



The Alberta
Teachers' Association

Administrative and Educational Policy

2021

B. Administrative and Educational Policy

Definitions

Assistant Principal: Means vice-principal or assistant principal.

Education Partners: Means the various provincial organizations that play a role in Alberta's public education system, including the Government of Alberta, the College of Alberta School Superintendents, the Council of Catholic School Superintendents of Alberta, the Alberta School Boards Association, the Alberta Catholic School Trustees' Association, the Public School Boards' Association of Alberta, the Alberta School Councils' Association and the Association of School Business Officials of Alberta.

Funding: Policies calling on external organizations to fund programs should be interpreted to mean that the funding envisioned is appropriate (sufficient to support the structure and objectives of the program), adequate (enough to serve the number of potential beneficiaries) and sustainable (it remains in place for the length of the program and is adjusted to reflect changing costs).

Government of Alberta: Means Alberta Education, Alberta Advanced Education or any other ministry of the Government of Alberta.

Indigenous Peoples: Means the original people of the land and their descendants and includes Aboriginal, First Nations, Métis and Inuit peoples.

Institutions Offering Teacher Preparation Programs: Means accredited Alberta institutions offering a teacher preparation program that the Association recognizes. The Association currently recognizes Ambrose University, Campus St Jean, Concordia University College of Alberta, King's University College, Mount Royal University (and its satellite at Medicine Hat College), St Mary's University College, University of Alberta (and its satellites at Keyano College, Grand Prairie Regional College and Red Deer College), University of Calgary and University of Lethbridge.

Local: Means a local association of The Alberta Teachers' Association.

Parent: Means a child's caretaker, whether biological parent, adoptive parent or guardian.

School Authorities: Means all public, separate and francophone school boards in Alberta. Unless otherwise stated, private and charter schools are not included.

The Association: Means The Alberta Teachers' Association.

Policy

1.0.0.0 ADMINISTRATIVE PROCEDURES

1.3.0.0 INTERNALLY FOCUSED POLICIES

1.3.1.0 Resolutions

1.3.1.1 Locals may submit resolutions at any time, and the Association will place all resolutions received by the executive secretary on or before December 15 before the Annual Representative Assembly in the next year.
[1965, 2020]

1.3.1.2 Locals submit resolutions without preamble in the form, "Be it resolved that" Each resolution is accompanied by an explanatory statement of not more than 100 words and a declaration form signed by two executive officers of the local.
[1965, 2020]

1.3.1.3 The Association classifies resolutions as "long-term policies," which are intended to stand the test of time and which the Annual Representative Assembly will review periodically, and "immediate directives," which deal with shorter term issues and which will be transferred to non-active policy after one year unless they are (1) reaffirmed or (2) amended.
[1967, 2020]

1.3.1.4 Resolutions and their accompanying explanatory statements are published at least one month before the Annual Representative Assembly in an Association publication that is sent to all members and published on the Association's website.
[1965, 2020]

1.3.1.5 Provincial Executive Council may (1) refer resolutions to appropriate committees for study and report, (2) take action on them that is consistent with established policy, or (3) make recommendations about them that are communicated to the sponsoring local and reported to the Annual Representative Assembly.
[1965, 2020]

1.3.1.6 Provincial Executive Council's position on all local resolutions submitted by the December 15 deadline and on all available Council resolutions will be transmitted to locals, who will be entitled to vote on each of them at the same rate as for electoral ballots. When two-thirds of the vote favours Council's position, the resulting resolutions may, at the option of the Steering Committee, be moved in one or more blocks at the Annual Representative Assembly.
[2013, 2020]

1.3.1.7 Locals will be provided with an opportunity to vote, at the same rate as for electoral ballots, on Provincial Executive Council's position on resolutions arising from the six-year

review of policy. When two-thirds of the vote favours Council's position, the resulting resolutions will be moved in a block to be dealt with by the Annual Representative Assembly.
[2013, 2020]

1.3.1.8 Provincial Executive Council classifies resolutions dealing with the administration of the Association as administrative procedures.
[1965, 2020]

1.3.1.9 The result of a prevote on a resolution is not announced before the resolution is moved at the Annual Representative Assembly.
[2018, 2020]

1.3.1.10 All newly proposed programs with budgetary implications of more than \$10,000 are presented in the form of a resolution to be discussed before the budget debate.
[1991, 2020]

1.3.1.11 The Annual Representative Assembly considers all resolutions dealing with the expenditure of funds over \$10,000 before adopting the budget.
[1970, 2020]

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]

1.3.1.13 An Annual Representative Assembly may authorize Provincial Executive Council to undertake a general review of some or all of the content, organization and structure of Association policy, including related administrative procedures and administrative guidelines. Such a general review will take place according to the following practices:

1. Provincial Executive Council shall approve a draft proposal for revised policy arising from a general review at or before its September meeting in the year before the Annual Representative Assembly at which the proposal is to be considered, and make the approved draft proposal available in print and/or digital format to members immediately thereafter.
2. Provincial Executive Council may establish processes to bring the draft proposal arising from the general review to the attention of members to create awareness and solicit responses from members.
3. Locals may suggest revisions to the approved draft proposal arising from the general review in the form of advice or as local resolutions submitted to the Executive Secretary on or before December 15 in the year before the Annual Representative Assembly at which the proposal is to be considered.
4. After reviewing the general advice received and resolutions submitted, Provincial Executive Council will approve a final policy proposal arising from the general review for the Annual Representative Assembly to consider and make the final proposal available to members in print and/or digital format at least one month before the Annual Representative Assembly.
5. The approved final policy proposal, together with Provincial Executive Council's position on related local resolutions, will be moved in one or more blocks at the option of the Steering

Committee. Delegates may move to remove individual policies in the proposal from the block so that they can be amended.
[2018, 2020]

1.3.1.14 The Association informs locals about the disposition of resolutions approved at the Annual Representative Assembly in the first issue of the *ATA News* following the meeting.
[2009, 2020]

1.3.1.15 If the Annual Representative Assembly refers a resolution for study and report, the local that sponsored the resolution will be invited to name one member to any committee that may be created to study the resolution.
[2010, 2020]

1.3.2.0 Annual Representative Assembly

1.3.2.1 The Association applies the democratic principle of representation by population when determining the approximate number of delegates that each local is allowed to send.
[1969, 2020]

1.3.2.2 The Association assists locals with the cost of each representative that they send to a representative assembly in accordance with grant-in-aid rates that Provincial Executive Council establishes from time to time.
[2007, 2020]

1.3.2.3 Full-time, paid executive staff of locals are permitted to attend all sessions of the Annual Representative Assembly as nonvoting observers.
[1967, 2020]

1.3.2.4 All executive staff are expected to attend representative assemblies.
[2006, 2020]

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

1.3.3.0 Association Governance

1.3.3.1 The constitutional structure of the Association is based on the principle of responsible government.
[1965, 2020]

1.3.3.2 District representatives seek the views of locals in their districts on matters that are of interest or importance to these locals and present these views at Provincial Executive Council meetings.
[1965, 2020]

1.3.3.3 If a member of the Association so requests, individual members of Provincial Executive Council are obliged to reveal how they voted on any issue, except personnel matters, dealt with by Council.
[1981, 2020]

1.3.3.4 When working in a local, members of Provincial Executive Council and Association staff respect the local's autonomy by involving the local president in all their activities.
[1970, 2020]

1.3.3.5 When conducting business at the provincial level, local executive members and Association staff facilitate communication and acknowledge the unifying function of the provincial Association by keeping the provincial president, the executive secretary and district representatives informed of their activities. [1970, 2020]

1.3.3.6 The associate executive secretary negotiates agreements, as needed, with school authorities to enable members of Council to take such time from their regular school duties as the functions of their offices require. [1966, 2020]

1.3.3.7 Each year, Provincial Executive Council establishes the honoraria for the president, vice-presidents, past president and district representatives and identifies these amounts in the budget. [1966, 2020]

1.3.3.8 Each year, the Association publishes on its members-only website the total increase in Provincial Executive Council honoraria approved in the budget. [2010, 2020]

1.3.3.9 When announcing the results of Provincial Executive Council elections, the Association publishes on its website and in the *ATA News* the following information: the total number of ballots cast, the number of votes that each candidate received and the number of spoiled ballots. [1974, 2020]

1.3.4.0 Communications

1.3.4.1 The Association uses inclusive language in all its communications. [1993, 2020]

1.3.4.2 The Association strives to avoid communicating using paper when digital options are available and appropriate. [2017, 2020]

1.3.4.3 The Association sends electronic rather than paper copies of Association mailouts to secondary recipients. [2018, 2020]

1.3.4.4 The Association strives to minimize the costs and the environmental impact of producing conference and meeting materials. [2018, 2020]

1.3.4.5 The Association provides sign language interpretation at Association-sponsored events if an individual so requests in writing to the executive secretary or their designee at least seven calendar days before the event. If circumstances are such that seven days' notice could not reasonably have been provided, the Association either (1) provides the services of an interpreter or (2) asks the requestor to arrange the interpretation service and then reimburses the individual for any reasonable costs incurred. [2005, 2020]

1.3.4.6 When appropriate, Association communications are copied to local presidents. [2005, 2020]

1.3.4.7 The Association publishes and distributes a print version of the *ATA News* and disseminates information and communicates with members using a variety of formats, including print, broadcast and electronic media. [2009, 2020]

1.3.4.8 The Association provides locals, upon request, with copies of all guidelines governing the operation of Provincial Executive Council, Association program areas, executive staff and elected officials of the Association. [1981, 2020]

1.3.4.9 The Association posts all collective agreements for members on its website. [2006, 2020]

1.3.4.10 The Association posts all collective agreements that it has entered into with executive staff, professional staff and support staff on the members-only area of its website. [2006, 2020]

1.3.4.11 The Association provides space in publications such as the *ATA News* and the *ATA Magazine* for letters critical of the Association, submitted by members.. [1974, 2020]

1.3.5.0 Staffing

1.3.5.1 The Association offers leadership-development opportunities to encourage members of all gender identities and expressions and from diverse backgrounds to apply for senior staff positions or to run for office at the local level or on Provincial Executive Council. [2009, 2020]

1.3.5.2 The Association believes that employment equity is a positive process leading to equal opportunities in education and employment, and so it endorses the concept of equity in employment for all people without discrimination. [2006, 2020]

1.3.5.3 Provincial Executive Council takes all steps necessary, within the limits of the approved budget, to maintain a full complement of active executive staff. [2008, 2020]

1.3.6.0 Recognition of Indigenous Peoples

1.3.6.1 The Association begins general meetings and special events by acknowledging the traditional Indigenous peoples' territory on which the meeting or event is being held. [2013, 2020]

1.3.6.2 Wherever possible, the Association and its subgroups include meaningful and relevant Indigenous programming in their conferences, seminars and other professional development initiatives. [2013, 2020]

1.3.6.3 The Association displays the Canadian flag, Alberta flag, Treaty 6 flag and Métis flag at Barnett House. [2019, 2020]

1.3.7.0 Association Finances

1.3.7.1 The Association sends the proposed budget to Annual Representative Assembly (ARA) representatives at least 15 days before ARA.
[1965, 2020]

1.3.7.2 The format of the proposed budget is consistent with that of the previous year.
[1965, 2020]

1.3.7.3 Funding for the Association's information technology project development appears in the budget not subject to local rebate.
[2003, 2020]

1.3.7.4 The Special Emergency Fund operates according to the following principles:

1. Provincial Executive Council recommends in the proposed budget each year an allocation to the Special Emergency Fund based on (a) the anticipated balance of the fund at the end of the current year, (b) the anticipated use of the fund during the budget year, (c) the effect of inflation on the fund and (d) the desired balance of the fund at the end of the budget year.
2. Provincial Executive Council indicates in the detailed budget document the sources of funding for the proposed allocation to the Special Emergency Fund using the following criteria: (a) Investment income earned by the Special Emergency Fund will be applied first to the proposed allocation. If the investment income will exceed the proposed allocation, the excess investment income will be transferred to the General Fund. (b) If the investment income earned by the Special Emergency Fund will not be sufficient to fund the proposed allocation, Provincial Executive Council will recommend another source of revenue to fund the balance of the proposed allocation. If the other source of revenue is part of the membership fee, it shall be determined as the nearest low multiple of \$3 required to fund the balance of the proposed allocation.
[2006, 2020]

1.3.7.5 The Association, in coordination with the investment manager, oversees the Association's investment portfolio and continues to consider environmental, social and governance risk factors when evaluating potential investment decisions.
[2017, 2020]

1.3.7.6 Members of Provincial Executive Council receiving an Alberta Teachers' Retirement Fund pension are not eligible to accept release money from the Association as compensation for their service on Council.
[2000, 2020]

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 an average rate of substitute pay.
[1986, 2020]

1.3.7.8 The Association reimburses, at a standard rate per kilometre, members who travel by automobile on Association business and who are not otherwise compensated for these expenses.
[2007, 2020]

1.3.7.9 The Association explores ways to educate members about the budget and budget processes.
[2019, 2020]

1.3.7.10 The Association should engage in a full review of budgeting processes.
[2019, 2020]

1.3.8.0 Subgroup Matters

1.3.8.1 Unless there is a sound reason to do otherwise, each subgroup maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual fee revenue in the case of locals or 50 per cent of its annual expenditures for the previous fiscal year in the case of specialist councils and convention associations.
[2010, 2020, 2021]

1.3.8.2 The Association provides automatic membership in a specialist council to all active members.
[2007, 2020]

1.4.0.0 IMMEDIATE DIRECTIVES

1.4.1.0 Association Budget Resolutions

1.4.1.1 Be it resolved that the Association provide funds to establish a mentorship program for Indigenous teachers.
[2021]

1.4.1.2 Be it resolved that the Association provide funds to develop a publication on Indian residential schools in Alberta.
[2021]

1.4.2.0 Resolutions Related to the Association Policy Review

1.4.2.1 Be it resolved that the Disposition of Immediate Directives submitted to the 2021 Annual Representative Assembly be approved.
[2021]

1.4.3.0 Other Resolutions

1.4.3.1 Be it resolved that all administrators of funds held in trust for the benefit of Alberta teachers post an annual statement of all investments.
[2021]

1.4.3.2 Be it resolved that the Association create a Status of Racialized Teachers Working Group under the purview of the Diversity, Equity and Human Rights Committee.
[2021]

1.4.3.3 Be it resolved that the Association create a virtual meeting for local substitute chairs.
[2021]

1.4.3.4 Be it resolved that the ATA Doctoral Fellowships in Education are revised to remove the requirement that the university where the doctoral program is being pursued is campus based.
[2021]

1.4.3.5 Be it resolved that the Association provide compensation for field members serving on the Professional Conduct Committee, Professional Conduct Appeal Committee and Professional Conduct Complainant Appeal Committee who meet and perform professional tasks on holidays or nonoperational days at the daily rate of at least 1/200 of the teacher's annual salary. [2021]

1.4.3.6 Be it resolved that the Association urge locals to have a designated position on their local council for a school leader. [2021]

2.0.0.0 CURRICULUM, PROGRAMS AND SUPPORTS

2.1.0.0 FUNDAMENTAL BELIEFS

2.1.0.1 All children in a public education system have the right to an education that will develop their individual potentials. [1963]

2.1.0.2 Basic to education are learning experiences that help students to become knowledgeable, self-directed, responsible individuals who are able to form healthy social relationships and become engaged, contributing members of a complex, changing democratic society. [1971]

2.1.0.3 The mission of public education is to

1. develop the potential and gifts of each child;
2. instill an enthusiasm for learning that equips students to function effectively in work and life and to pursue further learning; and
3. prepare students to become active, contributing citizens in a democratic society.

[1998]

2.1.0.4 The domains of an integrated curriculum should foster the cognitive, social, emotional and physical well-being of students. [1971]

2.1.0.5 The content, activities and resources associated with each subject in the program of studies should be tailored to the developmental level and learning needs of students so that, as they progress from grade to grade, they attain a deeper understanding of each subject and of the connections between subjects. [1967]

2.1.0.6 The Government of Alberta, school authorities and teachers are jointly responsible for creating the teaching and learning conditions and selecting the learning resources that are required to meet student needs and achieve the *Goals and Standards Applicable to the Provision of Basic Education in Alberta*. [1978]

2.1.0.7 The curriculum should be developed in ongoing and structured consultation with the Association and other education partners. [1994]

2.1.0.8 Teachers should have the major voice in developing the program of studies. [1963]

2.1.0.9 The Government of Alberta should actively engage the Association and teachers in curriculum development as they are both subject-matter and pedagogical experts in curriculum matters. [2020, 2021]

2.1.0.10 Teachers representing the Association should constitute a majority of the members on all Government of Alberta committees dealing with programs of study and curriculum. [1993]

2.1.0.11 The Government of Alberta must ensure that those advising on curriculum include Alberta K–12 classroom teachers who are representative and supportive of the diverse communities in Alberta. [2020, 2021]

2.2.0.0 EXTERNALLY FOCUSED POLICIES

2.2.1.0 Curriculum Development, Implementation and Funding

2.2.1.1 The Government of Alberta should create a professional working group, cochaired by the Association and the government, to coordinate all curriculum-development initiatives. [2013]

2.2.1.2 The Government of Alberta should develop and adhere to a schedule to ensure that curricula are reviewed and updated regularly. [2016]

2.2.1.3 The Government of Alberta should develop a plan for collaborative curriculum renewal that is based on the following principles:

1. Curriculum is about what students need to learn.
2. Curriculum is not about how a particular curriculum outcome should be taught.
3. Curriculum belongs to, and must be understood and supported by, Albertans.
4. Teachers should play the lead role in designing programs of study.
5. Although business has a legitimate contribution to make to the curriculum, the curriculum should address much more than short-term economic objectives.
6. A broad cross-section of civil society, including labour, arts, cultural, academic, ethnic and Indigenous groups, should have an opportunity to provide input into the curriculum.
7. The curriculum should be sufficiently flexible to allow room for inclusion, local innovation and adaptation.
8. Technology is a tool that can support instruction.
9. The curriculum cannot be implemented unless teachers receive adequate support.
10. Teachers are responsible for helping students to master the curriculum, and the Government of Alberta and school authorities are responsible for supporting teachers in their efforts to do so. [2015]

2.2.1.4 The Government of Alberta should employ certificated teachers with expertise in curriculum design to supervise the development and implementation of programs of study.
[1971]

2.2.1.5 In fulfilling their responsibilities under section 196(2) of the *Education Act*, school authorities should select only teachers who willingly volunteer to develop and field-test new curricula and teaching and learning resources.
[2003]

2.2.1.6 Teachers should have the final say at both the provincial and school authority level in designing, developing, reviewing, selecting and piloting educational technologies and resources, and should be adequately compensated, in terms of time and money, for doing so.
[1981]

2.2.1.7 In developing and implementing a new program of studies, the Government of Alberta should follow these steps:

1. Undertake a needs assessment.
2. Formulate a statement of goals and learner outcomes.
3. Produce a draft program of studies.
4. Undertake a pilot project to evaluate the draft program of studies, the teaching and learning resources, and the impact of the program on teacher workload.
5. Plan, fund, implement and evaluate inservice for teachers required to teach the new program of studies.
6. Ensure that the approved program of studies and necessary resources are available at least one school year before the date of implementation.
7. Provide school authorities with funds to purchase approved teaching and learning resources and acquire additional facilities that may be required.
8. Allow one year of optional implementation.
9. Ensure that it is fully funded.
10. Evaluate the new program of studies on an ongoing basis.
11. Revise the program of studies as needed.

[1967]

2.2.1.8 The Government of Alberta is responsible for providing ongoing support for educational programs that it authorizes.
[1984]

2.2.1.9 While providing specific resources to achieve the objectives of the program of studies, the Government of Alberta should not restrict the right of teachers to select their own resources.
[1984]

2.2.1.10 Local autonomy and local participation should be a major consideration in the design and development of the program of studies.
[1967]

2.2.1.11 The Government of Alberta should encourage the development of, and provide funds for, local curriculum projects.
[1981]

2.2.1.12 Teachers require adequate time during the school day and sustained resources to perform their role in curriculum development and implementation.
[1976]

2.2.1.13 School authorities that have developed local documents and tools, similar to individual program plans, Success in School plans or Inclusive Education Planning Tools, should reduce teachers' instructional time in order to provide teachers with sufficient noninstructional time to effectively develop, implement and monitor such documents and tools.
[2012]

2.2.1.14 The Association opposes the censorship of locally or provincially approved teaching and learning resources.
[1992]

2.2.1.15 The Government of Alberta should review and update the program of studies for the fine arts program, including the components of music, art, drama and dance.
[1998]

2.2.1.16 The Government of Alberta should restore, to a level equivalent to the full credit enrolment unit rate, the grant that it provides to school authorities for students enrolled in work experience and special projects.
[2013]

2.2.1.17 The Government of Alberta should review how it funds senior high school programming to ensure that the funding provided takes into account the nature of the programs being offered, the number of students being served and the diverse needs of schools in different parts of the province.
[2017]

2.2.1.18 The Government of Alberta and school authorities should provide time, inservice and resources for new curriculum before implementation.
[2019, 2020]

2.2.1.19 The Government of Alberta should operate a central repository of online teaching and learning resources to support curriculum implementation and instruction.
[2019, 2020, 2021]

2.2.2.0 Curriculum Content

2.2.2.1 Teachers should foster in students an ability to write and speak clearly and correctly.
[1981]

2.2.2.2 The Government of Alberta should complete the review and revision of high school social science courses.
[2011]

2.2.2.3 The Government of Alberta should ensure that the Alberta Social Studies Program of Studies maintains a balance between Canadian studies and international studies.
[1981]

2.2.2.4 The Government of Alberta should ensure that topics of labour history, the contributions of labour to society and workplace rights are incorporated into programs of study and curricula as they are revised.
[1999]

2.2.2.5 Global and environmental education should be part of the Alberta curriculum.
[1988]

2.2.2.6 The Government of Alberta should regularly update the authorized list of resources appropriate for high school English programs of study.
[2016]

2.2.2.7 A compulsory health and daily physical education program should exist for students from K–12.
[1975]

2.2.2.8 Schools should offer a balance of core courses and complementary courses, the latter to be chosen from, among others, the practical arts, the fine and performing arts, and languages other than English.
[1988]

2.2.2.9 The Government of Alberta should revise the Health and Life Skills and the Career and Life Management Programs of Study at all grade levels to include learning outcomes and age-appropriate resources to address the concepts of sexual consent, sexual harassment and sexual exploitation.
[2012]

2.2.2.10 The Government of Alberta should fund existing and new programs and services to help young people better understand the concepts of sexual consent, sexual exploitation, sexual assault and sexual harassment.
[2012]

2.2.2.11 School authorities should ensure that Knowledge and Employability courses are delivered either (1) separately rather than in combination with other courses or (2) in an inclusive learning environment in which appropriate supports are available.
[2015]

2.2.2.12 The curriculum at all levels should help students develop a critical awareness of the role that the media and digital technology play in a democratic society.
[1999]

2.2.2.13 The Government of Alberta should ensure that its curriculum documents and learning resources take into account the full range of students' learning needs.
[2015]

2.2.2.14 The Government of Alberta should supplement the English Language Arts Authorized Novels and Nonfiction Annotated List with a more general guide to text selection.
[2020, 2021]

2.2.2.15 The Association supports the inclusion of curriculum that explicitly addresses issues relating to anthropogenic climate change in a manner that is subject and age appropriate.
[2020, 2021]

2.2.2.16 The Association supports the inclusion of curriculum that allows embedded opportunities to address issues relating to anthropogenic climate change, giving students an opportunity to express their views.
[2020, 2021]

2.2.2.17 The Government of Alberta should ensure that curriculum redesign includes specific outcomes related to

antiracism teaching and the histories of Black, Indigenous and People of Colour.
[2020, 2021]

2.2.3.0 Teacher–Student Relationships

2.2.3.1 The direct interaction between teacher and student is the most important aspect of the learning experience, regardless of the mode of instruction.
[1974]

2.2.3.2 Teachers should encourage students to accept an increasing share of responsibility for their own educational development.
[1985]

2.2.4.0 School-Improvement Initiatives

2.2.4.1 The Government of Alberta should adequately fund schools participating in its Moving Forward with High School Redesign initiative.
[2017]

2.2.4.2 The Government of Alberta should continue to consult the Association and other education partners on, and to fund, the implementation of evidenced-based strategies for transforming Alberta's education system.
[2011]

2.2.4.3 The Government of Alberta should immediately fund and, in cooperation with the education partners, implement a new program of school improvement based on the principles embodied in Cycle 1 of the Alberta Initiative for School Improvement Program.
[2013]

2.2.5.0 Copyright Issues

2.2.5.1 The Government of Alberta should act on behalf of all Alberta school authorities in negotiating with and remitting payments to reprographic collectives.
[1988]

2.2.5.2 The Government of Canada should take the position that teachers own and have the right to copyright textbooks, research papers, multimedia and other resources that they have personally created.
[2010]

2.2.6.0 Grade 1 Starting Age

2.2.6.1 The Government of Alberta should apply a standard across the province where children must be six years of age by the end of December to enter Grade 1.
[1979]

2.2.7.0 High School Graduation Requirements

2.2.7.1 Credits toward a high school diploma should be awarded only for the successful completion of courses or activities that were supervised by certificated teachers.
[1967]

2.2.7.2 The Government of Alberta should maintain successful completion of a course in Career and Life Management as a requirement for high school graduation.
[1998]

2.2.7.3 The Government of Alberta should revise its Alberta High School Diploma Graduation Requirements by expanding the “Ten Credits in Any Combination” category to include high school social sciences elective courses.
[2011]

2.2.7.4 The Government of Alberta should remove the current five-credit options (excluding the option of a 30-level Registered Apprenticeship Program course) for the Alberta Certificate of High School Achievement and replace them with the following:
10 CREDITS IN ANY COMBINATION FROM
30-level Knowledge and Employability occupational course, or
Advanced level (3000 series) in Career and Technology Studies courses, or
30-level locally developed course with an occupational focus, or
30-level Knowledge and Employability Workplace Practicum course, or
30-level Work Experience course, or
30-level Green Certificate course, or
Special Projects 30
[2019, 2020]

2.2.7.5 The Government of Alberta should maintain successful completion of a Grade 12-level course in social studies as a requirement for high school graduation.
[2019, 2020]

2.2.8.0 Postsecondary Education and Careers

2.2.8.1 Schools, businesses, the Government of Alberta and other education partners share a responsibility for ensuring that students make a smooth transition from school to work.
[1996]

2.2.8.2 Although students need to be aware of career opportunities and workplace requirements, their ability to make successful school-to-work transitions in a changing world depends much more on their mastery of academic content and their ability to achieve personal wellness and to collaborate with others.
[1994]

2.2.8.3 Stand-alone postsecondary courses should not be offered to high school students as part of their regular school program unless the courses are supervised by a certificated member of the bargaining unit.
[1993]

2.2.8.4 Postsecondary institutions should accept Mathematics 30-1 and Mathematics 30-2 as entry courses for students other than those entering a mathematics-intensive field of study.
[1998]

2.2.8.5 The Government of Alberta should ensure that the monetary value of Rutherford Scholarships is 50 per cent of the average tuition fee for an undergraduate student in Alberta.
[2000]

2.2.8.6 Postsecondary institutions should not be allowed to recruit high school students except at events specifically designed for this purpose.
[2002]

2.2.9.0 Libraries

2.2.9.1 Schools, school authorities and the Government of Alberta are jointly responsible for establishing, maintaining and evaluating school libraries/learning commons.
[1973]

2.2.9.2 The Government of Alberta should provide school authorities with sufficient funding to ensure that every school in Alberta has a learning commons or a library that is staffed by at least one qualified teacher–librarian and the clerical and technical personnel required.
[1973]

2.2.9.3 The Government of Alberta should fund school-related library and research services provided by regional library systems, local libraries and external agencies.
[1986]

2.2.9.4 Teacher–librarians require adequate time and resources to perform their role of providing library services that support classroom instruction at all levels.
[1998]

2.2.10.0 Student Guidance and Counselling

2.2.10.1 Certificated counsellors and/or health professionals should be available to provide students with accurate information, support and advice on human sexuality and social health issues.
[1983]

2.2.10.2 The Government of Alberta should provide sufficient funding to school authorities to enable them to hire at least one formally trained, full-time teacher–counsellor for every 250 students.
[1982]

2.2.10.3 The Government of Alberta should update the school counselling resource *From Position to Program: Building a Comprehensive School Guidance and Counselling Program; Planning and Resource Guide*, published in 1995.
[2015]

2.2.11.0 Medical and Mental Health Services

2.2.11.1 The Government of Alberta should deliver integrated health services in schools for students.
[2009]

2.2.11.2 The Government of Alberta should provide adequate support for medically fragile students, including the services of qualified health-care professionals.
[2015]

2.2.11.3 School authorities should fully fund mental health support services for students, including access to accredited mental health professionals.
[2017]

2.2.11.4 The Government of Alberta should provide school authorities with immediate and ongoing funding to provide school-based mental health programs to help students cope with the trauma resulting from a natural disaster.
[2016]

2.2.11.5 The Government of Alberta should provide sufficient funding to ensure that

1. professionals providing health education and related services can find a way of integrating their efforts,
2. community health nurses play an enhanced role in school health education programs and
3. health services available in schools address the needs of students and staff.

