



# 2021 **Resolutions Bulletin**

**March 16, 2021**



**The Alberta Teachers' Association**



# Resolutions Bulletin

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March 16, 2021

This copy of resolutions and their explanatory statements is being mailed to all members of the Association in accordance with policy 1.3.1.4. These are the resolutions submitted in the 2020 calendar year by local associations and by Provincial Executive Council for the agenda of the 2021 Annual Representative Assembly, to be held virtually, 2021 05 22–24.

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

Category 1—Resolutions Arising from the Six-Year Review of Policy (1-1/21 to 1-211/21)

Category 2—Local Resolutions (2-1/21 to 2-38/21)

Category 3—Provincial Executive Council Resolutions (3-1/21 to 3-15/21)

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

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

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

by a local. Locals desiring to have the original classification may make a reclassification motion.

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

The explanatory note for each resolution is that supplied by the local association or by Provincial Executive Council, as the case may be. Resolutions that have financial implications have been costed by the Finance Committee, and an estimate of the cost of implementation is included parenthetically. When reference is made in a resolution to existing Association policy, such policy is printed beneath the explanatory note. In cases in which a resolution is amending existing policy, such policy is printed beneath the explanatory note with words in the current policy to be deleted placed in brackets and crossed out; new wordings and/or additions are shown in boldfaced type and are underscored.

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

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

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

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

### 1-1/21 (Long-Term Policy) Provincial Executive Council

Be it resolved that long-term policy 11.2.1.1 be reaffirmed.

Note—Given the current context and a government that may be making moves toward a privatization of the education system, it is important to ensure that the driving factor in schools is good pedagogy, not corporate interests.

**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]

### 1-2/21 (Long-Term Policy) Provincial Executive Council

Be it resolved that long-term policy 11.2.1.2 be reaffirmed.

Note—Students are bombarded on a daily basis with commercial advertising; their educational environment should focus on teaching and learning, not on messaging that distracts from their education.

**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]

### 1-3/21 (Long-Term Policy) Provincial Executive Council

Be it resolved that long-term policy 11.2.1.3 be amended to read—

“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.”

Note—To ensure that students have a broad and diverse set of resources and learning aids, it is important that those making decisions are able to critically analyze information. Various advertising methods and techniques are employed by commercial sponsors. The most apparent technique is product placement; however, advertising techniques have become much more sophisticated in the age of targeted marketing.

**11.2.1.3** [System] **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]

### 1-4/21 (Long-Term Policy) Provincial Executive Council

Be it resolved that long-term policy 11.2.2.1 be reaffirmed.

Note—Given the current context and a government that may be making moves toward a privatization of the education system, it is important to ensure that the driving factor in schools is good pedagogy, not corporate interests. The Government of Alberta has a responsibility to adequately fund education and not require school authorities to pick up the shortfall through corporate/business financial arrangements.

**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]

### 1-5/21 (Long-Term Policy) Provincial Executive Council

Be it resolved that long-term policy 11.2.2.2 be reaffirmed.

Note—The teaching and learning environment in Alberta schools needs to be free from outside influences. Partnerships need to have a net benefit for students and not require a *quid pro quo*.

**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]

**1-6/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 11.2.2.3 be reaffirmed.

Note—Education–business partnerships that focus on enriching student learning can benefit both parties. The benefits need to be objectively reviewed to ensure there is no conflict with the overall purpose of public education. The six criteria are complete and significant. It would be appropriate to endorse the partnerships that can meet this high level of scrutiny.

*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]

**1-7/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 11.2.2.4 be reaffirmed.

Note—As three key stakeholders in public education, the Government of Alberta, school authorities and the Association should all have a consistent message and direction.

*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]

**1-8/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 11.2.3.1 be reaffirmed.

Note—Now more than ever, there will need to be a strong connection with schools and the community. The events of 2020 have shown us just how much we depend on connections. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Schools at the centre of a community support social networks and relationships among parents, students and community members, creating opportunities for young people and adding value to the area.

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

**1-9/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 11.2.3.2 be reaffirmed.

Note—Providing proper funding to community schools is in the best interest of all members of the community. Schools can provide the

infrastructure but should not be expected to provide the supports to make a community school successful. The most successful community schools are a true partnership, and thus, all levels of government need provide the necessary funding.

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

**1-10/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 11.2.4.1 be reaffirmed.

Note—School councils play an important role in the governance model for schools. It is important that they have proper direction, supports and oversight to carry out their intended purposes.

*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]

**1-11/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 11.2.4.2 be reaffirmed.

Note—Although parent involvement in school councils is an excellent way to get input, teachers are the professionals and should be key decision makers on school policy.

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

**1-12/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 12.2.2.5 be amended to read—

“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.”

Note—As of 2020 01 31, legislation was changed to allow for employer-based rather than site-based committees. The purpose of the joint committees is to provide a mechanism for all workers to be involved in workplace safety and to ensure that the workplace is meeting or exceeding the requirements of the *Alberta Occupational Health and Safety Act*. Oversight measures are necessary to ensure that teachers’ voices and concerns are heard and addressed with regard to workplace safety in all schools.

*12.2.2.5 The Government of Alberta should ensure that [if approvals are granted to school jurisdictions, under occupational health and safety (OH&S) legislation, allowing jurisdictions to have one divisional safety committee,] oversight measures are put in place to ensure that joint work site health and safety committees provide a mechanism for all workers to be meaningfully involved in [OH&S] occupational health and safety matters.*  
[2019, 2020]

**1-13/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.1.0.1 be reaffirmed.

Note—The teacher's ability to provide the best possible professional service is tied directly to the conditions under which that service is provided. The profession is in the best position to provide this voice through its expertise, research and intimate understanding of its members' professional needs and wants.

*19.1.0.1 The teaching profession has the right to have a voice in determining the conditions for professional service.*  
[1970]

**1-14/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.1.0.2 be amended to read—

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

Note—Teachers go through rigorous preparation to become certificated as teachers, much like many other professions, and are required to maintain ongoing professional development to ensure currency as it relates to the Teaching Quality Standard. As such, they deserve to have compensation commensurate with that of other professions.

*19.1.0.2 [Teachers deserve] **The teaching profession should have an economic status that is equitable with other professions.***  
[1970]

**1-15/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.1.0.3 be amended to read—

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

Note—Having an agreed-to and predictable set of entitlements to ensure optimal conditions of practice allows the parties to work together effectively in a defined working relationship.

*19.1.0.3 All teachers must have collective agreements that [guarantee their working conditions] **define enduring and enforceable conditions of practice.***  
[1981]

**1-16/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.1.0.4 be reaffirmed.

Note—School authorities are increasingly prescriptive in regard to assessment, instructional and leadership methods that, under the Teaching Quality Standard and Leadership Quality Standard, are the domain of teachers and require teachers to use their professional judgment. As professionals, teachers must have a voice in decisions affecting their professional practice.

