, 2019]

**1-86/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.2.3 be reaffirmed.

Note—Education should be funded at a level that fully supports the education system. It is inappropriate for school authorities to fundraise using international student fees to support the regular education program.

**13.2.2.3** *The Government of Alberta should prohibit school authorities from recruiting international students to compensate for its failure to adequately fund the public education system.*  
[2003, 2019]

**1-87/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.3.1 be reaffirmed.

Note—It should be the goal of all education partners to improve the quality of education provided in Alberta over time. If the government does not consider the factors expressed in the policy, the real value of education spending decreases over time, and possible regression of the quality of education can enter the education system. This has negative long-term impacts for students and society.

**13.2.3.1** *The Government of Alberta should adjust its funding for education annually to take into account*

1. *inflationary pressure,*
  2. *economic expansion,*
  3. *needed improvements in the educational system,*
  4. *increases in the number of students, and*
  5. *the special challenges facing school authorities in which the costs of staffing and delivering educational services are unusually high or in which the population has changed significantly.*
- [1975, 2019]

**1-88/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.3.2 be amended to read—

“Voucher systems, in any form, should not be used to fund education.”

Note—Voucher systems have negative impacts on the public education system. Negative impacts include inequality; diversion of funding from public schools; and segregation of students based on various factors, including race and socioeconomic status.

*13.2.3.2 Voucher systems, in any form, should not be used to fund [public] education. [2003, 2019]*

**1-89/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.2.3.3 be reaffirmed.

Note—When education funding does not keep pace with inflation, it can lead to a decrease in the real value of education spending over time. For example, if a government allocates a fixed amount of funding for education but the cost of education increases due to inflation, the funding may not be sufficient to provide the same level of education services that it did in the past. This can lead to a decline in the quality of education and a widening of educational inequalities. This is also true of specific cost increases that affect the operations, maintenance and infrastructure of school authorities.

*13.2.3.3 The Government of Alberta should increase education grant rates on an ongoing basis to compensate for the effects of past and future general inflation and specific cost increases affecting the operations and infrastructure of public, separate and francophone school authorities. [2019, 2020]*

**1-90/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.2.3.4 be amended to read—

“The Government of Alberta should provide the resources necessary for schools and school authorities to attain any ministerial order, program or initiative related to education.”

Note—As governments and ministers of education change, new orders, programs and initiatives are implemented. These require resources, financial or otherwise, to be accomplished. Schools and school authorities cannot be tasked with doing more with the same or fewer resources.

*13.2.3.4 The Government of Alberta should provide the resources necessary for schools **and school authorities** to attain [~~the Ministerial Order on Student Learning~~] **any ministerial order, program or initiative related to education.** [1985, 2019]*

**1-91/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.2.3.5 be reaffirmed.

Note—Targeted funding is designed to accomplish certain goals or support specific students. The diversion of funds away from students in programs where targeted funding is received will negatively impact the learning that students receive.

*13.2.3.5 The Government of Alberta should ensure that students enrolled in programs that receive targeted funding are benefiting fully from that funding. [1990, 2019]*

**1-92/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.2.3.6 be reaffirmed.

Note—Literacy and numeracy are foundational skills that are essential for success in school and in life, and students who struggle with these skills are at a significant disadvantage. Providing additional funding for students who require assistance in literacy and numeracy can help to ensure that they receive the support they need to develop these critical skills. By providing additional funding for struggling students, governments can help to reduce the achievement gap between students who are struggling and those who are performing at grade level. This can have a positive impact on students’ academic outcomes and can help to ensure that all students have the opportunity to reach their full potential.

*13.2.3.6 The Government of Alberta should provide school authorities with funding to hire more teachers to work with children who require additional numeracy or literacy support. [1999, 2019]*

**1-93/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.2.3.7 be reaffirmed.

Note—School authorities are responsible for providing education to students in their jurisdiction, and they often face unexpected challenges that can impact their ability to provide high-quality education. Transitional funding can help school authorities to overcome these challenges and ensure that students continue to receive the education they need. Providing transitional funding to school authorities can help to ensure that they are able to provide high-quality education to all students, even when unexpected challenges arise.

*13.2.3.7 The Government of Alberta should provide transitional funding when a school authority is faced with a funding decrease caused by factors that are out of that authority’s control. [1987, 2019]*

**1-94/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.2.3.8 be amended to read—

“The Government of Alberta should ensure that the Geographic Grant is targeted and sufficient to enable school authorities to eliminate the need for multigrade classes containing more than two consecutive grades.”

Note—Teaching in multigrade classrooms is difficult. Funding to ensure that no more than two consecutive grades are being taught by a teacher reduces the difficulty in addressing individual student needs, reduces instructional time for a single grade level and reduces the challenges in assessment and evaluation of students.

*13.2.3.8 The Government of Alberta should ensure that [~~distance and sparsity funding~~] **the Geographic Grant** is targeted and sufficient to enable school authorities to eliminate the need for multigrade classes containing more than two consecutive grades. [2018, 2019]*

**1-95/24 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that policy 13.2.3.9 be reaffirmed.



Note—Rural school authorities face challenges due to their location within the province. A funding model that recognizes the challenges will further support students to ensure equitable amounts of funding directly to students and not to other authority requirements due to the authority’s rural location.

**13.2.3.9** *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.*  
[2018, 2019]

**1-96/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.3.10 be reaffirmed.

Note—A modified funding model that considers enrolment growth ensures that education funding levels are maintained and that the human and physical resources needed to educate students are available for use.

**13.2.3.10** *The Government of Alberta should fund enrolment growth by modifying the funding model to ensure that every additional student who enters Alberta’s K–12 public education system is fully funded.*  
[2020, 2021]

**1-97/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.3.11 be amended to read—

“The Government of Alberta should ensure, at minimum, that no public, separate or francophone school authority receives a reduction in funding in current or subsequent years due to any public emergency that results in disruption to the student population.”

Note—The current policy is specific to the COVID-19 pandemic. The amendment includes future COVID-19 related declines as well as other declines in student population within a school authority.

**13.2.3.11** *The Government of Alberta should ensure, at minimum, that no public, separate or francophone school authority receives a reduction in funding in current or subsequent years [as a result of a decline in the student count for 2020/21 due to COVID-19] due to any public emergency that results in disruption to the student population.*  
[2020, 2021]

**1-98/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.4.1 be reaffirmed.

Note—School authorities are in the best position to make educational decisions because of their knowledge of the local context and needs of the members of their community. The authority and flexibility to determine the education programs locally will ultimately benefit students more than provincially centralized decision making.

**13.2.4.1** *The provincial grant system should allow school authorities to determine the nature of the education program to be delivered and the extent to which it meets the needs of students.*  
[1967, 2019]

**1-99/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.4.2 be reaffirmed.

Note—Requiring school authorities to match grants has potential negative effects: inequalities in education resources and opportunities, additional financial burdens on school authorities, lack of flexibility in resource allocation and an administrative burden.

**13.2.4.2** *The Government of Alberta should not require school authorities to match grants that it provides for education programs.*  
[1997, 2019]

**1-100/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.4.3 be reaffirmed.

Note—Public education should be funded through public funds. A reliance on fees, fundraising, gifts and donations is an indication that there is insufficient public funding. Having transparency related to the collection of this external funding allows for public oversight related to the collection of these nonpublic funding sources.

**13.2.4.3** *The Government of Alberta should require school authorities receiving public funds to publish, for each school they operate or oversee, financial statements detailing the amount of money they collect each year through charging fees, engaging in fundraising activities, and accepting gifts and donations.*  
[1995, 2019]

**1-101/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.4.4 be reaffirmed.

Note—Central funding of leaves is similar to having group insurance, as it balances the risks for small schools. Large schools have efficiencies of scale and can absorb outlying costs, which is not the reality for small schools. As well, central funding also solves the “sick school” problem. In some years, sick leave can be high at an individual school, but a centralized fund would smooth out the peaks.

**13.2.4.4** *Each school authority should establish a central fund for the purpose of funding all leaves and entitlements specified in the collective agreement.*  
[2012, 2019]

**1-102/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.4.5 be reaffirmed.

Note—Professional development for teachers delivered by teachers is a benefit for the education system. School authorities should encourage this type of professional development and support teachers who engage in delivering it. Charging over and above the substitute cost limits the funds available for such professional development to occur.

**13.2.4.5** *School authorities should charge only for the cost of a substitute teacher when replacing regular teachers who are absent from the classroom for the purpose of delivering professional development to specialist councils, schools, school authorities, or Alberta-based conferences or conventions.*  
[1988, 2019]

**1-103/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.4.6 be reaffirmed.

Note—Class size is a factor in ensuring quality learning in the classroom. When enrolments increase, there should be a

corresponding increase in the number of teachers in classrooms. Public reporting on the number of teachers hired creates accountability by the school authority.

**13.2.4.6** *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.*
- [2018, 2019]

**1-104/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.5.1 be reaffirmed.

Note—Public education should be funded through public money. Insufficient funding leading to school authorities charging student fees or engaging in fundraising creates inequity in the public education system.

- 13.2.5.1** *The Government of Alberta should provide school authorities with sufficient funding to ensure that they do not need to levy student fees and engage in fundraising activities.*
- [1995, 2019]

**1-105/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.5.2 be reaffirmed.

Note—The primary responsibility of teachers is to teach. When teachers participate in school-based fundraising activities, it supports an education system that is not being properly funded by the Government of Alberta.

- 13.2.5.2** *Teachers should not participate in planning and implementing school-based fundraising activities.*
- [1995, 2019]

**1-106/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.5.3 be reaffirmed.

Note—Curricular programs are the legally mandated programs within the education system. These programs should be fully funded through public funds, and no funds from student fees or fundraising should be required. Student fees and fundraising are unstable and are reliant on parents who may not be in a financial position to provide these fees.

- 13.2.5.3** *The Government of Alberta should prohibit schools and school authorities from using, for curricular programs, funds raised through levying student fees and engaging in fundraising activities.*
- [1995, 2019]

**1-107/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.6.1 be reaffirmed.

Note—Public education dollars are finite and scarce. They should not be used to fund extracurricular activities. A model that has participants cover the costs of the extracurricular activity ensures that education funding remains in the classroom.

- 13.2.6.1** *Extracurricular activities that require supplementary funding should be financed by the participants themselves and/or by the sponsoring group.*
- [1988, 2019]

**1-108/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.7.1 be reaffirmed.

Note—School-based budgeting allows for decisions to be made at a level as close to the individuals affected as possible. This has several potential benefits, including greater flexibility in controlling finances, increased accountability for effective resource management, improved transparency in resource allocation, customization of budgets to meet specific student needs and encouragement of innovation through experimentation with different strategies.

- 13.2.7.1** *School-based budgeting is intended to ensure that the people responsible for implementing decisions about how best to meet students' needs are involved in making those decisions.*
- [1990, 2019]

**1-109/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.7.2 be reaffirmed.

Note—School-based budgeting can work only when there is sufficient autonomy given to school leaders to make the decisions that are best for the school community. Having a process in place that allows for the authority to consider the various contexts in which schools exist is essential to ensure adequate support is available so that all schools receive equitable funding to meet student needs.

- 13.2.7.2** *Before school-based budgeting can be attempted, a school authority must*

1. *be willing to decentralize power in such a way as to balance (a) its ability to plan, establish policy, set standards and monitor compliance and (b) the ability of all schools for which it is responsible to make decisions that affect their operations; and*
  2. *put in place a mechanism for allocating funding that takes into account the range of students' needs in the jurisdiction and the size and setting of each school, thereby helping to ensure that all students in the authority have equitable educational opportunities.*
- [1990, 2019]

**1-110/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.7.3 be reaffirmed.

Note—School-based budgeting does not absolve the school authority from responsibilities. There are many tasks and processes that the school authority must continue to implement to ensure that school leaders can effectively manage and lead their school and have the resources available to do so.

- 13.2.7.3** *For school-based budgeting to succeed, a school authority must*

1. *realistically assess the educational needs of the students for which it is responsible;*
2. *be committed to maintaining the working conditions of its teachers as established through collective bargaining and other collaborative procedures;*
3. *continue to coordinate and fund district support services and professional development opportunities for its teachers;*
4. *continue to administer the collective agreement;*
5. *retain responsibility for hiring and deploying substitute teachers;*
6. *retain responsibility for hiring and deploying staff unless it has provided a school with ear-marked funding for engaging teachers, in which case the school should (a) base its staffing budget on the average salary of teachers in the authority rather than on the actual*

costs of teachers in the school, (b) recognize the rights and responsibilities of its teachers as set out in legislation and collective agreements, and (c) respect the contractual rights of its current staff when determining the school's program;

7. assume responsibility for all costs outside the control of individual schools;

8. ensure that individual schools (a) use a consensus model for making decisions, (b) provide staff with time and support during the regular school day to participate in decision making, (c) help staff to develop decision-making skills, and (d) ensure that staff have access to all relevant information needed to make decisions;

9. ensure that all decision-making levels communicate effectively with one another; and

10. review and evaluate school-based budgeting procedures annually. [1990, 2019]

**1-111/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.7.4 be reaffirmed.

Note—School-based budgeting takes the decision making from centralized decision makers to those individuals, school leaders and teachers closest to where the budget is used. To ensure that teachers have the opportunity to provide input to use their knowledge and observations, school authorities should ensure that a process for providing input exists and monitor the process to ensure input is received and used where appropriate.

**13.2.7.4** School authorities that have implemented school-based budgeting should review their practices to ensure that classroom teachers have meaningful input into the decision-making process. [2005, 2019]

**1-112/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.8.1 be reaffirmed.

Note—Postsecondary education provides individuals with access to advanced learning and opportunities that benefit the individual and society as a whole. The cost of postsecondary education is a barrier to access. Given this barrier, it is important for the Government of Alberta to provide funding supports to ensure that all individuals can access postsecondary education opportunities, should they so desire.

**13.2.8.1** The Government of Alberta should

1. cover the total cost of postsecondary tuition fees for all Alberta students;
2. provide postsecondary institutions, including faculties of education, with sufficient funding to enable them to provide high-quality education and research opportunities; and
3. provide subsistence grants and other incentives to people with limited financial resources to ensure that they can pursue higher education. [1991, 2019]

**1-113/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 13.2.8.2 be reaffirmed.

Note—Postsecondary learning not only improves and benefits the life of the individual but also benefits the province and nation with more skilled and educated individuals. Given the mutual benefit to both the province and Canada, it is appropriate that both the federal and

provincial governments share in the cost of delivering public postsecondary education.

**13.2.8.2** The federal and provincial governments should partake in cost-sharing agreements to ensure that public postsecondary education is adequately funded. [1967, 2019]

**1-114/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 14.1.0.1 be reaffirmed.

Note—A process of assuring the public of the efficacy and processes for continuous improvement(s) in the education system while including other public and education partners is the best opportunity for success. As the experts on teaching and learning, teachers need to have a role in ensuring that the realities of education are considered when evaluating the education system.

**14.1.0.1** Public assurance is the process by which each partner in the education system

1. takes responsibility for its actions,
2. reports its successes and deficiencies to the proper parties,
3. strives to attain and help the other partners attain the broad goals of education, and
4. supports teachers in diagnosing and addressing the learning needs of students. [2006, 2019]

**1-115/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 14.1.0.2 be reaffirmed.

Note—The education system exists to improve society in general and to individually improve the lives of students. As a beneficiary of a quality education system, society should receive transparent information about the education system that allows society to monitor the education system.