[1985]

2.2.11.6 Competent health care personnel should be available to administer medical services that students require during school hours or while participating in school-related activities.
[1988]

2.2.11.7 The Government of Alberta should expand psychiatric care facilities and increase mental health services for students requiring psychiatric care or assessment.
[1982]

2.2.11.8 School authorities should arrange alternative instruction, on a case-by-case basis, for students whose physical condition or behaviour, in the opinion of a medical health professional, poses a health risk to other students.
[1988]

2.2.11.9 The Government of Alberta should communicate promptly with schools about the medical needs of at-risk students in their care and about the measures that the various government departments involved have undertaken to support those students.
[2018]

2.2.11.10 The Government of Alberta should require all K–12 students, without exception, who attend schools that receive public funds to be vaccinated.
[2018]

2.2.11.11 The Government of Alberta should provide on-site, voluntary influenza vaccinations at no cost to all teachers, school staff and students.
[2018]

2.2.11.12 The Government of Alberta should require all staff, except those presenting valid medical exemptions, who work in publicly funded K–12 schools and district sites that receive public funds to be vaccinated.
[2019, 2020]

2.2.11.13 The Government of Alberta should ensure that 24-hour, emergency mental health services for children are available across the province.
[2019, 2020]

2.2.12.0 Transportation Services

2.2.12.1 Provincial transportation grants should cover the cost of transporting students so that they can participate in curricular activities.
[1979]

2.2.12.2 The Government of Alberta should set age-appropriate limits on the amount of time that students can reasonably spend on buses getting to and from school.
[2012]

2.2.13.0 School Food Services

2.2.13.1 In-school food service facilities should ensure that the food they provide is wholesome and nutritious.
[1977]

2.2.13.2 The Government of Alberta should fund community-based agencies so that they can offer school breakfast and lunch programs for students in need.
[2016]

2.2.14.0 Parental Access

2.2.14.1 Schools should provide information about their family life and human sexuality education curriculum to parents.
[1983]

2.3.0.0 INTERNALLY FOCUSED POLICIES

2.3.1.0 Parental Access

2.3.1.1 The Association affirms and respects the right of individual parents to exclude their children from participation in instructional activities relating to human sexuality.
[2019, 2020]

2.4.0.0 IMMEDIATE DIRECTIVES

2.4.0.1 Be it resolved that the Association urge the Government of Alberta to provide targeted funding for off-campus education programs.
[2021]

2.4.0.2 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]

2.4.0.3 Be it resolved that the Association urge the Government of Alberta to replace the English Language Arts Authorized Novels and Nonfiction Annotated List with a guide to text selection which reflects diversity, promotes equity and honours teachers' professional autonomy.
[2021]

2.4.0.4 Be it resolved that the Association urge the Government of Alberta to provide targeted funding to school authorities for

programs and staff dedicated to providing wellness supports for students.
[2021]

2.4.0.5 Be it resolved that the teachers of Alberta express to The Honourable Adriana LaGrange, Minister of Education, their collective lack of confidence in the content and design of the *Draft K-6 Curriculum* as released by the minister on 2021 03 29 and the deeply flawed curriculum consultation and development processes implemented by government after August 2019 that gave rise to the *Draft K-6 Curriculum*.
[2021]

2.4.0.6 Be it resolved that the Association call upon the Government of Alberta to place a moratorium on the piloting and implementation of the *Draft K-6 Curriculum* as released by the minister of education on 2021 03 29 until such time as the draft has been submitted to an independent, full and open review and rewriting process led by and meaningfully involving a broad cross-section of certificated Alberta teachers and faculty members from Alberta postsecondary faculties and schools of education and is properly inclusive of Francophone, First Nations, Métis and Inuit perspectives; is developmentally, structurally and pedagogically sound; and enjoys the broad support of Albertans.
[2021]

2.4.0.7 Be it resolved that the teachers of Alberta call upon school authorities to refrain from participating in or directing or otherwise exerting pressure upon or inciting the teachers they employ to participate in piloting the *Draft K-6 Curriculum* as released by the minister of education on 2021 03 29.
[2021]

2.4.0.8 Be it resolved that the Association affirm the professional responsibility and moral right of teachers to refuse to participate in the voluntary piloting of the new *Draft K-6 Curriculum* as released by the Government of Alberta in March 2021 should they believe that curriculum to be structurally and developmentally unsound and potentially damaging to student learning.
[2021]

2.4.0.9 Be it resolved that the Government of Alberta delegate responsibility for the development, renewal and revision of the kindergarten to Grade 12 programs of studies to an independent and apolitical provincial curriculum development authority supported by subject-based program managers from Alberta Education and consisting of subject-matter experts from Alberta's universities, representatives from the Alberta Teachers' Association, active teachers from the field, and representatives from the Alberta School Councils' Association whose recommendations concerning the content, design and implementation of programs of study would be publicly disclosed at the time they are conveyed to the minister of education for potential implementation. All curricula need to use the 2016 guiding framework as a basis for development.
[2021]

2.4.0.10 Be it resolved that the Association call upon the minister of education to restore the partnership on curriculum development that was initiated in the 2016 memorandum

of agreement between the Government of Alberta and the Association.
[2021]

2.4.0.11 Be it resolved that the Association urge the Government of Alberta to ensure that kindergarten to Grade 12 curricula include specific age-appropriate learning outcomes that address concepts related to gender expression, gender identity, sexual orientation, LGBTQ2S+ perspectives and historical events, including Alberta legal cases such as *Vriend v Alberta* and *Klippert v The Queen*.
[2021]

2.4.0.12 Be it resolved that the Government of Alberta reverse its decision to discontinue funding for the Online Reference Centre.
[2021]

3.0.0.0 STUDENT ASSESSMENT

3.1.0.0 FUNDAMENTAL BELIEFS

3.1.0.1 The primary purpose of assessing student learning is to facilitate the teaching/learning process.
[1979]

3.1.0.2 The Government of Alberta should communicate and collaborate with the Association in all stages of the student assessment process.
[1993]

3.1.0.3 Teachers representing the Association should constitute a majority of the members on all Government of Alberta committees dealing with student assessment.
[1993]

3.1.0.4 Teachers should not accept rewards based on the performance of their students.
[2001]

3.2.0.0 EXTERNALLY FOCUSED POLICIES

3.2.1.0 Principles of Test Design, Development and Administration

3.2.1.1 External assessment instruments should exhibit these characteristics:

1. Be fair, just and equitable
2. Engage students
3. Instill in students the confidence that they can learn and succeed
4. Provide the teacher with information to make informed instructional decisions
5. Be consistent with the *Principles for Fair Student Assessment Practices for Education in Canada*
[1979]

3.2.1.2 In making decisions about student assessment and evaluation, the Government of Alberta should

1. base all policy decisions on structured, ongoing consultation with the Association and other education partners;

2. undertake research on an ongoing basis to guide and improve policy;
 3. consult with teachers selected by the Association on the design, technical aspects, administration and scheduling of all examinations;
 4. ensure that active members of the Association develop all examinations; and
 5. ensure that all examinations are based on the Alberta program of studies.
 [2003]

3.2.1.3 Standardized tests, including provincial achievement tests and international assessments, are unacceptable if

1. the test results are used to determine educational funding;
2. the test results are used to compare students, teachers, programs, schools, communities, school authorities or provinces;
3. the test results constitute the sole criterion for determining in what grade or program students should be placed, whether they have completed a course or whether they should be promoted;
4. the tests do not match the developmental level of students;
5. the tests do not match the language proficiency of students;
6. the tests compromise the mental health of students;
7. the test results are used to evaluate teachers or to determine their compensation or employment status;
8. the curriculum is narrowed to focus only on content covered in the test;
9. the tests and the time spent preparing for them cut into instructional time; or
10. the tests contravene the *Principles for Fair Student Assessment Practices for Education in Canada*.

[2001]

3.2.1.4 The Government of Alberta, in developing curriculum and constructing assessment instruments, should recognize that students can demonstrate their learning in many ways.
 [2015]

3.2.1.5 The Government of Alberta should ensure that its student-assessment requirements do not create barriers for students when they attempt to access postsecondary education or enter the workforce.
 [2015]

3.2.1.6 Students must be taught the program of studies on which they will be tested.
 [2001]

3.2.1.7 The Government of Alberta should ensure that provincial assessments cover only curriculum content and outcomes for which a program of studies and required learning resources have been available for at least one school year.
 [1991]

3.2.1.8 School authorities and principals should work in partnership with teachers when developing jurisdiction and school policy on reporting student progress and the appeal process.
 [1979]

3.2.1.9 The Government of Alberta should make all diploma examinations and provincial achievement tests public once they have been administered.
 [2003]

3.2.1.10 Teachers should not promote and use test-preparation programs sold by private, for-profit vendors.
 [2011]

3.2.1.11 The Government of Alberta should analyze the results of achievement tests and diploma examinations to determine whether such factors as the gender or cultural background of students influence results and, if they do, revise the tests to eliminate those biases.
 [1991]

3.2.1.12 The Government of Alberta should make available to teachers more sample student responses to performance tasks that are part of the provincial testing program.
 [2018]

3.2.1.13 The Government of Alberta should require school authorities to report annually on (1) the kinds of mandatory standardized tests that they are administering to students, (2) the number of such tests each student is required to take, (3) the total amount of time needed to administer the tests and (4) the total cost involved in administering the tests.
 [2018]

3.2.1.14 The Government of Alberta should not implement any high-stakes testing programs for students in Division I.
 [2020, 2021]

3.2.2.0 The Teacher's Role in Student Assessment and Evaluation

3.2.2.1 The Government of Alberta should provide teachers with the time and resources they need to assess student learning effectively.
 [1979]

3.2.2.2 The teachers providing instruction should have the primary responsibility for regularly and continually assessing and evaluating student learning, which is the best way to determine student progress.
 [1963]

3.2.2.3 Teachers should refrain from marking provincial achievement tests unless they receive a lawful order from their school authority to do so.
 [2002]

3.2.2.4 In fulfilling their responsibilities under section 196(2) of the *Education Act*, school authorities should select only teachers who willingly volunteer to develop, field-test and mark provincial achievement tests and diploma examinations.
 [2003]

3.2.2.5 School authorities should not allow teachers, with the exception of principals and assistant principals, to edit and proofread report cards written by other teachers.
 [2006]

3.2.2.6 Teachers should exercise their professional judgment in deciding whether digital assessment and reporting programs or tools are educationally sound.
 [2014]

3.2.3.0 Assessment of Charter School, Private School and Home-Schooled Students

3.2.3.1 The Government of Alberta should ensure that its regulations concerning student evaluation are applied to, and enforced equally on, all K–12 students in Alberta whose education is supported, in whole or in part, by public funding, whether they are home-schooled or enrolled in public, charter or private schools.
[2000]

3.2.4.0 Student Accommodations in Assessment

3.2.4.1 The Government of Alberta should recognize that teachers have the right to exempt from provincially mandated tests students for whom, in a teacher's opinion, the tests are inappropriate.
[1992]

3.2.4.2 The Government of Alberta should undertake an independent review to determine the appropriateness of its guidelines respecting the accommodations available to students writing provincial achievement tests and diploma examinations.
[2011]

3.2.4.3 The Government of Alberta should allow students to use such reference materials as print and electronic dictionaries, bilingual dictionaries, picture dictionaries, writing handbooks and thesauri while they are completing provincial assessments.
[2015]

3.2.4.4 The Government of Alberta should provide readers, audio players and other required instructional supports to accommodate students writing diploma examinations for whom English or French is an additional language.
[2012]

3.2.4.5 The Government of Alberta should allow students to use appropriate, secured educational technologies, in addition to scientific and graphing calculators, during math and science diploma exams and other standardized assessments.
[2020, 2021]

3.2.5.0 Student Learning Assessment (SLA) Program

3.2.5.1 The Government of Alberta should ensure that Student Learning Assessments

1. adhere to the objectives that the education partners agreed to,
2. assess students using authentic samples of their work,
3. use assessments developed by the Alberta Assessment Consortium,
4. are adequately piloted and refined before they become mandatory, and
5. are implemented only after teachers receive appropriate professional development and an assurance that they will have time during the instructional day to complete the assessments.
[2015]

3.2.5.2 The Government of Alberta should ensure that the data generated by Student Learning Assessments

1. help teachers diagnose and respond to the learning needs of individual students,

2. are not used for accountability purposes at the school or school authority level and
3. help teachers to make meaningful decisions about their teaching practices.
[2014]

3.2.5.3 The Government of Alberta should restrict the release of Student Learning Assessment results to the student assessed, the student's teacher, the student's parents and others that the teacher may authorize.
[2016]

3.2.5.4 The Government of Alberta should place a moratorium on the Student Learning Assessment program until the Association's concerns about the program are addressed.
[2015]

3.2.6.0 Provincial Achievement Tests

3.2.6.1 The Government of Alberta should place a moratorium on all provincial and district-level student achievement testing and reporting initiatives until it has consulted the education partners about all aspects of the achievement testing program.
[2008]

3.2.6.2 The Government of Alberta should act immediately on its 2013 commitment to replace the Provincial Achievement Testing Program with a Student Learning Assessment program designed to diagnose the needs of individual students.
[2016]

3.2.6.3 The Government of Alberta should discontinue the Grades 6 and 9 provincial achievement testing programs in their current form and instead (1) administer standardized assessments annually to a sample of students in each subject and (2) ensure that no student is required to write an assessment in more than one subject in a given year.
[1990]

3.2.6.4 The Government of Alberta should exempt from Grade 6 and 9 provincial achievement tests students benchmarked below level 4 of the Alberta K–12 ESL Proficiency Benchmarks.
[2019, 2020]

3.2.7.0 Diploma Examinations

3.2.7.1 In consultation with the Association, the Government of Alberta should make the following changes to the diploma examinations program:

1. Allow teachers to use the examinations more effectively in instructing, assessing and evaluating students.
2. Schedule the examinations so that they do not substantially reduce instruction time.
3. Ensure that students, especially those with special learning needs, are not negatively affected by the examinations.
4. More adequately accommodate students who require support to fully demonstrate their learning.
5. Schedule marking sessions to minimize the time that teachers are away from school.
6. Recognize that the teacher's role in developing and marking diploma examinations is a voluntary one.

7. Recognize that, because students demonstrate knowledge and skill in a variety of equally valuable ways, assessment should be multifaceted.

8. Increase to 80 per cent the school-awarded portion of a student's final mark on a diploma examination course.

9. Ensure that examination results are not misused to evaluate individual teachers or schools.

[1990]

3.2.7.2 The Government of Alberta should ensure that (1) provincial diploma examinations, including those in science and mathematics, contain a significant written-response component and (2) these written components are marked by qualified teachers, not by machines.

[1987]

3.2.8.0 International Assessments

3.2.8.1 The Government of Alberta should assess the costs, in terms of such factors as workload and staff time, for students, teachers, principals and district staff to participate in the 2023 International Computer and Information Literacy Study.

[2017]

3.2.9.0 Reporting and Use of Test Results

3.2.9.1 The results of provincial achievement tests should be

1. made available only to the school that the student writing the tests attends and

2. used only for the purposes of analyzing the extent to which students, collectively, have mastered the concepts contained in the program of studies.

[1977]

3.2.9.2 School authorities should not require teachers to include provincial achievement test results in the final evaluation of individual students.

[1977]

3.2.9.3 The Government of Alberta should not make public the results of provincial achievement test and diploma examinations on a school-by-school basis or allow the results to be used to rank-order schools.

[1993]

3.2.9.4 The Government of Alberta, when publicly releasing diploma examination results/school-awarded marks and provincial achievement test results, should include for information the "Joint Position Statement by the Canadian Psychological Association and the Canadian Association of School Psychologists on the Canadian Press Coverage of the Province-Wide Achievement Test Results."

[1985]

3.2.9.5 The Government of Alberta should report assessment results at the school authority level rather than the school level.

[2014]

3.2.9.6 If a teacher's evaluation of a student's achievement is disputed, the teacher should be consulted and, if the evaluation is altered, the revised mark should be reported and accompanied with a note indicating on whose authority the mark was changed.

[1979]

3.2.9.7 Teachers should not take provincial achievement test results into account when evaluating students.

[2002]

3.2.9.8 Diagnostic assessments should be used only to provide information to enhance programming for individual students.

[1967]

3.2.9.9 The Government of Alberta should change the practice of assigning a score of zero to students who are exempt from writing provincial achievement tests.

[2019, 2020]

3.2.9.10 School authorities should stop using Grade Level of Achievement reporting.

[2014]

3.2.10.0 Parental Access

3.2.10.1 School authorities should not require teachers to report to parents the results of any externally imposed assessment of their child's learning.

[2009]

4.0.0.0 TECHNOLOGY AND EDUCATION

4.1.0.0 FUNDAMENTAL BELIEFS

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]

4.1.0.2 Technology can help students inquire, discover and communicate in new ways.

[1982]

4.1.0.3 When applied to education, technology affects pedagogy and, for that reason, should be used under the direction of a teacher.

[1982]

4.2.0.0 EXTERNALLY FOCUSED POLICIES

4.2.1.0 Conditions for the Use of Educational Technology

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.

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 supports the use of educational technology.

14. The effects of technology on the well-being of students are taken into account.

15. The money required to implement and maintain technology over time does not result in the underfunding of other valuable aspects of the educational system.

[1997]

4.2.2.0 Decision Making About Technology

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]

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]

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

[1999]

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 an 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.

[1997]

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]

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]

4.2.3.0 Funding for Technology

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]

4.2.4.0 Online, Distance and Digital Learning Programs

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]

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]

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.

[2001]

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]

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

4.2.5.0 The Role and Needs of Teachers in Using Technology

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]

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]

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]

4.2.6.0 Internet

4.2.6.1 Teachers have the authority to supervise students when they use the Internet in school.
[1997]

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]

4.2.7.0 Personal Digital Devices

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]

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]

4.2.7.3 School authorities should collaborate with the Association to 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]

4.2.8.0 Cyber-Charter Schools

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

4.4.0.0 IMMEDIATE DIRECTIVES

4.4.0.1 Be it resolved that the Association urge the Government of Alberta to reinstate full funding to the Alberta Distance Learning Centre.
[2021]

4.4.0.2 Be it resolved that the Association urge the Government of Alberta and Government of Canada to provide equitable access to the technology and high-speed internet access required for students to learn in online environments.
[2021]

5.0.0.0 EARLY INTERVENTION AND EARLY CHILDHOOD EDUCATION

5.1.0.0 FUNDAMENTAL BELIEFS

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

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

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

5.2.0.0 EXTERNALLY FOCUSED POLICIES

5.2.1.0 Early Intervention

5.2.1.1 The Government of Alberta should ensure that Program Unit Funding (PUF) and other preschool intervention programs continue to be available to children after they enter Grade 1.
[2015]

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 for children from birth to age four.
[1998]

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]

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]

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]

5.2.2.0 Program Content

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]

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

5.2.2.3 Early childhood education should be experiential and include a variety of approaches that encourage self-selection and self-direction.
[1974]

5.2.3.0 Program Delivery

5.2.3.1 Certificated teachers are responsible for planning, implementing and evaluating early childhood education programs.
[1974]

5.2.3.2 The role of volunteers in early childhood education programs is to support, not replace, teachers.
[1977]

5.2.4.0 Funding and Coordination

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]

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]

5.2.4.3 The Government of Alberta should provide school authorities with grants to operate full-day noncompulsory kindergarten programs for 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]

5.2.5.0 Teacher Preparation

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

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

6.0.0.0 INCLUSIVE EDUCATION

6.1.0.0 FUNDAMENTAL BELIEFS

6.1.0.1 Inclusion in the context of public education in a democratic society is necessary to foster the principles of equity, human rights, social responsibility and justice.
[2003]

6.1.0.2 All students, regardless of their linguistic and cultural background, should have equal opportunities to achieve their educational potential.
[1991]

6.1.0.3 Diversity is an asset in school communities.
[2003]

6.1.0.4 Teaching must be free of discriminatory practices.
[1995]

6.1.0.5 To achieve the goal of inclusion, teachers require adequate supports.
[2019]

6.2.0.0 EXTERNALLY FOCUSED POLICIES

6.2.1.0 Characteristics of an Inclusive Learning Community

6.2.1.1 An inclusive school has a culture that (1) is safe and caring; (2) welcomes and respects the diversity, equity and human rights of all students and teachers; (3) exhibits the values of cooperation, trust, sharing, respect, responsibility and acceptance; and (4) is committed to achieving racial harmony, gender equity, the eradication of poverty, peace, the prevention of violence and a respect for differences.
[2003]

6.2.1.2 An inclusive school has an approach to learning that (1) fosters the intellectual, social, physical, emotional and spiritual development of each child; (2) allows all students to meet high standards; (3) provides students with a broad range of educational experiences that reflect the diversity of the community; (4) uses curriculum and assessment practices that reflect the diversity of knowledge; (5) treats differences between people as learning opportunities; (6) encourages students to

become active citizens; and (7) recognizes the importance of Indigenous education and global education.
[2003]

6.2.1.3 An inclusive school has an approach to professional development that (1) encourages teachers to engage in reflective practice and research; (2) helps teachers accommodate the diversity of students in their classrooms; and (3) emphasizes how social class and power relationships can breed sexism, racism and other forms of marginalization.
[2003]

6.2.1.4 An inclusive school has a governance and administrative structure that (1) provides adequate and equitable funding; (2) considers money spent on education as an investment in the broader community; (3) uses a broad range of accountability measures that reflect the complex nature of learning; (4) supports research on the complex relationships between poverty, racism and all forms of marginalization; and (5) fosters systemic and sustainable partnerships between the school, families and the wider community.
[2003]

6.2.2.0 Role of Education Partners in Fostering Inclusivity

6.2.2.1 The education partners are jointly responsible for undertaking local and provincial programs to help teachers counteract discrimination and promote intercultural respect, understanding and appreciation.
[2004]

6.2.2.2 The Association helps schools become inclusive learning communities by

1. encouraging teaching practices that promote diversity, equity and human rights;
2. supporting schools, locals, specialist councils and other subgroups that undertake initiatives related to inclusion; and
3. building partnerships with other organizations committed to fostering inclusion.

[2003]

6.2.2.3 The Government of Alberta and school authorities should adopt, apply and evaluate comprehensive policies that (1) foster the development of schools as inclusive learning communities; and (2) address instances of discrimination, harassment, racism and other affronts to equity and human rights when they occur.
[2003]

6.2.2.4 School authorities should ensure that their schools embody a culture that is sensitive to the racial, religious and cultural makeup of the communities they serve.
[1992]

6.2.2.5 School authorities should be sensitive, in all elements of school reporting, to the socioeconomic makeup of the communities they serve.
[1998]

6.2.2.6 The Society for Safe and Caring Schools and Communities should develop, implement, maintain and evaluate comprehensive programs for K–12 students.
[2000]

6.2.3.0 Curriculum and Resources for the Inclusive Classroom

6.2.3.1 The Government of Alberta should ensure that the concepts of diversity, equity and human rights are infused throughout the program of studies, wherever applicable.
[1991]

6.2.3.2 Alberta school authorities should use, as a guide for developing and evaluating policy on diversity, equity and human rights, the Diversity Education Policy Toolkit produced by the Society for Safe and Caring Schools and Communities.
[2009]

6.2.4.0 Preparing Teachers for the Inclusive Classroom

6.2.4.1 Institutions offering teacher preparation programs should equip teachers to understand how social, emotional and economic factors can affect the ability of students to access and pursue learning opportunities.
[2015]

6.2.4.2 Institutions offering teacher preparation programs should formally incorporate the principles of diversity, equity and human rights into their programs and practices and prepare prospective teachers to teach in inclusive classrooms.
[1992]

6.2.4.3 The Government of Alberta should fund professional development that helps teachers to foster intercultural understanding, promote intercultural perspectives and eliminate discrimination in their increasingly diverse classrooms.
[1992]

6.2.5.0 Students with Exceptional Learning Needs—Conditions for Inclusion

6.2.5.1 Students with exceptional learning needs should be included in regular classrooms provided that the following conditions are met:

1. Students are placed in programs that meet their learning needs.
2. All teachers and staff responsible for the students receive information about their individual needs.
3. The student with exceptional learning needs and the students in the class have been prepared for inclusion.
4. The teacher in the inclusive classroom receives ongoing professional development.
5. The teacher has access to such services as inclusive education consultants, and the student has access to health services and other supports.
6. Appropriately trained educational assistants are provided, as required.
7. Assistive technology and other resources are provided.
8. The size of the class is reduced to ensure that the needs of all students are met effectively.
9. The teacher's regular instructional time is reduced to allow the teacher to develop, implement and monitor such instruments as individual program plans, Success in School plans and the Inclusive Education Planning Tool.
[1982]

6.2.6.0 Students with Exceptional Learning Needs—Strategies and Programming

6.2.6.1 The Government of Alberta, in developing support for its vision of programs for students with exceptional learning needs, should consult the education partners at all levels.
[2015]

6.2.6.2 The Government of Alberta, in consultation with the provincial stakeholder advisory committee, should (1) develop short-, medium- and long-term plans for implementing its vision of programs for students with exceptional learning needs; and (2) communicate these plans and any related policies and regulations clearly, openly and consistently to the education partners.
[2015]

6.2.6.3 The Government of Alberta should involve the Association in creating detailed policies, regulations and standards to ensure that Alberta's classrooms offer enough readily available supports and services to render them truly inclusive and capable of meeting the needs of all students.
[2016]

6.2.6.4 The Government of Alberta should require school authorities to develop

1. policy on providing consistent, system-wide educational and other support to students with exceptional learning needs;
2. a decision-making process that gives teachers and parents input into how resources can be used most effectively; and
3. guidelines for allocating resources in a way that best meets the needs of the students being served.