*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]

**1-17/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.1.0.5 be amended to read—

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

Note—Collective bargaining allows for the exchange and sharing of ideas and concerns by both parties. It creates the potential for shared problem solving. The representation of the collective in the bargaining process demonstrates common goals and expectations of the profession.

*19.1.0.5 Collective bargaining is the most effective means of attaining ~~[working conditions]~~ **enduring and enforceable conditions of practice** set as goals by the Association.*  
[1970]

**1-18/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.1.0.6 be reaffirmed.

Note—Unfettered collective bargaining needs to be allowed to occur without the interference of outside influences or overarching ideological and/or government mandates.

*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]

**1-19/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.1.0.7 be amended to read—

“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.”

Note—The attraction and retention of teachers are still issues in many communities throughout Alberta. It is important that all areas of the province are able to provide those working conditions that will draw and keep teachers to ensure communities continue to flourish and grow.

*19.1.0.7 ~~[Attractive schools, favourable working conditions]~~ **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]



**1-20/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.1.0.8 be reaffirmed.

Note—As professionals, teachers are uniquely positioned to provide important and vital input and be part of the decision making that happens in an educational system. In order for them to be empowered to do so, their professional rights need to be entrenched in collective agreements.

*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]

**1-21/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.1.0.9 be reaffirmed.

Note—Teachers go through rigorous preparation to become certificated as teachers and are required to maintain ongoing professional development to ensure currency as it relates to the Teaching Quality Standard and the Leadership Quality Standard. As such, they deserve to be properly recognized for their qualifications and experience.

*19.1.0.9 The Government of Alberta's funding formula for education should fully recognize teachers for their qualifications and experience.*  
[1969]

**1-22/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.1.1 be amended to read—

“The Association favours 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.”

Note—The amendments reflect current legislation.

*19.2.1.1 The Association favours 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 [~~in separate collective agreements~~] at the local level between the Association and each employer to form one collective agreement for each bargaining unit;
3. provisions currently in the [~~School Act~~] 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]

**1-23/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.1.2 be reaffirmed.

Note—Given the current political landscape, it is important that the Association stand firm in its ability to freely collectively bargain without governmental interference.

*19.2.1.2 Neither compulsory arbitration nor unilateral government action to impose a settlement should be used to resolve collective bargaining disputes.*  
[1970]

**1-24/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.1.3 be reaffirmed.

Note—The *Public Education Collective Bargaining Act* prevents the Association from bargaining funds for the local table and would require amendment.

*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 onto the list of local matters.*  
[2019, 2020]

**1-25/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.2.1 be reaffirmed.

Note—Given the current political landscape, it is important that the Association stand firm in its ability to freely collectively bargain without governmental interference.

*19.2.2.1 The Association opposes legislation that declares teachers an essential service and prohibits the right to strike.*  
[1998]

**1-26/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.2.2 be reaffirmed.

Note—The Association vehemently opposes the use of replacement workers. The right to strike is a provision under the *Labour Relations Code* and should be respected. Given that Bill 21, *Ensuring Fiscal Sustainability Act, 2019*, reinstated the ability for essential services employers to hire replacement workers during a strike or lockout, it is important that the Association remain firm in opposition to this practice.

*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]

**1-27/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.3.1 be amended to read—

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

Note—The Association, as the bargaining agent for Alberta teachers, has the legislated mandate to bargain all matters that affect the quality of education.

*19.2.3.1 All matters affecting the quality of education are subject to [negotiation between teachers and their employers and, where appropriate, between the Association and the Government of Alberta] **collective bargaining**.*  
[1970]

**1-28/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.3.2 be amended to read—

“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.”

Note—The Association believes, at its core, in a unified profession. Principals and other teachers with designations should be part of the same cohesive organization that speaks with one voice for the profession.

*19.2.3.2 The Association opposes any attempts [on the part of school authorities] 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]

**1-29/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.4.1 be amended to read—

“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.”

Note—The change to the name of the act reflects changes in legislation. Section 209 of the *Education Act* says “may be employed” and should be “shall be employed” under a temporary contract. The deletion of current number 2 is a result of the current language of the *Education Act*. Additional years of a probationary contract need to be for purposes outlined in the *Education Act* and not as a method to delay long-term commitment to the teacher.

*19.2.4.1 The [School Act] **Education Act** should be amended to 1. [limit the use of temporary contracts to specific situations in which a teacher is] **require school authorities to grant***

***temporary contracts when the teacher is employed for the purpose of replacing another teacher on leave [;] and 2. [limit the extension of probationary contracts to situations in which specific concerns about a teacher’s performance have been identified; and 3.] require that a teacher on probationary contract who has met the Teaching Quality Standard be recommended for a continuing contract.***  
[1986]

**1-30/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.4.2 be amended to read—

“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.”

Note—The change in the section reflects changes in legislation. School authorities continue to use contracts of employment for purposes not contemplated by the *Education Act*.

*19.2.4.2 The Government of Alberta should ensure that school authorities [; when offering temporary contracts to teachers;] comply with [Section 101 of the School Act] **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]

**1-31/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.4.3 be reaffirmed.

Note—Perpetual term contracts do not allow the freedom for teachers to act in the best interests of students and/or the profession, without potential employment ramifications.

*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]

**1-32/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.4.4 be reaffirmed.

Note—Probationary contracts should be used for the purposes outlined in the *Education Act* and not as a means to avoid making a decision about continuing employment.

*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]



**1-33/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.4.5 be amended to read—

“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.”

Note—The obligation should be on the part of the employer to develop the schedule, in collaboration with the Association, so that it is consistent with collective agreement entitlements and restrictions.

**19.2.4.5** *[A teacher who provides] School authorities that require a teacher to provide teaching service outside the normal school day should develop, in collaboration with the [employer] Association, a work schedule that [pays due regard to] respects the provisions of the collective agreement.*  
[1982]

**1-34/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.4.6 be reaffirmed.

Note—Teachers are hired to teach and not to provide transportation services. Requiring teachers to drive, as part of their employment, creates unnecessary liability for both the teacher and the employer.

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

**1-35/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.4.7 be reaffirmed.

Note—Human rights transcend antiquated morality clauses that attack the professionalism of teachers.

**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]

**1-36/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.5.1 be reaffirmed and transferred to section 19.1.0.0, Working Conditions for Professional Service/Fundamental Beliefs.

Note—Teachers are not motivated by merit-based pay systems. Introducing a culture of competition will destroy the positive collaborative environment that currently exists in Alberta schools.

**19.2.5.1** *The Association opposes the use of merit systems to determine teachers' salaries.*  
[1970]

**1-37/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.5.2 be amended to read—

“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.”

Note—The Association believes that education should be appropriately funded to allow teachers to perform their professional duties without incurring personal costs. The current reality is that teachers supplement their classroom's educational environment with their own personal funds and should be able to claim those costs on their taxes.

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

**1-38/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.5.3 be reaffirmed.

Note—Teachers are professionals and should be paid for the professional services they provide, no differently than any other profession.