**14.1.0.2** Society has a right to monitor the effectiveness of the education system. [1983, 2019]

**1-116/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 14.1.0.3 be reaffirmed.

Note—Society plays a critical role in setting the aims of education. The goals and objectives are reflective of the values, beliefs and priorities of the society in which they exist. The aims of education are determined by a complex interplay of social, political and cultural factors that reflect the values and aspirations of the society as a whole. As society continues to evolve, so too will the aims and objectives of education.

**14.1.0.3** Society is responsible for setting the broad aims of education. [1963, 2019]

**1-117/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 14.2.1.1 be reaffirmed.

Note—Having principles that focus on improvement for the benefit of students, education partners and the public before any individual person is an essential characteristic of the system of assurance.

**14.2.1.1** *An effective system of accountability for public assurance in education is based on the following principles:*

1. *Each education partner is committed to equity and, therefore, to the values of fairness, openness, stewardship and respect for diversity.*
  2. *The primary purpose of accountability for public assurance in education is to support the broad goals of education and to address the diverse needs of children and youth.*
  3. *The information upon which public assurance in education is based is drawn from all relevant data sources and used and reported in ways that respect the limitations of the data.*
  4. *The data sources are designed and implemented on the basis of sound educational research and practice.*
  5. *The accountability system helps the education partners to better fulfill their respective roles and responsibilities and, in so doing, improves the education system over the long term.*
  6. *Each education partner is responsible for the parts of the system over which it has authority and in which it has expertise.*
  7. *The accountability process is evaluated on an ongoing basis to assure the public that the education system is meeting the needs of students.*
- [2006, 2019]

**1-118/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 14.2.1.2 be reaffirmed.

Note—Evaluation of student learning in the education system is based on a specific set of criteria, and evaluation of the education system, including the program of studies or a school system, has student learning as a single component out of many differing factors. Given the significant difference in the evaluation of these two different analyses, a different methodology is required. Conflating the two is detrimental to the understanding of the effectiveness of either.

**14.2.1.2** *The purposes of assessing and reporting student learning, on the one hand, and evaluating the program of studies and the performance of the school system, on the other, are different and for that reason, each analysis requires a different methodology.*

[1990, 2019]

**1-119/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 14.2.1.3 be reaffirmed.

Note—Student test results evaluate a particular student on a particular day and cannot provide a clear picture on the education system as a whole. Student test results are but a single measure. This must be clear in sharing student assessment information with a wider audience.

**14.2.1.3** *Attempts to provide public assurance using student test results must be consistent with the purpose of the test, the way in which it was designed and the unit of analysis, whether the classroom, the school, the school authority or the province.*

[1993, 2019]

**1-120/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 14.2.2.1 be reaffirmed.

Note—Schools and school authorities should ensure that they are communicating information to parents and the community in a transparent, informative and understandable manner. Providing this information will give information to the public that they can be confident in.

**14.2.2.1** *By publishing relevant and accurate information, schools and school authorities should strive to assure parents and the community that public money allocated to education is being used effectively.*

[1997, 2019]

**1-121/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 22.1.0.1 be reaffirmed.

Note—Research helps to identify current and future trends to improve teaching and learning.

**22.1.0.1** *Educational research is essential to improving instructional practice and enhancing student learning.*

[1969, 2019]

**1-122/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 22.1.0.2 be reaffirmed.

Note—It continues to be important for educational research to occur because the valuable information derived from the research supports making decisions that positively affect the education system. As influences upon the education system change, there must be research into these influences to fully understand the system.

**22.1.0.2** *A major function of educational research is to provide evidence for making rational decisions about matters affecting the entire educational system from the classroom to the school authority to the province.*

[1969, 2019]

**1-123/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 22.2.1.1 be reaffirmed.

Note—When conducting research with students and within school communities, it is important to ensure that the research is conducted in a way that is respectful and safe and protects the well-being of all participants.

**22.2.1.1** *To protect students and school communities, educational researchers should adhere to the highest principles of ethical conduct.*

[2005, 2019]

**1-124/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 22.2.1.2 be reaffirmed.

Note—Teachers should not feel obliged to participate in research. As teachers in a classroom, they are best suited to determine the impact on their teaching and student learning.

**22.2.1.2** *Teachers' participation in research should always be voluntary, whether the research is initiated by the Association or by an external agency.*

[1979, 2019]

**1-125/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 22.2.1.3 be reaffirmed.

Note—Allowing the school community and participants to review the research design, methodology and results is an important aspect of ethical research practice and can help ensure that the research is conducted in a way that is transparent, accountable and respectful of the needs and perspectives of all stakeholders.

**22.2.1.3** *An agency intending to conduct research in a school should allow the school community and participants to review the research design and methodology and to examine the results.*  
[1970, 2019]

**1-126/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.1.4 be reaffirmed.

Note—Paradata or process data refers to information that is collected during the process of administering a survey or assessment. This can include information about the administration of the survey or assessment, such as the timing and duration of the administration, the order in which questions were presented and the behaviour of the person administering the survey. Reasons for refraining from collecting this data include protecting participant privacy, avoiding coercion, preventing the misuse of data and ensuring that ethical principles are upheld in the research process.

**22.2.1.4** *The Government of Alberta should refrain from collecting paradata or process data through any activity in which students or teachers are required to participate.*  
[2017, 2019]

**1-127/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.1.5 be amended to read—

“Before administering examinations, surveys or other data-collection instruments, the Government of Alberta should

1. disclose the purpose of the examination, survey or instrument;
2. disclose whether it intends, or has arranged with other parties, to use the data for secondary purposes; and
3. obtain voluntary consent.”

Note—The Government of Alberta should disclose its intentions for the use of survey data in order to ensure informed consent, promote transparency, protect privacy and avoid potential harm to individuals.

**22.2.1.5** *Before administering examinations, surveys or other data-collection instruments, the Government of Alberta should*

**1. disclose the purpose of the examination, survey or instrument;**

*[1-] 2. disclose [to prospective participants] whether it intends, or has arranged with other parties, to use the data for secondary purposes; and*

*[2-] 3. obtain [their] voluntary consent.*

[2017, 2019]

**1-128/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.1.6 be reaffirmed.

Note—Obtaining consent from the Association to use data collected through publicly funded research for secondary purposes is an important aspect of ethical and legal research practice. It helps ensure that individuals’ privacy is respected, promotes collaboration and

partnership, and demonstrates a commitment to ethical and responsible research conduct.

**22.2.1.6** *The Government of Alberta should, through formal consultation, obtain the Association’s consent, to use for secondary purposes, any data that it has collected through publicly funded research involving teachers and/or students.*  
[2017, 2019]

**1-129/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.1.7 be amended to read—

“To protect data, school authorities, when contracting with information technology services and vendors, must ensure that all such contracts involving the collection, use, disclosure or transfer of personally identifiable information contain clauses

1. identifying the source of the school authority’s right to enter into a contract;
2. specifying the purpose for which the personally identifiable information or data is being collected;
3. specifying the scope and type of personally identifiable information or data that is to be collected or transferred;
4. limiting or prohibiting the disclosure of the personally identifiable information or data to third parties except where required or authorized by law;
5. limiting or prohibiting the sale of the data;
6. ensuring that the school authority has exclusive control over access to the personally identifiable information or data;
7. ensuring that, when activating an account for any individual, said individual is not presented with privacy terms that differ from those stipulated in the contract;
8. specifying who is responsible for giving individuals access to their own personally identifiable information for the purpose of review or correction according to statute;
9. specifying whether the service provider or vendor has the right to store and process the personally identifiable information or data in a country other than Canada;
10. outlining specific data breach notification processes and notification requirements;
11. prohibiting the service or vendor from modifying the contract unilaterally;
12. granting school authorities the right to audit service providers or vendors to ensure that they are complying with the contract; and
13. detailing how the life cycle of the personally identifiable information or data will be managed in a way that complies with the record retention schedule.”

Note—Protecting the data of former and current students and teachers is essential to maintain privacy, prevent identity theft, avoid legal consequences and maintain academic integrity. Educational institutions must take appropriate measures to secure their data, including implementing strong security protocols, training employees on data protection, and regularly reviewing and updating their policies and procedures.

**22.2.1.7** *To protect data [obtained from former and current students and from preservice, current and retired teachers], school authorities,*

when contracting with **information** technology services and vendors, ~~[should]~~ **must** ensure that all such contracts **involving the collection, use, disclosure or transfer of personally identifiable information** contain clauses

1. identifying the source of the school authority's right to enter into a contract;
  2. specifying ~~[why the]~~ **the purpose for which the personally identifiable information or data** is being collected;
  3. specifying the **scope and** type of **personally identifiable information or data** that is to be collected or transferred;
  4. limiting or prohibiting the disclosure of the **personally identifiable information or data** to third parties **except where required or authorized by law**;
  5. limiting or prohibiting the sale of the data ~~[without the express consent of teachers or, in the case of students, their parents or teachers];~~
  6. ensuring that the school authority has exclusive control over access to the **personally identifiable information or data**;
  7. ensuring that, when activating an account for ~~[their child, parents are]~~ **any individual, said individual is** not presented with privacy terms that differ from those stipulated in the contract;
  8. specifying who is responsible for giving ~~[parents]~~ **individuals** access to ~~[an account for their child and the right to correct their child's data]~~ **their own personally identifiable information for the purpose of review or correction according to statute**;
  9. specifying whether the **service provider or** vendor has the right to store and process the **personally identifiable information or data** in ~~[another]~~ **a country other than Canada**;
  - ~~[10. specifying whether government departments other than Alberta Education have the right to access the data;]~~
  - ~~[11.]~~ **10.** Outlining ~~[how the vendor will notify individuals if their data is breached]~~ **specific data breach notification processes and notification requirements**;
  - ~~[12.]~~ **11.** prohibiting the **service or** vendor from modifying the contract unilaterally;
  - ~~[13.]~~ **12.** granting school authorities the right to audit **service providers or** vendors to ensure that they are complying with the contract; and
  - ~~[14.]~~ **13.** detailing how the **life cycle of the personally identifiable information or data** will be managed in a way that complies with the ~~[school authority's policies concerning]~~ record retention **schedule**.
- [2014, 2019]

#### **1-130/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.2.1 be amended to read—

“The Association undertakes research activities designed to help achieve outcomes envisioned in its strategic framework.”

Note—The strategic plan has been renamed a strategic framework.

**22.2.2.1** The Association undertakes research activities designed to help achieve outcomes envisioned in its ~~[Strategic Plan]~~ **strategic framework**.  
[2007, 2019]

#### **1-131/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.2.2 be reaffirmed.

Note—As the organization that represents teachers, the Association is well placed to identify issues or concerns facing teachers and students and

provide information while encouraging external organizations to research these issues in order to benefit students, teachers and the education system.

#### **22.2.2.2** The Association should

1. identify issues that improve teaching and learning conditions, enhance student learning, and concern the broader educational community; and
2. encourage appropriate external agencies and institutions to research these matters.  
[1969, 2019]

#### **1-132/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.2.3 be reaffirmed.

Note—It is important that teachers have the time and resources to engage in professional inquiry. When teachers have the time and resources to engage in professional inquiry, they can continually improve their teaching practices, which ultimately benefits their students and the school community as a whole.

**22.2.2.3** Teachers need time and resources to engage in professional inquiry and research.  
[1995, 2019]

#### **1-133/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.2.4 be reaffirmed.

Note—By involving teachers in the planning, implementation and evaluation of innovative educational practices, schools can ensure that these practices are relevant, effective and tailored to the needs of their students. Teachers can provide valuable insights into the practicalities of implementing new approaches, and they can also help to identify potential challenges and barriers.

**22.2.2.4** Teachers should play a lead role in planning, implementing and evaluating innovative educational practices.  
[1969, 2019]

#### **1-134/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.2.5 be reaffirmed.

Note—The Association has experience, research and expertise that will provide valuable insight to agencies or bodies responsible for administering assessments or research studies.

**22.2.2.5** The Government of Alberta should meaningfully involve the Association in the development of Alberta's representation to agencies or bodies responsible for developing and administering national and international assessments or research studies in which the province's students and/or teachers are expected to participate.  
[2017, 2019]

#### **1-135/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.3.1 be reaffirmed.

Note—Educational research can address important questions about teaching and learning, identify effective practices and interventions, and inform policy decisions. Government funding for educational research can support researchers in conducting high-quality studies, analyzing data and disseminating their findings to the broader education community.

**22.2.3.1** *The Government of Canada, the Government of Alberta and school authorities should help fund educational research and development. [1969, 2019]*

**1-136/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.4.1 be reaffirmed.

Note—Recognizing teachers for their involvement in educational research can help to create a culture of research and inquiry in schools.

**22.2.4.1** *Teachers should share in any benefits that result from educational research, including being recognized by their peers and the public and playing a role in curriculum development. [1971, 2019]*

**1-137/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.4.2 be reaffirmed.

Note—This is consistent with best practice and effective policy.

**22.2.4.2** *The Association attempts to inform the global educational community about the results of its research initiatives. [2008, 2019]*

**1-138/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.4.3 be reaffirmed.

Note—Collaboration can help to bridge the gap between research and practice and promote the adoption of evidence-based practices in education.

**22.2.4.3** *Educational researchers should collaborate with teachers in applying their findings to the school and the school authority. [1995, 2019]*

**1-139/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.4.4 be amended to read—

“Educational research that results in a recommendation for change should also include an analysis of the impact that the proposed change would have on teachers’ workload and conditions of professional practice.”

Note—A minor change has been made to more clearly identify the type of practice of the teacher.

**22.2.4.4** *Educational research that results in a recommendation for change should also include an analysis of the impact that the proposed change would have on teachers’ workload and conditions of professional practice. [1995, 2019]*

**1-140/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.5.1 be amended to read—

“The Government of Alberta should not participate in the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Teaching and Learning International Survey (TALIS).”

Note—The changes reflect a more definitive policy regarding international research projects on student learning.

**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), Progress in International Reading Literacy Study (PIRLS), and Teaching and Learning International Survey (TALIS). [2016, 2019]*

**1-141/24** (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 22.2.5.2 be reaffirmed.

Note—Research on the psychosocial development of children in the middle years, the support they require, and optimal teaching and learning conditions can provide valuable insights to educators, policy-makers and other stakeholders. This research can inform the development of effective programs, policies and practices that support students’ learning and well-being in the middle years.

**22.2.5.2** *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.*

[2018, 2019]

## **Local Resolutions**

### **2-1/24 (Immediate Directive)**

St Thomas Aquinas Teachers'

Be it resolved that the Association urge school authorities to provide teachers with all information on current and past dangerous behaviours exhibited by any student in their care that may pose a safety risk to any staff or students in their care.

Note—It is noted that both policy and protocols exist that provide directly to classroom teachers information regarding issues ranging from medical alerts to parental custody challenges. This information is often located directly within the class attendance records and is readily accessible to the classroom teacher, who maintains both the responsibility of the safety and care of students in their classroom as well as the appropriate management of this information.

It is not unreasonable to expect that teachers manage information that can keep the persons in the classroom safe in response to violent behaviours if they have been expected to prepare for incidents where EpiPens (as an example) may be involved. Former teachers who have experienced trauma in the classroom due to the presence of unknown threats to the safety of persons in the classroom/school have expressed a desire for knowledge that can improve both conditions and preparedness. We hope that the conditions will allow us to bring closure to these teachers and some form of healing.