[1998]

6.2.6.5 The Government of Alberta should develop and fund programs, exhibiting the following characteristics, that identify children with exceptional learning needs and intervene in their development at an early age:

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

[1992]

6.2.6.6 The Government of Alberta should recognize that, in an inclusive education environment, teachers are best positioned to determine the most appropriate way of assessing how well individual students are learning.
[2015]

6.2.6.7 The Government of Alberta should ensure that students who are gifted and talented have enriched learning opportunities and a chance to progress at an accelerated rate.
[1995]

6.2.6.8 The Government of Alberta should support development of inclusive education environments by working directly with school authorities, schools and teachers.
[2015]

6.2.6.9 The Government of Alberta should engage the Association, school authorities, superintendents, parents and the public in the development of an inclusive education strategy to ensure that students with exceptionalities and their teachers are provided with appropriate supports.
[2019, 2020]

6.2.6.10 The Government of Alberta should restore full funding for the Regional Collaborative Service Delivery program that provided cross-ministry supports and services to students in Alberta schools.
[2020, 2021]

6.2.7.0 Students with Exceptional Learning Needs—Implementation and Resources

6.2.7.1 The Government of Alberta should take the lead in creating a clearinghouse of resources and strategies to support students with exceptional learning needs.
[2014]

6.2.7.2 The Government of Alberta should require teachers to develop only one plan in the case of students whose learning needs are such, under current policy, to require the development of both an Individual Program Plan and a Success in School Plan.
[2011]

6.2.7.3 School authorities should ensure that students with exceptional learning needs who access online, distance and/or digital learning environments receive the supports and resources they need to succeed.
[2017]

6.2.7.4 School authorities should encourage teachers, principals and system leaders to engage in open and constructive discussions about implementing inclusive education.
[2015]

6.2.7.5 School authorities should have emergency readiness policies that include specific procedures for individual students with exceptional learning needs.
[1992]

6.2.8.0 Students with Exceptional Learning Needs—Placement Considerations

6.2.8.1 The Government of Alberta should

1. assess the complexity of each student's learning needs and assign the student a weighting based on those needs, such that the more complex the needs, the higher the weighting (students with no exceptional needs would be assigned a weighting of 1); and
2. ensure that class sizes, taking into account those weightings, are consistent with the limits on class size recommended by Alberta's Commission on Learning.

[1982]

6.2.8.2 School authorities should ensure that students with exceptional learning needs are placed in what teachers, in consultation with other professionals, believe to be the most enabling learning environment.
[1999]

6.2.8.3 Members should protest under Article 8 of the Code of Professional Conduct and register the protest with the Association and their employing school authority any instance in which they believe that students with exceptional learning needs have been misplaced and, as a result, compromise the safety of the classroom or the effectiveness of the instructional process. [1984]

6.2.9.0 Students with Exceptional Learning Needs—Funding Considerations

6.2.9.1 The Government of Alberta, in funding programs for students with exceptional learning needs, should adequately cover these costs:

1. Provide ongoing inservice to the staff involved.
2. Hire appropriately trained educational assistants.
3. Ensure trained personnel to transport students.
4. Contract professionals to assess and develop programs for students.
5. Access medical and other noninstructional government services.
6. Purchase assistive technology and other special equipment and resources.
7. Renovate schools to ensure that they are barrier-free.
8. Create an environment conducive to the education of students with exceptional learning needs.
9. Reduce teacher-pupil ratios, as necessary, based on the complexity of the needs of the students in each class.
10. Reduce the instructional time of teachers so that they can (a) effectively plan instruction, collaborate with student-support teams and other professionals; and (b) develop, implement and monitor such instruments as individual program plans, Success in School plans and the Inclusive Education Planning Tool. [1982]

6.2.9.2 Funding programs for students with exceptional learning needs should not impact the funding for educational programs for other students. [1991]

6.2.9.3 The Government of Alberta should review its funding framework and eligibility criteria to ensure that services are available to support students with exceptional learning needs, including those with physical challenges; learning, emotional, cognitive and behavioural disabilities; fetal alcohol spectrum disorders; pervasive developmental disorders; and identified gifts and talents. [1992]

6.2.9.4 In funding programs for students with exceptional learning needs, the Government of Alberta should take into account the number of students in each school authority who have exceptional learning needs and the specific programs and services that they require. [1986]

6.2.9.5 The Government of Alberta should fully fund and implement its Inclusive Education Policy Framework to ensure that students with exceptional learning needs, including those enrolled after September 30, are appropriately supported. [1999]

6.2.9.6 The funding that the Government of Alberta provides to school authorities to purchase learning resources and other supports for students with mild and moderate learning disabilities should be based on the actual costs of those supports. [1993]

6.2.9.7 The Government of Alberta should ensure that school authorities allocate sufficient funds to schools so that they can obtain the supports and services they need to meet the specific program requirements of all students with exceptional learning needs. [1987]

6.2.9.8 The Government of Alberta should provide sufficient funding, in five- to seven-year cycles, to enable school authorities to hire the staff and purchase the resources and supports they need to implement and sustain programs for students with exceptional learning needs. [2015]

6.2.9.9 The Government of Alberta should amend its funding formula to ensure that school authorities have sufficient funding to purchase and acquire technical support for assistive technology to (1) help students with exceptional learning needs meet the learner outcomes of the program of studies and achieve the goals and objectives outlined in their Individual Program Plans, and (2) help those who are not on a graded curriculum to achieve independence. [1999]

6.2.9.10 The Government of Alberta should provide institutions offering teacher preparation programs in Alberta with targeted funding to collaborate with it in researching the effectiveness of inclusive education in Alberta schools. [2015]

6.2.9.11 The Government of Alberta should stop funding special education private schools and instead use the funds to ensure that students with exceptional learning needs in the public system have the resources they need to learn effectively. [1998]

6.2.9.12 School authorities should ensure that students with exceptional learning needs and their teachers receive the supports and resources they need to make sure that students succeed. [2012]

6.2.10.0 Students with Exceptional Learning Needs—Program Monitoring and Accountability

6.2.10.1 The Government of Alberta should review the current inclusive education monitoring process to ensure that the funding, resources and other supports that it provides are sufficient to ensure that students with exceptional learning needs are in the most enabling learning environment possible. [2007]

6.2.10.2 The Government of Alberta should calculate the full cost of implementing inclusive education by monitoring and reporting on how school authorities actually use the grants they receive to support the learning of all students. [2015]

6.2.10.3 The Government of Alberta should require school authorities to report to the government and the public on how they are using the inclusive education funding they receive to support the learning of students who require individualized programs and supports.
[1995]

6.2.11.0 Students with Exceptional Learning Needs—Teacher Preparation

6.2.11.1 Institutions should include in their teacher preparation programs (1) information about conditions that may contribute to student exceptionalities and (2) strategies for adapting the curriculum and instruction to address the learning requirements of all students with exceptional learning needs.
[2007]

6.2.11.2 Institutions should ensure that their teacher preparation programs allow preservice teachers to specialize in inclusive education.
[2015]

6.2.11.3 The Government of Alberta should create a provincial scholarship program to support students at teacher preparation institutions in Alberta who wish to pursue graduate studies on the topic of programing for students with exceptional learning needs.
[2015]

6.2.11.4 School authorities should recognize the need for, and provide teachers at each stage of their careers with, professional development and other supports to help them adopt practices to accommodate students with exceptional learning needs.
[2015]

6.2.12.0 Students with Behavioural Challenges

6.2.12.1 The Government of Alberta should fund and deliver multidisciplinary, cross-ministerial support programs to meet the needs of students with complex behavioural challenges.
[1990]

6.2.12.2 The Government of Alberta should provide school authorities with the funding and support they require to engage educational psychologists, specially trained certificated teachers and other trained support staff to work with students with exceptional behavioural challenges and with students who are at risk of becoming violent.
[1997]

6.2.12.3 Teachers and principals should request that students with behavioural disorders that could potentially disrupt the teaching–learning process and jeopardize the safety of other students be placed in classrooms in which teachers have received the necessary professional development to handle such students and have access to appropriate resources and support services.
[1993]

6.2.13.0 Immigrant and Refugee Students

6.2.13.1 The Government of Alberta should provide more funding for immigrant and refugee students who may have limited formal schooling and who may have experienced trauma

before enrolling in public schools in Alberta to ensure that their language acquisition and other educational and social needs are being met.
[2004]

6.2.13.2 The Government of Alberta should fund a study to determine the factors that prevent new immigrant students from achieving educational success.
[2008]

6.2.13.3 The Government of Alberta should provide school authorities with additional funding so that they can hire more home–school liaison workers to ease the transition of immigrant and refugee students into the Alberta education system.
[2017]

6.2.14.0 English Language Learners

6.2.14.1 The Government of Alberta should provide school authorities with sufficient funding and support for English language learners to ensure that pre-K–12 students with limited proficiency in English benefit fully from Alberta’s educational system and complete high school.
[1991]

6.2.14.2 The Government of Alberta should develop guidelines for ensuring that English language learners eligible for funding are identified and receive the services to which they are entitled.
[2002]

6.2.14.3 The Government of Alberta should restore funding for the sixth and seventh years of the English as a Second Language program.
[2013]

6.2.14.4 The Government of Alberta and school authorities should fund professional development for all teachers required to teach English language learners.
[1991]

6.2.14.5 Institutions should ensure that their teacher preparation programs include a component on teaching English language learners.
[2007]

6.2.15.0 Sexual and Gender Minority Students

6.2.15.1 The Government of Alberta should ensure that its curricula and education resources prepare students to live in and contribute to an open, pluralistic, democratic society in which people are not discriminated against or ill-treated on the basis of their actual or perceived sexual orientation, gender identity or gender expression.
[2006]

6.2.15.2 Institutions should incorporate into their teacher preparation programs curricula and instructional strategies to help teachers address, in age-appropriate ways, the topics of sexual orientation, gender identity and gender expression.
[2007]

6.2.15.3 The Association supports the establishment of gay–straight/queer–straight alliance groups to emphasis the

importance of creating safe learning environments for all students in Alberta.
[2005]

6.2.15.4 The Government of Alberta should ensure that the authorized resource list for the English Language Arts program of study includes literature that represents sexual and gender minorities.
[2016]

6.2.15.5 School authorities should develop clear, explicit and comprehensive policies that address the health, safety and educational needs of sexual- and gender-minority students and those who are perceived as such.
[2006]

6.2.15.6 School authorities should develop clear and specific policies that permit trans-identified students to join sex-segregated sports teams and participate in interschool athletic activities and physical education classes that align with their lived gender expression.
[2015]

6.2.15.7 The Government of Alberta should prohibit reparative therapies that purport to “change,” “cure,” “fix” or “repair” a person’s sexual orientation, gender identity or gender expression.
[2017]

6.2.15.8 The Government of Alberta should issue ministerial orders supporting the establishment and operation of gay–straight alliances, queer–straight alliances or similar organizations established under section 35.1 of the *Education Act* by

1. prohibiting anyone from disclosing a student’s membership or participation in the organization without the student’s explicit prior consent;
2. confirming that the student or students who sought permission to establish the organization have the right to determine the final operational name of that organization;
3. confirming that student members and teacher advisors have the right to determine the purpose, activities, projects and undertakings of the organization;
4. protecting leaders and teachers who helped create or operate the organization from employment discrimination or sanctions, formal or informal, as a result of activities related to the organization; and
5. affirming that denominational schools, while having the right to require a declaration of faith as a condition of hiring or enrolment, are thereafter prohibited from discriminating on the basis of any protected ground, including sexual orientation, gender identity or gender expression.
[2015]

6.2.15.9 School authorities should develop policies and procedures that permit students to change, in accordance with their lived gender identity, their name, gender and pronouns on all official school records.
[2018]

6.2.15.10 Institutions in Alberta should ensure that their teacher preparation programs formally acquaint prospective teachers

with the health, safety and educational needs of sexual and gender minority students.
[2018]

6.2.15.11 School authorities should protect sexual and gender minority students from the unwanted disclosure of their sexual identity during all school activities and processes and on forms and records.
[2018]

6.2.15.12 School authorities should provide inclusive education and sensitivity training for staff regarding the creation of safe, caring and welcoming environments for people of all sexual orientations, gender identities and gender expressions.
[2019, 2020]

6.2.15.13 The Government of Alberta should ensure that changes in legislation respecting education do not diminish (1) the right or ability of students to establish and name gay–straight/queer–straight alliances in their schools or (2) the right or ability of individual students to determine if and how their membership or participation in the activities of a gay–straight/queer–straight alliance in their schools is disclosed to other persons.
[2019, 2020]

6.3.0.0 INTERNALLY FOCUSED POLICIES

6.3.1.0 Fostering Inclusivity

6.3.1.1 The Association encourages each of its locals to address, as part of their political engagement programs, issues related to diversity, equity, human rights, social responsibility, justice and democracy.
[2010]

6.3.1.2 The Association encourages each of its locals to establish a standing committee to support diversity, equity and human rights.
[2010]

6.3.1.3 The Association urges its locals to encourage their respective school authorities to develop policies that promote and protect diversity, equity and human rights.
[2010]

6.4.0.0 IMMEDIATE DIRECTIVES

6.4.0.1 Be it resolved that the Association offer antiracism programs and supports for use by its members.
[2021]

6.4.0.2 Be it resolved that the Association offer antiracism education, training and professional development opportunities for its employees.
[2021]

6.4.0.3 Be it resolved that the Association urge the Government of Alberta to provide cross-ministerial resources and programming for all students with complex needs and/or who demonstrate learning challenges in online learning environments.
[2021]

6.4.0.4 Be it resolved that the Association urge the Government of Alberta to increase funding to programs which provide early intervention and ongoing support for students with high needs to support inclusive education.
[2021]

6.4.0.5 Be it resolved that the Association urge the College of Alberta School Superintendents to collaborate with the Association to adopt specific language to address antiracism and antioppression for inclusion in division policies and administrative procedures beyond diversity and inclusion policies.
[2021]

7.0.0.0 INDIGENOUS PEOPLES

7.1.0.0 FUNDAMENTAL BELIEFS

7.1.0.1 Indigenous peoples have the right to govern themselves, preserve their culture, ensure their economic survival and control education in their communities.
[2013]

7.1.0.2 The Indigenous community has a vital role to play in shaping the Association's policies and programs on Indigenous education.
[2013]

7.1.0.3 Indigenous world views complement a child-centred, holistic vision of education and have much to contribute to Alberta's education system.
[2013]

7.1.0.4 Indigenous and non-Indigenous educators have a responsibility to work together, for the benefit of all Albertans, to resolve inequities between Indigenous and non-Indigenous peoples, heal the legacy of the past and commit to fulfilling the Truth and Reconciliation Commission of Canada's Calls to Action.
[2013]

7.2.0.0 EXTERNALLY FOCUSED POLICIES

7.2.1.0 Fostering Reconciliation

7.2.1.1 Relationships between Indigenous and non-Indigenous peoples in Alberta should be built on mutual understanding and respect and should result in collective action.
[2013]

7.2.1.2 The Government of Alberta should act on the recommendations contained in the report of the Truth and Reconciliation Commission of Canada.
[2016]

7.2.1.3 School authorities should begin significant school events by acknowledging the traditional Indigenous peoples' territory on which the event is being held.
[2017]

7.2.2.0 Curriculum and Resources

7.2.2.1 The Government of Alberta should continue to ensure that the curriculum for each grade (1) incorporates information about the history and the content of First Nations treaties and Métis settlement agreements and (2) is supported by such resources as the sections of the Canadian constitution that outline the inherent rights of Indigenous peoples, transcripts of court decisions upholding those rights and relevant sections of the final report of the Truth and Reconciliation Commission of Canada.
[2013]

7.2.2.2 The Government of Alberta, in collaboration with the education partners, should develop and maintain a collection of teaching and learning resources, including curricula developed locally, that teachers can draw upon to infuse the knowledge and perspectives of Indigenous peoples into the curriculum at all levels.
[2013]

7.2.2.3 Alberta school authorities should ensure that schools (1) offer instruction in the languages of Indigenous peoples and (2) use an instructional approach that encourages the Indigenous community to participate.
[2013]

7.2.2.4 School authorities should offer and promote Indigenous studies courses in Alberta high schools.
[2013]

7.2.2.5 Postsecondary institutions in Alberta should recognize Aboriginal Studies 30 as satisfying the entrance requirement for a Humanities (Group A) course.
[2013]

7.2.3.0 Helping Indigenous Students to Succeed

7.2.3.1 Teachers can help Indigenous students succeed by

1. valuing the knowledge, abilities and experiences that students bring to the classroom;
2. developing and implementing appropriate instructional and evaluation strategies;
3. treating students with compassion and understanding and paying attention to their individual learning needs as well as their physical, personal, social, mental, emotional and spiritual well-being;
4. recognizing that, for some Indigenous students, English may be a second language;
5. striving to eliminate racism and racial harassment in the classroom and school; and
6. building positive relationships with Indigenous parents, families and communities.

[2013]

7.2.3.2 The Government of Alberta should urge school authorities, in consultation with Indigenous families and communities, to develop plans, protocols and services to help Indigenous students make the transition from home to school, from rural to urban settings, from one grade to another, from one school or school authority to another, from school to postsecondary education, and from postsecondary education to the workforce.
[2013]

7.2.3.3 School authorities should support Indigenous students by affirming their cultures, languages, histories, world views and ways of knowing.
[2013]

7.2.3.4 School authorities should actively recruit and hire school-based Indigenous liaison personnel to work with Indigenous parents, families and communities in an effort to increase the prospect that Indigenous students will succeed in school.
[2013]

7.2.3.5 School readiness and early intervention programs developed in collaboration with Indigenous parents, families and communities are an important way of ensuring that Indigenous students have a successful start to school.
[2013]

7.2.3.6 The Government of Alberta should provide school authorities with increased funding to enable them to develop school-based programs and initiatives that enhance student success and high school completion rates among Indigenous students.
[2013]

7.2.3.7 The Government of Alberta should include the Association as a partner in any initiative that it undertakes to help Indigenous students to succeed in school.
[2013]

7.2.4.0 Preparing Teachers for Indigenous Education

7.2.4.1 Institutions should incorporate into their teacher preparation programs information about (1) the history and content of First Nations treaties and Métis settlement agreements and (2) 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.
[2016]

7.2.4.2 School authorities should incorporate into inservice opportunities for teachers information about (1) the history and content of First Nations treaties and Métis settlement agreements and (2) 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]

7.2.4.3 Institutions offering teacher preparation programs should ensure that all prospective teachers receive education and support in foundational knowledge and contemporary issues of Indigenous peoples.
[2013, 2020]

7.2.4.4 The governments of Canada and Alberta are jointly responsible for ensuring that funding is available for developing and implementing teacher preparation programs that support the success of Indigenous students in Alberta schools.
[1989]

7.2.4.5 The Government of Alberta should extend and increase its funding for the Walking Together: Education for Reconciliation Professional Learning Project.
[2018]

7.2.5.0 Attracting Indigenous Teachers

7.2.5.1 The number of Indigenous teachers in Alberta's education system should be increased.
[2013]

7.2.5.2 The Government of Alberta, the Alberta School Boards Association and the Association, working together, should take the following steps to attract and retain Indigenous teachers:

1. Create a database of Alberta teachers who self-identify as Indigenous.
2. Develop a registry of teachers, self-identifying as Indigenous, who can apply for Alberta certification.
3. Undertake a concrete program with targets to increase the number of Indigenous peoples who seek and achieve certification as teachers in Alberta.
4. Undertake research to identify such systemic factors as hiring policies, employment practices and workplace climates that impede Indigenous peoples from obtaining employment as teachers.
5. Develop workshops to sensitize central office and school personnel to the systemic factors that prevent Indigenous peoples from seeking or obtaining employment as teachers.
6. Provide mentoring and other forms of support to Indigenous teachers who are beginning their careers.
7. Monitor and publish an annual report on the progress made to increase the number of Indigenous teachers in Alberta.
[2013]

7.2.5.3 The Government of Alberta and institutions offering teacher preparation programs should collaborate with the Association in developing and implementing plans, programs and incentives to recruit, prepare, support and retain Indigenous teachers.
[2013]

7.2.6.0 Funding Considerations

7.2.6.1 The Government of Alberta should urge the Government of Canada to ensure that the per-student funding that it provides annually for the education of students living in First Nations reservations (1) matches or exceeds the amount of funding that the province provides for the education of students living off reserve and (2) is sufficient to meet the unique needs of Indigenous students and their communities.
[2006]

7.2.6.2 The Government of Alberta should require school authorities to document in their annual reports how they have used the funding allocated to them for the purpose of supporting the education of Indigenous students.
[2008]

7.3.0.0 INTERNALLY FOCUSED POLICIES

7.3.1.0 Supporting Indigenous Education

7.3.1.1 The Association should

1. develop a permanent mechanism that enables Indigenous educators to advise it on and assist it with all activities and issues related to Indigenous education;
2. develop a comprehensive professional development program to help teachers promote the Truth and Reconciliation

Commission of Canada's Calls to Action to learn how to incorporate Indigenous content and perspectives into the curriculum and to avoid racist practices;

3. help teachers understand how the acceptance of Indigenous peoples relates to other equity and diversity issues;
4. create a support network for Indigenous educators; and
5. undertake advocacy to ensure that Indigenous peoples receive social and economic justice.

[2013]

7.3.1.2 The Association should establish a committee on First Nations, Métis and Inuit education to provide advice on programs that the Association can undertake to support Indigenous education.

[2016]

7.3.1.3 The Association should adopt and implement, as a starting point for reconciliation in the context of education, the United Nations Declaration on the Rights of Indigenous Peoples.

[2018]

7.3.1.4 Every local should engage in work to respond to the Truth and Reconciliation Commission's education-related calls to action and operate in the spirit of the objectives and principles of the United Nations Declaration on the Rights of Indigenous Peoples.

[2020, 2021]

8.0.0.0 ADMINISTRATION OF SCHOOLS AND SCHOOL SYSTEMS

8.1.0.0 FUNDAMENTAL BELIEFS

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 and classroom teachers.

[1992]

8.1.0.2 Principals are instructional leaders and, for that reason, should remain full, active members of the Association.

[2005]

8.2.0.0 EXTERNALLY FOCUSED POLICIES

8.2.1.0 Decision Making in Schools

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]

8.2.2.0 Respective Roles of Teachers, Principals and Volunteers

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]

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]

8.2.2.3 The principal is the school's official spokesperson on matters of school policy and operations.

[1991]

8.2.2.4 Principals and teachers are jointly responsible for deploying human and material resources in schools.

[1985]

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]

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]

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]

8.2.2.8 Practising teachers should play a role in developing and evaluating educational programs and services at the provincial and school authority levels.

[1969]

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

[1985]

8.2.2.10 All school personnel, including volunteers, are responsible to the principal.

[1985]

8.2.3.0 Membership Status of Principals

8.2.3.1 The Association will take all legal steps required to ensure that principals and other people in designated positions continue to be members of the Association.
[1985]

8.2.4.0 Professional Preparation of Principals

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

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

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]

8.2.5.0 Staffing Considerations

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

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]

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

9.0.0.0 PUBLIC EDUCATION

9.1.0.0 FUNDAMENTAL BELIEFS

9.1.0.1 The primary purpose of schools is to educate students.
[1976, 2020]

9.1.0.2 Publicly elected school authorities should continue to be responsible for governing education in Alberta.
[1994, 2020]

9.1.0.3 All schools in Alberta should be open to inspection by qualified personnel, teach approved curriculum, employ certificated teachers and meet safety regulations.
[1977, 2020]

9.1.0.4 In Alberta, public education refers to public, separate and francophone education.
[2020, 2021]

9.2.0.0 EXTERNALLY FOCUSED POLICIES

9.2.1.0 Denominational Schools

9.2.1.1 Providing that Roman Catholic separate school authorities abide by human rights legislation, the Association recognizes the historical and constitutional legitimacy of the denominational education they provide and considers it a vital component of Alberta's public education system.
[2017, 2020]

9.2.1.2 The public, separate and francophone school systems are publicly funded and have historical and constitutional legitimacy.
[1985, 2020]

9.2.2.0 Alternative Public Education Programs

9.2.2.1 The Government of Alberta should develop and adequately fund alternative public education programs for students who are not succeeding in regular school programs.
[1978, 2020]

9.2.2.2 Alternative schools and alternative programs within the public education system should meet the following criteria:

1. Be designed to meet learning needs and address learning differences rather than to cater to the needs of religious, ethnic or socioeconomic subgroups
2. Demonstrate, on balance, a net educational benefit to students
3. Be financially and administratively feasible without the imposition of additional fees
4. Avoid extending privileges or benefits to one segment of society that could not feasibly be extended to all similar segments of society
5. Adhere to the basic principles of public education by
 - a) being publicly funded and universally accessible to all students;
 - b) being directed toward developing the potential of every student;
 - c) being accountable, through government and publicly elected school authorities, to society; and
 - d) fostering the development of a democratic citizenry and society.

[1985, 2020]

9.2.3.0 Language Education

9.2.3.1 The Government of Alberta should require, and provide funding for, students in Grades 4 to 9 to study at least one language in addition to their primary language of instruction.
[2002, 2020]

9.2.3.2 School authorities offering immersion or bilingual programs in languages other than English should employ, at the school and system level,

1. personnel fluent in the targeted language who can provide inservice and assistance to the teachers delivering the instruction;
2. at least one teacher with a principal designation or system leader who is sufficiently fluent in the targeted language to convey the school's objectives, instructional expectations and evaluation practices to students and their families; and
3. a school leader who is fluent in the languages to provide professional development, supervision and evaluation to

certificated staff as required by policy on growth, supervision and evaluation.
[1992, 2020]

9.2.3.3 The Government of Alberta should make available to parents and other education partners (1) an English translation of the French Language Arts program of studies and (2) a French translation of the English Language Arts program of studies.
[2017, 2020]

9.2.3.4 The Government of Alberta should appropriately fund all students who are entitled under section 23 of the Canadian Charter of Rights and Freedoms to receive French first-language instruction and who require additional assistance to learn that language.
[2017, 2020]

9.2.3.5 The Government of Alberta should (1) support Alberta parents in exercising their right to have their children educated in both official languages and (2) ensure that Alberta children have equal opportunities to become fluent in both official languages.
[1979, 2020]

9.2.3.6 The Government of Alberta should ensure that provincial and federal grants for minority language and bilingual education are used only for the benefit of students enrolled in those programs.
[1991, 2020]

9.2.3.7 The francophone official language minority has the right to manage its own school authorities in the publicly funded system.
[1990, 2020]

9.2.3.8 The Association must be a partner in the development of legislation and regulations governing the management and control of French minority language education by francophones.
[1990, 2020]

9.2.4.0 Summer School

9.2.4.1 The Government of Alberta should ensure that the requirements for earning credits in summer school courses are the same as the requirements for earning credits in the regular programs of study.
[1997, 2020]

9.2.5.0 Outreach Schools—Program Considerations

9.2.5.1 Outreach education is an important way of providing educational opportunities to students whose needs are not met in traditional school environments.
[2009, 2020]

9.2.5.2 The Government of Alberta and school authorities should ensure that outreach schools offer educational programs that are sufficiently flexible to meet the diverse needs of the students attending them.
[2009, 2020]

9.2.5.3 The Government of Alberta should ensure that outreach students have equitable access to the technology needed to take full advantage of distance learning resources.
[2009, 2020]

9.2.5.4 The Government of Alberta and school authorities should encourage outreach schools to establish partnerships with the wider community to ensure that the educational and other needs of each student are being met.
[2009, 2020]

9.2.6.0 Outreach Schools—Student Considerations

9.2.6.1 The Government of Alberta should require school authorities to develop criteria and protocols for placing students in outreach schools.
[2009, 2020]

9.2.6.2 School authorities should ensure that, when students are transferred to an outreach school, their records are forwarded to the receiving school in a timely manner.
[2009, 2020]

9.2.7.0 Outreach Schools—Staffing Considerations

9.2.7.1 The Government of Alberta should ensure that each outreach school has a full-time, on-site teacher with a principal designation.
[2009, 2020]

9.2.7.2 School authorities should assign teachers to outreach schools on a long-term basis to ensure that the program has continuity.
[2011, 2020]

9.2.7.3 School authorities should, upon request, provide teachers in outreach schools with inservice on such topics as first aid, mental health, emergency management and conflict management.
[2009, 2020]

9.2.7.4 Given the diversity and unique needs of students who attend them, outreach schools should have one formally trained full-time teacher–counsellor available for every 150 students.
[1982, 2020]

9.2.8.0 Outreach Schools—Facility Considerations

9.2.8.1 The Government of Alberta and school authorities should ensure that, whenever possible, outreach programs are offered in a stand-alone facility rather than in a traditional school.
[2015, 2020]

9.2.8.2 School authorities should ensure that the facilities out of which outreach schools operate are safe for staff and students.
[2009, 2020]

9.2.9.0 Outreach Schools—Funding Considerations

9.2.9.1 To succeed, outreach education must be sufficiently funded to meet the individual needs of the students served.
[2009, 2020]

9.2.9.2 The Government of Alberta should develop and implement a per-capita funding formula for outreach schools whereby each school receives enough money to cover the cost of developing and delivering the program and operating and maintaining the facility.
[2009, 2020]

9.2.9.3 School authorities that operate outreach schools should ensure instructional grants received from the government to deliver the program are not used to operate and maintain school facilities.