**19.2.5.3** *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]

**1-39/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.5.4 be reaffirmed.

Note—As professionals, teachers should receive proper remuneration for the professional service they provide. Teachers should not incur out-of-pocket costs for providing professional services to the education system and therefore should be reimbursed for all costs required to fulfill that obligation.

**19.2.5.4** *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]

**1-40/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.5.5 be reaffirmed.

Note—As professionals, teachers should receive proper remuneration for the professional service they provide.

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

**1-41/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.5.6 be amended to read—

“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.”

Note—Teachers provide a professional service to school authorities, and those authorities have a responsibility to ensure the teaching and learning environment is safe. In the event that a teacher is injured at work, they should not suffer any financial hardship during their recovery.

**19.2.5.6** *[The Government of Alberta should require school authorities] 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]

**1-42/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.6.1 be amended to read—

“The Government of Alberta should provide allowances for teachers living in areas that are remote or that have a high cost of living.”

Note—The retention and attraction of teachers in remote and high-cost areas continue to be a struggle for school authorities. It is important that the Government of Alberta recognize these costs and provide funding for such allowances.

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

**1-43/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.7.1 be reaffirmed.

Note—Teacher wellness is a key component of longevity in the profession. All stakeholders have a responsibility to work toward ensuring wellness.

**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]

**1-44/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.7.2(11) be amended to read—

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

...  
11. Refer clients, when appropriate, and ensure a smooth transition to specialists or community agencies.”

Note—It is important that a member is not just handed off to another provider that may not be meeting the needs of the member. If help provided by the employee and family assistance plan provider is useful, the follow-up must have that same useful purpose.

**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 representative;
  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; and
  12. include a mechanism for ensuring that employees are aware of the program and the services it offers.
- [1988]

**1-45/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.7.3 be amended to read—

“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.”

Note—Cost-of-living allowance is sometimes different than increases in teacher salary over the short term. This becomes a challenge translating to the potential of a teacher receiving more than the 70 per cent of their actual salary in extended disability benefit.

**19.2.7.3** *Insurance carriers that offer benefit plans to Alberta teachers should include in their coverage extended disability benefits that [starting with the third year of eligibility for such benefits] are adjusted annually to take into account increases in the cost of living.*  
[1991]

**1-46/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.7.4 be reaffirmed.

Note—Workers’ compensation places barriers and limits on entitlements that have been bargained for teachers. Current sick leave provisions and group health benefits provide a more comprehensive and responsive program for recovery. Workers’ compensation also limits legal recourse against an employer.

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

**1-47/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.7.5 be reaffirmed.

Note—While the Alberta School Employee Benefit Plan has taken steps to change its plan document to address these concerns, continued advocacy is required to have the provincial and federal governments follow suit.

**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]

**1-48/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.8.1 be amended to read—

“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.”

Note—The name of the act has been changed to reflect current legislation.

**19.2.8.1** *The [School Act] **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]

**1-49/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.8.2 be reaffirmed.

Note—The Government of Alberta, as the funder, needs to properly fund school authorities. Limiting the instructional time for teachers allows them to focus on their other professional duties and tasks that come as a result of instruction.

**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]

**1-50/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.8.3 be reaffirmed.

Note—The Government of Alberta, as the funder, needs to properly fund school authorities. Teachers have professional obligations, beyond instructional time, and time needs to be provided for teachers to address the tasks that come as a result of instruction.

**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]

**1-51/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.8.4 be reaffirmed.

Note—Teachers, like all workers, have entitlements under employment standards legislation for defined breaks. The Government of Alberta, as the funder, needs to provide appropriate resources to allow school authorities to enact their legislative responsibilities.

**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]

**1-52/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.8.5 be reaffirmed.

Note—Initiative fatigue continues to be a real concern in Alberta schools and should be limited to initiatives that have the best chance of making a positive difference to teaching and learning.

**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]

**1-53/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.8.6 be reaffirmed.

Note—Teachers are professionals in delivering education programming and working with students and are therefore not able to provide the dedicated service required to address medical needs.

**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]

**1-54/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.8.7 be reaffirmed.

Note—Current language in the collective agreement classifies parent–teacher interviews as assignable time. The goal of the Association is to make this language consistent with the *Guide to Education*, which classifies the parent–teacher interview time of early childhood and kindergarten teachers as instructional time.

**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]

**1-55/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.8.8 be reaffirmed.

Note—While parent–teacher interviews are considered assignable time, they still must occur during a reasonable workday and consideration must be given for work the next day.

**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]

**1-56/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.1 be reaffirmed.

Note—Funding needs to be provided to ensure class sizes remain at a manageable level and so that teachers can provide their best possible professional service.

**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]

**1-57/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.2 be amended to read—

“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”

Note—This change more accurately reflects the various educational plans that teachers may be responsible for creating and managing.

**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 [are on Individual Program Plans] 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]

**1-58/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.3 be amended to read—

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

Note—Class size and composition are a paramount factor in the teaching and learning conditions in Alberta classrooms and should be addressed, regardless of an inactive initiative of the Government of Alberta.

**19.2.9.3** *[In acting on the Class-Size Initiative, the] The Government of Alberta should focus on [eliminating the wide discrepancies in class size and composition] decreasing class sizes and addressing the complex class compositions that are apparent in classrooms across [a school authority rather than on targeting average class size only] school authorities.*  
[2009]

**1-59/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.4 be deleted.

Note—With the reaffirmation of policy 19.2.9.1 and the amendments to policies 19.2.9.2 and 19.2.9.3, this policy becomes redundant. The Government of Alberta has also terminated the Class Size Initiative.

**19.2.9.4** *The Government of Alberta should fully fund the Class Size Initiative and monitor and report publicly, by individual school, on its progress toward achieving the class-size targets that Alberta’s Commission on Learning recommended for all divisions.*  
[2006]

**1-60/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.5 be amended to read—

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

Note—The change ensures consistency with current language.

**19.2.9.5** *If the Government of Alberta reduces funding for education, school authorities should not, in cutting back educational services, increase the [teacher–pupil] student–teacher ratio.*  
[1976]

**1-61/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.6 be amended to read—

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

Note—Teacher and student safety should be a primary consideration when making class sizes.



**19.2.9.6** *Enrolment in laboratory courses should be limited to two students per [station] laboratory workstation and to 20 students per class.*  
[1986]

**1-62/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.7 be reaffirmed.

Note—In order to address individual student needs, appropriate funding is required to ensure manageable class sizes are maintained.

**19.2.9.7** *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]

**1-63/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.8 be reaffirmed.

Note—Teacher and student safety should be a primary consideration when determining class sizes.

**19.2.9.8** *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]

**1-64/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.9 be amended to read—

“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.”

Note—Regardless of the new tiered funding model, the cost of materials and limits in class sizes for safety reasons are still very much present.

**19.2.9.9** *[School authorities should use the tiered credit enrolment unit funds they receive from the Government of Alberta] 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]

**1-65/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved, that long-term policy 19.2.9.10 be amended to read—

“The Government of Alberta should provide funding to  
1. enable the following student–teacher ratios: junior kindergarten–Grade 3, 15:1; Grades 4–6, 20:1; Grades 7–9, 22:1; and Grades 10–12, 22:1; and  
(2) enable improvements to class composition.”