### **2-2/24 (Immediate Directive)**

Calgary Separate School

Be it resolved that the Association urge the Government of Alberta and school boards to facilitate the voluntary service with pay and benefits of teachers who are members of the Canadian Forces Reserve who have been asked to deploy to assist civil authorities in responding to emergencies and natural disasters.

Note—There are numerous teachers in Alberta who are also Canadian Forces primary reservists. During last year's forest-fire crisis, members were offered to deploy on firefighting operations but could not do so as many of the collective agreements have no military-leave provisions or salary and benefits harmonization considerations. As most employers do not provide more than a leave, the member is paid only the Canadian Forces deployment salary, and this salary reduction can make it fiscally unviable for some to serve. Service with full pay would allow members to serve their country without financial penalty.

### **2-3/24 (Administrative Procedure)**

Calgary Separate School

Edmonton Catholic Teachers

Be it resolved that the Association make classroom conditions such as class size, complexity and composition a top priority during central collective bargaining.

Note—Teachers list classroom conditions, including class size, complexity and composition, as a primary concern that requires financial support by the Government of Alberta for the success of all students. Many jurisdictions across Canada have a class-size cap based on student-to-teacher ratios and include provisions to adjust class sizes to accommodate for the complexity of the students in their collective agreements. Urging the provincial collective bargaining team to prioritize this item in negotiations will ensure the Association's alignment with the negotiating priorities of the membership.

### **2-5/24 (Immediate Directive)**

Calgary Separate School

Be it resolved that the Association urge the Canadian Teachers' Federation to advocate for increased funding from the federal government for English as an additional language (EAL) students and for special education programs proportional to the number of immigrants who will be eligible for EAL and special education programming.

Note—The federal government is encouraging and welcoming increased numbers of new Canadians to Canada and fast-tracking those families with students with exceptional learning needs. The large influx of complex students, with little to no additional supports, results in significant funding pressures on the provinces and ultimately the school boards. A program of support, initiated and funded by the federal government, is needed to support these complex students. We are tasking the Canadian Teachers' Federation, the national voice of teachers, to urge the federal government to fully fund programs for the immigration policies it is promoting.

### **2-7/24 (Immediate Directive)**

Calgary Public Teachers

Rocky View

Be it resolved that the Association urge the Teacher Salary Qualifications Board to revise the Principles for the Evaluation of Years of Teacher Education for Salary Purposes in order to recognize coursework from postsecondary programs in trades education, including journeyman programs and trades apprenticeship programs, on the same basis as other currently recognized postsecondary programs in determining a teacher's statement of qualifications.

Note—Under old legislation, Alberta linked apprenticeship education with a licence to work in skilled trades. Alberta Advanced Education made changes to this process in June 2022 to allow apprenticeship graduates to receive postsecondary education credits in addition to various types of journeyman certificates. Delivering the career and technology studies program of study entails a need for specific training that can only be obtained outside of a university setting, and as such, it should be factored into the salary evaluation principles of the Teacher Qualifications Service. If it is required, then the value of the knowledge should be considered over where it was gained, especially when that knowledge is a key to teaching skill-specific subjects and modules.

### **2-8/24 (Administrative Procedure)**

Edmonton Public Teachers

Be it resolved that the Association enter into consultation with the Alberta Teachers' Retirement Fund Board to remove the 0.6 FTE cap on contracted service of pensioned teachers who return to teaching.

Note—Teachers who receive their pensions have earned and paid for them. Sometimes these teachers experience life events whereby they return to teaching. Presently, if they are hired under contract, their pension is reduced dollar for dollar for wages earned after they reach service equal to 0.6 FTE. They receive no additional pensionable service. They are being penalized by having their pensions reduced by the equivalent amount that they earn after reaching 0.6 FTE. They make up a minuscule number and are greatly needed to fill vacant



positions, particularly in rural areas. This grave injustice must be addressed.

**2-9/24 (Administrative Procedure)**  
Edmonton Public Teachers

Be it resolved that the Association strike a committee to study the mental and physical impact on teachers who are threatened or assaulted by students and report back with actionable recommendations to improve documenting reported incidents to the appropriate school authorities and the Association to improve safety, policy and the general well-being of teachers.

Note—Increasingly, teachers in these programs are being abused by their students. There is a high number of incidents whereby the teachers are spit upon, hit, kicked, pinched and/or bitten. The committee needs to collect the data and then draw up some very concrete actionable recommendations to ensure the safety of the teachers.

[Cost: \$15,000–\$20,000]

**2-10/24 (Administrative Procedure)**  
Edmonton Public Teachers

Be it resolved that the Association investigate and report back on the systemic ageism that exists in the field of education in Alberta.

Note—Age is a protected human right that has not been fully addressed in the teaching profession. The prevalence of ageism leads to unjust factors in areas such as division benefit packages and employment practices. The mental, physical and social well-being of experienced teachers is negatively affected by systemic ageism.

**2-11/24 (Immediate Directive)**  
Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta to improve access to professional counselling and educational psychology assessments for students in Alberta.

Note—Wait times for public services in Alberta are very high. Only families with adequate resources can afford to pay for private services; not all students are able to access timely and consistent therapy. Timely access to pediatric psychiatry is also limited, and the wait time for autism spectrum disorder assessment is often more than a year. This has a negative impact on students as recommendations to improve their success are lacking. It also limits teachers' ability to accommodate diverse learning needs. Additionally, access to francophone assessments is extremely limited.

**2-12/24 (Long-Term Policy)**  
Edmonton Public Teachers

Be it resolved that policy 1.3.7.7 be amended to read—

“When a substitute teacher is required to spend a school day on Association business, the Association pays for their time at a daily salary of not less than 1/200 of that teacher's grid placement.”

Note—Current practice is inequitable, as contracted teachers who do work for the Association receive their grid rate for those days while substitute teachers are paid at the highest substitute daily rate (policy 1.3.7.7). Policy 19.3.14.1 states that collective agreements negotiated by the Association should specify that substitute teachers are entitled to their grid salary for each and every day that they work. The Association needs to be a positive role model by compensating substitute teachers for their time and expertise at the agreed-upon grid rate for a teacher with their level of training and experience.

*1.3.7.7 When a substitute teacher is required to spend a school day on Association business, the Association pays for their time at [the highest daily rate for substitute teachers within the province] a daily salary of not less than 1/200 of that teacher's grid placement. [1986, 2022]*

*19.3.14.1 Collective agreements negotiated by the Association should specify that substitute teachers are entitled to a daily salary of not less than 1/200 of that of a teacher having the same grid placement. [1970, 2021]*

**2-13/24 (Administrative Procedure)**  
Edmonton Public Teachers

Be it resolved that collective agreements negotiated by the Association specify that substitute teachers are entitled to paid attendance at their teachers' convention and the same number of paid teacher-directed professional development days as are available to contracted teachers in their local.

Note—Substitute teachers in Alberta are fully trained and certified professionals who deserve, just like their contracted counterparts, to be paid to work on improving their practice. We have current policy in place describing our belief in the necessity of professional development for all teachers and specifically for substitute teachers. However, we need to go further and advocate for its inclusion in our collective agreements.

**2-14/24 (Administrative Procedure)**  
Edmonton Public Teachers

Be it resolved that the Association develop Association instructor sessions that support professional development for substitute teachers.

Note—Substitute teachers face a unique set of challenges when it comes to their professional practice. As a significant portion of the teaching force, there should be professional development aimed specifically for substitute teachers, which would allow them to grow their practice as professionals.

**2-16/24 (Administrative Procedure)**  
Edmonton Catholic Teachers  
Edmonton Public Teachers

Be it resolved that the Association effectively communicate to all Alberta school authorities that notification and permission regarding human sexuality, as outlined in section 58.1 of the *Education Act*, is not necessary when addressing components of human identity that include sexual orientation, gender identity and gender expression.

Note—Within section 58.1 of the *Education Act*, human sexuality (what one does) should not be conflated with human identity (who one is). Often, school authorities interpret section 58.1 of the *Education Act* to mean that schools cannot discuss sexual orientation, gender identity or gender expression without parental notification or permission. However, permission is not considered necessary when discussing heterosexual sexual orientation or cisgender gender identity within class content (for example, Romeo and Juliet). The interpretation of section 58.1 that notification is needed when including 2SLGBTQIA+ identities in class content results in harmful neglect and/or stigmatization of the appropriateness of these identities.

**2-17/24 (Administrative Procedure)**

Rocky View

Be it resolved that the Association reimburse Association instructors at the same rate as other Association staff when attending Summer Conference.

Note—Summer Conference room accommodations for professional development workshop facilitators (Association instructors) have requirements that they are to share a room or only be reimbursed half the total cost of the accommodations. Forcing Association instructors to share a room or pay out of pocket for Association work can make people feel uncomfortable and possibly unsafe. Association instructors should be fully reimbursed for their single accommodation room as they are attending Summer Conference to work for the Association.

**2-18/24 (Immediate Directive)**

Rocky View

Be it resolved that the Association urge Alberta postsecondary institutions to recognize equivalent postsecondary credits when considering apprenticeship certificates, apprenticeship diplomas and apprenticeship advanced diplomas.

Note—Under old legislation, Alberta linked apprenticeship education with a licence to work in skilled trades. Alberta Advanced Education made changes to this process in June 2022 to allow apprenticeship graduates to receive postsecondary education credits in addition to various types of journeyman certificates. While technical institutions are recognizing the new credit equivalence, other postsecondary institutions are not.

**2-20/24 (Immediate Directive)**

Rocky View

Be it resolved that the Association urge the Government of Alberta to refrain from digitizing diploma examinations and to maintain the current paper-based format to ensure equitable access and minimize technological issues.

Note—Digital diploma exams lead to inequitable access for demonstrating students' learning. This contradicts the research around assessment and learning on how students are taught to read and write. As well, Internet access is unreliable in rural Alberta, which further widens the inequity gap.

**2-21/24 (Immediate Directive)**

Rocky View

Be it resolved that the Association urge the Government of Alberta to allow students to translate any provincial achievement test or diploma examination into their home or preferred language.

Note—“Encouraging English language learners to use their home language supports their learning by allowing them to access the language in which they think. It also allows them to transfer language skills developed in their home language to the learning of English, which in turn helps them understand curricular concepts they are learning in English” (Alberta Education 2017).

Source: Alberta Education. 2017. “Encouraging the Use of Home Languages.” LearnAlberta.ca website. [www.learnalberta.ca/content/eslapb/encouraging\\_use\\_of\\_home\\_languages.html](http://www.learnalberta.ca/content/eslapb/encouraging_use_of_home_languages.html).

**2-22/24 (Administrative Procedure)**

Rocky View

Be it resolved that the Association conduct, and share the results of, an independent, third-party equity audit to find opportunities to increase equity across the Association.

Note—An effective audit holds up a mirror to an organization. There has been an increase in racial equity and civil rights audits across the country and in many organizations. As an Association, we are working hard to develop our diversity, equity and human rights programs and ensure that our classrooms are diverse, equitable and inclusive spaces. We should be identifying and addressing systemic bias and discrimination within our own policies, procedures and practices. It will help us identify where we are falling short in our efforts to build a more diverse, equitable and inclusive workplace.

[Cost: \$50,000]

**2-23/24 (Administrative Procedure)**

Rocky View

Be it resolved that the Association establish a committee to review and identify for potential removal policies that are redundant, outdated or unnecessary within the administrative and educational policy.

Note—Although we already have a six-year method in reviewing policies, we need to identify the issues caused by the accumulation of unnecessary and/or outdated policies that are hindering efficient decision making and action. We need to acknowledge the importance of maintaining a clear, concise and relevant policy framework that is easily understood and accessible to support all educators.

[Cost: \$15,000–\$20,000]

**2-24/24 (Administrative Procedure)**

Rocky View

Be it resolved that the Association hire a chartered professional accountant (CPA) for the purpose of completing required audits for all locals and subgroups, with the cost of the additional CPA paid for by reducing rebates to locals on a per-teacher basis.

Note—It is very difficult for all subgroups (locals, specialist councils and convention boards) to find cost-effective auditors within the current Association requirements for audits and review engagements. This would remove a significant burden from all subgroups. The collective cost of the audits over all the locals, specialist councils and convention boards would easily cover the cost of a chartered professional accountant's salary. By pooling our resources, we should see an overall savings to the Association, particularly since the same person would be reviewing all subgroups and preparing the documents in an identical manner for the overall Association audit.

[Cost: \$95,000–\$135,000, excluding benefits]

**2-25/24 (Administrative Procedure)**

Parkland Teachers'

Be it resolved that the Association engage in a convention review to survey members about delivery methods and quality and diversity of programming.

Note—The most recent convention review conducted by the Association was done prior to COVID-19 when the possibility of large-scale, online professional development was not something seriously considered. Before COVID-19, we did not have a concept of what online professional development was like, so the scope of the most recent convention review did not accurately consider this new

reality. In order to get an accurate assessment of what is possible and what teachers want and need, we need to engage in a new convention review.

**2-26/24 (Administrative Procedure)**

Parkland Teachers'

Be it resolved that the Association's convention boards have the authority to determine the appropriate mechanism of delivery for convention to meet the needs of their members with full support from the Association.

Note—The decision to return to in-person conventions in 2023 was made without consultation. There are multiple conventions that require a significant number of their members to travel and book accommodations for two days. Providing each convention board with the authority to determine how their convention will be delivered will allow them to survey their members to assess format preference and accessibility needs and will eliminate the need for Provincial Executive Council to make decisions for the entire province. Association staff would still provide assistance in the execution of convention, regardless of the mechanism for delivery that is chosen.

**2-27/24 (Administrative Procedure)**

Parkland Teachers'

Be it resolved that the Association explore the viability and logistics of creating one central convention board with representation from all locals in the province.

Note—A single convention across the province that runs some local in-person sessions at multiple sites provincially and offers access to online sessions would address several issues that exist in our current convention model. This would include issues of access by members in remote communities and issues around equity and quality of conventions. One central convention would also be a more financially responsible way of using convention dues as it would eliminate duplication of costs and would enable smaller boards access to more prominent speakers and sessions currently only available to larger boards.

[Cost: \$15,000]

**2-28/24 (Administrative Procedure)**

Parkland Teachers'

Be it resolved that the Association amend current processes for resolutions referred for study and report at the Annual Representative Assembly (ARA) to enable locals to submit related resolutions prior to the submission deadline for the following ARA.

Note—Current timelines in the study and report policy do not allow for meaningful feedback from sponsoring locals, which usually have a very strong interest in the topic being studied. Historically, there have been very few, if any, study and reports that have led to any significant changes in policy. This suggests that the policy needs to be updated or it should be removed altogether. This could become a very effective mechanism in generating future policy in a more timely manner.

**2-29/24 (Administrative Procedure)**

Edmonton Catholic Teachers

Be it resolved that the Association facilitate all voting pertaining to the collective bargaining contract between the Government of Alberta and the members of the Association being held in person with physical ballots. This will be carried out in collaboration with locals to determine the appropriate location for the vote to take place.

Note—Although the case has been made that Internet voting gives more opportunity to increase voting numbers, this has not been the case. In comparison with our last in-person vote that switched us to a provincial structure for bargaining, we have not seen improvement. Security continues to be a worry. It has been stated that “no known technology can guarantee the secrecy, security and verifiability of a marked ballot transmitted over the Internet.” The Association needs to support the coordination and implementation with the assistance of the locals. This will help to further keep our organization unified on common goals.