[2009, 2020]

9.2.9.4 The Government of Alberta should direct that, when a student is transferred to an outreach school, the funding and resources allocated to that student be assigned, on a prorated basis, to the receiving school.

[2009, 2020]

9.2.9.5 The Government of Alberta should reinstate the per-site grant for outreach schools.

[2020, 2021]

9.2.10.0 Outreach Schools—Accountability Requirements

9.2.10.1 The Government of Alberta should report annually on these aspects of outreach programs:

1. The names of the credit courses that they offer
2. The number of credits generated by each course per year
3. The average number of credits that students earn per year
4. The number of credits generated by each full-time–equivalent teacher in outreach schools per year
5. The revenue generated by each outreach program per school authority
6. The percentage of students in outreach programs who are coded compared with the percentage of students in the total school population who are coded
7. The percentage of students in outreach programs who complete high school

[1998, 2020]

9.2.11.0 Outreach Schools—Rural Schools

9.2.11.1 The Government of Alberta should engage the Association, school authorities, superintendents, parents and the public in the development of a rural education strategy to ensure that students in rural areas continue to have access to high-quality education opportunities provided by public, separate and francophone school authorities.

[2019, 2020]

10.0.0.0 PRIVATE, CHARTER AND HOME SCHOOLING

10.1.0.0 FUNDAMENTAL BELIEFS

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

[2019]

10.1.0.2 All certificated teachers in Alberta should be active members of the Association.

[2019]

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]

10.2.0.0 EXTERNALLY FOCUSED POLICIES

10.2.1.0 Private Schools

10.2.1.1 The Government of Alberta should not fund private schools.

[1981]

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 reestablish 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]

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
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]

10.2.2.0 Charter Schools

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]

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]

10.2.3.0 Home Schooling

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]

11.0.0.0 SCHOOL–COMMUNITY RELATIONS

11.1.0.0 FUNDAMENTAL BELIEFS

11.1.0.1 Students in public education should be free from commercial exploitation.

[2019, 2020]

11.1.0.2] Parents and community are essential partners in public education.

[2019, 2020]

11.2.0.0 EXTERNALLY FOCUSED POLICIES

11.2.1.0 Corporate Presence in Schools

11.2.1.1 In principle, schools should be free from commercialism and, for that reason, should

1. ensure that any commercial enterprise that does take place (a) has educational value, (b) does not compromise the school's academic freedom or the right of teachers and students to act and express themselves freely and (c) does not exploit students as a captive audience;
2. evaluate resources produced by a corporation rigorously to ensure that they are accurate, complete, not biased in favor of commercialism and free of discrimination;
3. ensure that any corporate-funded scholarships or awards are presented in recognition of educational achievement, athletic excellence, community leadership or civic engagement only; and
4. ensure that any money that a corporation donates to support a school's athletic or academic program is used for sound educational purposes and that the donation is acknowledged only in appropriate ways.

[2000, 2021]

11.2.1.2 The Government of Alberta should ban commercial advertising in schools, on school property, on school websites and on school buses.

[2000, 2021]

11.2.1.3 School and system leaders, teachers and parents should develop media-literacy skills to critically analyze the educational value of commercially sponsored resources and information in schools.

[2000, 2021]

11.2.2.0 Education–Business Partnerships

11.2.2.1 Education–business partnerships/sponsorships should

1. be undertaken for an identified educational purpose rather than as a way for schools to compensate for inadequate provincial funding or for businesses to boost profits or advance commercial interests;
2. be based on sound educational principles;
3. emphasize human rather than financial resources;
4. recognize and respect the ethics and core values of all partners, who should clearly define their expectations before entering into the arrangement;
5. begin with a full discussion among school staff, parent representatives and the prospective business;
6. exhibit a strong commitment by all partners;
7. be approved by a school's professional staff;
8. recognize that teachers are best positioned to make decisions about school resources, program methodologies and other pedagogical issues;
9. recognize that participation by teachers and students in projects arising from the partnerships is voluntary, not mandatory;
10. include a role for students;
11. respect the collegial nature of the school;
12. operate according to a process that is fair and transparent, gives the public a role in decision-making, instills public confidence and protects the integrity of public education;
13. be subject to regular, systematic evaluations; and
14. be consistent with the Association's policy on diversity, equity and human rights.

[2000, 2021]

11.2.2.2 Education–business partnerships/sponsorships should not

1. restrict the academic freedom of the school, or confer on the business partner the right to influence the curriculum or educational policy;
2. promote specific products;
3. exploit students or their families;
4. use instructional time for commercial purposes;
5. result in an exclusive or restrictive arrangement; or
6. diminish the obligation of corporations to pay their fair share of taxes to support public institutions.

[2000, 2021]

11.2.2.3 The Association endorses only those education–business partnerships that

1. align with the values, goals and objectives of a school's educational program;
2. help teachers to enrich student learning;
3. are pedagogically sound;
4. have a clear purpose;
5. are long-term and developmental; and

6. benefit both the school and the business.
[1993, 2021]

11.2.2.4 The Government of Alberta and school authorities should adopt the policy direction that the Association has developed for education–business partnerships and sponsorships in schools.
[2000, 2021]

11.2.3.0 Community Schools

11.2.3.1 The Association supports the community school concept.
[1987, 2021]

11.2.3.2 The Government of Alberta should adequately fund community schools.
[1987, 2021]

11.2.4.0 School Councils

11.2.4.1 School authorities should develop and monitor the implementation of guidelines concerning school councils and their role as advisory and collaborative bodies.
[1997, 2021]

11.2.4.2 Teachers working together should decide educational policy in their schools while seeking input from the school council.
[1986, 2022]

11.2.5.0 Parent–Teacher Relationships

11.2.5.1 For parent–teacher relationships to be effective, parents and teachers must (1) demonstrate mutual respect, honesty, openness and trust; (2) be responsible and accountable for setting goals and facilitating student learning; (3) use effective communication skills; (4) be willing to collaborate; and (5) be committed to the relationship through time and resource allocation.
[1997]

12.0.0.0 SCHOOL FACILITIES

12.2.0.0 EXTERNALLY FOCUSED POLICIES

12.2.1.0 Nature of Publicly Owned School Facilities

12.2.1.1 Publicly owned school facilities in a democracy should

1. be reasonably accessible to the public;
2. be retained in the public domain;
3. be considered a significant part of a community’s identity;
4. be planned, constructed, modernized or closed only after the school authority and the community, working together, have thoroughly considered how the decision will affect teaching and learning; and
5. be planned, constructed, maintained and modernized in a way that adheres strictly to the Occupational Health and Safety Regulation and Code and the *Occupational Health and Safety Act*.
[2003]

12.2.2.0 Management of Publicly Owned School Facilities

12.2.2.1 Decisions about the planning, construction, modernization, opening or closure of public schools should be based on these principles:

1. Projected student enrollment in the school’s catchment area is paramount.
2. Teachers have a right to work in an environment that is healthful and safe.
3. Disruption of instruction should be minimized.
4. Teachers and the school community should be given a voice in making decisions about school facilities.
5. Optimal standards for heating, lighting, aesthetics, ventilation, acoustics and other building systems should be used in new and renovated facilities.
6. New buildings should be energy-efficient.
7. The physical space should optimize program delivery by facilitating a range of learning activities.
8. The design of the school should be sufficiently flexible to accommodate new technologies and new methods of delivering the curriculum that may become available.
9. School sites should be developed in a way that preserves the natural environment.
10. When a school is being modernized or closed, teachers should not be asked to undertake activities that fall outside of their professional roles and responsibilities.
11. If teachers are required to perform additional duties when a school is being constructed, modernized or closed, they should be appropriately compensated.
[2003]

12.2.2.2 The Government of Alberta should provide sufficient funding to school authorities to enable them to

1. maintain school facilities on an ongoing basis and modernize them as the need arises,
2. build child care facilities,
3. upgrade facilities so that they are more energy-efficient and
4. ensure that all schools have adequate meal facilities.
[2003]

12.2.2.3 The Government of Alberta should review its current Area Capacity and Utilization Guidelines to ensure that the rated capacity of a school as determined by the net capacity formula accurately depicts the school’s capacity to deliver educational programs.
[2005]

12.2.2.4 The Government of Alberta should build new schools to accommodate increases in the student population and to ensure that neighborhoods requiring a school get one.
[2006]

12.2.2.5 The Government of Alberta should ensure that oversight measures are put in place to ensure that joint work site health and safety committees provide a mechanism for all workers to be meaningfully involved in occupational health and safety matters.
[2019, 2020, 2021]

12.2.2.6 School authorities should share a report of their joint work site health and safety committees’ work, including a

report of aggregate data for the school year, with the appropriate Association local president by November 1 each year. [2020, 2021]

12.2.3.0 Modernization of School Facilities

12.2.3.1 The Government of Alberta should take the following actions to maintain and modernize Alberta schools:

1. Eliminate the backlog of projects presently under way to bring school facilities up to current standards.
2. Establish a schedule for modernizing all schools on a timely basis to ensure that they are able to accommodate new technologies and modes of program delivery.
3. Assume the costs of repairing equipment and renovating buildings to bring them into compliance with occupational health and safety standards.
4. Ensure that projects to modernize and maintain schools adhere to established health and safety standards.
5. Ensure that schools are maintained and modernized in a way that renders them as ergonomically friendly as possible. [2003]

12.2.3.2 The Government of Alberta should assume financial responsibility for modernizing school facilities to accommodate changes in the curriculum. [2003]

12.2.3.3 The Government of Alberta and school authorities should ensure that new and newly renovated schools provide barrier-free access and other accommodations to teachers, students, employees and members of the public who have limited mobility or use assistive devices. [2014]

12.2.3.4 The Government of Alberta and school authorities should collaborate in funding and implementing projects that enable schools to produce and use renewable energy. [2017]

12.2.3.5 School authorities should ensure that the facilities for which they are responsible contain all-gender washrooms and change rooms that are readily accessible to students and staff. [2015]

12.2.3.6 The Government of Alberta should provide ongoing funding to enable school authorities to purchase and maintain the equipment and facilities required to deliver the Career and Technology Studies and Career and Technology Foundations curricula. [1993]

12.2.3.7 The Government of Alberta should provide school authorities with sufficient funding to purchase playground equipment for new schools and to replace sub-par equipment in existing facilities. [2018]

12.2.3.8 The Government of Alberta should change provincial building codes to require all newly constructed public facilities, including schools, to have universal, all-gender washrooms. [2018]

12.2.4.0 Public–Private Partnerships for Building School Facilities

12.2.4.1 The Government of Alberta should apply the following criteria when assessing public–private partnerships and other proposals from the private sector to construct, own or operate school facilities:

1. The initial project plan must demonstrate that the total cost of constructing, owning and/or operating the facility (including paying financing charges and making a reasonable profit) is less than the cost of building a fully publicly funded alternative facility.
2. The new or renovated facility, like publicly funded schools, must have a life cycle of at least 50 years.
3. The facility must provide an environment that enhances the quality of teaching and learning.
4. The facility must be available, at no extra cost, during and after the school day and on noninstructional days to students and members of the community (for cocurricular and extracurricular activities) and to teachers (for lesson planning and professional development activities).
5. Fees charged to groups and individuals not associated with the school for use of the facility must not exceed the additional marginal cost of providing them with access to the facility.
6. All aspects of the management, operation, use and maintenance of the facility must be under the direction of the principal and the school authority.
7. The private-sector partner must not impose unreasonable regulations or service charges on teachers, staff or students for engaging in reasonable activities that result in wear on the facility.
8. Private-sector plans to construct or renovate a facility must align with the school authority’s infrastructure plan and priorities.
9. The government must not make funding for constructing or maintaining other facilities contingent upon a school authority’s willingness to participate in a particular public–private partnership.
10. Once a partnership has expired, freehold ownership of the facility must revert, at no additional cost, to the school authority.
11. Documentation relating to the construction, ownership and operation of the facility must be publicly available.
12. The school authority and the school community reserve the right to name the facility and to affix interior and exterior signs.
13. Any contract for the construction, ownership or operation of a facility in conjunction with a private-sector interest or partner must incorporate the above criteria in an enforceable way.
14. Once construction of a facility is complete, the government must evaluate the project to determine whether the private–public partnership saved money. [2008]

12.2.5.0 School Safety

12.2.5.1 The Government of Alberta should ensure that school authorities have the funding necessary to address conditions in school facilities that render them a threat to the health and safety of students and teachers. [2000]

12.2.5.2 School authorities should ensure that at least two staff members are onsite when a school is open to students or the public.
[2009]

12.2.5.3 The Government of Alberta should prohibit the drilling of wells producing hydrogen sulphide (sour gas) near schools.
[2009]

12.2.5.4 The Government of Canada, in response to a 2014 recommendation by the Royal Society of Canada, should undertake research to determine whether the radiofrequency fields used by wireless telecommunication devices constitute a health risk and, in the event that they are found to do so, put measures in place to minimize the risk.
[2003]

12.2.6.0 Closure of a School

12.2.6.1 When contemplating the potential closure of a school with excess capacity, a school authority should

1. determine whether parts of the facility could be used for student-related programs or, if not, whether a community-based program in the public sector might be able to use the space;
2. notify the public of the potential closure as early as possible; and
3. give teachers, parents and the public a formal opportunity to discuss the proposed closure.

[2003]

12.2.6.2 When a school authority, after due process, has made a final decision to close a school, it should

1. notify affected staff, students, parents and the community as soon as possible; and
2. ask the Government of Alberta to assume all costs associated with the closure.

[2003]

12.2.7.0 Relocatable Classrooms

12.2.7.1 The Government of Alberta should take the following actions with respect to relocatable classrooms:

1. Ensure that relocatable classrooms are used as temporary classroom spaces only.
2. Provide school authorities that have schools consisting entirely of relocatable classrooms with sufficient funding to build permanent facilities.
3. Require relocatable classrooms, whether leased or purchased, to be equipped with the utilities and building systems needed to create a safe and healthy teaching and learning environment.
4. Require relocatable classrooms that are 10 years old or older to undergo a rigorous annual health and safety inspection and, if deemed unsafe or unhealthy, to be replaced.
5. Pay Alberta Occupational Health and Safety and independent third-party monitoring agencies to examine the air and water quality in relocatable classrooms and to test for toxic mold, lead, bacteria and other hazards.
6. Release to the public the results of all tests performed by Alberta Occupational Health and Safety and independent agencies.

[2003]

12.3.0.0 INTERNALLY FOCUSED POLICIES

12.3.1.0 Staff Education About School Safety

12.3.1.1 The Association should ensure that its staff are equipped to assist and represent teachers who have concerns about the health and safety of their work environment.
[2016]

12.4.0.0 IMMEDIATE DIRECTIVES

12.4.0.1 Be it resolved that the Association urge the Government of Alberta to require all school authorities to equip each site with at least one automated external defibrillator and provide additional funding for school authorities to meet this requirement, along with necessary maintenance, repair and replacement costs.
[2021]

12.4.0.2 Be it resolved that the Association urge the Government of Alberta to consult with the Association when developing plans to respond to major and widespread disruptions of school calendars or operations.
[2021]

12.4.0.3 Be it resolved that the Association urge the Government of Alberta to provide adequate, additional, emergent funding to implement plans developed to respond to major and widespread disruptions of school calendars or operations.
[2021]

13.0.0.0 EDUCATION FINANCE

13.1.0.0 FUNDAMENTAL BELIEFS

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

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

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

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

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]

13.2.0.0 EXTERNALLY FOCUSED POLICIES

13.2.1.0 Budget Planning and Consultation

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

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

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]

13.2.1.4 The Government of Alberta should ensure that the departments 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]

13.2.2.0 Revenue Sources

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]

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

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]

13.2.3.0 Allocation Principles and Priorities

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]

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

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]

13.2.3.4 The Government of Alberta should provide the resources necessary for schools to attain the *Ministerial Order on Student Learning*.
[1985]

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]

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]

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]

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

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]

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]

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 the current or subsequent years as a result of a decline in the student count for 2020/21 due to COVID-19.
[2020, 2021]

13.2.4.0 The Role of School Authorities

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]

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

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]

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]

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]

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]

13.2.5.0 Fundraising

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]

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

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]

13.2.6.0 Extracurricular Activities

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

13.2.7.0 School-Based Budgeting

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]

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]

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]

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]

13.2.8.0 Postsecondary Education

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]

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]

14.0.0.0 EDUCATIONAL ACCOUNTABILITY FOR PUBLIC ASSURANCE

14.1.0.0 FUNDAMENTAL BELIEFS

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]

14.1.0.2 Society has a right to monitor the effectiveness of the education system.

[1983]

14.1.0.3 Society is responsible for setting the broad aims of education.

[1963]

14.2.0.0 EXTERNALLY FOCUSED POLICIES

14.2.1.0 Principles of Accountability

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]

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]

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]

14.2.2.0 Public Assurance

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]

15.0.0.0 EDUCATIONAL ASSISTANTS

15.1.0.0 FUNDAMENTAL BELIEFS

15.1.0.1 Educational assistants are people who are not required, as a condition of employment, to possess a teaching certificate and who directly assist teachers or groups of teachers to achieve educational objectives.

[1973]

15.2.0.0 EXTERNALLY FOCUSED POLICIES

15.2.1.0 Role of Educational Assistants

15.2.1.1 By statute, teachers are responsible for, among others, the following tasks, which should not be delegated to educational assistants:

1. Diagnosing students' learning needs
2. Prescribing educational programs to address those needs
3. Reporting student progress to parents
4. Implementing educational programs
5. Evaluating the results of the educational process
6. Supervising classes when the regular teacher is absent

[1973]

15.2.1.2 Noncertificated personnel should not be used to supervise classes when the regular teacher is absent.

[1989]

15.2.2.0 Supervision of Educational Assistants

15.2.2.1 When assigning an educational assistant, a principal should consult the teacher with whom the assistant will work and invite that teacher to determine the assistant's specific duties.

[1973]

15.2.2.2 Teachers should determine and direct the functions that educational assistants and other nonteaching professionals perform in addressing students' educational needs.

[1970]

15.2.2.3 Teachers supervising an educational assistant should have a voice in evaluating the assistant's performance.

[1999]

15.2.2.4 The Government of Alberta should provide school authorities with funding to ensure that teachers responsible for supervising and coordinating the work of one or more educational assistants have fewer instructional and other duties so that they have time to carry out this responsibility. [2003]

15.2.3.0 Training of Educational Assistants

15.2.3.1 School authorities should provide appropriate and ongoing training to educational assistants in their employ. [2015]

15.2.3.2 The Government of Alberta should require school authorities to train educational assistants working with students with exceptional learning needs, such training to take place in their first year of employment and to include first aid, nonviolent crisis intervention, behaviour management, workplace safety, communication skills and (if necessary) upgrading in the language of instruction. [2015]

15.2.3.3 Postsecondary institutions in Alberta that train educational assistants should ensure that their programs prepare graduates to work with classes that include students with special learning needs. [1992]

15.2.4.0 Standards of Conduct

15.2.4.1 The Government of Alberta should set standards concerning what educational assistants employed by school authorities can do and how they are supervised and evaluated. [2005]

15.2.4.2 School authorities should develop enforceable standards of conduct for educational assistants and volunteers. [1996]

15.2.5.0 Implications for Staffing

15.2.5.1 Assigning an educational assistant to a large class does not justify, on the part of a school authority, either a decision to increase the size of the class or a failure to reduce it. [1971]

15.2.5.2 School authorities should not hire educational assistants if doing so means employing fewer teachers. [1985]

16.0.0.0 TEACHER PROFESSIONAL PREPARATION AND CERTIFICATION

16.1.0.0 FUNDAMENTAL BELIEFS

16.1.0.1 The creation of a competent and effective teaching force requires careful recruitment, balanced teacher preparation programs, placement according to skills and interests, comprehensive orientation programs, inservice opportunities, appropriate supervision and control of professional practice standards by the Association. [1963]

16.1.0.2 The Association should be a principal partner in making decisions about the recruitment, selection, admission, preparation, placement and induction of early-career teachers. [1967]

16.1.0.3 The maintenance of teacher preparation standards is the cooperative function of Alberta's teacher preparation programs and the Association. [1963]

16.2.0.0. EXTERNALLY FOCUSED POLICIES

16.2.1.0 Governance and Accreditation of Educational Institutions Offering Teacher Preparation Programs

16.2.1.1 To be accredited to provide a teacher preparation program, an institution must have total and direct responsibility for defining admission requirements (which should be equivalent to those of other faculties); developing, reviewing, approving and delivering a program of studies; specifying course content; establishing student evaluation processes; placing and supervising students during their field experience; and conferring degrees. [1967]

16.2.1.2 The Government of Alberta should formally involve the Association in the process used to decide whether an institution should be accredited to grant degrees in education and should limit the right to grant such degrees to institutions that the Association recognizes. [1987]

16.2.1.3 The Association has a direct role to play in helping institutions design, approve, evaluate and continually improve their teacher preparation programs. [1970]

16.2.1.4 The Government of Alberta should provide targeted funding to all institutions offering a teacher preparation program in Alberta. [2006]

16.2.2.0 Teacher Recruitment and Admissions to Teacher Preparation Programs

16.2.2.1 The selection criteria for entry into teacher preparation programs in Alberta should be based on factors that research has shown are relevant to succeeding as a teacher. [1978]

16.2.2.2 The Government of Alberta, institutions, school authorities and the Association should work together to resolve obstacles that prevent refugees from being recruited as prospective teachers, pursuing teacher preparation programs, obtaining certification and finding employment with school authorities. [2016]

16.2.2.3 Institutions should recognize, as credit toward a degree in education, vocational preparation culminating in the attainment of a journeyman's certificate. [2009]

16.2.2.4 Institutions offering graduate programs in education should expand access to those programs by

1. offering off-site courses,
 2. making their schedules more flexible,
 3. modifying their residency requirements,
 4. ensuring that course credits are portable from one institution to another,
 5. extending time limits for completing programs and
 6. finding alternate modes of delivering courses.
- [1991]

16.2.2.5 The Government of Alberta should continue to fund the Career and Technology Studies Bridge to Teacher Certification funding program.
[2012]

16.2.2.6 The Association provides preservice students with information on what will be expected of them as teachers and on what they can expect in return for their services as teachers.
[1975]

16.2.3.0 Faculty at Educational Institutions Offering Teacher Preparation Programs

16.2.3.1 Institutions offering teacher preparation programs should ensure that all faculty members

1. are certificated teachers;
2. have demonstrated excellence in teaching in elementary or secondary schools; and
3. stay current by making classroom visits, engaging in collaborative research with teachers, attending conventions and other meetings, and joining specialist councils.

[1973]

16.2.3.2 Institutions offering teacher preparation programs should ensure that content about classroom management, curriculum, ethics and the law is delivered by instructors who hold or are eligible to hold an Alberta teaching certificate.
[2013]

16.2.3.3 Institutions offering teacher preparation programs should ensure that faculty members focus on applying educational theory to teaching practice.
[1993]

16.2.3.4 In deciding issues of merit, promotion and tenure, institutions offering graduate programs in education should give the same consideration to faculty members who teach undergraduate students and participate in the field experience program as to those who carry out research, write and participate in graduate studies programs.
[1992]

16.2.3.5 School authorities should cooperate with institutions offering teacher preparation programs in arranging for faculty members from those institutions to be seconded to positions in public schools.
[1987]

16.2.4.0 Contents of Teacher Preparation Programs

16.2.4.1 Teacher preparation programs should focus on excellence in teaching, learning and research.
[1970]

16.2.4.2 A teacher preparation program should include the following elements:

1. A grounding in such pedagogical practices as lesson planning, identifying and responding to learners' needs, and assessing and reporting on student progress
 2. Classroom management
 3. Effective communication
 4. Field experiences
 5. An emphasis on building collaborative professional relationships
 6. A focus on engaging in reflective practice
 7. Information about the legal, ethical and professional aspects of teaching
 8. An overview of the structure and function of the Association and the services it provides
- [1967]

16.2.4.3 Institutions offering teacher preparation programs should ensure that prospective teachers have a knowledge of the instructional practices necessary to handle multigrade classrooms.
[2017]

16.2.4.4 Institutions offering graduate degrees in education should balance these functions:

1. Offering high-quality undergraduate programs that include a strong field experience component
2. Serving practising teachers by offering frequent professional development opportunities
3. Engaging in research
4. Developing and delivering programs for graduate students

[1995]

16.2.4.5 Institutions offering teacher preparation programs should incorporate information on Comprehensive School Health, including mental health and the role that teachers can play in helping to prevent student suicides.
[2013, 2020]

16.2.4.6 Institutions offering teacher preparation programs should require that preservice teachers receive education in antiracism as it relates to all cultures and cultural minorities.
[2019, 2020]

16.2.5.0 Field Experience Program

16.2.5.1 The Association cooperates with institutions offering teacher preparation programs, the Department of Education, other government departments and the Alberta School Boards Association in providing high-quality field experience programs for student teachers.
[1978]

16.2.5.2 Institutions offering teacher preparation programs should consult the Association and attain its approval when considering substantive changes to their field experience programs.
[1991]

16.2.5.3 The field experience component of teacher preparation should

1. be planned in collaboration with the Association;
2. be the equivalent of at least 13 weeks of full-time classroom-based experience;

3. consist of a graduated set of classroom-based experiences taking place throughout the teacher preparation program;
 4. allow the student teacher to demonstrate the competencies set out in the Teaching Quality Standard;
 5. take into account provincial certification requirements;
 6. be connected to a specific on-campus course;
 7. orient the student teacher to the school, the school authority and the profession;
 8. offer opportunities in both rural and urban settings;
 9. involve the participation of cooperating teachers;
 10. enlist the help of the Association in resolving professional conduct disputes that might arise during the field experience;
 11. ensure that the field experience is not compromised by efforts to recruit the student teacher; and
 12. provide, during each phase of the field experience program, supervision and evaluation that
 - a) is consistent with Association policy,
 - b) is carried out only by the cooperating teacher and faculty members from the teacher preparation institution, all of whom must be physically present during the observations and evaluations and be familiar with the learning situation,
 - c) uses a pass-fail method that includes written descriptions of the student's performance,
 - d) includes an appeal process for students who are unsuccessful in their field experience, and
 - e) ensures that, if a student is unsuccessful, the teacher preparation institution develops and sends to the cooperating teacher a remediation plan.
- [1983]

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. Travel and subsistence allowances to enable student teachers to participate in a field experience program regardless of where the cooperating school is located
 4. Ongoing communication among all personnel involved in the field experience
 5. Consultants to assist cooperating teachers and student teachers
 6. Honoraria for cooperating teachers
 7. Secondment of teachers to serve as field experience associates in institutions offering teacher preparation programs
- [1976]

16.2.5.5 Institutions offering teacher preparation programs should increase the funding that they provide for the field experience component to a level that supports a comprehensive practicum.

[1988]

16.2.5.6 Honoraria for cooperating teachers should be

1. provided by the Government of Alberta in the form of grants to institutions offering teacher preparation programs and
2. based on a formula that takes into account teachers' average salaries and the amount of time that the cooperating teacher devotes to the field experience program.

[1983]

16.2.5.7 The Association should be a principal partner in determining the criteria and implementing procedures for recruiting and selecting cooperating teachers.

[1973]

16.2.5.8 The Association (1) supports the practice of seconding practising teachers to institutions offering teacher preparation programs on an annual basis for up to two years to help design and implement field experience programs and (2) urges teachers wishing to serve in this capacity to obtain written confirmation from their employer that (a) they will be returned to a position no less favourable than the one they held just before the effective date of their secondment; (b) their contract status will remain unchanged; and (c) they will experience no reduction in their compensation, full-time equivalency or employment-related benefits.