Note—Regardless of the termination of the Class Size Initiative by the Government of Alberta, the Association should maintain policy on optimal student–teacher ratios funded by the government.

**19.2.9.10** *The Government of Alberta should provide funding to  
1. [establish and enforce pupil–teacher ratios at the district level that (a) are consistent with the government’s class size initiative and (b) take into account class composition;] enable the following student–teacher ratios: junior kindergarten–Grade 3, 15:1, Grades 4–6, 20:1; Grades 7–9, 22:1; and Grades 10–12, 22:1; and  
2. [provide school authorities with sufficient funding to achieve these ratios] enable improvements to class composition.*  
[2018]

**1-66/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.9.11 be reaffirmed.

Note—Class size continues to be an ongoing issue. Optimal teaching and learning conditions are only possible when classrooms are properly resourced.

**19.2.9.11** *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]

**1-67/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.1 be amended to read—

“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.”

Note—The title of the act was changed to address changes in legislation.

**19.2.10.1** *The [School Act] 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]

**1-68/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.2 be reaffirmed.

Note—Teachers need to be treated in a fair and equitable fashion.

**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]

**1-69/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.3 be reaffirmed.

Note—Teachers need to be treated in a fair and equitable fashion.

*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]

**1-70/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.4 be reaffirmed.

Note—Teachers need to be treated in a fair and equitable fashion.

*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]

**1-71/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.5 be transferred to section 19.1.0.0, Working Conditions for Professional Service/Fundamental Beliefs, and amended to read—

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

Note—School authorities should not have the option to use practices that may result in noncertificated personnel being deployed into Alberta classrooms. This language strengthens the policy.

*19.2.10.5 School ~~[boards should avoid]~~ **authorities shall not have** staff deployment practices that result in the replacement of certificated teachers with noncertificated personnel.*  
[1997]

**1-72/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.6 be deleted.

Note—This policy was in place to ensure that, when a teacher was designated as an administrator of specialist services, they actually had the proper certification to effectively do the job. While it was important at the time of implementation, this is no longer an issue because such positions are no longer utilized by school authorities.

*19.2.10.6 Designated administrators of specialist services should be certificated personnel with preparation in the relevant specialization.*  
[1974]

**1-73/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.7 be reaffirmed.

Note—The standard to teach in the province of Alberta is an Alberta teaching certificate; lowering the bar would not benefit the profession or students.

*19.2.10.7 System leaders, supervisors, consultants and others who work with teachers or students should hold an Alberta teaching certificate.*  
[1989]

**1-74/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.8 be reaffirmed.

Note—While section 8 of the Code of Professional Conduct allows the teacher to protest an assignment, further work needs to be done with respect to refusing an assignment that is not consistent with the teacher's background, training and experience.

*19.2.10.8 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]

**1-75/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.9 be reaffirmed.

Note—If expectations differ from the teacher's experience, then the appropriate professional development must be supplied, as well as whatever additional resources (eg, mentorship, support) are required, to ensure success in the new teaching assignment.

*19.2.10.9 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]

**1-76/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.10 be reaffirmed.

Note—Teachers need to be treated in a fair and equitable fashion.

*19.2.10.10 Notwithstanding their denominational rights, Roman Catholic separate school authorities should treat all teachers equitably with respect to their employment rights.*  
[2017]

**1-77/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.11 be reaffirmed.

Note—Teachers need to be treated as professionals and allowed to make decisions that pertain to their craft.

*19.2.10.11 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]

**1-78/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.12 be reaffirmed.

Note—Teachers need to be treated as professionals and allowed to make decisions that pertain to their craft.

*19.2.10.12 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]

**1-79/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.13 be reaffirmed.

Note—Teachers need to be treated in a fair and equitable fashion.

*19.2.10.13 The Association protests hiring practices by school authorities that violate the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms.*  
[1990]

**1-80/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.14 be reaffirmed.

Note—The teaching profession should reflect the diverse nature of the society from which it is derived.

*19.2.10.14 Alberta school authorities should develop and implement employment equity programs.*  
[1987]

**1-81/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.15 be amended to read—

“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.”

Note—The title of the act was changed to address changes in legislation.

**19.2.10.15** The Government of Alberta should amend the [School-Act] **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]

**1-82/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.16 be amended to read—

“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.”

Note—The title of the act was changed to address changes in legislation.

*19.2.10.16 In accordance with [Section 45.1(1) of the School Act] section 33(1)(d) of the Education Act, the Government of Alberta should require school authorities to develop policies ensuring that [staff enjoy] a staff member is provided with a welcoming, caring, respectful and safe work environment that respects diversity and fosters a sense of belonging.*  
[2016]

**1-83/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.10.17 be reaffirmed.

Note—Multigrade classrooms pose unique challenges for teaching and learning. Limiting other variables, such as exceptional learning needs and Hutterite schools, will help decrease additional difficulties.

*19.2.10.17 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]

**1-84/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.11.1 be reaffirmed.

Note—The profession should be representative of the society in which Albertans live.

*19.2.11.1 The Association promotes gender equity in positions within the profession where underrepresentation has been identified.*  
[2019, 2020]

**1-85/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.11.2 be reaffirmed.

Note—Students would benefit from attending schools that are diverse and reflective of society. Schools, which, like most workplaces, are gendered in nature, will also benefit from a balanced leadership and larger pool of talent from which to select their leaders.

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

**1-86/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.11.3 be amended to read—

“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.”

Note—School and system leaders should reflect the composition of the teaching profession.

*19.2.11.3 School authorities should promote gender equity in [administrative] **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]

**1-87/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.11.4 be amended to read—

“School authorities should develop clear, explicit and comprehensive policies that address the health, safety and employment concerns of sexual- and gender-minority staff.”

Note—All teachers should be treated with dignity and respect and feel safe in their working environment. The final phrase is redundant and unnecessary.

*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 [and those who are perceived as such]. [2006]*

**1-88/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.11.5 be reaffirmed.

Note—All teachers should be treated with dignity and respect and feel safe in their working environment. It can be a harmful practice to assume someone’s pronouns. Using intentional language for pronouns creates inclusive spaces for all.

*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]*

**1-89/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.11.6 be reaffirmed.

Note—All teachers should be treated with dignity and respect and feel safe in their working environment. “Outing” a teacher without their consent is a harmful practice that could result in significant consequences for the teacher.

*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]*

**1-90/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.11.7 be reaffirmed.

Note—All teachers should be treated with dignity and respect and feel safe in their working environment. Using intentional language that respects the gender identity of individual teachers creates safe and inclusive spaces for all.

*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]*

**1-91/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.11.8 be reaffirmed.

Note—Changes in legislation have resulted, intentionally or not, in the removal of protections in the *Education Act* introduced by the passage of Bill 24 of 2017, *An Act to Support Gay-Straight Alliances*. Employees of school authorities must be protected from discrimination and have their privacy respected.