[Cost: \$150,000]

**2-30/24 (Administrative Procedure)**

Edmonton Catholic Teachers

Be it resolved that this Annual Representative Assembly express its support for an increased emphasis by the Association on its “union functions.”

Note—The circumstances of teachers and their Association have changed. We need to change our approach to dealing with this new context in order to serve the needs of teachers. We have not been successful in meeting our union functions. Salaries are stagnant and falling behind inflation, and classroom conditions continue to deteriorate. We have lost control of our pensions. We have lost control over discipline and seen the removal of teachers in curriculum development. By endorsing this resolution, Annual Representative Assembly representatives will be signalling a necessary shift in the approach of the Association to the unacceptable conditions facing the profession.

**2-31/24 (Administrative Procedure)**

Edmonton Catholic Teachers

Be it resolved that the Association convert to an opt-in procedure to receive print copies of the *ATA Magazine*.

Note—The *ATA Magazine* has a net cost of \$83,000 annually—most of this cost is derived from printing and delivery of the magazine. Only 33 per cent of respondents claim they use print media from the Association to stay informed about policy and direction, while the rest opt for digital media. With inflation at alarming levels, we need to do our due diligence to save our members money, one little bit at a time, and move to an opt-in model.

**2-32/24 (Administrative Procedure)**

Red Deer City

Be it resolved that the Association take a stance regarding the efficient use of money by the Ministry of Education. One paramount step in increasing this efficiency is the removal of the duality of public and Catholic school districts. The Association needs to stand against the overlapping coexistence of such districts across the province.

Note—The estimated cost of the coexistence of both Catholic and public districts is \$1.6 billion per year. We are one of only three provinces—Saskatchewan and Ontario have this as well—that practise the funding of Catholic school districts on par with that of public school districts. If we know that money is being lost due to the coexistence of two systems that overlap nearly everywhere, why have we not spoken against it?

**2-33/24 (Long-Term Policy)**  
Red Deer City

Be it resolved that policy 1.3.3.4 be amended to read—

“When working on projects, rallies and plans that affect locals, members of Provincial Executive Council and Association staff shall respect the local’s autonomy by involving the local president in all their activities.”

Note—Communication channels need to be established before the rollout is expected. There are currently no policies in place regarding communications from Provincial Executive Council and what helps to govern how Barnett House communicates with members and local executives. Local presidents need to be involved in every step of major decisions that affect their roles and their memberships. The rollout of information needs to be more organized and in a systematic order. What happened in the fall of 2023 with the new school representative engagement program cannot happen again.

*1.3.3.4 When working [in a local] on projects, rallies and plans that affect locals, members of Provincial Executive Council and Association staff shall respect the local’s autonomy by involving the local president in all their activities.  
[1970, 2020]*

**2-35/24 (Administrative Procedure)**  
Red Deer City

Be it resolved that the Association study and report on the consequences of a move from an association to a union.

Note—Recent actions to strip teachers of professional autonomy (such as removing investigation) and other actions (such as changes to teacher requirements for child safety checks) show that the current government has little interest in working with teachers and much more interest in controlling teachers. Given the growing national dissatisfaction with the status quo in the teaching profession (increased strike action and general teacher disgruntlement with their contracts nationwide), it is apparent that there is a growing appetite for change among teachers.

**2-36/24 (Administrative Procedure)**  
Red Deer City

Be it resolved that the Association strike a committee of three local presidents (large urban, midsize and small rural) and three Provincial Executive Council members to review the role of locals within the organization and the support provided to those locals from the provincial level.

Note—Locals have been called upon to deliver action in support of provincial initiatives (the fall 2022 rally, the current push to have school representatives facilitate discussions with teachers at schools), and more provincial/local cooperation will be needed to deal with challenges associated with central bargaining and in relation to the upcoming school trustee elections. These cooperative efforts have exposed both strengths and weaknesses in the relationship between locals and the provincial Association. The committee would look at communications, support, financial matters, etc, and report to the 2025 Annual Representative Assembly with recommendations.

*[Cost: \$15,000–\$20,000]*

**2-37/24 (Administrative Procedure)**  
Canadian Rockies

Be it resolved that the Association look at providing virtual/hybrid options to members for provincially led Association meetings and events, keeping in mind the costs to the environment and to local budgets that are incurred when driving long distances.

Note—At the 2023 Annual Representative Assembly, members reaffirmed their position that the Association accepts the scientific consensus that climate change is a real and critical challenge affecting the planet and future of humanity. After an unprecedented year of floods and wildfires in Canada, it is clear that climate change is upon us. As such, the Association should be forward thinking and working to lessen their impact on the environment. In addition, holding events virtually or as a hybrid allows for significant cost savings for both the Association and locals.

## Provincial Executive Council Resolutions

### 3-1/24 (Administrative Procedure) Provincial Executive Council

Be it resolved that the Disposition of Immediate Directives submitted to the 2024 Annual Representative Assembly be approved.

Note—Long-term policy 1.3.1.12 calls for a report on the proposed disposition of policies passed by the 2023 Annual Representative Assembly to be submitted to the 2024 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, 2020]*

### 3-2/24 (Administrative Procedure) Provincial Executive Council

Be it resolved that policy 1.3.2.5 be amended to read—  
“The business of the Annual Representative Assembly must conclude by 2100 hours on any given day that the Assembly is held.”

Note—The amendment brings policy into line with practice.

*1.3.2.5 The business of the Annual Representative Assembly must conclude by [~~2130~~] 2100 hours on any given day that the Assembly is held. [2020, 2021]*

### 3-3/24 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 16.2.6.5 be amended to read—

“The Association should have responsibility for issuing teaching certificates and for suspending or cancelling the certificates of teachers found to be incompetent or guilty of professional misconduct.”

Note—Although policy 16.2.6.5 is aspirational, the word *accepts* suggests that the Association already has this responsibility.

*16.2.6.5 The Association [~~accepts~~] **should have** responsibility for issuing teaching certificates and for suspending or cancelling the certificates of teachers found to be incompetent or guilty of professional misconduct. [1967, 2019]*

### 3-4/24 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 19.2.10.15 be amended to read—

“School authorities should ensure that multigrade classrooms taught by one teacher contain no more than two consecutive grades or two distinct courses unless the classroom consists of students with exceptional learning needs or is located in a colony school.”

Note—In small schools, a teacher may be charged with teaching three or more distinct courses in a single block. For example, a teacher could be asked to teach Mathematics 20-1, 20-2 and 20-3 at the same time. This is not quite the same as teaching three or more consecutive grades. Teaching three or more courses in the same classroom involves a lot of planning and juggling of curricula. Additionally, students may not receive the attention required to succeed to their full potential.

Replacing *Hutterite* with *colony* makes the policy inclusive of Hutterian, Mennonite and Amish schools.

*19.2.10.15 School authorities should ensure that multigrade classrooms taught by one teacher contain no more than two consecutive grades **or two distinct courses** unless the classroom consists of students with exceptional learning needs or is located in a [~~Hutterite~~] **colony** school. [2018, 2021]*

### 3-5/24 (Interim Policy) Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“The Association opposes the use of the ‘notwithstanding clause,’ section 33 of the Canadian Charter of Rights and Freedoms, by governments to diminish or disregard the rights of persons in legislation.”

Note—The “notwithstanding clause” allows federal, provincial and territorial governments to pass laws that override certain Charter rights for up to five years. The Government of Saskatchewan invoked the clause in 2023 when it passed a bill requiring schools to obtain parental consent before using the preferred name or gender identity of a child under 16 years of age. While Association policy refers critically to use of the clause in several specific situations (eg, to strip collective bargaining rights), the Association does not have policy regarding use of the clause generally or specifically with respect to issues relating to diverse gender and relationship expression in schools.

### 3-6/24 (Interim Policy) Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“The Association prioritizes safety and security of students and so opposes legislation, regulations and policies relating to issues of student gender and relationship diversity that may expose students to heightened risk of physical, psychological or socioeconomic harm.”

Note—The Government of Alberta has announced its intention to implement policies requiring parental consent for a child under 16 years of age to alter the name or pronouns used by teachers and requiring parental notification for a child aged 16 or 17 to alter the name or pronouns used by teachers. These policies may expose 2SLGBTQIA+ students to heightened risk of physical, psychological or socioeconomic harm.

### 3-7/24 (Interim Policy) Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“The Association opposes legislation, regulations and policies requiring teachers to disclose information concerning a student’s gender or relationship identity or expression.”

Note—The Government of Alberta has announced its intention to implement policies requiring parental consent for a child under 16 years of age to alter the name or pronouns used by teachers and requiring parental notification for a child aged 16 or 17 to alter the name or pronouns used by teachers. These policies will require teachers to disclose to parents information concerning a student’s gender identity or expression and may put teachers at risk of unprofessional conduct complaints.

**3-8/24 (Interim Policy)**  
Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“The Association supports teachers in the exercise of their professional judgment concerning how best to protect the privacy, safety and security of gender- and relationship-diverse students.”

Note—The preamble to the *Education Act* states that “students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.” As trusted professionals, teachers know how best to protect the privacy, safety and security of gender- and relationship-diverse students, thereby creating a welcoming, caring, respectful and safe learning environment.

**3-9/24 (Interim Policy)**  
Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“Fundamental Belief: Pension assets are the property of and are to be managed exclusively for the benefit of active plan contributors and beneficiaries.”

Note—This policy emphasizes the Association’s long-standing philosophical position that pensions belong to their beneficiaries.

**3-10/24 (Interim Policy)**  
Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“Contributors to the Canada Pension Plan who reside, are working or have worked in Alberta should be afforded the opportunity to determine individually whether to transfer their accrued entitlement to an Alberta Pension Plan or allow it to remain with the Canada Pension Plan.”

Note—The Government of Alberta has promoted the establishment of an Alberta Pension Plan (APP), which would see Alberta withdraw from the Canada Pension Plan (CPP), take away some portion of its accumulated assets and create its own pension plan more tailored to the province’s demographics, economy and preferences. Because pensions belong to their beneficiaries, contributors to the CPP, not government, should be afforded the opportunity to determine individually whether to transfer their accrued entitlement to an APP or allow it to remain with the CPP.

**3-11/24 (Interim Policy)**  
Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“The Association supports the collective and individual right of Albertans to remain as full participants in and beneficiaries of the Canada Pension Plan.”

Note—The Government of Alberta has advocated for the establishment of an Alberta Pension Plan, which would see Alberta withdraw from the Canada Pension Plan (CPP), take away some portion of its accumulated assets and create its own pension plan more tailored to the province’s demographics, economy and preferences. Teachers, as current contributors to and beneficiaries of the CPP, would be clearly affected should the province withdraw from the CPP, particularly as the design of teachers’ pension benefits is based on their being “decked” on top of the CPP entitlements to approximate the two-per-cent-per-year benefit that other defined benefit pension plans strive to provide their beneficiaries.

**3-12/24 (Interim Policy)**  
Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“Fundamental Belief: The Association affirms teacher professional judgment and autonomy in the selection of learning resources and management of classroom and library collections in support of students’ freedom to engage with media and material that depicts and respects the dignity and diverse lived experiences of all persons.”

Note—At its 2023 Annual General Meeting, the United Conservative Party adopted a policy urging the government to “ensure that teachers, schools, school boards, and third parties providing services to kindergarten to Grade 12 schools do not provide access to materials of a sexual, racist, or abusive nature.” There is a distinct possibility that this policy, if adopted by government, could be weaponized by individuals who wish to impose their own idiosyncratic definitions of what constitutes sexual, racist or abusive materials. The interim policy proposed by resolution 3-12/24 respects teachers’ professional judgment in resource selection and collections management as well as students’ moral right to read and engage with material concerning a range of issues, identities and positions.

**3-13/24 (Interim Policy)**  
Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“The Association urges school authorities, in collaboration with teachers, to develop local policy to guide teachers and school leaders in responding to book and resource challenges in a manner that defends teacher professionalism and judgment and affirms students’ freedom to read and experience a variety of media that represents and respects the dignity and diverse lived experiences of all persons.”

Note—At its 2023 Annual General Meeting, the United Conservative Party adopted a policy urging the government to “ensure that teachers, schools, school boards, and third parties providing services to kindergarten to Grade 12 schools do not provide access to materials of a sexual, racist, or abusive nature.” There is a distinct possibility that this policy, if adopted by government, could be weaponized by individuals who wish to impose their own idiosyncratic definitions of what constitutes sexual, racist or abusive materials. The interim policy proposed by resolution 3-13/24 urges school authorities to develop local policy to guide teachers and school leaders in responding to book and resource challenges in an appropriate manner.

**3-14/24 (Interim Policy)**  
Provincial Executive Council

Be it resolved that the following interim policy be confirmed—

“Be it resolved that the Association urge the Government of Alberta to amend the *Guide to Education* to include in its Controversial Issues statement an affirmation of the right of students to read and otherwise engage with diverse and potentially controversial material in an appropriate, safe and supportive learning environment.”

Note—Students have a moral right to read and engage with material concerning a range of issues, identities and positions. Government

should acknowledge this right in the Controversial Issues statement in its *Guide to Education*.

**3-15/24** (Interim Policy)  
Provincial Executive Council  
Parkland Teachers’

Be it resolved that the following interim policy be confirmed—

“Be it resolved that the Association support diversity, equity and inclusion (DEI) initiatives and programming at Alberta postsecondary institutions and call upon the Government of Alberta to refrain from penalizing financially, or by other means, those Alberta postsecondary institutions that choose to implement DEI policy and/or maintain DEI offices.”

Note—At its 2023 Annual General Meeting, the United Conservative Party adopted a policy urging the government to withdraw funding from postsecondary institutions that maintain diversity, equity and inclusion (DEI) offices, policy “or equivalent.” This policy is highly problematic and ignores the benefits of DEI offices for promoting a culture of respect, inclusion and belonging among students, faculty and staff of diverse backgrounds, identities and experiences, including students enrolled in faculties of education. DEI offices also provide support, education and advocacy for marginalized groups who face discrimination, harassment or violence on campus. By eliminating DEI offices, the policy, if adopted by government, might undermine the academic excellence, social justice and human rights of the postsecondary community in Alberta.

**3-16/24** (Immediate Directive)  
Provincial Executive Council

Be it resolved that school authorities recall teachers displaced due to emergency situations only when there is work for teachers to do, the work can be done safely and the work can be done in compliance with public health orders and recommendations and government declarations. Reasonable notice must be provided as per employment standards legislation.

Note—The employer will need to provide, at a minimum, the notice required by applicable employment standards legislation. Where there is no minimum recall period specified by law, policy or agreement, the employer will need to provide reasonable notice of recall. What constitutes reasonable notice will depend on the circumstances, including what may have been communicated to the employee at the time when they were released. Employers should expect that some employees may have difficulty returning due to illness or child-care responsibilities arising from school and child-care closures.

**3-17/24** (Immediate Directive)  
Provincial Executive Council

Be it resolved that the Association urge school authorities to work with the Alberta Library to gain provincewide licences to high-quality online resources for all Alberta classrooms.

Note—The Online Reference Centre (ORC) used to manage digital content licences for provincewide use in schools and paid for these resources. When the ORC was closed, schools began struggling to find replacement resources. Currently, the Alberta Library (TAL) negotiates digital content licences for public libraries, and libraries pay for the licences out of their own budgets. TAL is willing to negotiate licences to digital content on behalf of school authorities.