[1983]

16.2.5.9 To qualify as a cooperating teacher for a field experience program, an individual must

1. possess a bachelor of education degree or its equivalent and a permanent Alberta teaching certificate;
 2. have at least three years of successful teaching experience;
 3. project a favourable image of the teaching profession;
 4. have good interpersonal, communication, supervisory and mentoring skills;
 5. be knowledgeable about and able to evaluate teaching skills;
 6. be willing to participate in meetings, consultations, seminars and other activities related to field experience; and
 7. be an active or associate member of the Association.
- [1987]

16.2.5.10 The involvement of a cooperating teacher in field experience programs and activities must be voluntary, based on consultations between the teacher and their principal.

[1976]

16.2.5.11 Institutions offering teacher preparation programs should require all faculty members affiliated with the teacher preparation program to participate in the field experience component of the program.

[1998]

16.2.5.12 Teacher preparation programs should avoid, wherever possible, employing a field experience associate in a school where the associate also serves as principal.

[1991]

16.2.5.13 Members of the Association should participate only in field experiences offered by institutions offering teacher preparation programs recognized by the Association.

[1995]

16.2.6.0 Certification Requirements

16.2.6.1 Teachers require only one teaching certificate, which is the same for all teachers.

[1967]

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]

16.2.6.3 To be considered for an interim professional certificate, a prospective teacher must possess a degree that entails at least four years of university-level study, two or more of which must have been in a teacher preparation program.
[1967]

16.2.6.4 To achieve permanent certification, teachers holding an interim professional certificate attained in Alberta must successfully complete two full school years of teaching.
[1967]

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

16.2.6.6 A recommendation on permanent certification should be made by a panel of at least three certificated persons, including a representative appointed by the Association.
[1972]

16.2.6.7 School counsellors and school librarians should hold a valid Alberta teaching certificate.
[1967]

16.2.6.8 Teachers returning to teaching after an absence of five continuous years must meet the minimum certification requirements in effect at the time of their return.
[1972]

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]

16.4.0.0 IMMEDIATE DIRECTIVES

16.4.0.1 Be it resolved that the Government of Alberta provide stable and adequate funding, to be determined after consultation with teacher preparation programs, to institutions that offer teacher preparation programs for bridging programs designed to help internationally educated teachers meet Alberta’s teacher certification requirements.
[2021]

17.0.0.0 PROFESSIONAL DEVELOPMENT

17.1.0.0 FUNDAMENTAL BELIEFS

17.1.0.1 Professional development encompasses the wide range of programs and activities that teachers undertake individually and collectively to deepen their understanding of teaching and learning, enhance their professional practice and contribute to the profession.
[2001]

17.2.0.0 EXTERNALLY FOCUSED POLICIES

17.2.1.0 Characteristics of Effective Professional Development Programs

17.2.1.1 Effective professional development programs

1. are determined by teachers themselves to address their specific needs;
2. allow participants to make decisions at all stages of planning and implementation;
3. include a clear statement of purpose and specific objectives;
4. focus on enhancing professional practice;
5. are ongoing, coherent and coordinated;
6. provide opportunities for self-reflection and evaluation;
7. take into account the research on improving professional practice;
8. take place in a climate of trust, peer support, open communication and collaboration;
9. incorporate an array of student learning models;
10. are drawn on participants’ personal experiences and professional expertise; and
11. are delivered flexibly using such practices as collaborative learning, peer-assisted learning, teacher as researcher and independent learning.

[1991]

17.2.1.2 Professional development is best assessed when teachers (1) evaluate their efficacy in motivating students to learn, (2) engage in personal reflection and (3) consider their overall teaching practice.
[2011]

17.2.1.3 Communities of practice enhance teachers’ opportunities to engage in professional learning.
[2001]

17.2.2.0 Roles and Responsibilities in Providing Professional Development

17.2.2.1 Teachers are responsible for continuing to grow professionally throughout their careers by (1) engaging in reflective practice and systematic inquiry as they set their professional development goals and plans, (2) keeping up-to-date with innovations in education, (3) joining specialist councils and other professional bodies and (4) attending conferences and teachers’ conventions.
[2011]

17.2.2.2 The role of the Government of Alberta in helping teachers to develop professionally throughout their careers is to (1) fund effective research-based professional development programs, (2) fund and deliver inservice opportunities to familiarize teachers with changes in the curriculum and (3) provide school authorities with earmarked funding for the professional development of teachers.
[1991]

17.2.2.3 Schools and school authorities should address, in their improvement plans, the need for professional development to enable teachers to effect the envisioned changes.
[2001]

17.2.2.4 The role of school authorities in helping teachers to develop professionally throughout their careers is to (1) develop

policy on the objectives of professional development programs; (2) ensure that all schools for which they are responsible have the necessary resources, including time, to enable teachers to plan, implement, evaluate and participate in effective, ongoing, teacher-directed professional development programs and opportunities; and (3) report on the professional development opportunities that resulted from deploying those resources. [1965]

17.2.2.5 School authorities should provide release time to enable all teachers to participate equitably during the school day in self-directed professional development that (1) takes into account their unique classroom situation and (2) is not necessarily tied to initiatives developed by the school authority or the school. [1967]

17.2.2.6 School authorities should provide suitable inservice and individual support to teachers who have been transferred from one grade and/or subject area to another. [1989]

17.2.2.7 School authorities should fund, deliver and pay substitute teachers (at the daily rate) to attend voluntary professional development programs designed to familiarize them with recent curriculum changes, new educational technology and current trends in teaching and learning. [2006]

17.2.2.8 The role of school communities in helping teachers to develop professionally throughout their careers is to (1) create and implement a long-term program of school improvement; (2) create an environment that supports change; and (3) establish a professional development committee, representative of the teaching staff, to plan school-based professional development activities based on needs that the teachers themselves have identified. [1991]

17.2.2.9 The role of the Association in helping teachers to develop professionally throughout their careers is to (1) enhance the professional expertise and practice of its members, (2) facilitate the career-long professional development of members, (3) advocate for members on professional issues, (4) build communities of practice and (5) ensure that members have opportunities for professional development. [1991]

17.2.2.10 The role of locals in helping teachers to develop professionally throughout their careers is to (1) establish professional development committees, (2) provide the resources necessary to deliver effective professional development programs to their members, (3) ensure that members have equitable opportunities to engage in effective professional development, (4) enhance the professional expertise and practice of their members, (5) facilitate the career-long professional development of their members, (6) advocate for members on professional issues and (7) build communities of practice. [1991]

17.2.2.11 The role of institutions offering teacher preparation programs in helping teachers to develop professionally throughout their careers is to (1) offer courses on emergent educational issues, trends and teaching strategies; and (2) collaborate with teachers at the provincial, local and school

levels to develop effective professional development programs and undertake research projects. [1991]

17.2.2.12 The Government of Alberta should ensure that programs supporting certification and professional development as they pertain to the Leadership Quality Standard and the Superintendent Leadership Quality Standard are available equitably to all interested certificated teachers. [2018]

17.2.2.13 The Government of Alberta should refrain from approving and recognizing programs supporting certification and professional development as they pertain to the Leadership Quality Standard and the Superintendent Leadership Quality Standard until it has meaningfully involved the Association in helping to develop these programs and authorized the Association to deliver content on the professional roles and responsibilities of principals, system leaders and superintendents. [2018]

17.2.2.14 The Government of Alberta and school authorities should provide funding to teachers, particularly in rural and remote locations, for self-directed professional development. [2019, 2020]

17.2.3.0 Mentorship Programs

17.2.3.1 School authorities and Association locals should form joint committees to develop and deliver mentorship programs for teachers and principals new to their role that are

1. voluntary rather than compulsory,
2. designed to promote professional growth,
3. ongoing rather than short term,
4. sufficiently funded to cover release time for participants and other program expenses,
5. based on sound research into pedagogical and administrative best practices and
6. deemed to constitute the participant's professional growth plan. [2009]

17.2.4.0 Classroom Intervisitations

17.2.4.1 Classroom intervisitation among teachers should not occur unless the parties concerned have (1) agreed to the event in advance, (2) defined the protocols to be followed and (3) undertaken to adhere to the Code of Professional Conduct. [2006]

17.3.0.0 INTERNALLY FOCUSED POLICIES

17.3.1.0 Access to Professional Development Programs Organized by the Association

17.3.1.1 Professional development activities that the Association organizes are available to associate members, members of student locals and affiliate members of specialist councils provided that these members pay the requisite fee to the organizing group. [1996]

17.3.2.0 Professional Practice Standards

17.3.2.1 The Association should support the implementation and use of the Teaching Quality Standard, the Leadership Quality Standard and the Superintendent Leadership Quality Standard. [2019, 2020]

18.0.0.0 PROFESSIONAL GROWTH, SUPERVISION AND EVALUATION

18.1.0.0 FUNDAMENTAL BELIEFS

18.1.0.1 The professional growth, supervision and evaluation process should be based on a standard of practice established by the Association. [2000, 2020]

18.1.0.2 All school authority professional growth, supervision and evaluation policies and procedures should conform to the Code of Professional Conduct. [1990, 2020]

18.1.0.3 All teachers are responsible for their ongoing professional growth. [1980, 2020]

18.2.0.0 EXTERNALLY FOCUSED POLICIES

18.2.1.0 Policy Development

18.2.1.1 Teachers and teachers with principal designations should be involved in developing a school authority's evaluation policy and procedure. [1980, 2020]

18.2.1.2 School authorities, in consultation with the Association, should develop processes for the growth, supervision and evaluation of teachers in distance and online learning settings that take into account the unique circumstances of these environments. [2007, 2020]

18.2.2.0 Funding and Resources

18.2.2.1 Resources earmarked for professional growth, supervision and evaluation programs should be used to facilitate professional growth. [1980, 2020]

18.2.2.2 School authorities should provide the time and resources necessary to implement programs of professional growth, supervision and evaluation. [1990, 2020]

18.2.3.0 Professional Growth

18.2.3.1 Professional growth is a career-long learning process that requires

1. self-reflection and a willingness to discuss professional practice with colleagues;
2. the development and implementation of a written professional growth plan that

- a) outlines goals that are consistent with professional practice standards,
- b) focuses on the unique learning needs identified by the individual and
- c) evolves over the school year; and

3. the establishment of clear expectations, processes and timelines. [1980, 2020]

18.2.4.0 Professional Growth Plans

18.2.4.1 Professional growth plans should be written by the teacher undertaking them, focus on growth and reflect the teacher's assessment of their own professional learning needs. [1970, 2020]

18.2.4.2 Although a teacher with a principal designation may keep a copy of a teacher's professional growth plan on file throughout the year, the plan belongs to the teacher who wrote it and should, by the end of the school year, be either returned to that teacher or, if it exists in digital form, deleted. [2000, 2020]

18.2.5.0 Supervision

18.2.5.1 The purpose of supervision is to promote professional learning, staff development and school improvement by

1. observing the professional practice of a teacher or teacher with a principal designation and providing the person with expert, constructive feedback on those of their behaviours and practices that are exemplary and those that may require evaluation; and
2. offering a teacher or teacher with a principal designation support, guidance and professional development opportunities. [1980, 2020]

18.2.5.2 The process of supervision should

1. take place in a climate of trust and support;
2. be a shared responsibility between the supervisor and the person being supervised;
3. be collegial and collaborative;
4. be adapted to the needs of the person being supervised;
5. provide the person being supervised with input into the methods and process to be used; and
6. provide the person being supervised with feedback on an ongoing basis, including access to any notes taken during the supervision process. [1980, 2020]

18.2.5.3 Teachers with principal designations are responsible for supervising teachers, and teachers designated as assistant superintendents, associate superintendents, deputy superintendents or superintendents are responsible for supervising teachers with principal designations and system leaders. [1980, 2020]

18.2.6.0 Evaluation of Teachers

18.2.6.1 Evaluation is a formal process whereby information that a supervisor gathered and recorded over a specified period of time and subjected to reasoned professional judgment (including a consideration of the context) is ultimately used to make a

judgment about a teacher's ability to meet the appropriate professional practice standard.
[1990, 2020]

18.2.6.2 To be effective, an evaluation process for teachers should

1. adhere to the rules of natural justice;
 2. ensure that the teacher being evaluated receives written communication about why the evaluation is taking place and what procedure, criteria and standards will be used;
 3. be based only on evidence gathered during the evaluation, including observations of the teacher's teaching practice;
 4. include pre- and post-visitation conferences;
 5. be conducted within a reasonable time period;
 6. be conducted in accordance with the Code of Professional Conduct;
 7. provide the teacher with ongoing feedback;
 8. culminate in a formal written report;
 9. ensure that the teacher has an opportunity to discuss the report and append a written response before the report is placed in the teacher's personnel file and
 10. include an appeal process.
- [1968, 2020]

18.2.6.3 A teacher with a principal designation should evaluate a teacher who

1. so requests in writing (the evaluation to take place within 60 calendar days of the request);
 2. does not hold a continuing contract or a permanent teaching certificate (for the purposes of gathering information and making an employment decision about the teacher); or
 3. does not appear, as a result of supervision, to be meeting the established professional practice standard.
- [1976, 2020]

18.2.6.4 Teachers should not be evaluated on the basis of

1. their involvement in extracurricular activities,
 2. an assessment provided by parents or students,
 3. the achievement results of their students,
 4. their involvement in the school community or
 5. written assessments that they have made of their own teaching practice.
- [1985, 2020]

18.2.6.5 A teacher with a principal designation who, as a result of supervision, has reason to believe that a teacher's practice may not meet the established standard, should initiate an evaluation that adheres to the following process:

1. The teacher with a principal designation meets with the teacher to discuss the concerns identified during supervision.
2. On the basis of the meeting, the teacher with a principal designation determines that the teacher should either (a) continue to be supervised on an ongoing basis or (b) receive a notice of evaluation.
3. If an evaluation is deemed necessary, the teacher with a principal designation issues a notice of evaluation that (a) states the reasons for the evaluation; (b) outlines the process, criteria and standards to be used; (c) proposes a reasonable timeline; and (d) describes the possible outcomes.
4. The teacher with a principal designation issues an evaluation report that contains one of three possible findings: (a) that the teacher meets the established standard and should continue with the ongoing growth and supervision process, (b) that the

teacher does not meet the established standard and must be evaluated for an additional period or (c) that the teacher does not meet the established standard and should be issued a notice of remediation.

5. If the teacher with a principal designation issues a notice of remediation, the teacher may be removed from the growth plan requirement and is (a) advised that they must improve, (b) offered support and assistance, (c) given adequate time and resources to meet expectations and (d) notified that a subsequent evaluation will take place within 100 school days.

6. Following the second evaluation, the teacher with a principal designation issues a report that contains one of four possible findings: (a) that the teacher may return to the ongoing growth and supervision process, (b) that an additional period of remediation is necessary, (c) that the teacher's assignment should be changed or (d) that the superintendent should be asked to terminate the teacher's contract of employment.

7. After the completion of an evaluation, if the superintendent concludes that the teacher's suitability for certification is in question, the superintendent asks the executive secretary of the Association to initiate a professional practice review hearing.
[1980, 2020]

18.2.6.6 If a teacher with a principal designation finds it necessary to include a second member of the administration team in the evaluation of a teacher, the teacher should have an opportunity to provide input into the role of the additional person and their role must be outlined in writing to the teacher before the evaluation begins.
[1980, 2020]

18.2.6.7 School authorities should not require or request a teacher to disclose weaknesses about their professional practice during an evaluation.
[2002, 2020]

18.2.6.8 Teachers should have the right to have an independent evaluator assigned to evaluate their professional practice, if they so request.
[1980, 2020]

18.2.6.9 Any new policy implemented by the Government of Alberta concerning teacher evaluation should respect teacher professionalism and comport with the philosophy and direction of the Teaching Quality Standard (2019); the Teacher Growth, Supervision and Evaluation Policy; and section 4(b)(vii) of the *Teaching Profession Act*.
[2019, 2020]

18.2.7.0 Evaluation of Principals and System Leaders

18.2.7.1 An evaluation policy for teachers with principal designations should

1. be reasonable and based on the rules of procedural fairness and natural justice;
2. ensure that the teacher with a principal designation is notified in writing that an evaluation will take place and the reasons for it;
3. ensure that the teacher with a principal designation is aware of the evaluation process and the criteria, standards, timelines and possible outcomes to be used;
4. ensure that the teacher with a principal designation is a full participant in the process;

5. be based on identifiable data to which the teacher with a principal designation has access;
 6. reference the criteria outlined in the Leadership Quality Standard;
 7. advise the teacher with a principal designation if they are not meeting expectations for the position;
 8. provide the teacher with a principal designation with assistance and time to address deficiencies in their performance; and
 9. ensure that the teacher with a principal designation is aware of what might happen if their performance does not improve.
- [2004, 2020]

18.2.7.2 A superintendent may evaluate a teacher with a principal designation or system leader who

1. so requests in writing (the evaluation to begin within 60 calendar days of the request);
 2. does not hold a continuing designation (up to twice in a five-year period); or
 3. does not appear, as a result of supervision, to be meeting the established standard of professional practice.
- [2004, 2020]

18.2.7.3 A superintendent who, as a result of supervision, has reason to believe that the practice of a teacher with a principal designation may not meet the established standard should initiate an evaluation that adheres to the following process:

1. The superintendent meets with the teacher with a principal designation to discuss the concerns identified through supervision.
2. On the basis of this meeting, the superintendent determines that the teacher with a principal designation should either (a) continue to be supervised on an ongoing basis or (b) receive a notice of evaluation.
3. If an evaluation is deemed necessary, the superintendent issues a notice of evaluation that (a) states the reasons for the evaluation; (b) outlines the process, criteria and standards to be used; (c) proposes a reasonable timeline; and (d) describes the possible outcomes.
4. The superintendent issues an evaluation report that contains one of three possible findings: (a) that the teacher with a principal designation meets the established standard and should continue with the ongoing growth and supervision process, (b) that the teacher with a principal designation does not meet the established standard and must be evaluated for an additional period or (c) that the teacher with a principal designation does not meet the established standard and should be issued a notice of remediation.
5. If the superintendent issues a notice of remediation, the teacher with a principal designation may be removed from the growth plan requirement and (a) advised that they must improve, (b) offered support and assistance, (c) given adequate time and resources to meet expectations and (d) notified that a subsequent evaluation will take place within 100 school days.
6. Following the second evaluation, the superintendent issues a report that contains one of four possible findings: (a) that the teacher with a principal designation may return to the ongoing growth and supervision process, (b) that an additional period of remediation is necessary, (c) that the assignment of the teacher with a principal designation should be changed or (d) that the board should be asked to terminate the designation of the teacher with a principal designation.

7. After the completion of an evaluation, if the superintendent concludes that the suitability of the teacher with a principal designation for leadership certification is in question, the superintendent asks the executive secretary of the Association to initiate a professional practice review hearing.
- [2004, 2020]

18.2.7.4 “If a superintendent finds it necessary to involve an additional certificated member of the district’s administration team in the evaluation of a teacher with a principal designation, the teacher with a principal designation should have an opportunity to provide input into the role of the additional person and their role must be outlined in writing to the teacher with a principal designation before the evaluation begins.

[2004, 2020]

18.2.7.5 School authorities should not require or request a teacher with a principal designation to disclose weaknesses about their professional practice during an evaluation.

[2004, 2020]

18.2.7.6 A teacher with a principal designation has the right to have an independent evaluator assigned to evaluate their professional practice, if they so request.

[2004, 2020]

18.2.7.7 Teachers have a role in evaluating teachers with principal designations and system leaders provided that, in doing so, they adhere to the Code of Professional Conduct.

[1980, 2020]

18.2.8.0 Observation and Information Gathering

18.2.8.1 Classroom intervisitations should not be used to gather data for the purpose of supervising or evaluating a teacher.

[2006, 2020]

18.2.8.2 Classroom walk-throughs should not constitute part of the process used to evaluate teachers.

[2007, 2020]

18.2.8.3 The use of computer software to facilitate the supervision and evaluation of teachers is not appropriate.

[2006, 2020]

19.0.0.0 WORKING CONDITIONS FOR PROFESSIONAL SERVICE

19.1.0.0 FUNDAMENTAL BELIEFS

19.1.0.1 The teaching profession has the right to have a voice in determining the conditions for professional service.

[1970, 2021]

19.1.0.2 The teaching profession should have an economic status that is equitable with other professions.

[1970, 2021]

19.1.0.3 All teachers must have collective agreements that define enduring and enforceable conditions of practice.

[1981, 2021]

19.1.0.4 Teachers have the right to

1. be the final authority in implementing a prescribed, approved or authorized program in their classrooms;
2. be free from unwarranted interference in organizing the learning experience that students will have in their classrooms;
3. be directly involved in all professional decisions in a school that affect them; and
4. criticize, without reprisal or harassment, educational programs in their school or school authority provided that the criticisms do not contravene the Code of Professional Conduct.

[1978, 2021]

19.1.0.5 Collective bargaining is the most effective means of attaining enduring and enforceable conditions of practice set as goals by the Association.

[1970, 2021]

19.1.0.6 The right to the proper processes of collective bargaining is essential to the maintenance of the political and professional independence of the Association.

[1963, 2021]

19.1.0.7 Appropriate infrastructure, favourable conditions of practice and the opportunity to provide a high level of professional service, among other factors, help to recruit and retain teachers.

[1970, 2021]

19.1.0.8 Negotiations should include all matters that affect the quality of the educational system and the teacher's ability to provide a high level of professional service.

[1970, 2021]

19.1.0.9 The Government of Alberta's funding formula for education should fully recognize teachers for their qualifications and experience.

[1969, 2021]

19.1.0.10 The Association supports the collective bargaining rights of all unionized workers, including the ability to engage in fair arbitration free from government interference.

[2019, 2020]

19.1.0.11 The Association opposes the use of merit systems to determine teachers' salaries.

[1970, 2021]

19.1.0.12 School authorities shall not have staff deployment practices that result in the replacement of certificated teachers with noncertificated personnel.

[1997, 2021]

19.1.0.13 Teachers have the right to work in an environment in which they are not harassed or abused by students, colleagues, parents or employers.

[1994, 2021]

19.2.0.0 EXTERNALLY FOCUSED POLICIES**19.2.1.0 Bargaining Process**

19.2.1.1 The Association favors an approach to collective bargaining for its members wherein

1. matters acceptable to the Association are negotiated at a central table between the Association, as the representative of its members, and the Government of Alberta, as the funder of public education in the province;
2. other matters acceptable to the Association are negotiated at the local level between the Association and each employer to form one collective agreement for each bargaining unit;
3. provisions currently in the *Education Act* that govern teacher employment are retained in that act; and
4. the *Labour Relations Code* and the *Employment Standards Code* continue to apply to teachers.

[2002, 2021]

19.2.1.2 Neither compulsory arbitration nor unilateral government action to impose a settlement should be used to resolve collective bargaining disputes.

[1970, 2021]

19.2.1.3 The Government of Alberta should amend the *Public Education Collective Bargaining Act* to allow matters that could result in a reasonably significant impact on expenditures for one or more employers to be bargained on to the list of local matters.

[2019, 2020, 2021]

19.2.2.0 Labour Action

19.2.2.1 The Association opposes legislation that declares teachers an essential service and prohibits the right to strike.

[1998, 2021]

19.2.2.2 Because the collective bargaining process includes the right to strike, the Government of Alberta should pass legislation prohibiting the hiring of replacement workers and other activities that minimize the impact of strike.

[1970, 2021]

19.2.3.0 Scope and Implementation of Collective Agreements

19.2.3.1 All matters affecting the quality of education are subject to collective bargaining.

[1970, 2021]

19.2.3.2 The Association opposes any attempts to exclude principals and other teachers with designations who are members of the Association from teacher bargaining units unless such exclusions are expressly provided for in collective agreements.

[1980, 2021]

19.2.4.0 Contracts of Employment

19.2.4.1 The *Education Act* should be amended to

1. require school authorities to grant temporary contracts when the teacher is employed for the purpose of replacing another teacher on leave and
2. require that a teacher on probationary contract who has met the Teaching Quality Standard be recommended for a continuing contract.

[1986, 2021]

19.2.4.2 The Government of Alberta should ensure that school authorities comply with section 209 of the *Education Act* when

offering temporary contracts to teachers and with section 206(4) of the *Education Act* when extending probationary contracts to teachers.
[2003, 2021]

19.2.4.3 Unless otherwise provided for in the collective agreement, a teacher's designation and employment contract should remain in force from year to year except in the case of a teacher who was designated or employed for a limited term to replace a teacher on leave.
[1975, 2021]

19.2.4.4 School authorities, as specified in legislation, should limit the use of probationary contracts to teachers for whom the contract in question is the first that they have had with the school authority.
[1994, 2021]

19.2.4.5 School authorities that require a teacher to provide teaching service outside the normal school day should develop, in collaboration with the Association, a work schedule that respects the provisions of the collective agreement.
[1982, 2021]

19.2.4.6 School authorities should not require teachers to possess or acquire an Alberta driver's licence as a condition of employment.
[2006, 2021]

19.2.4.7 The Government of Alberta should ensure that Alberta teachers are not required to sign contracts or other documents containing faith-based or other morality clauses that violate their human rights or the rights of others.
[2017, 2021]

19.2.5.0 Salary and Compensation

19.2.5.1 The Government of Canada should amend the *Income Tax Act* to allow teachers to deduct those costs that are directly associated with performing their professional duties.
[1996, 2021]

19.2.5.2 The Government of Alberta should pay a teacher whom the Association has named to perform professional tasks for the Government on holidays or on nonoperational days at the daily rate of at least 1/200 of the teacher's annual salary.
[1996, 2021]

19.2.5.3 The Government of Alberta should increase the remuneration and reimbursement for travel and accommodation expenses that it pays to teachers who mark diploma examinations and, at the behest of their employers, provincial achievement tests.
[1993, 2021]

19.2.5.4 The Government of Alberta should provide an honorarium to teachers who provide professional service to the government on instructional days.
[2009, 2021]

19.2.5.5 School authorities should be required to compensate full-time, part-time and substitute teachers who have been injured while dealing with students in their care for lost salary;

legal costs; and medical, vision care and dental expenses not covered by the teacher's benefit plan.
[1970, 2021]

19.2.6.0 Allowances

19.2.6.1 The Government of Alberta should provide allowances for teachers living in areas that are remote or that have a high cost of living.
[1970, 2021]

19.2.7.0 Benefits

19.2.7.1 Teachers, school authorities and the Association are jointly responsible for developing and promoting teacher wellness programs, which should focus on identifying and eliminating systemic sources of stress for teachers and helping them to improve their personal wellness, which is of utmost importance.
[1993, 2021]

19.2.7.2 The Association endorses, in principle, employee assistance programs that meet the following criteria:

1. Are cosponsored by the school authority and the local
2. Are designed and monitored by an advisory committee that includes teacher representatives
3. Guarantee the confidentiality of all referrals and records
4. Maintain a separation between the personnel administering the program and the personnel responsible for supervising and evaluating employees
5. Guarantee that all employees can participate in the program without fear of disciplinary action
6. Are not connected to the process used to evaluate employees
7. Help employees with a broad range of personal and job-related problems
8. Operate on the principle that participation is voluntary rather than mandatory
9. Address both prevention and rehabilitation
10. Are equally accessible to all eligible employees
11. Refer clients, when appropriate, and ensure a smooth transition to specialists or community agencies
12. Include a mechanism for ensuring that employees are aware of the program and the services it offers

[1988, 2021]

19.2.7.3 Insurance carriers that offer benefit plans to Alberta teachers should include in their coverage extended disability benefits that are adjusted annually to take into account increases in the cost of living.
[1991, 2021]

19.2.7.4 Teachers, regardless of their designation, should be excluded from workers' compensation coverage.
[1981, 2021]

19.2.7.5 The governments of Canada and Alberta should pass legislation that makes it unlawful for benefit providers to reduce or eliminate the life insurance payout to beneficiaries when the covered member is over age 65 and still employed by their school authority or government department.
[2019, 2020, 2021]

19.2.8.0 Workload

19.2.8.1 The *Education Act* should

1. define a school year as constituting 180 days and
2. define the maximum weekly instructional time for a full-time teacher as 20 hours.