*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]*

**1-92/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.12.1 be reaffirmed.

Note—All teachers should be treated with dignity and respect and feel safe in their working environment. Using intentional language that respects the gender identity of individual teachers creates safe and inclusive spaces for all.

*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]

**1-93/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.12.2 be reaffirmed.

Note—Part-time teachers should be treated no differently than their full-time colleagues. They have made a choice to work less than full-time, not a choice to receive fewer benefits, entitlements or protections.

*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]

**1-94/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.13.1 be reaffirmed.

Note—Substitute teachers are professionals and deserve to be treated fairly and equitably.

*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]

**1-95/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.13.2 be amended to read—

“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.”

Note—Savings should not be made on the backs of substitute teachers.

*19.2.13.2 School authorities should employ substitute teachers whenever a [classroom] teacher [requests one] 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]

**1-96/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.13.3 be reaffirmed.

Note—Substitute teachers are professionals and deserve to be treated fairly and equitably.

*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]

**1-97/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.13.4 be reaffirmed.

Note—Substitute teachers need to have an opportunity to familiarize themselves with a new school and corresponding policies of the school. Having to undertake supervision before school starts limits their ability to fully prepare for their students.

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

**1-98/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.13.5 be reaffirmed.

Note—Substitute teachers are professionals and deserve to be treated fairly and equitably.

*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]

**1-99/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.13.6 be transferred to policy achieved.

Note—With the changes in the 2016–18 central-table agreement, which were further enhanced in the 2018–20 round, collective agreement language was included to allow for substitute teacher experience to be counted when they have a booking. This puts substitute teachers on the same footing as their colleagues in having experience count during an operational day.

*19.2.13.6 The time that substitute teachers spend on professional development during normal working hours should count as teaching experience.*  
[2011]

**1-100/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.2.13.7 be reaffirmed.

Note—Substitute teachers are professionals and deserve to be treated fairly and equitably.



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

**1-101/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.13.8 be reaffirmed.

Note—Substitute teachers are professionals and deserve to be treated fairly and equitably.

**19.2.13.8** *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]

**1-102/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.14.1 be reaffirmed.

Note—School leaders need dedicated time during the instructional day, the necessary resources and information to complete tasks that are part of their leadership role.

**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]

**1-103/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.14.2 be amended by substitution to read—  
“Every school should have an on-site, designated principal at all times.”

Note—Schools need leadership on site at all times. School leaders are crucial to the successful operation of the school. Section 202(2) of the *Education Act* stipulates that a board shall assign a principal to each school.

**19.2.14.2** *[If a school has three or more teachers, the school authority should designate one of them as principal] **Every school should have an on-site, designated principal at all times.***  
[1982]

**1-104/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.14.3 be reaffirmed.

Note—School leaders have very demanding roles and responsibilities and should not be in a position where they need to share their limited available time among multiple buildings.

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

**1-105/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.15.1 be reaffirmed.

Note—School authorities need to make decisions based upon the best possible information and only after consultation with their stakeholders. Such decisions need to be made with the understanding of broader implications to funding and collective agreement provisions.

**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]

**1-106/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.16.1 be amended to read—

“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.”

Note—Extracurricular activities should be voluntary, except in circumstances where a teacher has been directed and therefore assignable time implications take over.

**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]

**1-107/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.16.2 be reaffirmed.

Note—Teachers should never be responsible for the transportation of students as teachers cannot properly supervise while driving.

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

**1-108/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.17.1 be transferred to section 19.1.0.0, Working Conditions for Professional Service/ Fundamental Beliefs, and amended to read—

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



Note—Teachers need to know that they work in a safe environment. This is supported by occupational health and safety legislation and section 33(1)(d) of the *Education Act*.

**19.2.17.1** *Teachers have the right to work in an environment in which they are not harassed or abused by [~~students or parents~~] students, colleagues, parents or employers.*  
[1994]

**1-109/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.17.2 be amended to read—

“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.”

Note—Teachers need to know that they work in a safe environment and that there are policies in place to protect them. This aligns with the two of the three rights of workers—the right to know and the right to refuse dangerous work—as per occupational health and safety legislation.

**19.2.17.2** *To protect teachers from harassment and violent behaviour by [~~students or parents~~] 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 [~~School Act~~] **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]

**1-110/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.17.3 be reaffirmed.

Note—Teachers need to work in an environment that is safe and in which everyone treats one another with respect. This policy is supported by occupational health and safety legislation and section 33(1)(d) of the *Education Act*.

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

**1-111/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.17.4 be amended to read—

“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.”

Note—While families and communities expect schools to keep their children safe from threats, including human-caused emergencies such as crimes of violence, expecting a teacher to intervene by confronting the intruder places the teacher and students at further risk.

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

**1-112/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.2.17.5 be reaffirmed.

Note—Tracking and logging of events can help inform decision making. This aligns with the two of the three rights of workers—the right to know and the right to refuse dangerous work—as per occupational health and safety legislation.

**19.2.17.5** *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]

**1-113/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.1.1 be amended to read—

“Provincial Executive Council establishes guidelines for collective bargaining.”

Note—Provincial Executive Council plays a key role at both the central and local bargaining tables. To ensure the bargainers at each table have the tools to effect necessary change, consistent guidelines are required.

**19.3.1.1** *Provincial Executive Council [~~publishes~~] establishes guidelines for collective bargaining.*  
[1967]

**1-114/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.1.2 be deleted.

Note—Provincial Executive Council no longer performs this function given the changes to both the *Labour Relations Code* and jurisprudence in the last almost 50 years.

*19.3.1.2 Provincial Executive Council keeps under continuous study means of attempting to reach objectives in salary and working conditions such as coincidental or simultaneous resignations, political action, rotating strikes and final offer selection.*  
[1970]

**1-115/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.1.3 be reaffirmed.

Note—In conjunction with labour action, activities that would demonstrate the collective power and conscience of teachers could reinforce messaging during a dispute.

*19.3.1.3 A variety of sanctions may be used in collective bargaining disputes as circumstances dictate.*  
[1970]

**1-116/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.1.4 be reaffirmed.

Note—With the Association as the bargaining agent, there is a requirement to have representation during all stages of negotiations to ensure members of the bargaining unit are being properly represented.

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

**1-117/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.1.5 be reaffirmed.

Note—In order to properly be able to represent all members of the bargaining unit, teacher welfare committees and negotiating subcommittees should be reflective of the population they represent.

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

**1-118/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.1.6 be reaffirmed.

Note—The goal of collective bargaining is to provide the most favourable salaries, benefits and other working conditions. While some disparity recognizes unique circumstances, large disparity is unhelpful to the goal of moving all teachers ahead. Ensuring all members have similar compensation demonstrates the many common realities experienced by Alberta teachers.

*19.3.1.6 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]

**1-119/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.2.1 be reaffirmed.

Note—Clear and current financial information is critical during the bargaining process. Bargaining units need a full understanding of the financial supports and expectations in the event of 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]

**1-120/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.2.2 be reaffirmed.

Note—Local bargaining units need to be confident there will be financial supports provided by the Association in the event of legal labour action. This support should not be unqualified, however, as there must also be prudent use of members' funds.