**3-18/24** (Immediate Directive)  
Provincial Executive Council

Be it resolved that the Association urge school authorities to ensure teachers are permitted to use, and be addressed by, their chosen name and pronouns that align with their lived gender experience on/in all official capacities and school records, and within the everyday business of the school.

Note—All teachers should have their unique identities protected and reflected during their workplace experience. Using correct names and pronouns (eg, he/him, she/her, they/them, ze/zem or any other variation) for all people is important in creating a sense of belonging and inclusion and ensuring positive mental health outcomes. Modern workplaces reflect a diverse workforce that is situated within a welcoming, caring, inclusive, safe, and healthy working and learning environment.

**3-19/24** (Immediate Directive)  
Provincial Executive Council

Be it resolved that the Association urge school authorities to ensure that all students are permitted to use, and will be addressed by, their chosen name and pronouns that align with their lived gender experience on/in all official capacities and school records, and within the everyday business of the school.

Note—All students should have their unique identities protected and reflected during their learning experience. Using correct names and pronouns (eg, he/him, she/her, they/them, ze/zem or any other variation) for all people is important in creating a sense of belonging and inclusion and ensuring positive mental health outcomes. The *Teaching Quality Standard’s* section 4 indicators of inclusive learning environments require teachers to honour and respect human rights protected by the *Alberta Human Rights Act* and the Canadian Charter of Rights and Freedoms. Additionally, welcoming, caring, inclusive, safe and healthy learning environments must ensure all students feel seen, safe and respected for their identity.

**3-20/24** (Immediate Directive)  
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta and school authorities to support the professional judgment of teachers when facilitating gay–straight alliance activities.

Note—The purpose of gay–straight alliances (GSAs) is to provide supports to students in need. GSAs, particularly in faith-based settings, are often micromanaged and subject to scrutiny beyond what other school clubs might receive, therefore limiting their ability to meet the needs of students.

**3-21/24** (Immediate Directive)  
Provincial Executive Council

Be it resolved that the Association provide funds to increase the executive staff complement in Professional Development by one to address workload issues and enhance the professional functions of the Association.

Note—The workloads of and demands on Professional Development staff continue to increase. Reasons for this include the expansion of postsecondary teacher education programs, which require support; increased requests for staff officer representation/support at local meetings and events; increased programming (mentorship, workshops, presentations); and increased invitations for representation. Additionally, there is a desire among members in the field to have most of this work done in person.

[Cost: \$169,800]

**3-22/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to host a symposium to develop an understanding of barriers and opportunities in accessing Indigenous Elders and Knowledge Keepers for events and projects within the Association and Alberta schools and to provide recommendations to the Association, its subgroups and members.

Note—Members are experiencing challenges in developing and strengthening relationships with local Indigenous experts that support the authentic inclusion of cultural teachings, land-based learnings, ceremonies and celebrations as part of student and teacher learning experiences (policy 7.2.4.2). Challenges include barriers to offering appropriate protocols, such as tobacco, gifting and honoraria, and access to local Indigenous Elders, Knowledge Keepers and communities. Hosting a symposium for members will assist in creating recommendations to inform further policies and processes to dismantle systemic barriers for authentic engagement with local Indigenous experts.

[Cost: \$50,000]

**7.2.4.2 School authorities should incorporate into their inservice opportunities for teachers information about**

1. teaching protocols as a way to understand how to approach Indigenous Elders and Knowledge Keepers;
2. opportunities for land-based learning, ceremony and/or celebration;
3. the building of relationships with local Indigenous Peoples and communities to learn from Indigenous Elders and Knowledge Keepers;
4. the historical and contemporary contributions of Indigenous Peoples; and
5. the inherent rights of Indigenous Peoples as enshrined in the Canadian Constitution, established in court decisions and outlined in the Calls to Action of the Truth and Reconciliation Commission of Canada. [2017, 2023]

**3-23/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to enhance professional development and mentorship supports for beginning teachers through formalization of a beginning teachers' network.

Note—The Association currently supports beginning teacher mentorship through programming established in collaboration with locals and school authorities. These supports are available only through participating locals and school authorities. As a result, there are beginning teacher members without access to Association mentorship supports. Moreover, Association research indicates that some beginning teachers in the province report not having access to the mentorship supports they desire. Ultimately, the creation of a beginning teachers' network aims to develop a mechanism of support that beginning teacher members can directly access, no matter their place, space or access to mentorship programming.

[Cost: \$32,000]

**3-24/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to support local and school authority partnerships to provide mentorship opportunities for new school leaders.

Note—The program would be set up parallel to the teacher mentorship program in that it would be in the form of a matching grant program with locals. Within this program, locals would have access to a matching grant of up to \$2,000 to approach authorities to supplement existing authority-only administrator mentorship programs.

[Cost: \$20,000]

**3-25/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to increase the executive staff complement in Teacher Employment Services by one to address workload issues and preserve Association capacity to serve members.

Note—Members require a sustained level of service. Staff are experiencing intense workloads and making difficult decisions to balance service to members. Call volume, requests for representations and presentations, teacher welfare committee expectations and collective agreement enforcement require responsiveness and expertise from staff. A new executive staff officer will help improve staff officer availability to members, responsiveness and expertise.

[Cost: \$169,800]

**3-26/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to increase the capacity of Regulatory Affairs and Membership Support to carry out membership support and information functions through the addition of a professional staff position.

Note—This professional staff position will support the work of executive staff officers who are in the Regulatory Affairs and Membership Support area and assist with intakes, research, investigations, consent resolution agreements and presentations at disciplinary hearings.

[Cost: \$117,000]

**3-27/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to enhance teachers' exchange opportunities through implementation of a teacher exchange program within Alberta.

Note—Envisioned as a pilot program in 2024/25, these intraprovincial exchanges would permit Alberta teachers and school leaders to undertake meaningful professional collaborations and shadowing in another Alberta context to gain insights, widen perspectives, explore, discover, and exchange ideas and best practices.

[Cost: \$28,000]

**3-28/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to establish two seminars annually for local diversity, equity and human rights chairs.

Note—Diversity, equity and human rights (DEHR) chairs have the unique role of both acting as a resource for teachers to support the growing complexity in their classrooms and advocating for inclusive spaces and working conditions for their colleagues. As such, local DEHR chairs require ongoing training on specific topics and strategies for addressing them.

[Cost: \$50,000]

**3-29/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to create a constitutional and funding framework to support the establishment and operation of diversity and equity networks.



Note—The Association needs to create new structures to manage the increasing demand for support in the diversity, equity and inclusion space. Dedicating a new funding framework to support the establishment of diversity and equity networks will encourage greater collaboration, professional development, relevant policy development and strategic advocacy efforts while supporting the professional needs of different groups.

[Cost: \$50,000]

**3-30/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to host an evening function for delegates attending the Canadian Teachers' Federation's Women's Symposium in Alberta in 2025.

Note—In June 2023, Provincial Executive Council received information about a request from the Canadian Teachers' Federation (CTF) to host the 2025 CTF Women's Symposium. In its request, the CTF noted that the Association would be asked to collaborate with the CTF by assisting with the logistics and planning of the conference, in addition to hosting a social event to be held on one of the evenings of the symposium. The amount budgeted is the estimated cost for the social event the Association has committed to host as part of the symposium.

[Cost: \$20,000]

**3-31/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to create capacity to support organization of and contract management for Association and specialist council events, including large-scale multimodal and virtual meetings, through the addition of a professional staff position.

Note—The request to hire an event planner is specifically targeted to create capacity to support the organization of, and contract management for, Association and specialist council events, including large-scale multimodal and virtual meetings. The intent is to hire a 1.0 FTE professional staff position to manage all events and bookings for specialist councils and select Association events.

[Cost: \$123,000]

**3-32/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to commence a diversity, equity and inclusion audit of the Association.

Note—The Association has never undertaken a diversity, equity and inclusion audit. Such an audit can identify ways in which the Association's internal processes could be improved to create a more diverse, equitable and inclusive organization. With increased diversity in membership, it is imperative that the Association's support and services shift to be more responsive to the teachers they serve. An audit of this form typically encompasses a comprehensive review and assessment of an organization's policies, practices, culture and demographics related to diversity, equity and inclusion.

[Cost: \$50,000]

**3-33/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association provide funds to create an Indigenous Education Initiatives Grant program to support innovative projects with connections to community toward

fulfillment of the Truth and Reconciliation Commission of Canada's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Note—Currently, through the Diversity, Equity and Human Rights Initiatives budget line, locals or individuals can access grants to support innovative projects. Last year, there were 46 applications, 12 of which were specifically connected to projects with a focus on Indigenous Peoples, culture, language, knowledge and understanding. The demand for Diversity, Equity and Human Rights grants has continually grown over the past several years. As more applications are made, several projects do not happen due to lack of funding. Through this new grant program, the Association endeavours to support and encourage initiatives that contribute to the healing, understanding and respect between Indigenous and non-Indigenous Peoples.

[Cost: \$20,000]

**3-34/24 (Administrative Procedure)**  
Provincial Executive Council

Be it resolved that, pursuant to bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,437 per annum effective 2024 09 01.

Note—The detailed budget document, the *Budget Booklet* and the budget presentation provide the rationale for a fee of \$1,437.

**3-35/24 (Administrative Procedure)**  
Provincial Executive Council

Be it resolved that, pursuant to bylaw 9(2)(f), the fee payable by an associate member be \$215.55 per annum effective 2024 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.

**3-36/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to substantively involve Association membership in curriculum development processes and policy decisions impacting high school programming and graduation requirements.

Note—Curriculum development processes and policy related to high school programming and graduation requirements fundamentally impact the trajectory of high school students and the reputation of public education in Alberta. Advocating for Association involvement in curriculum development processes and policy decisions related to high school programming and graduation requirements ensures the Association has influence over the direction of this important work.

**3-37/24 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Government of Alberta clearly communicate to school authorities that preservice teachers who have not completed their bachelor of education programs may not be employed as teachers until they have applied for certification and have received a temporary letter of authority.

Note—Teacher preparation programs are increasingly reporting that preservice teachers in field experience programs are being asked by school authorities to take the place of certificated teachers. This puts the preservice teacher in a compromised situation that confuses the learning focus of their practicum with their desire to appease a potential employer. Existing policy does not adequately address the specific

problem of authorities using education students to solve their staffing issues. Government needs to make it crystal clear to school divisions that preservice teachers may not be employed as teachers until they have finished their education program and have applied for certification.

**16.2.6.2** *School authorities should ensure that no one is permitted to teach in a school in Alberta without having an Alberta teaching credential. [1967, 2019]*

**16.2.6.9** *The Government of Alberta should limit to emergencies the use of letters of authority for individuals who do not meet the qualifications of teacher certification in a Canadian province and, before issuing such letters, consult the Association about the meaning of “emergency.” [1990, 2019]*

**3-38/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 16.2.5.4 be amended to read—

“The Government of Alberta should fund the following costs associated with field experience programs:

1. Inservice opportunities for cooperating teachers
2. Sufficient time for cooperating teachers to ensure that they can meet their commitments both to their students and to the student teachers for whom they will be responsible
3. An allowance to support student teachers during the period of their field experience work
4. Travel and subsistence allowances to enable student teachers to participate in field experience programs regardless of where their cooperating schools are located
5. Ongoing communication among all personnel involved in the field experience
6. Consultants to assist cooperating teachers and student teachers
7. Honoraria for cooperating teachers
8. Secondment of teachers to serve as field experience associates in institutions offering teacher preparation programs”

Note—Preservice teachers are finding it increasingly difficult to balance the time required for proper planning and preparation during their field experiences with the growing necessity to work one or more part-time jobs to cover the rising costs of tuition, rent, food and transportation. By providing a modest allowance to those preservice teachers who require financial assistance during their field experience programs, government can ensure that all education students successfully complete their teacher education programs and enter the workforce without delays or barriers caused by economic pressures.

**16.2.5.4** *The Government of Alberta should fund the following costs associated with field experience programs:*

1. *Inservice opportunities for cooperating teachers*
2. *Sufficient time for cooperating teachers to ensure that they can meet their commitments both to their students and to the student teachers for whom they will be responsible*
3. **An allowance to support student teachers during the period of their field experience work**  
[3-] **4.** *Travel and subsistence allowances to enable student teachers to participate in [a] field experience [program] programs regardless of where [the] their cooperating [schools] schools are located*  
[4-] **5.** *Ongoing communication among all personnel involved in the field experience*  
[5-] **6.** *Consultants to assist cooperating teachers and student teachers*  
[6-] **7.** *Honoraria for cooperating teachers*  
[7-] **8.** *Secondment of teachers to serve as field experience associates in institutions offering teacher preparation programs*  
[1976, 2019]

**3-39/24** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that policy 16.2.1.4 be amended to read—

“The Government of Alberta should provide targeted funding that funds growth to all institutions offering teacher preparation programs in Alberta to ensure that the annual number of graduating teachers in the province meets or exceeds the number needed to staff new teaching positions and those vacated through attrition.”

Note—Due to successive funding cuts at the postsecondary level, it is increasingly difficult for Alberta’s teacher preparation programs to provide their students with the coursework, field experiences and learning supports necessary to ensure they will successfully demonstrate the competencies in the *Teaching Quality Standard* upon graduation. As a result of decreased funding, faculties and departments of education can no longer afford the human resources and operational and infrastructure costs required to maintain their current enrolment numbers at a time when increased enrolment is essential. Funding must be sufficient to ensure enough teachers graduate to staff all new positions and address attrition.

**16.2.1.4** *The Government of Alberta should provide targeted funding that funds growth to all institutions offering [a] teacher preparation [program] programs in Alberta to ensure that the annual number of graduating teachers in the province meets or exceeds the number needed to staff new teaching positions and those vacated through attrition. [2006, 2019]*

**3-40/24** (Immediate Directive)  
Provincial Executive Council

Be it resolved that the Government of Alberta expand Alberta Education’s Rural Practicum Program so all preservice teachers are eligible to receive funding for field experience placements at locations greater than 100 kilometres one way from their places of residence.

Note—Alberta Education’s Rural Practicum Program provides \$2,000 for preservice teachers on their senior practicum who have to drive more than 150 kilometres one way to their field experience location (or \$4,000 for placements in Fort Chipewyan). Although teacher preparation programs attempt to place students on their initial practica relatively close to their university residences, some programs do need to place these students at schools that are considerable distances away. Expanding the existing Rural Practicum Program to include all field experience students will not require a significant increase in funding, but the financial support will be invaluable to those students who need it.

**3-41/24** (Immediate Directive)  
Provincial Executive Council

Be it resolved that operational decisions concerning school library and learning commons spaces, including resource selection and removal, be made by certificated teachers.

Note—The vast majority of school libraries/learning commons in the province are not supported by teacher-librarians. In the absence of a teacher-librarian, decisions concerning these spaces and the resources they contain must be made by certificated teachers, not by paraprofessionals or parent volunteers.

[This resolution originated with the Alberta School Learning Commons Council.]

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## **Resolutions on Which Action Has Been Taken**

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**2-4/24 (Administrative Procedure)**

Calgary Separate School

Be it resolved that the Association investigate a digital voting system for the Annual Representative Assembly.

Note—Locations of the Annual Representative Assembly (ARA) change annually and thus guaranteeing that the voting room has optimum lighting and sightlines is not always possible. This can result in difficulty in accurately tallying the votes as has happened in the recent past. To avoid future situations similar to this, as well as to avoid time-consuming tallies row by row during a divided house or even to avoid the worry of a lost voting card, the investigation of the implementation of a digital voting system for ARA is necessary.