[1986, 2021]

19.2.8.2 The Government of Alberta should increase the funding it provides to school authorities so that they can hire enough teachers to ensure that no teachers are required to provide more than 20 hours of instructional time per week.

[1979, 2021]

19.2.8.3 The Government of Alberta should acknowledge, when developing and implementing policy and regulations and allocating funding, that teachers require time during the working day to plan, prepare lessons, assess students, collaborate with colleagues and undertake other professional activities that support instruction and student learning.

[2001, 2021]

19.2.8.4 The Government of Alberta should provide funding to enable school authorities to hire noncertificated personnel to supervise students so that teachers can have a 30-minute, duty-free break.

[1979, 2019, 2020, 2021]

19.2.8.5 The Government of Alberta and school authorities should reduce the number and intensity of initiatives that schools and teachers are expected to implement at the same time.

[2008, 2021]

19.2.8.6 The Government of Alberta and school authorities should develop policy (1) absolving teachers from the ongoing responsibility of administering medications and medical and nursing care to students and (2) detailing a strategy for ensuring that competent health care personnel are available to provide medical services to students who require them during school hours and at school-related activities.

[1992, 2021]

19.2.8.7 The Government of Alberta should classify parent–teacher interviews as instructional time and count the time spent on them as part of the 950 hours per year of instructional time mandated for elementary and junior high programs and the 1,000 hours per year mandated for high school programs.

[1998, 2021]

19.2.8.8 School authorities should designate days in lieu for teachers where parent–teacher interviews and student-led conferences are held outside of school hours.

[2019, 2020, 2021]

19.2.9.0 Class Size

19.2.9.1 The Government of Alberta should provide school authorities with sufficient funding to enable them to establish and maintain the following maximums with respect to class size: Early Childhood Education, 15 students; Grades 1–3, 17 students; Grades 4–6, 23 students; Grades 7–9, 25 students; and Grades 10–12, 27 students.

[1983, 2021]

19.2.9.2 The Government of Alberta should collect, tabulate and release annually the following information:

1. The size of all classes at each grade in all schools in the province
2. The number of students in each grade who require educational plans such as individualized program plans, instructional support plans, behaviour support plans and English language learner plans
3. Other facts about class composition

[2002, 2021]

19.2.9.3 The Government of Alberta should focus on decreasing class sizes and addressing the complex class compositions that are apparent in classrooms across school authorities.

[2009, 2021]

19.2.9.4 If the Government of Alberta reduces funding for education, school authorities should not, in cutting back educational services, increase the student–teacher ratio.

[1976, 2021]

19.2.9.5 Enrolment in laboratory courses should be limited to two students per laboratory workstation and to 20 students per class.

[1986, 2021]

19.2.9.6 The Government of Alberta should provide school authorities with sufficient funding to enable them to limit enrolment in Knowledge and Employability courses to 12 students per class.

[1988, 2021]

19.2.9.7 The Government of Alberta should restrict to 18 the number of students who can be enrolled in Career and Technology Studies courses (such as Construction Technologies, Electro Technologies, Fabrication, Mechanics, Fashion Studies and Foods) that involve a hazardous or potentially hazardous environment.

[1987, 2021]

19.2.9.8 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.

[2010, 2021]

19.2.9.9 The Government of Alberta should

1. enable the following student–teacher ratios: Early Childhood Education, 15:1; Grades 1–3, 17:1; Grades 4–6, 23:1; Grades 7–9, 25:1; and Grades 10–12, 27:1; and
2. enable improvements to class composition.

[2018, 2021]

19.2.9.10 The Government of Alberta should engage the Association, school authorities, superintendents, parents and the public in the development of a class-size reduction strategy to ensure that class sizes support optimal teaching and learning.

[2019, 2020, 2021]

19.2.9.11 The Government of Alberta should reinstate comprehensive reporting of class size data on the government’s Open Data portal.

[2020, 2021]

19.2.10.0 Staffing and Layoff Practices

19.2.10.1 The *Education Act* should

1. require school authorities to act reasonably when transferring teachers and to avoid using transfers to punish or discipline them; and
 2. ensure that teachers have an opportunity to appeal any proposed transfer not mutually agreed upon to a joint teacher-board committee, a neutral body or an appeal committee established under the collective agreement.
- [1986, 2021]

19.2.10.2 If declining student enrolment and/or the annexation or amalgamation of school authorities results in a need for fewer teachers, and if natural attrition is not an option, the school authority should, with due regard to the school's program needs, reduce staff by (1) transferring teachers who are willing to move to a new school; or (2) if no teachers are willing to move, selecting for transfer the teachers with the least seniority.

[1982, 2021]

19.2.10.3 The rights and benefits, including salary and administrative designations, of all affected teachers should be preserved in the event that a school authority is annexed or amalgamated or charter schools are formed.

[1970, 2021]

19.2.10.4 School authorities should establish and adhere to clear and open procedures for posting staff vacancies as they become available throughout the year and for hiring and transferring teachers and administrators.

[1982, 2021]

19.2.10.5 System leaders, supervisors, consultants and others who work with teachers or students should hold an Alberta teaching certificate.

[1989, 2021]

19.2.10.6 The Association defends the right of a teacher to refuse an assignment if, in the Association's view, (1) circumstances render the provision of professional service difficult or impossible or (2) the task itself is nonprofessional.

[1970, 2021]

19.2.10.7 If a teacher's assignment is incompatible with their experience and/or preparation, the school authority should provide the teacher with opportunities, funding and release time to complete appropriate upgrading.

[1979, 2021]

19.2.10.8 Notwithstanding their denominational rights, Roman Catholic separate school authorities should treat all teachers equitably with respect to their employment rights.

[2017, 2021]

19.2.10.9 With respect to the religious instruction of students, Roman Catholic separate school authorities should recognize and respect the rights of teachers to exercise their professional judgment in selecting learning resources, planning and teaching lessons, evaluating students, and undertaking professional development.

[2017, 2021]

19.2.10.10 The Government of Canada should ensure that all schools for which it is responsible protect teachers by observing federal and provincial legislation respecting human rights.

[2017, 2021]

19.2.10.11 The Association protests hiring practices by school authorities that violate the *Alberta Human Rights Act* or the Canadian Charter of Rights and Freedoms.

[1990, 2021]

19.2.10.12 Alberta school authorities should develop and implement employment equity programs.

[1987, 2021]

19.2.10.13 The Government of Alberta should amend the *Education Act* by

1. requiring school authorities to maintain a single, separate personnel file for each teacher containing (a) all information about that teacher; (b) a permanently attached index identifying the date on which each item was added to the file, the source of each item and a brief description of each item; and (c) a permanently attached list of the names of all personnel who have accessed the file and the dates on which they did so; and
 2. limiting access to the file to the teacher (who should be allowed to inspect and make copies of the information) and to certificated personnel having direct administrative responsibility for the teacher.
- [1980, 2021]

19.2.10.14 In accordance with section 33(1)(d) of the *Education Act*, the Government of Alberta should require school authorities to develop policies ensuring that a staff member is provided with a welcoming, caring, respectful and safe work environment that respects diversity and fosters a sense of belonging.

[2016, 2021]

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

[2018, 2021]

19.2.11.0 Ensuring Equity and Diversity

19.2.11.1 The Association promotes gender equity in positions within the profession where underrepresentation has been identified.

[2019, 2020, 2021]

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

[1990, 2021]

19.2.11.3 School authorities should promote gender equity in school and system leadership positions by

1. developing and communicating promotion policies ensuring that employees, regardless of gender, are selected using the same criteria;
 2. developing and implementing leadership programs that assist and encourage potential leaders to aspire to administrative positions at all levels; and
 3. developing and implementing programs that eliminate barriers.
- [1990, 2021]

19.2.11.4 School authorities should develop clear, explicit and comprehensive policies that address the health, safety and employment concerns of sexual- and gender-minority staff. [2006, 2021]

19.2.11.5 The Government of Alberta should permit teachers, on all official department and school records, to change, in accord with their lived gender identity, their name and gender and the pronouns associated with them. [2015, 2021]

19.2.11.6 School authorities should protect sexual and gender minority teachers from the unwanted disclosure of their sexual identity during all school activities and processes and on forms and records. [2018, 2021]

19.2.11.7 School authorities should develop policies and procedures that permit teachers to change, in accordance with their lived gender identity, their name, gender and pronouns on all official employment records to protect their privacy. [2018, 2021]

19.2.11.8 The Government of Alberta should ensure that changes in legislation respecting education do not diminish the protection provided to teachers and other school authority employees against discrimination on the basis of sexual orientation, gender identity or gender expression. [2019, 2020, 2021]

19.2.12.0 Part-Time Teachers

19.2.12.1 A part-time teacher is a teacher who is employed on a continuous basis but renders service for a fraction of the time that a full-time teacher is contracted to do so. [1978, 2021]

19.2.12.2 School authorities should hire full-time teachers except when teachers expressly wish to work part-time or to share a teaching position with another teacher, in which case the part-time teachers should be accorded the same tenure, privileges and other rights as apply to full-time teachers. [1978, 2021]

19.2.13.0 Substitute Teachers

19.2.13.1 Schools authorities should give substitute teachers, based on the length of their service and all else being equal, preferential consideration for available teaching positions. [1990, 2021]

19.2.13.2 School authorities should employ substitute teachers whenever a teacher is absent, thereby helping to ensure that full-time substitute teachers receive enough work to maintain a standard of living commensurate with that of other teachers. [2015, 2021]

19.2.13.3 School authorities should establish in policy and communicate to substitute teachers the criteria that, in accordance with procedural fairness, natural justice and good employer–employee relations, they use to select, retain and remove teachers from district substitute teacher rosters. [1994, 2021]

19.2.13.4 School authorities should refrain from assigning substitute teachers, on the first day of an assignment, the task of supervising students before school starts. [2016, 2021]

19.2.13.5 School authorities should act fairly and equitably when reducing the number of teachers on a substitute roster and, whenever possible, allow teachers who wish to remain on the roster to do so. [2010, 2021]

19.2.13.6 All school authorities should ensure that substitute teachers have equitable access to technology and to professional development related to its use. [2002, 2021]

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

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

[1991, 2021]

19.2.14.0 School Leaders

19.2.14.1 School authorities should ensure that school leaders have

1. dedicated noninstructional time during the day,
2. adequate resources at their school and
3. clearly established channels for communicating with central office personnel.

[1985, 2021]

19.2.14.2 Every school should have an on-site, designated principal at all times. [1982, 2021]

19.2.14.3 The Government of Alberta should ensure that principals are not assigned to more than one school. [1989, 2021]

19.2.15.0 School and District Calendars

19.2.15.1 Before implementing year-round schooling or another alternative school calendar, school authorities should

1. demonstrate that the proposed calendar is based on educational considerations,
2. undertake a local feasibility study,
3. involve all stakeholders in the decision-making process,
4. reorganize the curriculum to fit the revised calendar,
5. undertake a pilot project to evaluate the effectiveness of the proposed calendar and
6. negotiate supportive collective agreement provisions.

[1991, 2021]

19.2.16.0 Extracurricular Activities

19.2.16.1 School-sponsored teams participating in competitions should always be accompanied by a teacher coach or teacher

supervisor, with the understanding that where the participation is not voluntary, it will be considered assignable time.
[1987, 2021]

19.2.16.2 Teachers should not transport students to sites where extracurricular activities take place.
[2006, 2021]

19.2.17.0 Aggression Against Teachers

19.2.17.1 To protect teachers from harassment and violent behaviour by students, colleagues, parents or employers, the Government of Alberta and school authorities should, with the advice of the Association, develop policy that

1. recognizes that teachers have the right to know the identity of anyone accusing them and to address all accusations;
2. ensures that teachers are (a) made aware of any students in their care who have been convicted under the *Youth Criminal Justice Act* and (b) informed of the general nature of the offences involved;
3. authorizes the use of community service agencies to handle situations in which harassment seems likely;
4. emphasizes the need to enforce those sections of the *Education Act* that deal with the conduct of students and members of the public in schools; and
5. recognizes a teacher's right to exclude from their classroom students who (a) pose a physical risk to themselves, other students or the teacher; and (b) repeatedly disrupt the operation of the classroom and the learning of other students.

[1994, 2021]

19.2.17.2 School authorities should ensure that, when in schools, students, staff and parents treat each other with respect.
[2013, 2021]

19.2.17.3 School authorities should have clear policy stating that teachers and other school personnel are not expected to confront and subdue individuals who pose an immediate threat to students and staff in the school.
[2017, 2021]

19.2.17.4 The Government of Alberta should

1. require school authorities to record and submit to it, in a standard format, incidents involving violence or harassment perpetrated against school staff; and
2. aggregate and report this information to the public.

[2018, 2021]

19.3.0.0 INTERNALLY FOCUSED POLICIES

19.3.1.0 Bargaining Process

19.3.1.1 Provincial Executive Council establishes guidelines for collective bargaining.
[1967, 2021]

19.3.1.2 A variety of sanctions may be used in collective bargaining disputes as circumstances dictate.
[1970, 2021]

19.3.1.3 The Association's Teacher Employment Services program area and bargaining units work closely together during all stages of negotiation.
[1967, 2021]

19.3.1.4 Teacher welfare committees and negotiating subcommittees should reflect, in their composition, the diversity of members in the bargaining unit.
[1999, 2021]

19.3.1.5 Without jeopardizing gains already achieved, collective bargaining in Alberta should strive to eliminate large disparities among bargaining units with respect to salaries, benefits and other working conditions.
[1975, 2021]

19.3.2.0 Labour Action

19.3.2.1 Provincial Executive Council communicates clearly to any bargaining unit contemplating a strike vote (1) the current financial resources of the Association and (2) the number of other bargaining units that may require access to these resources in the foreseeable future. Should the financial resources of the Association be deemed insufficient to provide the amount of support required, Council may call an emergent representative assembly to consider the situation.
[1960, 2021]

19.3.2.2 The Association provides any bargaining unit that has been locked out or that takes legal labour action with financial support, as determined by Provincial Executive Council, provided that the unit (1) has been bargaining in good faith, (2) has the demonstrated support of its members and (3) has advanced objectives that adhere to the Association's guidelines for collective bargaining.
[1960, 2021]

19.3.2.3 If Provincial Executive Council wishes, for any reason, to deny or withdraw financial support to an Association bargaining unit involved in a legal strike or lockout, Council must first either secure the agreement of the majority of the presidents of locals or call an emergent representative assembly.
[1967, 2021]

19.3.2.4 Where strike pay has been authorized by Provincial Executive Council, the Association confines strike pay to striking teachers who were under contract to the school authority at the beginning of the labour action and who continue to be under contract.
[1981, 2021]

19.3.2.5 When a strike or lockout occurs, the Association immediately informs all teachers and the public of the nature of the dispute between the school authority and the teachers concerned.
[1964, 2021]

19.3.2.6 When an Association bargaining unit undertakes a job action or withdraws voluntary service, all members of the Association, not just those in the bargaining unit, support the bargaining unit by refusing to supervise and participate in activities with students who remain registered in the school authority involved in the dispute.
[1998, 2021]

19.3.3.0 Scope and Implementation of Collective Agreements

19.3.3.1 Collective agreements negotiated by the Association should specify that membership in the Association is a condition of employment.
[1970, 2021]

19.3.3.2 Collective agreements negotiated by the Association should specify that the agreement includes, with the exception of the superintendent, all certificated teachers employed by a school authority.
[1970, 2021]

19.3.4.0 Contracts of Employment

19.3.4.1 Collective agreements negotiated by the Association should contain a clause stipulating that continuing contracts, when they become available, should be awarded first to teachers who have accumulated two years of service on probationary, temporary or interim contracts with the same school authority.
[1970, 2021]

19.3.4.2 The Association will attempt to introduce continuing designations into collective agreements and, in cases in which they have been removed, reintroduce them.
[1992, 2021]

19.3.5.0 Salary and Compensation

19.3.5.1 Collective agreements negotiated by the Association should not reduce the salary of any teacher.
[1970, 2021]

19.3.5.2 Collective agreements negotiated by the Association should contain a single salary scale based on years of teacher education and of teaching experience following certification.
[1963, 2021]

19.3.5.3 Collective agreements negotiated by the Association should recognize that working as a journeyman constitutes experience for the purposes of placement on the salary grid.
[1970, 2021]

19.3.5.4 Collective agreements negotiated by the Association should specify that each half day of early childhood instruction constitutes at least 0.5 full-time equivalent.
[1970, 2021]

19.3.5.5 Collective agreements negotiated by the Association should specify that the fewer but longer days that teachers work in schools adhering to a compressed workweek are equivalent, for the purpose of calculating compensation and other entitlements, as the more numerous but shorter days that teachers work in schools adhering to a traditional calendar.
[1970, 2021]

19.3.5.6 The Association strives to reduce the years of teaching experience that a teacher must accumulate to reach maximum salary.
[1981, 2021]

19.3.5.7 Collective agreements negotiated by the Association should specify that years of teacher education are as determined by the Teacher Qualifications Service.
[1970, 2021]

19.3.5.8 Collective agreements negotiated by the Association should specify that a journeyman's certificate constitutes at least one year of teacher education.
[1970, 2021]

19.3.5.9 Collective agreements negotiated by the Association should stipulate that salaries are automatically adjusted to take into account increases to the cost of living.
[1970, 2021]

19.3.5.10 Collective agreements negotiated by the Association should state that teachers should receive full pay for time spent receiving inservice education.
[1970, 2021]

19.3.5.11 Collective agreements negotiated by the Association should contain a clause establishing a deferred salary leave plan.
[1970, 2021]

19.3.5.12 Collective agreements negotiated by the Association should state that teachers should receive full pay for time spent writing new curricula.
[1970, 2021]

19.3.6.0 Allowances

19.3.6.1 Collective agreements negotiated by the Association should state that teachers whose years of service exceed what is recognized in the grid are entitled to a long-service allowance.
[1970, 2021]

19.3.6.2 Collective agreements negotiated by the Association should state that teachers who perform professional tasks on holidays or on nonteaching days are entitled to additional remuneration per day of at least 1/200 of their annual salary.
[1970, 2021]

19.3.6.3 Collective agreements negotiated by the Association should state that teachers travelling on school business are entitled to travel allowances and liability and collision insurance for which the school authority pays the premiums.
[1970, 2021]

19.3.6.4 Collective agreements negotiated by the Association should state that teachers who are unable to live closer than 30 km from their assigned school are entitled to a travel allowance.
[1970, 2021]

19.3.6.5 Collective agreements negotiated by the Association should state that teachers working in locations that are remote or for which the cost of living is exceptionally high are entitled to a location allowances.
[1970, 2021]

19.3.7.0 Benefits

19.3.7.1 Collective agreements negotiated by the Association should establish a group insurance program, for which the

school authority pays 100 per cent of the premiums, that includes life insurance, disability insurance, extended health care, dental care, vision care, and health and wellness spending accounts.
[1970, 2021]

19.3.7.2 Collective agreements negotiated by the Association should contain clauses providing liability insurance for teachers.
[1970, 2021]

19.3.7.3 Collective agreements negotiated by the Association should contain clauses providing accident insurance to protect teachers injured on the job.
[1970, 2021]

19.3.7.4 Collective agreements negotiated by the Association should specify that school authorities should continue to pay premiums for benefit plans while teachers are on leave.
[1970, 2021]

19.3.7.5 Collective agreements negotiated by the Association should contain clauses establishing an early retirement incentive plan for teachers.
[1970, 2021]

19.3.7.6 Collective agreements negotiated by the Association should contain a clause ensuring that funding is available for teacher-directed professional development within the school day.
[1970, 2021]

19.3.7.7 Collective agreements negotiated by the Association should contain a clause ensuring that school authorities provide individual teachers or locals with funds to undertake self-directed professional development.
[1970, 2021]

19.3.8.0 Leaves

19.3.8.1 Collective agreements negotiated by the Association should specify that teachers are entitled to leaves of absence with and without pay.
[1970, 2021]

19.3.8.2 Collective agreements negotiated by the Association should specify that teachers are entitled to 90 days of sick leave per year available at the start of their employment and renewable without limitation.
[1970, 2021]

19.3.8.3 Collective agreements negotiated by the Association should establish a supplementary employment benefit program that entitles teachers who take maternity or adoption leave to a minimum of 16 weeks of the leave at 100 per cent of their salary and ensures that such leaves are recognized as service for the purposes of seniority and salary increments.
[1970, 2021]

19.3.8.4 Collective agreements negotiated by the Association should specify that teachers are entitled to a leave for the purpose of attending citizenship court to acquire Canadian citizenship.
[1970, 2021]

19.3.8.5 Collective agreements negotiated by the Association should specify that teachers are entitled to paid leave to recognize days of obligation for cultural and faith communities.
[2019, 2020, 2021]

19.3.9.0 Workload

19.3.9.1 Collective agreements negotiated by the Association should contain a clause establishing the maximum workload that a teacher can be assigned.
[1970, 2021]

19.3.9.2 Collective agreements negotiated by the Association should contain a clause limiting the maximum weekly instructional time of a full-time teacher to 20 hours.
[1970, 2021]

19.3.9.3 Collective agreements negotiated by the Association should contain a clause setting limits on the instructional duties and other activities to which a teacher can be assigned.
[1970, 2021]

19.3.9.4 Collective agreements negotiated by the Association should specify that 400 credit enrolment units in a distributed learning program constitute a full-time position for salary and workload purposes.
[1970, 2021]

19.3.9.5 Collective agreements negotiated by the Association should contain a clause ensuring that principals, assistant principals and teachers have adequate facilities and sufficient time during the school day to undertake administrative and supervisory tasks and to prepare lessons and resources.
[1970, 2021]

19.3.9.6 Collective agreements negotiated by the Association should contain a clause stipulating that teachers' participation in extracurricular activities should be voluntary, and not a response to intimidation or promises of additional compensation.
[1970, 2021]

19.3.9.7 Collective agreements negotiated by the Association should contain a clause ensuring that teachers have a lunch period of at least 30 minutes free of supervision and other duties.
[1970, 2021]

19.3.9.8 Collective agreements negotiated by the Association should contain a clause ensuring that, for each reporting period, teachers have at least one day free of instructional duties to engage in scheduled interviews with parents.
[1970, 2021]

19.3.9.9 Collective agreements negotiated by the Association should contain a clause establishing that teachers have access to assistance from educational assistants and consultants.
[1970, 2021]

19.3.9.10 Collective agreements negotiated by the Association should contain clauses ensuring that principals, teachers in colony schools and teachers in distance learning environments have reasonable workdays.
[2018, 2021]

19.3.9.11 Collective agreements negotiated by the Association should contain a clause allocating reasonable and regular time for lesson preparation and assessment within existing assignable time.

[2020, 2021]

19.3.10.0 Class Size

19.3.10.1 Collective agreements negotiated by the Association should specify that the student–teacher ratio in distributed education settings should be equal to the average student–teacher ratio in the school authority.

[1970, 2021]

19.3.10.2 Collective agreements negotiated by the Association should contain a clause with the following student-teacher ratios with respect to class size: Early Childhood Education, 15:1; Grades 1–3, 17:1; Grades 4–6, 23:1; Grades 7–9, 25:1; and Grades 10–12, 27:1. If the learning situation and class composition warrant, class sizes should be lower.

[1970, 2021]

19.3.10.3 The Association and its bargaining units should collect longitudinal data on class size, composition and complexity and use this data to inform collective bargaining at the central table bargaining or local level.

[1999, 2021]

19.3.11.0 Staffing and Layoff Practices

19.3.11.1 Collective agreements negotiated by the Association should contain a clause guaranteeing no reduction in the number of certificated teachers if the school authority implements such nontraditional learning environments as outreach, distributed learning and home-schooling programs.

[1970, 2021]

19.3.11.2 Collective agreements negotiated by the Association should specify that, when enrolment in a school declines, the number of teachers is reduced through natural attrition rather than by means of layoffs.

[1970, 2021]

19.3.11.3 Collective agreements negotiated by the Association should contain a clause defining seniority as meaning all periods of service that a teacher has rendered.

[1970, 2021]

19.3.11.4 Collective agreements negotiated by the Association should contain a clause ensuring that a teacher whose contract was terminated or not renewed as a result of teacher reductions is reinstated at the earliest opportunity.

[1970, 2021]

19.3.11.5 Collective agreements negotiated by the Association should establish a procedure for deciding when a teacher will be transferred to another school that includes an opportunity for the transferred teacher to appeal the decision to a party uninvolved in the original decision.

[1970, 2021]

19.3.11.6 Collective agreements negotiated by the Association should contain a clause entitling teachers who have been

transferred involuntarily to compensation from the school authority for moving expenses.

[1970, 2021]

19.3.11.7 Collective agreements negotiated by the Association should contain a clause protecting the salaries and allowances of teachers upon whom a transfer has been imposed.

[1970, 2021]

19.3.11.8 Collective agreements negotiated by the Association should contain a clause ensuring that certificated staff employed at a district office are not required to provide more days of service per school year than classroom teachers.

[2016, 2021]

19.3.12.0 School and System Leaders

19.3.12.1 Collective agreements negotiated by the Association should specify that teachers whose responsibilities are described in the Leadership Quality Standard are entitled to an allowance.

[1970, 2021]

19.3.12.2 Collective agreements negotiated by the Association should define “school” for the purpose of assigning administrative duties and designations.

[1970, 2021]

19.3.12.3 Collective agreements negotiated by the Association should specify that system leaders can take their holidays at a time of their choosing.

[1970, 2021]

19.3.12.4 Local teacher welfare committees should amend their frames of reference to include the position of school leader representative.

[2012, 2021]

19.3.12.5 Locals should find effective ways of addressing the concerns of school and system leaders who are their members.

[1999, 2021]

19.3.13.0 Part-Time Teachers

19.3.13.1 Collective agreements negotiated by the Association should establish that the salary of a part-time teacher is calculated based on the proportional work of a full-time teacher using the formula $PT\ AT/FT\ AT \times Salary$, where PT AT is the number of actual assignable hours allocated to the part-time teacher, FT AT is the number of assignable hours typically allocated to full-time teachers in the school and Salary is the teacher’s location on the salary grid, taking into account years of experience and years of education.

[1970, 2021]

19.3.13.2 Collective agreements negotiated by the Association should stipulate that part-time teachers should not be required to attend professional activities outside their usual assignable time.

[1970, 2021]

19.3.13.3 Collective agreements negotiated by the Association should ensure that school authorities pay 100 per cent of the premiums for the benefit plans of part-time teachers.