*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]

**1-121/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.2.3 be reaffirmed.

Note—Provincial Executive Council requires the ability to address issues in bargaining units but must do so by following the principles of natural justice.

*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]

**1-122/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.2.4 be amended to read—

“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.”

Note—Due to the structure of central and local bargaining, the financial ability to provide strike pay needs to be viewed through the lens of the overall strategy as it relates to the labour action.

**19.3.2.4 [The] 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]

**1-123/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.2.5 be reaffirmed.

Note—The Association, as the bargaining agent, has a responsibility to its members and the public to keep them informed, to the appropriate level, on any labour action.

**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]

**1-124/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.2.6 be reaffirmed.

Note—The power of the collective only exists with solidarity. Members of the Association who are out of scope ought to support the actions of their colleagues.

**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]

**1-125/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.3.1 be reaffirmed.

Note—Given the current political climate and the attacks on public education, there are growing concerns about the delegitimization of the Association through the possible introduction of legislation to remove mandatory membership.

Loss of membership is the most significant penalty the Association can impose through our discipline procedure. Nonmembers must not be able to practise.

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

**1-126/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.3.2 be reaffirmed.

Note—The collegial model is fundamental to the teaching profession and must be reinforced through collective belonging to the same bargaining unit.

**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]

**1-127/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.3.3 be transferred to policy achieved.

Note—Collective agreement provisions are bridged past the end of a term as a result of language agreed to at the central table during the 2018–20 round of negotiations.

**19.3.3.3 Collective agreements negotiated by the Association should contain a clause declaring that the agreement remains in effect after its expiry date until a new agreement has been negotiated.**  
[1970]

**1-128/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.4.1 be reaffirmed.

Note—Certainty of employment, after successful evaluations, and loyalty to the teacher provide a positive employment relationship where all parties are working together for the common good.

**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]

**1-129/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.4.2 be reaffirmed.

Note—Although the Association has achieved this policy for teachers designated as principals, other jurisdictional and school-based leaders should have the same protections enjoyed by their principal colleagues. Further clarification will come from the research being done by the Teachers with Designations: Allowances and Titles Committee, coming from language in the 2018–20 central table mediator’s report and agreed-to items.

**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]

**1-130/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.1 be reaffirmed.

Note—Bargaining a reduction in teacher salaries is inconsistent with providing teachers the best environment for them to provide their

professional service. Like other professions, teachers have a right to appropriate compensation.

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

**1-131/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.2 be reaffirmed.

Note—Different salary grids for teachers based on subject area or grade division taught will not be tolerated by the teaching profession.

**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]

**1-132/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.3 be transferred to policy achieved.

Note—Collective agreement provisions for teaching experience were agreed to at the central table during the 2018–20 round of negotiations and now provide a uniform entitlement for all Alberta teachers.

**19.3.5.3** *Collective agreements negotiated by the Association should define years of teaching experience as all prior teaching service that a teacher has provided following certification, including substitute teaching.*  
[1970]

**1-133/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.4 be transferred to policy achieved.

Note—Collective agreement provisions for the number of teaching days required to receive an increment were agreed to at the central table during the 2018–20 round of negotiations and now provide a uniform entitlement for all Alberta teachers.

**19.3.5.4** *All collective agreements negotiated by the Association should use the same definition with respect to the number of teaching days (including substitute teaching days) that are deemed to constitute a year of teaching experience for the purpose of placing teachers on the salary grid.*  
[2008]

**1-134/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.5 be reaffirmed.

Note—Although collective agreement provisions for the recognition of journeyman experience were agreed to at the central table during the 2018–20 round of negotiations, the language only required an evaluation to occur but not the commensurate change in grid placement. While this is a strong improvement, further work needs to be done to fully reflect all experience and have it count for salary purposes.

**19.3.5.5** *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]

**1-135/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.6 be reaffirmed.

Note—The definition of full-time equivalent must be the same for early childhood teachers as it is for their colleagues.

**19.3.5.6** *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]

**1-136/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.7 be amended to read—

“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.

Note—The issue of compressed weeks causes substitute teachers to teach longer days for the same pay and have fewer days in which to work. Limits on hours of instruction and assignment also need to take into consideration longer days worked to ensure teachers are not just working longer days to work the same number of days.

**19.3.5.7** *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 [benefits] **compensation and other entitlements**, as the more numerous but shorter days that teachers work in schools adhering to a traditional calendar.*  
[1970]

**1-137/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.8 be reaffirmed.

Note—School authorities receive a discount on teacher salary because once members receive their permanent certification, the expectations remain at the same high level. The current grid structure allows school authorities to delay the final salary beyond the permanent certification timeline.

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

**1-138/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.9 be reaffirmed.

Note—While all current collective agreements contain this provision, new charter or private schools that may choose to become bargaining



unit members will still need to have this provision negotiated into their first collective agreement.

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

**1-139/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.10 be reaffirmed.

Note—Although collective agreement provisions for the recognition of journeyman experience were agreed to at the central table during the 2018–20 round of negotiations, the language only required an evaluation to occur but not the commensurate change in grid placement. While this is a strong improvement, further work needs to be done to fully reflect all experience and have it count for salary purposes.

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

**1-140/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.11 be amended to read—

“Collective agreements negotiated by the Association should stipulate that salaries are automatically adjusted to take into account increases in the cost of living.”

Note—Teachers, as professionals, should be properly compensated for the professional service that they provide. As costs continue to increase, it is important that regular increases are made to the grid to maintain teachers' relative financial position.

*19.3.5.11 Collective agreements negotiated by the Association should stipulate that salaries are automatically adjusted to take into account [changes in] increases in the cost of living.*  
[1970]

**1-141/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.12 be reaffirmed.

Note—Teachers who, at the direction of their employer, take time during regular school hours for inservice education need to receive their appropriate pay commensurate with their location on the salary grid.

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

**1-142/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.13 be reaffirmed.

Note—While some collective agreements have this provision, many do not. It provides a unique opportunity for teachers to take time they

deem important for their personal and/or professional growth and to be able to finance it on their own terms.

*19.3.5.13 Collective agreements negotiated by the Association should contain a clause establishing a deferred salary leave plan.*  
[1970]

**1-143/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.5.14 be reaffirmed.

Note—Teachers undergo rigorous certification procedures and undertake ongoing professional development. When teachers render professional service, like other professionals they deserve to be properly compensated.

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

**1-144/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.6.1 be reaffirmed.

Note—Veteran teachers perform a very important role in providing stability to the education system and, as master teachers, in mentoring new colleagues. An allowance should be in place to retain these members and to recognize their professional service.

*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]

**1-145/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.6.2 be reaffirmed.

Note—Teachers undergo rigorous certification procedures and undertake ongoing professional development. When teachers render professional service, like other professionals they deserve to be properly compensated.