*[Cost: \$10,000–\$150,000+, depending on the technology used, security measures, software complexity, hardware requirements and additional features desired]*

**2-6/24 (Administrative Procedure)**

Fort McMurray

Be it resolved that the Association provide menstruation products in all female and gender-neutral washrooms at all conferences, meetings and seminars organized by the provincial Association and at the Annual Representative Assembly.

Note—To attend Association provincial conferences and events, members are often travelling. Periods can happen at any time, sometimes unexpectedly. Having menstruation products available for those who may be out of town or without access to a vehicle while travelling is more inclusive.

**2-15/24 (Administrative Procedure)**

Edmonton Public Teachers

Be it resolved that the Association develop, design and implement a specialized training program for local substitute committee chairs.

Note—Substitute teachers deserve to have local substitute teacher committees that are informed about Association policy and governance, as well as relevant laws and regulations. Training should foster the capability of local substitute groups to represent and advocate for their members at both the local and provincial levels.

**2-19/24 (Administrative Procedure)**

Rocky View

Be it resolved that the Association publish updated administrative and educational policy with internal hyperlinks to improve navigation.

Note—Association policy is an 85-page document that you must scroll through to find valuable information. Ensuring that it is a PDF allows that document to have hyperlinked text within the contents page to improve navigation, thus making the document more user friendly. A “home” or “back to contents” in the footer of each page can bring us back to the index page. This creates a more user-friendly interactive PDF and makes it more accessible for all our members.

**2-34/24 (Administrative Procedure)**

Red Deer City

Be it resolved that the Association inform local presidents, local executives and local representatives of provincial business in a timely manner. In order to maximize participation and engagement, Barnett House must have an effective database collection and update process of information. We, the locals, must have information and sharing sites available to all Association members.

Note—Communication channels need to be established before the rollout is expected. There are currently no policies in place regarding communications from Provincial Executive Council and what helps to govern how Barnett House communicates with members and local executives. The rollout of information needs to be more organized and in a systematic order. Currently the following two policies are not sufficient, as we have seen this past fall with the rollout of the new school representative engagement program.

**2-37/24 (Administrative Procedure)**

Canadian Rockies

Be it resolved that the Association look at providing virtual/hybrid options to members for provincially led Association meetings and events, keeping in mind the costs both to the environment and to local budgets that are incurred when driving long distances.

Note—At the 2023 Annual Representative Assembly, members reaffirmed their position that the Association accepts the scientific consensus that climate change is a real and critical challenge affecting the planet and future of humanity. After an unprecedented year of floods and wildfires in Canada, it is clear that climate change is upon us. As such, the Association should be forward thinking and working to lessen their impact on the environment. In addition, holding events virtually or as a hybrid allows for significant cost savings for both the Association and locals.

## Disposition of Immediate Directives

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
<b>1.0.0.0 ADMINISTRATIVE PROCEDURES</b>			
<b>1.4.0.0 IMMEDIATE DIRECTIVES</b>			
1.4.1.0 Association Budget Resolutions			
1.4.1.1 3-31/23	Be it resolved that the Association provide funds to support cloud hosting. [2023]	—	Action taken  Note—The 2023/24 budget includes funds to support cloud hosting.
1.4.2.1 2-7/23	Be it resolved that the Association adjust the rebate calculation for the attendance at Summer Conference to make it more accessible for locals that are not able to send a full slate of delegates. [2023]	—	Action taken  Note—The report on resolution 2-7/23 appears in the <i>Resolutions Bulletin</i> .
1.4.2.2 2-29/23	Be it resolved that Summer Conference locate itself in Alberta at a location where a reasonable cost of participation is feasible. [2023]	—	Action taken  Note—The report on resolution 2-29/23 appears in the <i>Resolutions Bulletin</i> .
1.4.2.3 2-44/23	Be it resolved that the Association urge school boards to gain a blanket licence to use Alberta-made film and media in our classrooms. [2023]	—	Action taken  Note—The report on resolution 2-44/23 appears in the <i>Resolutions Bulletin</i> .
1.4.2.5 2-69/23	Be it resolved that convention associations add a hybrid model of delivery. [2023]	—	Action taken  Note—The report on resolution 2-69/23 appears in the <i>Resolutions Bulletin</i> .
1.4.3.0 Resolutions Related to the Association Policy Review			
1.4.4.1 3-1/23	Be it resolved that the Association develop and implement a comprehensive contingency plan to deal with any extended absences (for medical or other approved reasons) of PEC members, making clear to members and locals how the absent PEC member's responsibilities and duties will be met during the period of their absence. [2023]	—	Action taken  Note—Resolution 2-22/23 was referred to Table Officers Committee for implementation.
1.4.4.0 Other Resolutions			
1.4.4.1 2-22/23	Be it resolved that the Association develop and implement a comprehensive contingency plan to deal with any extended absences (for medical or other approved reasons) of PEC members, making clear to members and locals how the absent PEC member's responsibilities and duties will be met during the period of their absence. [2023]	—	Action taken  Note—Resolution 2-22/23 was referred to Table Officers Committee for implementation.

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
1.4.2.2 2-25/23	Be it resolved that the threshold to remove resolutions from Block 1 (resolutions arising from the six-year review of policy) be two-thirds and from Block 2 (local resolutions and Provincial Executive Council resolutions), a simple majority. [2023]	<del>[Be it resolved that the]</del> <b>The</b> threshold to remove resolutions from Block 1 (resolutions arising from the six-year review of policy) <del>[be] is</del> two-thirds, and <b>the threshold to remove resolutions</b> from Block 2 (local resolutions and Provincial Executive Council resolutions) <del>[:] is</del> a simple majority.	Amend and transfer to category 1.3.1.0, Administrative Procedures/Internally Focused Policies/Resolutions
1.4.4.3 4-5/23	Be it resolved that the Association commit to fostering a safe, inclusive and welcoming environment for all members through the development, implementation and clear communication of specific policies and procedures to address incidents of harassment and/or assault at Association events and provide common language to all locals and subgroups for inclusion in policy to ensure a consistent approach throughout all levels of Association governance. [2023]	<del>[Be it resolved that the]</del> <b>The</b> Association <del>[commit] is committed</del> to fostering a safe, inclusive and welcoming environment for all members <del>[through the development, implementation and clear communication of specific policies and procedures to address incidents of harassment and/or assault at Association events and provide common language to all locals and subgroups for inclusion in policy to ensure a consistent approach throughout all levels of Association governance].</del>	Amend and transfer to category 1.3.3.0, Administrative Procedures/ Internally Focused Policy/Association Governance
<b>2.0.0.0 CURRICULUM, PROGRAMS AND SUPPORTS</b>			
<b>2.4.0.0 IMMEDIATE DIRECTIVES</b>			
2.4.0.1 3-30/23	Be it resolved that the Association urge the Government of Alberta and school authorities to support the professional judgment of teachers in using approved resources that discuss discrimination and oppression as systemic. [2023]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta and school authorities <del>[te] should</del> support the professional judgment of teachers in using approved resources that <del>[discuss]</del> <b>present</b> discrimination and oppression as systemic.	Amend and transfer to category 2.2.2.0, Curriculum, Programs and Supports/Externally Focused Policies/ Curriculum Content
2.4.0.2 3-37/23	Be it resolved that the Association urge the Government of Alberta to respect the subject-area knowledge and pedagogical expertise of Alberta's active classroom teachers and ensure that they have, through their profession, a primary role in the curriculum review process. [2021]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta <del>[te] should</del> respect the subject-area knowledge and pedagogical expertise of Alberta's active classroom teachers and ensure that they have, through their profession, a primary role in the curriculum review process. [2021]	Amend and transfer to new category 2.2.15.0, Curriculum, Programs and Supports/Externally Focused Policies/ Right of Access
2.4.0.3 3-38/23	Be it resolved that the Association urge the Government of Alberta to mandate frequent on-site monitoring and reporting by certificated teachers of all off-campus education programs to ensure student safety and adherence to established standards for delivery of instruction in these settings. [2023]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta <del>[te] should</del> mandate frequent on-site monitoring and reporting by certificated teachers of all off-campus education programs to ensure student safety and adherence to established standards for delivery of instruction in these settings.	Amend and transfer to new category 2.2.15.0, Curriculum, Programs and Supports/Externally Focused Policies/ Career and Technology Education

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
2.4.0.4 3-40/23	Be it resolved that the Association urge the Government of Alberta to address shortages of skilled tradespeople by funding the expansion of postsecondary institutions' capacity to provide access to programs supporting apprenticeship training and trades certification. [2023]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> address shortages of skilled tradespeople by funding the expansion of postsecondary institutions' capacity to provide access to programs supporting apprenticeship training and trades certification.	Amend and transfer to category 2.2.8.0, Curriculum, Programs and Supports/Externally Focused Policies/ Postsecondary Education and Careers
2.4.0.5 3-41/23	Be it resolved that the Association assert as a fundamental belief that the purpose of career, skills and technology courses and programming within the primary and secondary education system is to provide students with opportunities to broaden their learning and experiences with a well-rounded program of study. [2023]	<del>[Be it resolved that the Association assert as a fundamental belief that the]</del> <b>The</b> purpose of career, skills and technology courses and programming within the primary and secondary education system is to provide students with opportunities to broaden their learning and experiences with a well-rounded program of study.	Amend and transfer to category 2.1.0.0, Curriculum, Programs and Supports/Fundamental Beliefs
<b>4.0.0.0 TECHNOLOGY AND EDUCATION</b>			
<b>4.4.0.0 IMMEDIATE DIRECTIVES</b>			
4.4.0.1 3-34/23	Be it resolved that student safety and data privacy should be primary considerations in the use of artificial intelligence tools in the classroom. [2023]	<del>[Be it resolved that student]</del> <b>Student</b> safety and data privacy should be primary considerations in the use of artificial intelligence tools in the classroom.	Amend and transfer to new category 4.2.9.0, Technology and Education/ Externally Focused Policies/Artificial Intelligence
4.4.0.2 3-35/23	Be it resolved that artificial intelligence tools used in schools should be evaluated before implementation for ownership of data, bias, discrimination, accuracy and potential for harm. [2023]	<del>[Be it resolved that artificial]</del> <b>Artificial</b> intelligence tools used in schools should be evaluated before implementation for ownership of data, bias, discrimination, accuracy and potential for harm.	Amend and transfer to new category 4.2.9.0, Technology and Education/ Externally Focused Policies/Artificial Intelligence
4.4.0.3 3-36/23	Be it resolved that understanding of artificial intelligence benefits and concerns, including algorithms and data collection/use, should be part of technology use in schools. [2023]	<del>[Be it resolved that understanding]</del> <b>Understanding</b> of artificial intelligence benefits and concerns, including algorithms and data collection/use, should be part of technology use in schools.	Amend and transfer to new category 4.2.9.0, Technology and Education/ Externally Focused Policies/Artificial Intelligence
<b>6.0.0.0 INCLUSIVE EDUCATION</b>			
<b>6.4.0.0 IMMEDIATE DIRECTIVES</b>			
6.4.0.1 2-23/23	Be it resolved that the Government of Alberta should ensure that all students living in Alberta, regardless of the students,' parents' or caregivers' immigration status in Canada, receive a publicly funded education. [2023]	<del>[Be it resolved that the]</del> <b>The</b> Government of Alberta should ensure that all students living in Alberta, regardless of the students,' parents' or caregivers' immigration status in Canada, receive a publicly funded education.	Amend and transfer to category 6.2.12.0, Inclusive Education/ Externally Focused Policies/Immigrant and Refugee Students
6.4.0.2 2-24/23	Be it resolved that school boards allow the children of residents with uncertain or no immigration status to enrol in public education without fear of recrimination. [2023]	<del>[Be it resolved that school]</del> <b>School</b> boards <b>should</b> allow the children of residents with uncertain or no immigration status to enrol in public education without fear of recrimination.	Amend and transfer to category 6.2.12.0, Inclusive Education/ Externally Focused Policies/Immigrant and Refugee Students

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
6.4.0.3 2-34/23	Be it resolved that the Association urge the Government of Alberta to ensure that school authorities in receipt of the Refugee Student Grant spend that money on refugee students. [2023]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> ensure that school authorities in receipt of the Refugee Student Grant spend that money on refugee students.	Amend and transfer to category 6.2.12.0, Inclusive Education/Externally Focused Policies/Immigrant and Refugee Students
6.4.0.4 2-63/23	Be it resolved that the Association condemn the practice of conversion therapy as defined in the Criminal Code of Canada, in any form, in all school settings. [2023]	<del>[Be it resolved that the]</del> <b>The</b> Association [condemn] <b>condemns</b> the practice of conversion therapy as defined in the Criminal Code of Canada, in any form, in all school settings.	Amend and transfer to category 6.2.14.0, Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
6.4.0.5 3-29/23	Be it resolved that the Association urge school authorities to provide inclusive education and responsiveness training for their elected officials regarding the creation of safe, caring and welcoming environments for all students and staff. [2023]	<del>[Be it resolved that the Association urge school]</del> <b>School</b> authorities [to] <b>should</b> provide inclusive education and responsiveness training for their elected officials regarding the creation of safe, caring and welcoming environments for all students and staff.	Amend and transfer to category 6.2.2.0, Inclusive Education/Externally Focused Policies/Role of Education Partners in Fostering Inclusivity
<b>7.0.0.0 INDIGENOUS PEOPLES</b>			
7.4.0.0 IMMEDIATE DIRECTIVES			
7.4.0.1 3-28/23	Be it resolved that the Association urge the Government of Alberta to establish a ministerial order requiring a commemorative ceremony in all Alberta schools for the National Day for Truth and Reconciliation. [2023]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> establish a ministerial order requiring a commemorative ceremony in all Alberta schools for the National Day for Truth and Reconciliation.	Amend and transfer to category 7.2.1.0, Indigenous Peoples/Externally Focused Policies/Fostering Reconciliation
<b>10.0.0.0 PRIVATE, CHARTER AND HOME SCHOOLING</b>			
10.4.0.0 IMMEDIATE DIRECTIVES			
10.4.0.1 4-4/23	Be it resolved that the Association urge the Government of Alberta to ensure that all charter schools operate as a regular part of our public education system under the authority of an existing local school board. Those charter schools outside of school board authority would become private schools. [2023]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> ensure that all charter schools operate <del>[as a regular part of our]</del> <b>within</b> the public education system under the <del>[authority]</del> <b>governance</b> of <del>[an existing local school board]</del> <b>a school authority</b> . <del>[Those charter schools outside of school board authority would become private schools.]</del>	Amend and transfer to category 10.2.2.0, Private, Charter and Home Schooling/Externally Focused Policies/Charter Schools
<b>12.0.0.0 SCHOOL FACILITIES</b>			
12.4.0.0 IMMEDIATE DIRECTIVES			
12.4.0.1 3-25/23	Be it resolved that the Government of Alberta develop pandemic responses for public health emergencies in schools that are consistent with the recommendations from the Government of Canada's Centre for Research on Pandemic Preparedness and Health Emergencies and from Health Canada. [2023]	<del>[Be it resolved that the]</del> <b>The</b> Government of Alberta <b>should</b> develop pandemic responses for public health emergencies in schools that are consistent with the recommendations from the Government of Canada's Centre for Research on Pandemic Preparedness and Health Emergencies and from Health Canada.	Amend and transfer to category 12.2.2.0, School Facilities/Externally Focused Policies/Management of Publicly Owned School Facilities