[1970, 2021]

19.3.13.4 Collective agreements negotiated by the Association should ensure that, except by mutual consent, contracts for part-time teachers continue unchanged in terms of teaching time from year to year.
[1970, 2021]

19.3.14.0 Substitute Teachers

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]

19.3.14.2 Collective agreements negotiated by the Association should establish a benefit package for substitute teachers to which the school authority contributes premiums.
[1970, 2021]

19.3.14.3 Collective agreements negotiated by the Association should specify that a substitute teacher, unless unwilling or unable to do so, has a right to continue in the same position until the regular teacher returns.
[1970, 2021]

19.3.14.4 Collective agreements negotiated by the Association should specify that substitute teachers are entitled to sick leave with pay, which does not constitute a break in service.
[1970, 2021]

19.3.14.5 Collective agreements negotiated by the Association should specify that substitute teachers are assigned the scheduled supervisory and instructional duties of the regular teacher with the exception of supervision scheduled to occur before the first instructional block.
[1970, 2021]

19.3.14.6 Collective agreements negotiated by the Association should specify that the school authority must employ a substitute teacher when a regular teacher is absent.
[1970, 2021]

19.3.14.7 Collective agreements negotiated by the Association should specify that the school authority must maintain an adequate roster of available substitute teachers.
[1970, 2021]

19.3.14.8 Collective agreements negotiated by the Association should outline a process whereby substitute teachers are provided an evaluation, where possible, upon request by the substitute teacher.
[1970, 2020, 2021]

19.3.14.9 Collective agreements negotiated by the Association should establish a process whereby substitute teachers can appeal a decision to remove them from the substitute roster.
[1970, 2021]

19.3.14.10 Collective agreements negotiated by the Association centrally or by bargaining units locally should contain a clause ensuring that substitute teachers who accept only one half-day assignment on a given day are paid at least 60 per cent of the regular daily rate for that half-day assignment.
[2015, 2021]

19.3.15.0 School and District Calendars

19.3.15.1 The Association should negotiate centrally, or urge bargaining units to negotiate locally, clauses into collective agreements that would prevent school authorities from unilaterally imposing modified school days, school calendars or district calendars.
[1997, 2021]

19.3.16.0 Dispute-Resolution Mechanisms and Consultation Processes

19.3.16.1 The Association should negotiate centrally, or urge bargaining units to negotiate locally, clauses that establish a teacher-board committee at which trustees and teachers representing the local can discuss and recommend policy on educational matters and teacher-board relationships.
[1970, 2021]

19.3.16.2 Collective agreements negotiated by the Association should outline an arbitration process (as required by the Labour Relations Code) that includes an employer grievance committee composed of elected trustees/board members before whom grievors are entitled to appear.
[1970, 2021]

19.3.16.3 Collective agreements negotiated by the Association should establish a process for resolving disputes involving the assignment of teaching and/or administrative duties.
[1970, 2021]

19.3.17.0 Local Issues

19.3.17.1 Collective agreements negotiated by the Association should contain a clause specifying that, in the event that the rental for a teacherage is scheduled to increase, the teacher be given sufficient notice to resign or find alternate housing if they wish.
[1970, 2021]

19.3.17.2 The Association encourages its locals to create and maintain gay-straight/queer-straight alliances for teachers.
[2017, 2021]

19.3.17.3 Collective agreements negotiated centrally by the Association should include a sum to support bargaining units in achieving items on the list of local matters.
[2019, 2020, 2021]

19.4.0.0 IMMEDIATE DIRECTIVES

19.4.0.1 Be it resolved that the Association urge all school authorities to include only nondiscriminatory language in their employment contracts so that gender, sexual orientation and race do not become barriers to employment for any certificated teacher.
[2021]

19.4.0.2 Be it resolved that optimal teaching and learning conditions include reasonable limits on class size and complexity.
[2021]

19.4.0.3 Be it resolved that school and system leaders be members of the bargaining unit.
[2021]

19.4.0.4 Be it resolved that the Association urge school authorities to incorporate into their occupational health and safety workplace violence policies or administrative procedures a robust prevention section that includes a student regulation support and outcomes plan and staff safety plan.
[2021]

19.4.0.5 Be it resolved that the Association urge school authorities to incorporate into their occupational health and safety workplace violence policies or administrative procedures training for all staff in de-escalation techniques, addressing aggression and the reporting of these incidents.
[2021]

19.4.0.6 Be it resolved that the Association urge school authorities to establish and support divisionwide wellness committees that serve the needs of all staff.
[2021]

19.4.0.7 Be it resolved that school authorities encourage and respect individually determined limits on times when teachers, including those with leadership designations, are available outside school hours via means such as e-mail, text and telephone.
[2021]

19.4.0.8 Be it resolved that the Association urge the Government of Alberta to direct school authorities to explore other methods of instructing students at home prior to implementing synchronous teaching and learning in classrooms.
[2021]

20.0.0.0 PENSIONS

20.1.0.0 FUNDAMENTAL BELIEFS

20.1.0.1 A teacher's pension is an earned right to be exercised after specified conditions of length of service and age are met.
[1970, 2020]

20.1.0.2 A teacher's pension after 30 years of service should be sufficient to allow the teacher to live throughout retirement in dignity and in a manner that approximates that to which he or she was accustomed while an active teacher.
[1970, 2020]

20.1.0.3 Teachers' pensions should be provided through a fully funded compulsory defined benefit plan that is

1. open only to individuals holding a valid Alberta teaching certificate,
2. established by an act of the Legislative Assembly of Alberta and
3. administered by a board appointed in equal number by the Association and the Government of Alberta.

[1970, 2020]

20.1.0.4 A pension plan for Alberta teachers should have these provisions:

1. Be funded by contributions from both the government and teachers
2. Treat all genders identically with respect to benefits
3. Pay a pension without actuarial reduction at or after age 55
4. Result in a pension of approximately 75 per cent of salary after 30 years of service
5. Base pension benefits on the highest three years of salary, which, for the purpose of calculating pension, should be annualized
6. Provide a variety of pension options
7. Waive contributions during periods of disability
8. Pay a pension earned to a surviving spouse or other dependent
9. Automatically adjust pension benefits by 100 per cent of any increase in the cost of living
10. Vest after two years of pensionable service
11. Refund contributions plus interest or at full commuted value
12. Allow reinstatement of service into the plan, on application, at no cost to the plan
13. Lock in contributions to provide future pension benefits
14. Allow reciprocal agreements with other approved pension plans
15. Give members the option of contributing to the fund for any period of contributory service lost due to involvement, as a member of a teacher bargaining unit, in a strike or lockout permitted under the *Labour Relations Code*
16. Index the salary used to calculate a disabled teacher's pension at retirement to a salary paid to active teachers
17. Provide benefits that are added to, rather than integrated with, those of the Canada Pension Plan
[1970, 2020]

20.2.0.0 EXTERNALLY FOCUSED POLICIES

20.2.1.0 Accrual of Pensionable Service

20.2.1.1 Career and Technology Studies teachers who require trade or technical experience should be able to purchase pensionable service, at no cost to the fund, for years of trade or technical experience recognized as teaching experience for salary purposes.
[1987, 2020]

20.2.1.2 Teachers employed by a school authority to teach high school credit courses to adults or to deliver other provincially approved programs of study should be credited with pensionable service for this employment, and school authorities should be required, at the option of the teacher, to deduct and remit the required pension contributions to the fund, provided that the teacher is not credited for more than one year of service in any period from September 1 to August 31 of the following year.
[1990, 2020]

20.2.1.3 Teachers who have taught, either inside or outside of Canada, for jurisdictions not covered by reciprocal agreements should be able to purchase pensionable service at no cost to the fund for those years of service.
[1981, 2020]

20.2.1.4 Teachers who develop or mark examinations for the Government of Alberta during nonteaching periods should be credited with pensionable service for this employment, and school authorities should be required, at the option of the teacher, to deduct and remit the required pension contributions

to the fund, provided that the teacher is not credited for more than one year of service in any period from September 1 to August 31 of the following year.
[1989, 2020]

20.2.1.5 Teachers who have taken maternity, parenting or adoption leave or who have taught part-time during their child-rearing years should be able to contribute to the plan and accrue pensionable service at the same rate as full-time active members.
[1989, 2020]

20.2.1.6 The Government of Alberta should negotiate with the Association for the purpose of amending the Alberta Teachers' Pension Plan to give teachers on leave of absence the option of (1) contributing to the plan during the leave as if they were still teaching and (2) having their contributions matched by the government according to the sharing arrangement in the plan.
[2009, 2020]

20.2.1.7 The Government of Alberta should immediately negotiate with the Association for the purpose of amending the *Teachers' Pension Plans Act* to give substitute teachers the option of (1) contributing to the plan as if they were active members of the plan and (2) having their contributions matched by the government according to the sharing arrangement in the plan.
[1984, 2020]

20.2.1.8 The Alberta Teachers' Retirement Fund should accept Canada Pension Plan Disability as a disability carrier for the accrual of disability service under the *Teachers' Pension Plans Act* and regulations.
[1999, 2020]

20.2.1.9 The Teachers' Pension Plan should allow teachers to contribute to the plan for periods of Canadian, allied or other approved military service not covered by another plan.
[2020, 2021]

20.2.2.0 Plan Administration

20.2.2.1 The Government of Alberta should amend schedule 1 of the Teachers' and Private School Teachers' Pension Plans Regulation to remove the 6/10 limit on re-employment when in receipt of an Alberta Teachers' Retirement Fund pension.
[2019, 2020]

20.2.2.2 The Government of Alberta must repeal Bill 22 of 2019, *Reform of Agencies, Boards and Commissions and Government Enterprises Act*, thus allowing the Alberta Teachers' Retirement Fund (ATRF) full control over choosing investment managers, including the use of internal ATRF investment management.
[2020, 2021]

20.2.3.0 Reciprocal Agreements

20.2.3.1 Reciprocal pension agreements should not set time limits on the transfer of service.
[1977, 2020]

20.2.3.2 For the purpose of transferring funds through reciprocal pension agreements, teachers should be able to reinstate years of service in plans provided by former employers without returning to work for those employers.
[1985, 2020]

21.0.0.0 PROFESSIONAL RESPONSIBILITIES OF THE ASSOCIATION AND ITS MEMBERS

21.1.0.0 FUNDAMENTAL BELIEFS

21.1.0.1 The Association, through the democratic interaction of its members, is the collective voice of Alberta teachers in matters of education.
[1963]

21.1.0.2 The Association cooperates with other education partners for the betterment of education but reserves the right to hold and to advance its own point of view.
[1963]

21.1.0.3 A politically and professionally independent teaching force is essential to the maintenance of a free society.
[1963]

21.1.0.4 The Association supports other organizations in achieving goals compatible with the objects and policies of the Association.
[1988]

21.1.0.5 The Association has the right to decide who can be a member of the organization.
[1966]

21.1.0.6 The Association is responsible for, and remains committed to, overseeing the professional conduct of its active members.
[1963]

21.1.0.7 The Association is responsible for, and remains committed to, overseeing the teaching practice of its active members and for ensuring that the public is appropriately involved in that process.
[1963]

21.1.0.8 The public interest and the teaching profession are best served when teachers belong to a self-governing, unitary organization that is responsible for upholding the highest standards of professionalism.
[2018]

21.1.0.9 The Association uses all necessary means and resources to oppose any effort to divide or diminish its membership or to reduce the scope of its objects, authority or activities.
[1978]

21.2.0.0 EXTERNALLY FOCUSED POLICIES

21.2.1.0 Constitutional Structure of the Association

21.2.1.1 The *Teaching Profession Act* is, and should continue to be, the legal framework within which the Association functions.
[1971]

21.2.1.2 The Association is a self-governing body financed by membership fees set in accordance with the bylaws of the Association.
[1971]

21.2.2.0 Membership in the Association

21.2.2.1 All certificated teachers engaged in pre-K–12 education in Alberta should be active members of the Association.
[1971]

21.2.2.2 People employed by agencies offering instructional services under contract to school authorities should be certificated teachers and members of the Association.
[1976]

21.2.2.3 The Government of Alberta should require teachers employed by charter and private schools to be active members of the Association and, as such, subject to practice review and the Code of Professional Conduct.
[1995]

21.2.2.4 The Government of Alberta should amend the *Teaching Profession Act* to require superintendents and chief deputy superintendents appointed by school authorities to be active members of the Association.
[1975]

21.2.2.5 The Association encourages all professionals who provide support to public education in Alberta but are not eligible for active membership to become associate members of the Association.
[1971]

21.2.3.0 Objectives of the Association

21.2.3.1 The Association appraises the expectations of society and recommends how Alberta's educational system should change to meet those expectations.
[1969]

21.2.3.2 The Association promotes and enhances the paramount role that teachers play in assessing and reporting on student achievement.
[1993]

21.2.3.3 The Association, as required by the *Teaching Profession Act*, remains committed to improving teaching in Alberta.
[2014]

21.2.3.4 The Association should determine, establish and monitor the standards of professional practice of its members.
[1985]

21.2.4.0 Liaison with and Representation on Other Organizations

21.2.4.1 The Association has the right to name all members representing the teaching profession on government advisory bodies, boards and committees.
[1985]

21.2.4.2 The Government of Alberta should ensure that the Association is represented on all government committees, boards, working groups and advisory bodies that make decisions affecting K–12 education in Alberta.
[1967]

21.2.4.3 The Association communicates with the Alberta Federation of Labour with a view to acting on issues of common concern.
[1974]

21.2.4.4 The Canadian Teachers' Federation, of which the Association is a member, should

1. function as a federation of provincial and territorial associations and, as such, deal with provincial and territorial associations rather than with individual teachers;
2. render reasonable assistance, upon request, to provincial and territorial associations on such matters as pension, salaries, tenure, legislation and regulations, teacher education, collective bargaining, curriculum, federal aid, communications, educational finance, research and international education; and
3. ensure that its standing and special committees consist, as far as possible, of representatives drawn from all parts of the country.

[1921]

21.2.5.0 Professional Conduct

21.2.5.1 In overseeing professional conduct, the Association must protect the public interest as well as guarantee that members whose conduct is being investigated receive natural justice.
[1984]

21.2.5.2 Teachers accused of professional misconduct are entitled to a hearing before their peers in accordance with the rules of natural justice.
[1971]

21.2.6.0 Professional Practice Review

21.2.6.1 Teachers accused of unskilled practice are entitled to a hearing before their peers in accordance with the rules of natural justice.
[1971]

21.2.7.0 Professional Relationships

21.2.7.1 The Association is responsible for assisting, advising and mediating on matters involving the professional relations of members.
[1983]

21.2.7.2 Teachers whose professional relationships are imperiled by a dispute and who have tried, unsuccessfully, to resolve the matter on their own, should submit the dispute to the Association.
[1983]

21.2.8.0 Communications

21.2.8.1 The Association uses the media to inform Albertans about the professional roles and responsibilities of teachers.
[1970]

21.2.8.2 The Association endeavours to increase public awareness of its responsibility to ensure natural justice for its members.
[1991]

21.2.9.0 Teachers' Professional Responsibilities

21.2.9.1 Teaching involves the specialized application of knowledge, skills and attributes to meet the educational needs of individual students.
[1971]

21.2.9.2 Teaching involves, among other functions,
1. understanding and adhering to legislation and policies;
2. identifying and responding to students' learning needs;
3. providing effective and responsive instruction;
4. assessing and reporting on student learning;
5. developing and maintaining safe, respectful environments conducive to learning;
6. establishing and maintaining professional relationships; and
7. engaging in reflective professional practice.
[1971]

21.2.9.3 Teachers have the right to participate in all decisions affecting them and their work and a corresponding obligation to provide meaningful input.
[1971]

21.2.9.4 Teachers are responsible for choosing the learning activities involved in realizing the goals of education.
[1967]

21.2.9.5 The educational interests of students are best served when teachers are allowed to exercise their professional judgment.
[1971]

21.2.9.6 If a conflict arises between a teacher's professional responsibilities and the demands of an employing school authority, the teacher should give priority to their professional responsibilities.
[1971]

21.3.0.0 INTERNALLY FOCUSED POLICIES

21.3.1.0 Constitutional Structure of the Association

21.3.1.1 Provincial Executive Council will not give final approval to the principles for a new teaching profession act until a representative assembly of the Association has had an opportunity to review them.
[1986]

21.3.2.0 Legal Support

21.3.2.1 Upon application and with the approval of Provincial Executive Council, the Association reimburses members, in whole or in part, for legal costs that they may have incurred in defending themselves in the courts of Alberta against charges that they have committed an offence against a pupil while carrying out their duties as teachers.
[1970]

21.3.2.2 The Association provides representation, including legal counsel when necessary, to teachers who have had a complaint laid against them under the Practice Review of Teachers Regulation.
[1988]

21.3.2.3 The Association will, upon the request of a member acquitted on charges of assault or abuse in connection with the performance of their professional duties, continue to provide support to the member in the form of an action for defamation and recovery of legal fees.
[1990]

21.3.2.4 The Association supports members who were injured while performing their professional duties and wish to pursue legal action against the perpetrators.
[1991]

21.3.2.5 The Association may provide legal services to associate members provided that they have elected the highest level of membership available to them.
[2007]

21.3.3.0 Field Services to Locals

21.3.3.1 The Association provides field service to locals that focuses on the following areas: (1) grievances, (2) professional misconduct investigations, (3) training for local officials at Summer Conference, (4) help and advice in developing local programs and setting priorities among them, (5) help in developing and controlling a budget, and (6) help in orienting school representatives.
[1972]

21.3.4.0 Teacher Orientation and Induction

21.3.4.1 Locals are urged to conduct orientation and induction programs to give teachers practising for the first time in Alberta an understanding of the Association, professionalism, professional ethics and related matters.
[1967]

21.3.5.0 Specialist Councils

21.3.5.1 The Association encourages each teacher to become a member of a specialist council.
[2003]

21.3.6.0 Teachers' Conventions

21.3.6.1 In accordance with its responsibility for teachers' conventions, the Association provides assistance to convention associations.
[1967]

21.3.7.0 Honorary Membership

21.3.7.1 Provincial Executive Council grants at least one honorary membership each year to a former active member of the Association and may grant one honorary membership each year to an individual who has not been an active member of the Association.
[2000]

21.3.8.0 Staff Development

21.3.8.1 The Association should equip its staff to understand and fulfill the organization's obligations as detailed in the *Teaching Profession Act*.
[2016]

21.3.9.0 Governance

21.3.9.1 The Association should use all legal measures at its disposal to seek the overturn of Bill 32 of 2020, *Restoring Balance in Alberta's Workplaces Act*, and to prevent infringements on teachers' freedoms of speech and association.
[2020, 2021]

21.4.0.0 IMMEDIATE DIRECTIVES

21.4.0.1 Be it resolved that the teachers of Alberta have lost confidence in the Education Minister, Adriana LaGrange.
[2021]

22.0.0.0 RESEARCH AND RESEARCH ETHICS

22.1.0.0 FUNDAMENTAL BELIEFS

22.1.0.1 Educational research is essential to improving instructional practice and enhancing student learning.
[1969]

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]

22.2.0.0 EXTERNALLY FOCUSED POLICIES

22.2.1.0 Ethical Considerations

22.2.1.1 To protect students and school communities, educational researchers should adhere to the highest principles of ethical conduct.
[2005]

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]

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]

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]

22.2.1.5 Before administering examinations, surveys or other data-collection instruments, the Government of Alberta should (1) disclose to prospective participants whether it intends, or has arranged with other parties, to use the data for secondary purposes and (2) obtain their voluntary consent.
[2017]

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]

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 technology services and vendors, should ensure that all such contracts contain clauses

1. identifying the source of the school authority's right to enter into a contract;
2. specifying why the data is being collected;
3. specifying the type of data that is to be collected or transferred;
4. limiting or prohibiting the disclosure of the data to third parties;
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 data;
7. ensuring that, when activating an account for their child, parents are not presented with privacy terms that differ from those stipulated in the contract;
8. specifying who is responsible for giving parents access to an account for their child and the right to correct their child's data;
9. specifying whether the vendor has the right to store and process the data in another country;
10. specifying whether government departments other than Alberta Education have the right to access the data;
11. outlining how the vendor will notify individuals if their data is breached;
12. prohibiting the vendor from modifying the contract unilaterally;
13. granting school authorities the right to audit vendors to ensure that they are complying with the contract; and
14. detailing how the data will be managed in a way that complies with the school authority's policies concerning record retention.

[2014]

22.2.2.0 Planning, Design and Implementation

22.2.2.1 The Association undertakes research activities designed to help achieve outcomes envisioned in its Strategic Plan.
[2007]

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]

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

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

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]

22.2.3.0 Funding

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

22.2.4.0 Application of Findings

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]

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

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

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 practice.
[1995]

22.2.5.0 Specific Research Projects

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]

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]

23.0.0.0 POLITICAL ENGAGEMENT

23.1.0.0 FUNDAMENTAL BELIEFS

23.1.0.1 The Association speaks on behalf of the educational interests of all children in Alberta.
[1982]

23.1.0.2 The Association works within the political system to influence decisions affecting education.
[1977]

23.1.0.3 Teachers exercise their political responsibilities and rights as free citizens in a democratic society.
[1963]

23.2.0.0 EXTERNALLY FOCUSED POLICIES

23.2.1.0 Nature of Engagement

23.2.1.1 The Association undertakes both formal and informal political engagement.
[1977]

23.2.1.2 The Association seeks to influence the educational policies of other organizations.
[1977]

23.2.1.3 The Association takes stands on issues affecting student learning.
[1977]

23.2.1.4 The Association encourages political parties and candidates for political office to articulate their policies on education and to explain how they would finance the implementation of those policies.
[1979]

23.2.1.5 The Association supports and advocates for public institutions that deliver services and create, maintain or preserve spaces that serve the public interest.
[2010]

23.2.1.6 The Association monitors the proceedings of the legislature and provides information to legislators and to members of the Association.
[1977]

23.2.2.0 Political Neutrality

23.2.2.1 The Association does not align itself with any political party or with any candidate seeking political office.
[1977]

23.2.2.2 Neither the Association nor its subgroups contribute financially to political parties or to candidates vying for political office.
[2013]

23.2.2.3 The Association and its subgroups may participate in political fundraising events provided that

1. they ensure that, if they are represented at an event for one political party, they are represented at comparable events for the other parties on a nonpartisan basis; and
2. they do not reimburse representatives for the cost of registration, though reimbursement for travel and accommodation is permissible. [2013]

23.2.3.0 Liaison with Other Organizations

23.2.3.1 The Association maintains contact with all major political parties in Alberta. [1977]

23.2.3.2 In striving to influence decisions affecting education, the Association cooperates with other organizations when appropriate and possible. [1977]

23.2.4.0 Engagement by Individual Teachers

23.2.4.1 The Association encourages teachers, as citizens, to actively participate in the political process by supporting parties and candidates of their choice. [2013]

23.2.4.2 Teachers and others employed by school authorities should have the democratic right to run for the position of and serve as a school trustee without resigning from their employment. [2009]

23.2.4.3 The Government of Alberta should pass legislation (1) preventing school authorities from discriminating against teachers who take part in politics or who campaign for and/or are elected to the Legislative Assembly of Alberta, the House of Commons or other governing body; and (2) requiring school authorities to grant leaves of absence to teachers for the purpose of campaigning for political positions and, if elected, of serving in those positions. [1939]

23.3.0.0 INTERNALLY FOCUSED POLICIES

23.3.1.0 Engagement by Locals

23.3.1.1 The Association urges its locals to engage in politics in their local areas. [1977]

23.3.1.2 The Association urges its locals (1) to work closely with it in undertaking their political engagement programs and (2) to coordinate their political engagement programs with those of the Association. [1977]

23.3.1.3 The Association advises and assists locals in undertaking political engagement programs in their local areas. [1977]

23.3.1.4 The Association provides to locals, upon request, the voting record on educational issues of their respective members of the legislative assembly, when that record is available in *Hansard*. [2001]

24.0.0.0 SOCIAL JUSTICE AND GLOBAL ISSUES

24.1.0.0 FUNDAMENTAL BELIEFS

24.1.0.1 The Association respects diversity, which involves

1. adhering to beliefs and practices that demonstrate acceptance;
2. understanding, accepting and respecting the differences among people and their unique circumstances;
3. treating differences as positive attributes around which to build educational experiences; and
4. recognizing that people are complex and that their identities may change over time. [2003]

24.1.0.2 The Association is committed to equity, which involves

1. treating all people with fairness and justice,
2. ensuring that each person has an equitable opportunity to reach their full potential and
3. ensuring that oppressed and marginalized people and groups are included and treated fairly. [2003]

24.1.0.3 The Association respects human rights, which involves

1. recognizing the equal and inalienable rights and responsibilities of all people to live in a free, just and peaceful society without regard to race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background; and
2. recognizing the inherent dignity of all people and ensuring that this recognition is enshrined in public policy. [2003]

24.1.0.4 The Association is committed to eliminating barriers that prevent people from participating fully in education and in society and, as a result, opposes all discrimination based on race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background and linguistic background. [1980]

24.2.0.0 EXTERNALLY FOCUSED POLICIES

24.2.1.0 Basic Rights and Freedoms

24.2.1.1 The Government of Alberta should not opt out of any part of the Canadian Charter of Rights and Freedoms of the Canadian Constitution. [1984]

24.2.1.2 The Association endorses and seeks to embody in its policies and programs the principles articulated in the *United Nations Manifesto 2000 for a Culture of Peace and Non-Violence*, which urges individuals and societies to

1. respect the life and dignity of each human being without discrimination or prejudice;
2. practise peace and reject violence in all its forms—physical, sexual, psychological, economic and social—especially toward the deprived and vulnerable, such as children and adolescents;

3. share time and material resources with others in a spirit of generosity and as a way of ending exclusion, injustice, and political and economic oppression;
 4. defend freedom of expression and cultural diversity by listening and talking to others and by avoiding fanaticism, defamation and the rejection of others;
 5. preserve the planet by promoting consumer behaviour and development practices that respect all forms of life and preserve the balance of nature on the planet; and
 6. rediscover and create new forms of solidarity by contributing to community development, encouraging women to participate fully and respecting democratic principles.
- [2003]

24.2.1.3 Members of single-parent, same-sex, biracial, bicultural, blended, extended, foster and traditional nuclear families have the right to

1. be free from harassment, discrimination and violence;
2. be treated fairly, equitably and with dignity;
3. identify and express themselves freely;
4. have their confidentiality respected; and
5. be valued and affirmed as individuals.

[2006]

24.2.1.4 The Association opposes the distribution of material that promotes hate or bias against any identifiable individual or minority group.

[1990]

24.2.1.5 The governments of Alberta and Canada should express their opposition to Quebec Bill 21 of 2019, *An Act respecting the laicity of the State*.

[2020, 2021]

24.2.2.0 Multiculturalism

24.2.2.1 The Government of Alberta should

1. recognize that all citizens contribute to and, therefore, share in all aspects of Canadian society;
2. foster Alberta's linguistic diversity and multicultural heritage; and
3. encourage cultures to learn from and understand one another.

[1985]

24.2.3.0 Child Care

24.2.3.1 The Government of Canada and the provincial governments should collaborate in providing child care programs that are high quality, inclusive, universally accessible and focused on child development.

[2005]

24.2.3.2 The Government of Alberta should increase the grant available from its child care subsidy program and modify the program to ensure that it addresses the child care needs of parents who are employed on a sporadic basis.

[1988]

24.2.3.3 The Government of Alberta should subsidize child care for the unemployed and the working poor.

[1993]

24.2.4.0 Alleviating Childhood Poverty

24.2.4.1 The Government of Alberta should develop a comprehensive provincial children's agenda that

1. focuses on reducing child poverty substantially;
2. delivers universally accessible and affordable prenatal support, early intervention, child care and early childhood education programs;
3. increases the health benefits provided to low-income families;
4. coordinates the activities of social services agencies;
5. funds school nutrition programs;
6. provides tax relief to families with children;
7. offers incentives to employers who provide on-site child care, allow family-care leaves, permit flexible work arrangements without penalty and implement other family-friendly policies; and
8. engage in meaningful consultation with stakeholders and program recipients.

[1993]

24.2.4.2 The Government of Alberta should address the unique needs of people in rural and remote communities by (1) providing more support to families living in poverty and (2) ensuring that wraparound services in schools are sufficient to support students with complex needs.

[2018]

24.2.4.3 The Government of Alberta should expand school nutrition programs to ensure that all students who are economically disadvantaged are well fed and ready to learn.

[2019, 2020]

24.2.4.4 The Government of Alberta should provide funding to school authorities in order to provide free menstrual products for students in all Alberta schools.