*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]

**1-146/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.6.3 be reaffirmed.

Note—When teachers render professional service and are representing the school authority on official business, they need to have their expenses covered and have insurance protections in place like other members of central office or the trustees.

*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]



**1-147/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.6.4 be reaffirmed.

Note—Teachers who are working at schools located on military bases or in rural communities where housing is not available should be compensated for required travel that is beyond their control.

*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]

**1-148/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.6.5 be reaffirmed.

Note—Attracting and retaining teachers in remote and high-cost areas continues to be a struggle for school authorities. Provisions in collective agreements, applicable to all teachers, would help alleviate the struggle to maintain economic position and keep teachers in the communities.

*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 allowance.*  
[1970]

**1-149/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.7.1 be amended to read—

“Collective agreements negotiated by the Association should establish a group insurance program, for which the school authority pays 100 per cent of the premiums, which includes life insurance, disability insurance, extended health care, dental care, vision care, and health and wellness spending accounts.”

Note—Collective agreement language was introduced in the 2018–20 central table agreement to ensure 100 per cent benefit premium coverage by school authorities and a minimum health spending account. However, not all collective agreements provide for a wellness spending account.

*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]

**1-150/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.7.2 be reaffirmed.

Note—Teachers need to be protected from financial harm when they are acting as agents of the board.

*19.3.7.2 Collective agreements negotiated by the Association should contain clauses providing liability insurance for teachers.*  
[1970]

**1-151/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.7.3 be reaffirmed.

Note—Although teachers have access to sick leave and benefit coverage, there are times when the treatment-plan requirements exhaust the entitlement through the benefit provider. These additional costs should be covered by the school authority.

*19.3.7.3 Collective agreements negotiated by the Association should contain clauses providing accident insurance to protect teachers injured on the job.*  
[1970]

**1-152/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.7.4 be reaffirmed.

Note—Gains have been made in this area for teachers on maternity and parental leave. There are additional leaves of absence, such as parental leave beyond 36 weeks, where teachers may choose to maintain their benefits but at their own cost.

*19.3.7.4 Collective agreements negotiated by the Association should specify that school authorities should continue to pay premiums for benefits plans while teachers are on leave.*  
[1970]

**1-153/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.7.5 be reaffirmed.

Note—As part of a comprehensive compensation package, providing this option would benefit the school authority as the incentive may be offset by the hiring of a less experienced teacher. The teacher would also have an incentive to move to retirement.

*19.3.7.5 Collective agreements negotiated by the Association should contain clauses establishing an early retirement incentive plan for teachers.*  
[1970]

**1-154/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.7.6 be reaffirmed.

Note—Teachers, as professionals, are expected to be lifelong learners. Support for teacher-directed professional development through the collective agreement provides a guarantee that they will be supported by the school authority in their professional learning during a reasonable workday.

*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]

**1-155/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.7.7 be reaffirmed.

Note—Teachers, as professionals, are expected to be lifelong learners. Support for teacher-directed professional development

through the collective agreement provides a guarantee that they will be supported in their professional learning.

*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]

**1-156/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.8.1 be reaffirmed.

Note—Teachers need access to a variety of leaves throughout their tenure with a school authority. Providing the time and, where appropriate, the pay provides teachers the opportunity to take care of personal matters and the school authority’s responsibilities around employment accommodation.

*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]

**1-157/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.8.2 be amended to read—

“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.”

Note—Teachers new to the school authority are just as likely to require access to sick leave as those who have longer tenure. Sick leave needs to be renewed upon return to work as it is tied to the elimination period for extended disability benefits.

*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 [each year thereafter].*  
[1970]

**1-158/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.8.3 be transferred to policy achieved.

Note—With the changes in the 2018–20 central table agreement, collective agreement language was introduced to ensure that, upon conclusion of maternity, parental or adoption leave, the teacher is able to return to the same or mutually agreeable position.

*19.3.8.3 Collective agreements negotiated by the Association should contain clauses providing teachers with access, at their request, to maternity, adoption and parental leave and guaranteeing them a return to the same, or a mutually agreeable alternate, position.*  
[1970]

**1-159/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.8.4 be amended to read—

“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.”

Note—With the changes in the 2018–20 central table agreement and legislation, collective agreement language was introduced to ensure adequate time was provided to recover and/or attach to the child(ren) without the stresses caused by reduced income.

*19.3.8.4 Collective agreements negotiated by the Association should establish a supplementary [unemployment] **employment** benefit program that entitles teachers who take maternity or adoption leave to [seven] **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]

**1-160/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.8.5 be transferred to policy achieved.

Note—With the changes in the 2016–18 central table agreement, collective agreement language was introduced to ensure teachers who represent their colleagues on Association business would be granted the required leave to do so and without loss of salary.

*19.3.8.5 Collective agreements negotiated by the Association should specify that teacher representatives conducting Association business, holding office, attending provincially sponsored Association functions or engaging in negotiations may do so during the school day without forfeiting salary or reimbursing the school authority.*  
[1970]

**1-161/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.8.6 be reaffirmed.

Note—This is an important milestone for new Canadians, and school authorities should support teachers in achieving their citizenship.

*19.3.8.6 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]

**1-162/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.8.7 be amended to read—

“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.”

Note—It is important to recognize days of obligation for cultural or faith communities without penalty of loss of pay.

**19.3.8.7** *Collective agreements negotiated by the Association should specify that teachers are entitled to paid leave to [~~celebrate their religious and cultural holidays~~] recognize days of obligation for cultural and faith communities.*  
[2019, 2020]

**1-163/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.1 be reaffirmed.

Note—Although current collective agreements have language that limits assignable and instructional time, this is an area of risk for teachers and needs to be constantly protected and improved upon.

**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]

**1-164/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.2 be reaffirmed.

Note—Limiting the instructional time for teachers allows them to focus on their other professional duties and tasks that come as a result of instruction.

**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]

**1-165/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.3 be reaffirmed.

Note—Although current collective agreements have language that limits assignable and instructional time, this is an area of risk for teachers and needs to be constantly protected and improved upon.

**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]

**1-166/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.4 be amended to read—

“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.”

Note—Teachers in distributed education settings have the same requirements for professional time as other teachers. However, teachers working in distributed learning settings experience a lack of clarity with respect to what constitutes an appropriate teaching assignment. This resolution helps clarify the parameters that can be assigned for distributed education teachers.

**19.3.9.4** *Collective agreements negotiated by the Association should specify that 400 credit enrolment units in a [~~distance~~] distributed learning program constitute a full-time position for salary and workload purposes.*  
[1970]

**1-167/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.5 be reaffirmed.

Note—All teachers, including those with administrative designations, need to have the time and resources in place to provide the best possible professional service.

**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]

**1-168/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.6 be reaffirmed.

Note—Although gains have been made in this area, not all teachers have this protection. Continued work is needed to ensure consistent protections for all members and for the profession.

**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]

**1-169/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.7 be reaffirmed.

Note—Collective agreement provisions for ensuring a rest period of at least 30 minutes, which is generally in the middle of the day, was agreed to at the central table during the 2018–20 round of negotiations. Further work needs to be done to enhance this protection and ensure that the break occurs during the lunch period.