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
<b>14.0.0.0 EDUCATIONAL ACCOUNTABILITY FOR PUBLIC ASSURANCE</b>			
14.4.0.0 IMMEDIATE DIRECTIVES			
14.4.0.1 2-52/23	Be it resolved that the Association call for the dissolution of the Alberta Teacher Registry and the deletion and destruction of any public-facing information that is contained therein. [2023]	<del>[Be it resolved that the Association call for the dissolution of the Alberta</del> <b>The Government of Alberta should dissolve the Teacher and Teacher Leader</b> Registry and <del>[the deletion and destruction of]</del> <b>delete and destroy</b> any public-facing information <del>[that is]</del> contained therein.	Amend and transfer to new category 14.2.3.0, Educational Accountability for Public Assurance/Externally Focused Policies/Teacher and Teacher Leader Registry
<b>16.0.0.0 RESEARCH AND RESEARCH ETHICS</b>			
16.4.0.0 IMMEDIATE DIRECTIVES			
16.4.0.1 3-26/23	Be it resolved that the minimum standard for teaching in an Alberta school be a four-year degree (120 semester-hour credits) from a recognized postsecondary institution, including 1. at least 45 semester-hour credits of teacher education and pedagogy courses (including a course that addresses the legal, ethical and professional nature of teaching); and 2. within the 45 semester-hour credits, at least 10 weeks of a graduated set of face-to-face field experiences in an Alberta school. [2023]	<del>[Be it resolved that the]</del> <b>The</b> minimum standard for teaching in an Alberta school <b>should</b> be a four-year degree (120 semester-hour credits) from a recognized postsecondary institution, including 1. at least 45 semester-hour credits of teacher education and pedagogy courses (including a course that addresses the legal, ethical and professional nature of teaching); and 2. within the 45 semester-hour credits, at least 10 weeks of a graduated set of face-to-face field experiences in an Alberta school. [2023]	Amend and transfer to category 16.2.6.0, Teacher Professional Preparation and Certification/Externally Focused Policies/Certification Requirements
16.4.0.2 3-27/23	Be it resolved that the Association support Bridge to Teacher Certification programs in the following exceptional circumstances: 1. There is a dire shortage of teachers with a specific subject specialization. 2. Subject experts admitted to the program at a recognized university possess a two-year diploma or journey trade certificate. 3. Recognition given to existing credentials does not exceed 30 semester-hour credits. 4. Students complete a program with at least 36 semester-hour credits of teacher preparation, including at least 10 weeks of supervised student teaching, associated planning/methods courses and other profession-related courses qualifying them for letters of authority. 5. Strict timelines are imposed on the recipients of letters of authority for completing the remaining requirements for a bachelor of education degree. 6. Restrictions are imposed on the teaching assignment of recipients of letters of authority to reflect their subject specialization. [2023]	<del>[Be it resolved that the]</del> <b>The</b> Association <del>[support]</del> <b>supports</b> Bridge to Teacher Certification programs in the following exceptional circumstances: 1. There is a dire shortage of teachers with a specific subject specialization. 2. Subject experts admitted to the program at a recognized university possess a two-year diploma or journey trade certificate. 3. Recognition given to existing credentials does not exceed 30 semester-hour credits. 4. Students complete a program with at least 36 semester-hour credits of teacher preparation, including at least 10 weeks of supervised student teaching, associated planning/methods courses and other profession-related courses qualifying them for letters of authority. 5. Strict timelines are imposed on the recipients of letters of authority for completing the remaining requirements for a bachelor of education degree. 6. Restrictions are imposed on the teaching assignment of recipients of letters of authority to reflect their subject specialization.	Amend and transfer to category 16.2.6.0, Teacher Professional Preparation and Certification/Externally Focused Policies/Certification Requirements



Policy No Resolution No	Original Policy	Amended Policy	Recommendation
<b>19.0.0.0 WORKING CONDITIONS FOR PROFESSIONAL SERVICES</b>			
<b>19.4.0.0 IMMEDIATE DIRECTIVES</b>			
19.4.0.1 2-1/23	Be it resolved that the Association urge school divisions and the College of Alberta School Superintendents to adopt policies that discourage hiring decisions being made on the basis of a teacher's placement on the salary grid. [2023]	<del>[Be it resolved that the Association urge school divisions]</del> <b>School authorities</b> and the College of Alberta School Superintendents <del>[to]</del> <b>should</b> adopt policies that discourage hiring decisions <del>[being made on the basis of]</del> <b>based on</b> a teacher's placement on the salary grid.	Amend and transfer to category 19.2.10.2, Working Conditions for Professional Service/Externally Focused Policies/Staffing and Layoff Practices
	Be it resolved that the Association call upon school divisions and the College of Alberta School Superintendents to make public a statement of ethical practices and processes in regard to hiring, transfers and promotions. [2023]	<del>[Be it resolved that the Association call upon school divisions]</del> <b>School authorities</b> and the College of Alberta School Superintendents <del>[to]</del> <b>should</b> make public a statement of ethical practices and processes in regard to hiring, transfers and promotions.	Amend and transfer to category 19.2.10.2, Working Conditions for Professional Service/Externally Focused Policies/Staffing and Layoff Practices
19.4.0.3 2-13/23	Be it resolved that the Association urge school divisions to collect and keep records of the number and types of incidents of violence or harassment perpetrated against staff, to be shared with the associated locals (ATA, CUPE, etc) on a semiannual basis. [2023]	<del>[Be it resolved that the Association urge school divisions to]</del> <b>School authorities</b> <b>should</b> collect and keep records of the number and types of incidents of violence or harassment perpetrated against staff, to be shared with <del>[the]</del> associated locals <del>[(ATA, CUPE, etc)]</del> <b>(eg, Alberta Teachers' Association, Canadian Union of Public Employees)</b> on a semiannual basis.	Amend and transfer to category 19.2.17.0, Working Conditions for Professional Service/Externally Focused Policies/Aggression Against Teachers
19.4.0.4 2-16/23	Be it resolved that the Association urge school authorities to provide mandatory and comprehensive training to administrators, school leaders and aspiring school leaders in how to effectively respond to disclosures of harassment, including sexual harassment, and abuse; training should be renewed every three years. [2023]	<del>[Be it resolved that the Association urge school]</del> <b>School authorities</b> <del>[to]</del> <b>should</b> provide mandatory and comprehensive training to <del>[administrators,]</del> school <b>and system</b> leaders and aspiring school <b>and system</b> leaders in how to effectively respond to disclosures of harassment, including sexual harassment, and abuse <del>[:]</del> , <b>with said</b> training <del>[should be]</del> renewed every three years.	Amend and transfer to category 19.2.17.0, Working Conditions for Professional Service/Externally Focused Policies/Aggression Against Teachers
19.4.0.5 2-20/23	Be it resolved that when a memorandum of agreement at the central table is presented to teachers, in addition to any recommendations from the Central Bargaining Committee and Provincial Executive Council there will be a comprehensive statement of the potential impact of all changes, including potential strengths and weaknesses, costs and benefits, and gains and losses. [2023]	—	Action taken  Note—Resolution 2-20/23 was referred to staff for implementation.

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
19.4.0.6 2-28/23	Be it resolved that the Association conduct a provincewide teacher workload study in order to 1. identify duties that are common across school divisions, 2. provide statistics related to the hours of work on a weekly and annual basis for teachers across Alberta (inclusive of all duties and professional obligations), 3. identify areas of teacher work that have experienced workload intensification and 4. offer recommendations on how to ease or reverse workload intensification trends. [2023]	—	Action taken  Note—Resolution-2-28/23 was referred to staff for implementation.
19.4.0.7 2-64/23	Be it resolved that the Association urges the Government of Alberta to respect the collective bargaining process and refrain from using the notwithstanding clause to circumvent this democratic right. [2023]	<del>[Be it resolved that the Association urges the]</del> <b>The</b> Government of Alberta [to] <b>should</b> respect the collective bargaining process and refrain from using the notwithstanding clause to circumvent this democratic right.	Amend and transfer to category 19.1.0.0, Working Conditions for Professional Service/Fundamental Beliefs
19.4.0.8 2-68/23	Be it resolved that boards offer a number of full-time interim contracts to teachers who can provide substitute teaching service. [2023]	<del>[Be it resolved that boards]</del> <b>School authorities should</b> offer a number of full-time interim contracts to teachers who can provide substitute teaching service.	Amend and transfer to category 19.2.13.0, Working Conditions for Professional Service/Externally Focused Policies/Substitute Teachers
19.4.0.9 3-39/23	Be it resolved that the Association urge the Government of Alberta to provide additional, targeted funding for Career and Technology Studies classrooms and Career and Technology Foundations classrooms to ensure class sizes do not exceed maximums required to provide for student safety and adequate teacher supervision. [2023]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> provide additional, targeted funding for Career and Technology Studies classrooms and Career and Technology Foundations classrooms to ensure class sizes do not exceed maximums required to provide for student safety and adequate teacher supervision.	Amend; transfer to category 19.2.9.0, Working Conditions for Professional Service/Externally Focused Policies/Class Size; and delete policy 19.2.9.8.  Note—The Standards for Writing and Classifying Administrative and Educational Policy state that “in reconciling competing or contradictory resolutions, newer policy will generally supersede older policy and more specific policy will generally supersede more general policy.”  <b>19.2.9.8</b> <i>The Government of Alberta should provide additional dedicated funds to reduce the number of students in Career and Technology Studies classes where large class size presents safety concerns.</i> [2010, 2021]
19.4.0.11 4-2/23	Be it resolved that the Alberta Teachers' Association cover the cost of substitute teachers for teachers who take a leave to fight the Alberta wildfires in May and June 2023 to a maximum of \$50,000 and upon application to the Association. [2023]	—	Action taken  Note—In June 2023, the Association established guidelines for implementation of resolution 4-2/23. One application was received.

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
19.4.0.12 4-3/23	Be it resolved that the Association craft a strategy to address both the slow pace of local bargaining and the very limited access to Registered Bargaining Agent (RBA) advice and expertise in defending the existing collective agreement at the local level. [2023]	—	Action taken  Note—Resolution 4-3/23 was referred to staff for implementation.
<b>21.0.0.0 PROFESSIONAL RESPONSIBILITIES OF THE ASSOCIATION AND ITS MEMBERS</b>			
<b>21.4.0.0 IMMEDIATE DIRECTIVES</b>			
21.4.0.1 3-2/23	Be it resolved that Association representation of a member in proceedings concerning professional conduct and practice administered by the Alberta Teaching Profession Commission be determined on an individual case-by-case basis. [2023]	<del>[Be it resolved that]</del> Association representation of a member in proceedings concerning professional conduct and practice administered by the Alberta Teaching Profession Commission <del>[be]</del> is determined on an individual case-by-case basis.	Amend and transfer to renamed category 21.3.2.0, Professional Responsibilities of the Association and Its Members/Internally Focused Policies/Representation
21.4.0.2 3-3/23	Be it resolved that the Association may represent members who are subject to regulatory processes concerning professional conduct and discipline administered by the Alberta Teaching Profession Commission, in accordance with the following provisions: 1. The member requesting representation must have held the highest level of membership at the time the events relevant to a proceeding took place and continued subsequently to maintain the highest level of membership available to them. 2. The nature and degree of representation provided reflects the seriousness of the potential outcomes, the resources required and associated costs to the Association, risk and opportunity for the establishment of precedent, and the reputation and interests of the profession. 3. The purpose of representation is to ensure that professional conduct and practice proceedings adhere to legislation and regulation, legal standards established for similar administrative proceedings, and requirements of fairness and natural justice. [2023]	<del>[Be it resolved that the]</del> <b>The</b> Association may represent members who are subject to regulatory processes concerning professional conduct and discipline administered by the Alberta Teaching Profession Commission[.] in accordance with the following provisions: 1. The member requesting representation must have held the highest level of membership at the time the events relevant to a proceeding took place and continued subsequently to maintain the highest level of membership available to them. 2. The nature and degree of representation provided reflects the seriousness of the potential outcomes, the resources required and associated costs to the Association, risk and opportunity for the establishment of precedent, and the reputation and interests of the profession. 3. The purpose of representation is to ensure that professional conduct and practice proceedings adhere to legislation and regulation, legal standards established for similar administrative proceedings, and requirements of fairness and natural justice.	Amend and transfer to renamed category 21.3.2.0, Professional Responsibilities of the Association and Its Members/Internally Focused Policies/Representation
21.4.0.3 3-4/23	Be it resolved that the provision of representation not constitute an endorsement of a member's conduct or practice. [2023]	<del>[Be it resolved that the]</del> <b>The</b> provision of representation <b>does</b> not constitute an endorsement of a member's conduct or practice.	Amend and transfer to renamed category 21.3.2.0, Professional Responsibilities of the Association and Its Members/Internally Focused Policies/Representation

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
21.4.0.4 3-5/23	<p>Be it resolved that representation may be provided by the Association to a member who is subject to regulatory processes concerning professional conduct and practice administered by the Alberta Teaching Profession Commission, subject to the following:</p> <ol style="list-style-type: none"> <li>1. Representation may consist of assistance provided by executive or professional staff of the Association and/ or provided by legal counsel in the direct employ of the Association or by external legal counsel under contract to the Association.</li> <li>2. Representation is provided at the discretion and under the direction of the associate coordinator, Regulatory Affairs, in consultation with Association staff assisting the member.</li> <li>3. Where a member undertakes to retain their own independent counsel, all associated costs are the sole responsibility of the member unless and except where a prior contractual agreement has been entered into between the Association, the member and the independent counsel for the provision of independent legal representation.</li> <li>4. A member may appeal a decision not to provide representation or to limit the representation provided using a process established for this purpose.</li> </ol> <p>[2023]</p>	<p><del>[Be it resolved that representation]</del>  <b>Representation</b> may be provided by the Association to a member who is subject to regulatory processes concerning professional conduct and practice administered by the Alberta Teaching Profession Commission, subject to the following:</p> <ol style="list-style-type: none"> <li>1. Representation may consist of assistance provided by executive or professional staff of the Association and/ or provided by legal counsel in the direct employ of the Association or by external legal counsel under contract to the Association.</li> <li>2. Representation is provided at the discretion and under the direction of the associate coordinator, Regulatory Affairs, in consultation with Association staff assisting the member.</li> <li>3. Where a member undertakes to retain their own independent counsel, all associated costs are the sole responsibility of the member unless and except where a prior contractual agreement has been entered into between the Association, the member and the independent counsel for the provision of independent legal representation.</li> <li>4. A member may appeal a decision not to provide representation or to limit the representation provided using a process established for this purpose.</li> </ol>	<p>Amend and transfer to renamed category 21.3.2.0, Professional Responsibilities of the Association and Its Members/Internally Focused Policies/Representation</p>
21.4.0.5 3-6/23	<p>Be it resolved that responsibility for upholding high standards of professional conduct and practice of teachers be within the exclusive mandate of the Association as a professional regulatory authority (or entrusted to a professional college, independent of government, governed by teachers appointed by the Association, elected at large with sufficient public representation to ensure transparency and legitimacy).</p> <p>[2023]</p>	<p><del>[Be it resolved that responsibility]</del>  <b>Responsibility</b> for upholding high standards of professional conduct and practice of teachers <b>should</b> be within the exclusive mandate of the Association as a professional regulatory authority (or entrusted to a professional college, independent of government, governed by teachers appointed by the Association, elected at large with sufficient public representation to ensure transparency and legitimacy).</p>	<p>Amend and transfer to new category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct and Professional Practice, which combines category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct, and category 21.2.6.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Practice Review</p>