[2020, 2021]

24.2.5.0 Social Supports and Services

24.2.5.1 Education, health, justice and social services directed at children and their families should

1. be integrated to the fullest extent possible in schools;
2. be delivered using a team approach in which service providers, including teachers, are consulted in the development of programs and in which partners understand and respect their respective mandates;
3. treat families as partners in the delivery of services;
4. be accessible to all children and their families, depending on need;
5. focus on prevention, early (even prenatal) intervention and the healthy development of each child;
6. take into account the developmental stage of each child;
7. be sensitive to the cultural background of the children and their families;
8. reflect the community's priorities with respect to children and their families;
9. help the community take responsibility for its children and their families;
11. be accessible, as much as possible, in schools, which are part of the interagency system;
12. respect regulations governing confidentiality; and

13. be adequately funded on a shared and ongoing basis by the departments of Education, Children's Services, Health, and Justice and Solicitor General.
[1999]

24.2.5.2 When a teacher identifies a student's needs, whether educational, medical or social, the student should receive support from a staff member or a service provider as soon as possible.
[1971]

24.2.5.3 The Government of Alberta should (1) ensure that its social services policies and programs are developed and implemented on the basis of meaningful consultation with stakeholders and program recipients and (2) increase the funding it provides to various ministries so that they can better coordinate the support services that they provide to students.
[1993]

24.2.5.4 The Government of Alberta, in collaboration with the Association and other relevant organizations, should ensure that all support services that students might require are readily available to them.
[2008]

24.2.5.5 The Government of Alberta should increase income support for families with children and for K–12 students living on their own to a level that exceeds the local poverty line as defined by the community low-income cut-off.
[1998]

24.2.5.6 The Government of Alberta should provide child care, after-school care, counselling and other support services to families.
[1984]

24.2.5.7 The Government of Alberta should recognize as at risk and provide sufficient funding to address the needs of children in the following groups: (1) Indigenous students, (2) English-language learners, (3) children living in poverty, (4) children new to Canada, (5) children from refugee backgrounds, (6) children who have experienced trauma and/or have mental health issues, and (7) children from sexual or gender minorities.
[2015]

24.2.5.8 The Government of Alberta should ensure that families in need have access to adequate, affordable housing.
[2008]

24.2.5.9 The Government of Alberta should increase from one to two years the length of maternity leave for mothers on income support.
[1998]

24.2.5.10 The Government of Alberta should adequately fund and support the Success in Schools for Children and Youth in Care Provincial Protocol Framework.
[2011]

24.2.5.11 The governments of Canada and Alberta should develop programs to assess, orient and provide education to immigrants and refugees.
[1991]

24.2.5.12 The Government of Canada should ensure that clean drinking water is available to all communities in Canada.
[2019, 2020]

24.2.6.0 Health and Medical Services

24.2.6.1 The Government of Alberta should fully cover the cost of all medically necessary therapies, which should be universally accessible to Albertans.
[1983]

24.2.6.2 The Association supports individuals and organizations that work to prevent all or parts of Alberta's public health care system from being taken over by private health care providers.
[1996]

24.2.6.3 The Government of Alberta should increase health services for children, thereby reducing the time that children must wait to be diagnosed and treated.
[2003]

24.2.6.4 The Government of Alberta should work with the Association in issuing a regular, up-to-date compilation of all the resources available in Alberta to help students who are addicted or have mental health issues and their families.
[2012]

24.2.6.5 The Government of Alberta should implement policy, based on research, to ensure that comprehensive education and health programs are delivered collaboratively within each region.
[2008]

24.2.6.6 The Government of Alberta should provide residential care and day treatment programs with sufficient funding to eliminate the list of children waiting to get into such programs.
[1996]

24.2.6.7 The Government of Alberta should require school authorities to help the Alberta Health Services Board implement vaccination programs and other mandated population health initiatives by

1. distributing information about the initiatives to students, staff, parents and the school community;
2. providing health care personnel with access to students and staff; and
3. allowing their facilities to be used for delivering the initiatives, provided that the provincial government covers all associated costs.
[2009]

24.2.7.0 Gender Equity Issues

24.2.7.1 The Government of Alberta, in collaboration with education partners, should develop research-based strategies, policies and practices to ensure that the educational system, in all its aspects, promotes gender equity.
[1997]

24.2.7.2 Schools can promote gender equity by

1. encouraging students to participate in educational programs regardless of their gender,
2. ensuring that responsibilities are not delegated on the basis of gender-role stereotypes,

3. using resources and following practices that discourage gender-role stereotypes,
 4. ensuring that resources and school communications use inclusive language and
 5. offering counselling that encourages students to choose careers based on their interests and abilities rather than their gender.
- [1999]

24.2.7.3 School authorities should prohibit policy specifying gender-specific dress codes for students and teachers.
[2015]

24.2.8.0 Employment Equity and Security

24.2.8.1 No one should be denied employment opportunities on the basis of their race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.
[2004]

24.2.8.2 The Government of Alberta should reinstate 14 as the minimum working age.
[2008]

24.2.8.3 The Government of Alberta should (1) raise the provincial minimum wage to a level that takes into account the strength of Alberta's economy and guarantees employees the ability to afford the necessities of life, and (2) index that wage rate to reflect rising prices and increases in average weekly earnings.
[1998]

24.2.8.4 The Government of Alberta should develop job creation programs that lead to employment that pays more than the local living wage.
[1993]

24.2.8.5 The Rural Municipalities of Alberta and the Alberta Urban Municipalities Association should encourage their members, in consultation with employers, labour unions and social service organizations, to determine the minimum wage that workers in their communities would require to support their families and maintain a safe, healthy standard of living.
[2008]

24.2.8.6 The Alberta Chambers of Commerce should encourage its members to pay their employees and contractors more than the local living wage.
[1999]

24.2.8.7 Employment equity policies are a positive way of ensuring that people have equitable access to educational and employment opportunities.
[2004]

24.2.8.8 Employment equity programs should (1) seek to improve conditions for people who are disadvantaged as a result of discrimination and (2) offer educational opportunities to help underrepresented groups advance in their careers.
[2004]

24.2.8.9 The Government of Alberta should amend legislation to improve the social and economic security of part-time, temporary and low-wage workers.
[1998]

24.2.8.10 The Government of Alberta should enact legislation to improve the social and economic security of temporary foreign workers.
[2013]

24.2.8.11 The Government of Canada should ensure that teachers in its employ are not required to sign contracts or other documents containing faith-based or other morality clauses that violate their human rights or the rights of others.
[2017]

24.2.9.0 Criminal Justice Issues

24.2.9.1 The Government of Canada should amend the Criminal Code to prohibit the publication of the names of people charged with child abuse and/or sexual assault until such time as the court finds them guilty.
[1989]

24.2.9.2 The Government of Canada should amend section 40.2(d)(vii) of the *Youth Criminal Justice Act* to require that the presentencing report of a youth convicted of a criminal offence contain a statement from an official at the student's last-attended school concerning the student's achievements, attendance and behaviour.
[1993]

24.2.10.0 Protecting Children

24.2.10.1 The Government of Alberta should pass legislation ensuring that children under the age of 18 do not have access to violent movies, videos, video games and other electronic media.
[1993]

24.2.10.2 The Government of Alberta should impose substantial fines on people found guilty of selling or providing tobacco products to children.
[1989]

24.2.10.3 The Government of Alberta should amend the *Tobacco and Smoking Reduction Act* to regulate vaping products in the same way as the act regulates tobacco products.
[2019, 2020]

24.2.11.0 International Education and Trade Agreements

24.2.11.1 In promoting Alberta's education system abroad, the Government of Alberta should recognize that the purpose of international education is to foster global citizenship by helping students and teachers understand and communicate effectively with people from other cultures.
[2001]

24.2.11.2 The Canadian Teachers' Federation should continue to educate teachers and the public about the potential threat that the international pressure to commercialize and privatize public

services poses to Canada's public education, health and social programs.
[1998]

24.2.11.3 When entering into international trade negotiations, the Government of Canada and the provinces should protect provincial public education, health and social programs by insisting that these services are not commodities for sale.
[2004]

24.2.11.4 The Government of Alberta should caution the Government of Canada not to endorse any international trade or services agreement that limits provincial jurisdiction over educational matters.
[1998]

24.2.12.0 Ensuring Economic Stability

24.2.12.1 The Government of Alberta should address the impact that economic fluctuations have on society in general and on children, youth and families in particular.
[2007]

24.2.12.2 The Government of Alberta should reform its approach to taxation and royalty collection with a view to increasing revenues, stabilizing the government's fiscal situation and ensuring that all Albertans and corporations doing business in Alberta share the responsibility for adequately funding public programs, including public education.
[2013]

24.2.13.0 Environmental Protection

24.2.13.1 Preserving the environment is of utmost importance.
[1990]

24.2.13.2 The Government of Alberta should rigorously assess the environmental impact of current and proposed development projects to ensure that they do the least damage possible to the environment.
[1993]

24.2.13.3 The Association accepts the scientific consensus that anthropogenic climate change is a real and critical challenge affecting the planet and the future of humanity.
[2020/21]

24.2.14.0 Nuclear Disarmament

24.2.14.1 The Association endorses the principle of worldwide nuclear disarmament.
[1983]

24.2.15.0 Global Citizenship

24.2.15.1 School authorities should adopt and implement policies that respect students' growth as active citizens, including voluntary participation in democratic actions and activities while addressing potential risks to students.
[2020, 2021]

24.3.0.0 INTERNALLY FOCUSED POLICIES

24.3.1.0 Responsible Financial Investments

24.3.1.1 Cosponsors and administrators who hold funds in trust for the benefit of Alberta teachers should invest these funds in a manner that identifies and manages environmental, social and governance (ESG) risks by

1. considering ESG risk factors when evaluating potential investments and reinvestments, and
2. using their influence and voting shares to help ensure that corporations in which they have invested make responsible decisions and
3. after completing due diligence divesting from corporations when appropriate.

[2017, 2020]

24.3.2.0 Gender Equity Issues

24.3.2.1 The Association encourages its locals to establish women in educational leadership committees.
[2020, 2021]

24.3.3.0 Basic Rights and Freedoms

24.3.3.1 The Association opposes Quebec Bill 21 of 2019, *An Act respecting the laicity of the State*.
[2020, 2021]

C. Glossary of Terms

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| Advanced Placement (AP) | Offered by the College Board, a non-profit organization that works to increase access to higher education, AP courses are introductory-level college or university classes available to high school students. |
| Alberta Initiative for School Improvement (AISI) | Initiated in 1999 and discontinued in 2013, AISI was a joint program between Alberta Education and education partners to improve student learning by encouraging teachers, administrators, trustees, parents and the community to undertake innovative and creative initiatives. |
| Alternative Education Program | An education program operated by a public or separate school authority that emphasizes a particular language, culture, religion or subject matter, or uses a particular teaching philosophy. |
| Area Capacity and Utilization Guidelines | Guidelines that Alberta Education uses to track how the space available in a school building is actually being used for instructional purposes. |
| Assistant Principal | A certificated teacher designated to assist a school principal. In some school authorities, assistant principals are called vice-principals. |
| Associate Member | A person who has an interest in education but who is not eligible for active membership in the Association. Associate membership is available, upon request and the payment of a fee, to, among others, superintendents, teachers employed by the Government of Alberta, members of the faculties of education of universities and public colleges, teachers in private schools, unemployed teachers, retired teachers and teachers in charter schools. |
| Base Instruction Funding | Funding that the Government of Alberta provides on a per-student basis for every full-time equivalent student. |
| Charter Schools | Autonomous non-profit public schools that provide basic education in a different way to meet the unique needs of a particular group of students. Alberta currently has 13 charter schools. |
| Class Size Initiative | An initiative that the Government of Alberta undertook in 2003 in response to Alberta's Commission on Learning. The Commission recommended that the maximum average class size be restricted to 17 students in Grades 1–3, 23 in Grades 4–6, 25 in Grades 7–9, and 27 in Grades 10–12. |
| Classroom Walk-Through | A scenario in which principals or system leaders walk through classrooms and observe teachers as they instruct their students. |
| Code of Professional Conduct | A legal document outlining the minimum standards of ethical behaviour expected of teachers in Alberta. |
| Collegial Collaborative Model | An approach to professional supervision in which the teacher being supervised has input into the methods and processes to be used and has access to observations and documents generated during supervision. |
| Community School | A school that integrates academics, health services and social services. |
| Complementary Courses | Optional courses that students may take in addition to core or academic courses. |
| Convention Associations | Subgroups of the provincial Association that plan, conduct, fund, evaluate and govern the nine teachers' conventions held across the province each year. |
| Cooperating Teachers | Classroom teachers who agree to supervise student teachers undertaking the field experiences portion of their teacher preparation program. |
| Credit Enrollment Unit (CEU) Funding | A term that the Government of Alberta uses to calculate base instructional funding at the high school level. CEUs are assigned when the course, the student and the student's achievement in a course meet certain criteria. Funding is as follows: one-credit courses equal 1 CEU, three-credit courses equal 2.5 CEUs and five-credit courses equal 5 CEUs. |
| CTS Bridge to Teacher Certification Program | A program whereby the Government of Alberta funds school authorities to sponsor certified journeypersons and others while they complete a teacher preparation program at an Alberta postsecondary institution. |
| Curriculum | The totality of what students are expected to know, understand and be able to do in each subject and grade in Alberta's K–12 schools. The curriculum may include the philosophy foundations of the educational approach being advocated. |
| Cyber-Charter School | A charter school in which instruction is delivered to students online wherever they live in the province. Such schools tend to involve little to no face-to-face instruction and rely heavily on online tutors rather than certificated teachers. |

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| Designation | An employment arrangement whereby a school authority designates a teacher to serve in an administrative, supervisory or consultative capacity. |
| Differentiated Instruction | An approach to teaching in which teachers support the learning of all students by strategically assessing students and delivering targeted, flexible instruction. |
| Differentiated Staffing | An attempt to improve instruction by using professional and paraprofessional staff to perform all the tasks traditionally assigned to the classroom teacher. |
| Digital Learning | Any type of learning that is facilitated by technology or by instructional practice that makes effective use of technology. |
| Diploma Examinations | Examinations administered by the Government of Alberta to assess the individual achievement of Grade 12 students in Biology 30, Chemistry 30, English Language Arts 30–1, English Language Arts 30–2, Français 30–1, French Language Arts 30–1, Mathematics 30–1, Mathematics 30–2, Physics 30, Science 30, Social Studies 30–1 and Social Studies 30–2. |
| Distance Learning | The education of students who may not always be physically present at a school. Instead, students communicate remotely with their teachers using the Internet and complete course work using print and/or electronic materials. |
| Early Childhood Education | Educational programs tailored to meet the learning needs of children from as young as ages two and a half to six. |
| Early Intervention | Programs for children (especially those from birth to age four but applicable also to older children) who have exceptional learning needs or who are at risk of not succeeding in school because of socioeconomic or familial factors. |
| Educational Assistant | An individual who, under the direction of a certified teacher, works with students in the classroom. |
| Education–Business Partnership | Mutually beneficial, long-term relationships between schools and businesses intended to provide value to both the school and the business. |
| ESG Investing | An approach to investing that takes into account environmental, social and governance (ESG) factors in measuring the sustainability and ethical impact of the investment. |
| Faculty Advisors | Academic staff in a teacher preparation institution who help plan and deliver the field experiences component of the institution’s teacher preparation program. |
| Field Experience | The practical component of a teacher preparation program during which a prospective teacher is assigned to a school and teaches under the supervision of a classroom teacher. |
| Field Test | A pilot conducted with teachers in classrooms used to validate a product or instrument, such as curriculum or assessments. |
| Field Experience Associates | Classroom teachers who have been seconded to a teacher preparation institution by their school authority for up to two years to help develop and deliver the field experiences component of the institution’s teacher preparation program. |
| Final-Offer Selection | An innovative arbitration approach in which the parties are each asked to file their best and final offer along with the reasons supporting it. The arbitrator then selects between the two offers. The arbitrator cannot split the difference between the two or fashion a settlement of their own creation. |
| Full-Time Equivalent (FTE) | The hours worked by a part-time employee expressed as a portion of the hours worked by a full-time employee, thereby making workloads comparable across various contexts. |
| Global Education | The interdisciplinary study of globalization as it relates to such topics as the global economy, market relations, the movement of people and resources, global communications, politics and the impact of human activity on the environment. Global education is wider in focus than international studies. |
| Goals and Standards Applicable to the Provision of Basic Education in Alberta | A ministerial order issued in February 1998 setting out, in broad terms, the goals of public education in Alberta and the learning outcomes that students are expected to achieve. |
| Grade Level of Achievement Reporting | Grade Level of Achievement Reporting was a 2007 Government of Alberta initiative that required teachers in Grades 1 to 9 to use a whole-number grade in reporting to parents on their children’s performance in language arts and mathematics. Teachers were also required to submit the assigned grades electronically to the government. |
| Graduate Studies | Teacher preparation that culminates in a master’s degree or a doctoral degree in education. |
| Grid Placement | Teachers’ salaries are based on two factors: (1) years of teaching experience and (2) years of teacher education. A salary grid is created by plotting years of teacher education on the x axis and years of teaching experience on the y axis. |

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| Inclusive Classroom | A classroom that welcomes all students, regardless of their learning ability, cultural background, ethnic background, socioeconomic status, gender, sexual orientation or sexual expression. |
| Inclusive Education Planning Tool | A series of templates developed by Alberta Education to help teachers plan programs and instructional strategies for students with exceptionalities. |
| Incompetent Teaching | The failure of a teacher to meet the requirements set out in the Teaching Quality Standard. |
| Indigenous | A term meaning the original people of the land and their descendants. The Association uses the term to refer to the First Nations, Métis and Inuit peoples of Alberta. |
| Individual Program Plan | A written strategy that identifies the requirements of a student with special learning needs and details the instructional approaches and external resources required to address those learning needs. |
| Induction | A systemwide, coherent, comprehensive support program for beginning teachers that continues for two or three years and ultimately becomes part of teachers' ongoing practice of professional development. |
| Induction Ceremony | A ceremony sponsored by a local, often in partnership with a school authority, to formally welcome new teachers in the area into the teaching profession. |
| Inservice | One or more sessions that provide practising teachers with an opportunity to update their knowledge with respect to such matters as a new curriculum, novel pedagogical practices or innovations in technology. Unlike professional development, which focuses on needs that teachers themselves have identified, inservice is usually designed to help teachers adapt to changes that have been imposed externally. |
| Instructional Time | Time that teachers spend working directly with students to help them master the Alberta program of studies. It includes time spent instructing and examining students and supervising activities involving direct interaction between students and teachers. |
| Interim Professional Certificate | The first level of certification that prospective teachers require to teach in Alberta's K–12 schools. Interim certificates are valid for three years and may be re-issued if the registrar receives a recommendation from a school authority in which the teacher has taught. |
| International Baccalaureate (IB) | Offered by the International School of Geneva in Switzerland, IB diploma courses are introductory level university courses available to high school students. To earn postsecondary credit, students must pass an IP exam. |
| International Studies | The contemporary and historical understanding of global societies, cultures, languages and systems of government and of the complex relationships between them that shape today's world. |
| Intervisitation | A professional learning opportunity during which one or more teachers observe another teacher engaging in classroom instruction. Such visits, which are nonevaluative, are designed to help the observing teachers improve their instructional knowledge and skills. |
| Junior Kindergarten | A half-day educational program designed for children aged four to five. |
| Kindergarten | Sometimes called senior kindergarten, a full-day education program designed for children in the year before they enter Grade 1. |
| Leadership Quality Standard | A ministerial order approved by the Government of Alberta in 2019 that describes the competencies expected of school leaders and school jurisdiction leaders. |
| Learning Commons | A flexible, learner-centered, physical or virtual space that students can use to collaborate, study or play. |
| Learning Model | A description of the mental and physical mechanisms involved in acquiring new skills and knowledge together with recommended strategies for engaging those mechanisms to facilitate learning. |
| Letters of Authority | A temporary permission to teach in Alberta, which Alberta Education issues to teachers from Canadian jurisdictions whose scope of practice (as noted on their current teaching certificate) differs from Alberta's scope of practice. To obtain permanent certification, teachers with a letter of authority must meet the same requirements as other teachers. |
| Locked-In | Once pension benefits are vested, they are said to be "locked-in," meaning that the contributor cannot take money out of the pension plan as a cash payment. |
| Multigrade Classroom | A classroom in which students from two or more grades are taught by one teacher. |
| Noncertificated Personnel | Educational assistants, parent volunteers and other non-teachers who work with students in schools. |

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| Online Learning | A method of delivering educational services that is delivered and administered using the Internet. Online education can be divided into several categories depending on the amount of online learning that is incorporated into the course, ranging from traditional face-to-face learning to blended learning to exclusive online courses. |
| Outreach Schools | Special schools developed to support students who cannot, or do not wish to, attend so-called traditional schools. |
| Paradata | A subset of metadata that consists of information about the process by which survey data were collected. Paradata might include the time of day a survey was conducted, how long the interviews took, how many times each interviewee was contacted, the willingness of an interviewee to answer questions and the mode by which information was collected (phone, internet, e-mail, in person). |
| Political Engagement Programs | Sponsored by the Association, political engagement programs are initiatives intended to help locals develop meaningful relationships with MLAs and elected officials at the municipal level. |
| Population Health | The health of a population as measured by health status indicators. Among the factors influencing population health are the social, economic and physical environment; personal health practices; individual coping skills; human biology; early childhood development; and the availability of health services. |
| Postgraduate Education | Education that a teacher receives after achieving certification. Such education may include a master's degree or a doctoral degree in education. |
| Postsecondary Education | A reference to any education beyond the high school level. Such education is typically delivered at universities, academies, colleges, seminaries, conservatories and institutes of technology. |
| Principal | A certificated teacher designated to serve as the head teacher in a school. |
| Principles for Fair Student Assessment Practices for Education in Canada | A document developed in 1993 by representatives from a range of Canadian educational organizations in response to examples of unacceptable assessment practices. The document outlines fair assessment practices within the Canadian educational context. |
| Process Data | Information about a user's actions while answering a survey or taking an examination. |
| Professional Conduct | The minimum standard of ethical behaviour, as outlined in the Code of Professional Conduct, that teachers are expected to meet. |
| Professional Development | Professional development refers to the wide range of programs and activities that teachers undertake to enhance their understanding of teaching and learning. Professional development is typically based on needs that teachers themselves have identified. |
| Professional Inquiry | An approach to professional development in which teachers are encouraged to draw on their own experiences of success or failure in the classroom and, through discussion with their colleagues, to develop strategies for improving their teaching practice. |
| Professional Misconduct | Behaviour by a teacher that is contrary to the Code of Professional Conduct. |
| Professional Practice Review | The process by which the Association investigates a member whose ability to meet the requirements of the Teaching Quality Standard has been called into question. |
| Professional Practice Standards | A term referring to the Teaching Quality Standard, the Leadership Quality Standard and the Superintendent Leadership Quality Standard. |
| Professional Relationships | In Alberta, the minimum standards of acceptable conduct governing relationships between teachers as set out in the Code of Professional Conduct. |
| Program of Studies | A legal document setting out the rationale, philosophy, foundations, organization, topics and format for each subject taught in K–12 schools in Alberta. |
| Program Unit Funding | A grant (in addition to Base Instruction Funding) available to approved early childhood services operators and school authorities in Alberta to enable them to provide services to children aged two and a half to six who have severe learning disabilities. |
| Provincial Achievement Testing (PAT) Program | An assessment program administered by the Government of Alberta to monitor the achievement level of Grades 6 and 9 students in English and Français/French language arts, mathematics, science and social studies. |
| Provincial Assessment Instruments | The Government of Alberta has three assessment programs: (1) the Student Learning Assessment Program, (2) the Provincial Achievement Testing Program and (3) Diploma Examinations. See the individual entries for each of these programs for more information. |
| Public Education | A term referring to public, separate and francophone schools. |
| Regional Health Service Delivery (RCSD) | A provincial initiative by Alberta Education in partnership with Alberta Health, Alberta Children's Services, and Alberta Community and Social Services to integrate the provision of health services at the local level. |

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| Release Money | Money that the Association pays to a school authority to enable a teacher to take time from the classroom to serve the Association in an elected or voluntary capacity. |
| Release Time | An arrangement whereby a school authority allows a teacher under contract to be away from the classroom to undertake a professional task, such as marking provincial examinations or serving on an Association committee. The agency that benefits from the teacher's absence typically reimburses the school authority for the teacher's salary. |
| Reprographic Collective | An agency that collects (1) revenues from licensed businesses, governments, schools, libraries and other organizations for the purpose allowing them to photocopy print works; and (2) distributes these proceeds to the copyright holders of those works, such as publishers and authors. The major reprographic collective in Canada is Access Copyright, formerly known as the Canadian Copyright Licensing Agency or Cancopy. |
| Resources | The wide variety of print and digital "texts," exemplars, tools, manipulatives and equipment used by teachers during their planning, teaching, assessment and professional development. |
| Right to Work Legislation | A law guaranteeing that no person can be compelled, as a condition of employment, to join or not to join, a labour union. |
| School Communities of Practice | Groups of teachers who meet regularly and work with each other to share ideas and improve their professional practice. Such communities can exist at the school or at the school authority level. |
| School Community | The assemblage of people attached to a school, including the teachers and support staff who work in the school; the students who attend the school; the parents and families of those students; and local residents, businesses and organizations that have a stake in the school's success. |
| School Councils | Collective associations of parents, teachers, secondary students, principals, staff and community representatives who work together to support and enhance student learning. |
| Secondment | An arrangement whereby a teacher is transferred temporarily to another job with a different employer for a defined period and for a specific purpose. Teachers in Alberta are typically seconded to a university or to the Government of Alberta. |
| Specialist Councils | Association subgroups intended to foster the professional development of teachers interested in common curriculum or specialty areas such as mathematics or science. The Association currently has 21 specialist councils. |
| Student Assessment | The gathering of information about a student's learning to facilitate the teaching/learning process, diagnose the student's learning strengths and weaknesses, and make decisions about the student's progress. |
| Student Evaluation | The use of assessment results and other relevant information to make decisions about (1) the quality, value or worth of a student's response during the learning process or (2) a student's overall performance for placement and reporting purposes. |
| Student Learning Assessment (SLA) Program | An assessment program administered by the Government of Alberta to assess the literacy and numeracy levels of Grade 3 students. |
| Student Weighting Factors | A scale for determining the amount of extra assistance that a student with special learning needs requires. |
| Success in School Plans | A holistic learning plan developed in conjunction with "Success in School for Children and Youth in Care." |
| Success in Schools for Children and Youth in Care—Provincial Protocol Framework | A joint initiative by Alberta Education and Alberta Children and Youth Services to improve school outcomes and high-school completion rates for children and youth in provincial government care. |
| Superintendent Leadership Quality Standard | A ministerial order approved by the Government of Alberta in 2019 that describes the competencies expected of superintendents. |
| System Leader | A designated teacher whose duties are not attached to a specific school. |
| Teacher | An individual, including a principal or other school or system leader, who holds a valid Alberta teaching certificate. |
| Teacher Discipline | The process by which the Association investigates a member alleged to have violated the Code of Professional Conduct and, in the event that the member is found guilty, assigns penalties. |
| Teacher Induction | A systematic program to support new teachers and principals in the early stages of their careers. Induction may include a formal welcoming ceremony, orientation to the workplace, workshops and a mentoring relationship with a veteran teacher. |
| Teacher Mentorship Program | A formal arrangement in which a beginning teacher is provided with an opportunity to work closely with and learn from a veteran teacher. |

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| Teacher Qualifications Service (TQS) | A service provided by the Association that evaluates teachers' educational credentials for salary purposes. |
| Teaching Quality Standard | A ministerial order approved by the Government of Alberta in 2019 that describes the competencies expected of teachers. |
| The Alberta Teachers' Pension Plan | A defined-benefit pension plan available to Alberta teachers in public and charter schools. The plan is registered under the <i>Income Tax Act</i> and co-sponsored by the Government of Alberta and the Association. The sponsors can alter the plan design, benefits and funding. They also share in any gains or losses that the plan might experience. |
| The Alberta Teachers' Retirement Fund (ATRF) | An independent corporation governed by the <i>Teachers' Pension Plans Act</i> . ATRF administers the Teachers' Pension Plan for all Alberta teachers in school authorities and charter schools. It also administers the Private Teachers' Pension Plan for teachers in private schools who have elected to join the plan. |
| Tiered Credit Enrolment Unit Funds | For funding purposes, the Government of Alberta organizes Career and Technology Studies (CTS) courses into tiers. The tier system recognizes that some courses, due to the subject matter, require a lower student-to-teacher ratio than others. The government provides more funding for students enrolled in higher-tiered courses so that school authorities can hire more teachers. |
| Vesting | Entitlement to receive a pension benefit that is based on the defined benefit formula that is used by the pension plan. |