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
21.4.0.6 3-7/23	Be it resolved that legislation, regulations, processes, structures and institutions intended to uphold high standards of professional conduct and practice of teachers be established only with the advice and consent of the Association. [2023]	<del>[Be it resolved that legislation]</del> <b>Legislation</b> , regulations, processes, structures and institutions intended to uphold high standards of professional conduct and practice of teachers <b>should</b> be established only with the advice and consent of the Association.	Amend and transfer to new category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct and Professional Practice, which combines category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct, and category 21.2.6.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Practice Review
21.4.0.7 3-8/23	Be it resolved that any costs associated with processes, structures and institutions established by the Government of Alberta without the consent of the Association for regulating the professional conduct and practice of teachers be paid for by the Government of Alberta, with no fees, levies or charges being imposed upon teachers for this purpose. [2023]	<del>[Be it resolved that any]</del> <b>Any</b> costs associated with processes, structures and institutions established by the Government of Alberta without the consent of the Association for regulating the professional conduct and practice of teachers <b>should</b> be paid for by the Government of Alberta, with no fees, levies or charges being imposed upon teachers for this purpose.	Amend and transfer to new category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct and Professional Practice, which combines category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct, and category 21.2.6.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Practice Review
21.4.0.8 3-9/23	Be it resolved that when possible, members use informal and formal processes, including those established by the Association, to address and resolve conflicts with colleagues in a constructive, restorative manner. [2023]	<del>[Be it resolved that when]</del> <b>When</b> possible, members <b>should</b> use informal and formal processes, including those established by the Association, to address and resolve conflicts with colleagues in a constructive, restorative manner.	Amend and transfer to category 21.2.7.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Relationships
21.4.0.9 3-10/23	Be it resolved that teacher members of the Teacher Professional Conduct and Practice Panel be populated from a list consisting of active members nominated by the Association. [2023]	<del>[Be it resolved that teacher]</del> <b>Teacher</b> members of the Teacher Professional Conduct and Practice Panel <b>should</b> be populated from a list consisting of active members nominated by the Association.	Amend and transfer to new category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct and Professional Practice, which combines category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct, and category 21.2.6.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Practice Review
21.4.0.10 3-11/23	Be it resolved that effective 2023 01 01, the Association's Code of Professional Conduct be in abeyance until the Association approves an alternative code of conduct for its members. [2023]	<del>[Be it resolved that effective]</del> <b>Effective</b> 2023 01 01, the Association's Code of Professional Conduct <del>[be]</del> <b>is</b> in abeyance until the Association approves an alternative code of conduct for its members.	Amend and transfer to new category 21.3.8.0, Professional Responsibilities of the Association and Its Members/Internally Focused Policies/Code of Conduct

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## Report on Resolution 2-44/23

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### 2-44/23 (Immediate Directive)

Red Deer City

Be it resolved that the Association urge school boards to gain blanket licence to use Alberta-made film and media in our classrooms.

In Alberta, there is no single organization that holds the copyright for Alberta-made film and media, nor is there an organization that manages digital content licences for the many makers of this information. Therefore, it is not possible for school boards to negotiate for the licence specified in the resolution.

Previously, the Online Reference Centre (ORC) managed digital content licences for provincewide use in schools and paid for these resources. When the ORC was closed, schools began struggling to find replacement resources. Currently, The Alberta Library (TAL) negotiates digital content licences for public libraries, and libraries pay for the licences out of their own budgets.

We have confirmed that TAL is willing to negotiate licences to digital content on behalf of school boards. We also note that the National Film Board licenses its films to schools in a product called “Campus” and a geographic licence for the province is possible (<https://www.nfb.ca/campus-canada>).

In the absence of licences, educators may rely on the fair dealing provision in the *Copyright Act* to use copyright-

protected materials in their classrooms, but they must respect the limits of fair dealing. To assist educators, the Copyright Consortium of the Council of Ministers of Education, Canada has developed the Teachers and Copyright website (<https://www.fairdealingdecisiontool.ca>), an online resource pertaining to the appropriate use of copyright-protected materials in the classroom (website and resources are available in French and English).

This website features a copyright decision tool that allows educators to quickly determine whether they can use specific materials in their lessons. This site also provides an overview of the Fair Dealing Guidelines ([http://www.cmec.ca/docs/copyright/Fair\\_Dealing\\_Guidelines\\_EN.pdf](http://www.cmec.ca/docs/copyright/Fair_Dealing_Guidelines_EN.pdf)) and provides a link to *Copyright Matters!* ([http://cmec.ca/publications/lists/publications/attachments/291/copyright\\_matters.pdf](http://cmec.ca/publications/lists/publications/attachments/291/copyright_matters.pdf)), a publication that presents key questions and answers for teachers about copyright.

In summary, although previously ORC managed digital content licences for the province, with the withdrawal of that service, schools are struggling to find replacement resources. Unfortunately, there is no rightsholder that school boards could negotiate with for the licence specified in the resolution.

Resolution 2-44/23 could therefore be amended to read, “Be it resolved that the Association urge school boards to work with The Alberta Library to gain provincewide licences to high-quality online resources for all Alberta classrooms.”

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## Report on Resolution 2-58/23 and 2-69/23

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### 2-58/23 (Administrative Procedure)

Parkland Teachers’

Be it resolved that conventions and specialist councils should offer online sessions for teachers who are living in remote northern locations and when travel is cost prohibitive.

### 2-69/23 (Administrative Procedure)

Evergreen

Be it resolved that convention associations add a hybrid model of delivery.

Although presented as two resolutions, these matters were studied together and are presented as a single report.

For the purposes of this report, the terms *online sessions* and *hybrid model of delivery* have been interpreted to mean a model of delivery by which members can attend convention and conference events remotely using web-based software.

### CONCERNS RAISED BY THE REFERRING LOCALS/CONTEXT

After two years of online teachers’ conventions and specialist council conferences during the COVID-19 pandemic, the return to fully in-person events in 2023 brought renewed awareness that in-person events are not equally accessible by all Association members. To attend in-person conventions in Alberta’s major cities or conferences in mountain towns, members from rural and remote areas must travel long distances, sometimes in inclement weather, and incur significant expenses for accommodations and meals. By comparison, these members could participate in online events with relative ease and nominal expense.

Regardless of their location in the province, some members were able to access more professional development (PD) opportunities at online events than at in-person events. Being able to switch between sessions without needing to walk across a convention centre or city block was seen as a positive, and many appreciated the ability to access recorded sessions when multiple sessions of interest were taking place simultaneously.

## **MODELS FOR ASSOCIATION PD EVENTS — BENEFITS AND CHALLENGES**

### **Fully In-Person PD Events**

In-person conventions and conferences have been in place for decades. For teachers' conventions, nine convention boards geographically dispersed throughout the province develop a program and a budget based on the local context and member needs. The per-member convention fees range from approximately \$75 to \$115, and members who govern these convention boards are primarily local representatives. For specialist council conferences, executive members of the council may come from any area of the province, and their events are hosted in self-selected locations that are typically convenient and/or desirable for members to travel to. Fees are generally higher than for teachers' conventions for a variety of reasons, including fewer attendees to cover the costs and meals often being included.

### **Benefits of In-Person PD Events**

Engagement and member collaboration are among the greatest reported benefits of in-person PD events. Being present with speakers and other attendees allows for a level of interaction and collaboration that is difficult to reproduce online. For many, travelling to a location for these events adds a layer of excitement and inspiration to their experience. In-person events can also be leveraged for Association purposes to bolster support and deliver key messages. Some locals hold their annual general meetings during convention because it's the only time in the year that members from their local are all together.

### **Challenges of In-Person PD Events**

The most referenced challenges expressed by members for attending in-person PD events relate to travel. Some members travel multiple hours to attend their teachers' convention at their own expense, or with a partial subsidy through their collective agreements or PD grants. Some specialist council PD events are held in locations that are particularly challenging for some members to attend. For teachers' conventions and several specialist council PD events, driving conditions can add an additional challenge. For the largest teachers' conventions that have multiple venues, moving among different venues to access program sessions presents logistical challenges for delegates.

Another challenge with in-person PD events is that they are usually more expensive to host due to venue and audiovisual expenses. Some speakers may be unavailable or unwilling to travel to Association convention or specialist council event locations or will charge more due to their own increased travel time and expense.

The additional need of having presenters in person is a challenge for exclusively in-person events. Online events can involve international speakers, but featuring speakers virtually at in-person events has not been met favourably by attendees and it requires in-person moderators.

### **Fully Online PD Events**

The COVID-19 pandemic resulted in two years of fully online Association PD events. Organizers worked extremely hard under exceedingly difficult circumstances to plan and deliver the

best events they could, and it opened a new set of possible PD opportunities.

### **Benefits of Online PD Events**

Most members experienced increased access to PD when events were hosted online. Digital sessions were a mouse click away, and if a session wasn't meeting a member's needs, they could instantly click into a different session. Many sessions were live-recorded or prerecorded, so members did not have to decide between multiple sessions scheduled at the same time. Recordings allowed members to pause, rewind and rewatch many sessions. Back-channel chats gave members a new way of communicating directly with speakers and with one another. Members in many remote parts of the province were able to participate in far more PD events than they could before. Toward the end of the second year of online PD events, when members could more safely gather in the same venue to participate in online PD events, they could talk and reflect with one another during a session while their microphones were muted. Some speakers participated in online PD events they would not have travelled to, allowing members even wider access to high-quality and international speakers.

Online PD events may be less expensive to host than in-person events, though how much so is unclear. Although larger events like teachers' conventions experienced reduced exhibit hall revenue during online convention years, this was offset by reduced venue and catering expenses. Audiovisual expenses changed from in-person sound support to software licensing and Zoom moderator expenses for large, high-stakes events. Some speakers reduced their speaking fees for virtual PD sessions throughout the pandemic, but keynote speaker honoraria were reduced only for the first year of the pandemic.

### **Challenges of Online PD Events**

Attending online PD events typically results in far less connection and interaction between members, or between members and speakers. Many participants participated with their cameras off (perhaps due to low bandwidth), and some speakers noted that their session attendance dropped when they used breakout room tools to try to engage their participants. Many members report feeling less engaged, more isolated and more distracted in fully online PD sessions. The fundamental purpose that led to the creation of teachers' conventions over a century ago was to provide teachers with the opportunity to convene with one another, build relationships and increase their professional capacity. Online PD events make it more difficult for members to fully benefit from the esprit de corps and togetherness that in-person events provide.

Another challenge with online PD events involves risks related to the core purpose of the events themselves. If conventions move increasingly online, there will be pressure for convention boards to amalgamate on a permanent basis, which will result in the loss of these events being planned at the grassroots level by members in each part of the province who understand the professional context and PD needs of their members. More notably, should online PD become the norm, there is a significant risk that the government will either usurp control over these days from the Association and its subgroups, or cancel the events altogether.

Some locals have negotiated time and financial supports into their

collective agreements to allow their members to attend PD events (conventions in particular) at less cost and with less nighttime driving. If online PD events become the norm, school divisions will remove these supports from collective agreements despite those locals negotiating these funds in lieu of other potential gains.

Additional challenges to supporting online participation are adequate Wi-Fi and member equipment. Members may plan to attend online, but they may struggle to participate effectively due to unpredictable hardware- or software-related issues.

One of the ATA's strategic directions calls upon the Association to continually advance a teaching profession where "members come together and engage in a variety of ways to create a vibrant, trusted teaching profession that maintains and enhances a reputation for focusing on critical issues affecting children and learning." Teachers' conventions represent the only ATA event that all members participate in, and with the lack of community and trust that already exist in some schools, there is a risk that online conventions will only amplify that sense of isolation.

Finally, online events cannot duplicate the in-person, hands-on sessions for career and technology studies, science, fine arts, physical education and outdoor education teachers, and teachers in other subject areas who rely on hands-on, in-person learning environments.

### **Hybrid PD Events**

Reaching a clear definition of hybrid PD events is challenging. To some, it can mean offering in-person and online access to a PD event at the same time. To others, it can mean alternating between fully in-person and fully online PD events in varying cycles.

### **Benefits of Hybrid PD Events**

Many members have expressed interest in pursuing a hybrid model of PD events to allow for the benefits of both in-person and online events. If the hybrid model includes simultaneous in-person and online participation, members could choose their mode of attendance based on costs and time. If the model involves a rotating cycle of in-person and online events, some members perceive this as a compromise for those who prefer one mode of participation over another.

### **Challenges of Hybrid PD Events**

The main challenge with hosting hybrid PD events involves logistical complexities. To host hybrid events, convention boards and specialist councils are, in many ways, planning two separate events at once, each with its own operational costs and challenges. For example, a major financial commitment for in-person events is the venue booking. Knowing how many attendees will be present in person is needed a year or more in advance of the event itself when the contract is signed. If PD event organizers work on a rotating cycle of in-person and online events, not booking PD event venues annually could result in difficulty securing these venues in the future. Attempting to host simultaneous online and in-person sessions may cause a great disparity in the quality of engagement and participation for members.

A second challenge with hosting hybrid PD events involves cost uncertainties, due to drastically increased audiovisual costs — costs for the virtual attendance, capture and delivery are combined with those for the in-person microphone, speaker, camera and

technician. For those planning alternating cycles of in-person and online events, venues may very soon ramp up their contract costs for alternating in-person years compared to annual in-person venue contracts. Audiovisual vendors may also prefer long-term, annual commitments with a better price point than those alternating between virtual and in-person events.

Hosting the online portion of conventions more permanently requires a more robust and secure member login system that adds an unavoidable level of digital surveillance, as these systems capture who attends which sessions and for how long. This contrasts with the professional autonomy and personal decision-making members currently enjoy.

Teaching is fundamentally an in-person profession. Some governments have experimented with in-person and online delivery for a certain number of courses. If we communicate that online or hybrid is okay for our professional learning, we may be indirectly signalling support for the same model in our schools for teaching students, which we oppose.

### **WHAT IS BEING DONE TO ADDRESS THESE CHALLENGES?**

Although Association all members have common PD needs, there is no consensus on what delivery model works best for all members, but work is being done to address some of the challenges.

Specialist councils can offer online events with relative ease because attendance at their events is not mandatory. Given the low registration numbers at many of their in-person events, many councils are already planning more online PD opportunities and some are considering some degree of livestreaming or recorded content at their upcoming conferences.

Since attendance at teachers' conventions is compulsory for active Association members, making long-term changes to the mode of delivery needs to be carefully considered through political, professional and employment lenses. For now, the best way to address the increased costs incurred by some members to attend conventions is for bargaining units in rural and remote areas to continue pursuing added or increased travel and PD fund clauses into future collective agreements.

Some conventions and specialist councils are already offering successful asynchronous hybrid events. These events are held in person with certain sessions, typically keynote presentations, recorded at the event and then posted online after the fact. Some breakout session presenters provide prerecorded versions of their sessions for online access by members after the event. This asynchronous approach is a compromise that is usually skewed in favour of in-person participants who have the benefit of engaging with speakers and each other during the event, but it does allow members who can't attend certain sessions to benefit from continued learning after the event.

### **SUMMARY**

The Association's hold on teachers' conventions through current legislation would be very easy for the government to remove, and while challenges and benefits exist with all models, changing the current model of delivery presents the greatest risk to losing the only two days of teacher-led professional development members have.