**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]

**1-170/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.8 be reaffirmed.

Note—Teachers need to have the time during the regular workday to fulfill their professional obligations to communicate with parents and provide the best possible professional service.

**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]

**1-171/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.9 be reaffirmed.

Note—All teachers need to have the supports and resources in place to provide the best possible professional service.

*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]*

**1-172/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.9.10 be reaffirmed.

Note—All teachers, including those with administrative designations, need to have the time and resources in place to provide the best possible professional service.

*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]*

**1-173/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.10.1 be amended to read—

“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.”

Note—Teachers in distributed education settings have the same requirements for student interaction and learning as other teachers. Therefore, at minimum, their student–teacher ratios should be the same as the average student–teacher ratio in a school authority.

*19.3.10.1 Collective agreements negotiated by the Association should specify that the [~~pupil–teacher~~] **student–teacher** ratio [~~for distance and online education~~] **in distributed education settings** should be equal to the average [~~pupil–teacher~~] **student–teacher** ratio in the school authority.  
[1970]*

**1-174/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.10.2 be amended to read—

“Collective agreements negotiated by the Association should contain a clause with the following student–teacher ratios with respect to class size: junior kindergarten–Grade 3, 15:1; Grades 4–6, 20:1; Grades 7–9, 22:1; and Grades 10–12, 22:1. If the learning situation and class composition warrant, class sizes should be lower.”

Note—As teachers continue to provide feedback on what is happening to class sizes around the province, our policy needs to shift to reflect our beliefs on the optimal conditions to provide the best professional service.

*19.3.10.2 Collective agreements negotiated by the Association should contain a clause [limiting class size to 20 students or fewer if] **with the following student–teacher ratios with respect to class size: junior kindergarten–Grade 3, 15:1; Grades 4–6, 20:1; Grades 7–9, 22:1; and Grades 10–12, 22:1. If the learning situation and class composition warrant, class sizes should be lower.**  
[1970]*

**1-175/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.10.3 be reaffirmed.

Note—It is important to have accurate and current data sets to support positions at the bargaining table.

*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]*

**1-176/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.11.1 be amended to read—

“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.”

Note—The implementation of nontraditional learning environments should be done to improve student learning and not as a cost-saving measure resulting in a reduction in the number of teachers.

*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, [~~distance~~] **distributed** learning and home-schooling programs.  
[1970]*

**1-177/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.11.2 be amended to read—

“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.”

Note—It is important that school authorities be required to exercise all options available to them before they consider terminating teachers’ contracts of employment.

*19.3.11.2 Collective agreements negotiated by the Association should specify that, when enrolment in a school declines, the number of [~~staff~~] **teachers** is reduced through natural attrition rather than by means of layoffs.  
[1970]*



**1-178/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.11.3 be amended to read—

“Collective agreements negotiated by the Association should contain a clause defining seniority as meaning all periods of service that a teacher has rendered.”

Note—The service of teachers who do not have a continuing contract but who have demonstrated loyalty to the school authority should be recognized and considered where applicable.

*19.3.11.3 Collective agreements negotiated by the Association should contain a clause defining seniority as meaning all periods of service that a [person] **teacher** has rendered [as a teacher].*  
[1970]

**1-179/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.11.4 be amended to read—

“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.”

Note—The service of teachers who do not have a continuing contract but who have demonstrated loyalty to the school authority should be recognized and considered where applicable.

*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 [staff] **teacher** reductions is reinstated at the earliest opportunity.*  
[1970]

**1-180/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.11.5 be transferred to policy achieved.

Note—Collective agreement provisions, in the preamble, referencing the *Alberta Human Rights Act* ensures these protections provide a uniform entitlement for all Alberta teachers.

*19.3.11.5 Collective agreements negotiated by the Association should contain a clause protecting teachers from discrimination on the basis of 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.*  
[1970]

**1-181/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.11.6 be reaffirmed.

Note—Although the right to appeal the transfer is entrenched in the *Education Act*, protections need to be included in the collective agreement in the event legislation changes.

*19.3.11.6 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]

**1-182/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.11.7 be reaffirmed.

Note—Although the right to appeal the transfer is entrenched in the *Education Act*, protections need to be included in the collective agreement and updated to reflect actual relocation costs.

*19.3.11.7 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]

**1-183/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.11.8 be reaffirmed.

Note—Although many collective agreements contain language to protect allowances of teachers designated as administrators in the event of a forced transfer, the length of protection varies and does not typically include protections for allowances of nonschool-based administrators.

*19.3.11.8 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]

**1-184/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.11.9 be reaffirmed.

Note—Teachers provide professional service for up to 200 days and receive compensation only for those days. Central office teachers should not be required to provide additional service without the commensurate increase in salary and allowance.

*19.3.11.9 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]

**1-185/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.12.1 be amended to read—

“Collective agreements negotiated by the Association should specify that teachers whose responsibilities are described in the Leadership Quality Standard are entitled to an allowance.”

Note—There should be an allowance for duties and responsibilities that go above and beyond the definition of teaching duties in section 196 of the *Education Act*.

*19.3.12.1 Collective agreements negotiated by the Association should specify that teachers whose responsibilities [include administration,*



*supervision and other special functions] are described in the Leadership Quality Standard are entitled to an allowance.*  
[1970]

**1-186/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.12.2 be reaffirmed.

Note—This definition is key to collective agreements to protect principals from being assigned to more than one site and provided with only a single allowance. It works in concert with the amendment proposed for policy 19.2.14.2.

*19.3.12.2 Collective agreements negotiated by the Association should define “school” for the purpose of assigning administrative duties and designations.*  
[1970]

**1-187/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.12.3 be reaffirmed.

Note—System leaders’ work flow is not tied to the traditional school calendar, and they should be allowed to use their professional judgment to adjust the timing of their holidays.

*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]

**1-188/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.12.4 be reaffirmed.

Note—School leaders have an important voice and need to be accurately represented at the bargaining table.

*19.3.12.4 Local teacher welfare committees should amend their frames of reference to include the position of school leader representative.*  
[2012]

**1-189/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.12.5 be amended to read—

“Locals should find effective ways of addressing the concerns of school and system leaders who are their members.”

Note—Locals have a duty to fairly represent all members, including those who may not be members of the bargaining unit.

*19.3.12.5 Locals should find effective ways of addressing the concerns of school **and system** leaders who are their members.*  
[1999]

**1-190/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.13.1 be amended to read—

“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.”

Note—The language has been changed to be consistent with current collective agreement entitlements. After full implementation occurs, a decision can be made to transfer to policy achieved.

*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  $T$  is the instructional time of the part-time teacher,  $FTE$  is the instructional time of a full-time teacher and  $Salary$  is the remuneration to which a full-time teacher with the same grid placement would be entitled]  **$PT\ AT/FT\ AT \times Salary$ , 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]

**1-191/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.13.2 be amended to read—

“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.”

Note—Part-time teachers should not be required to provide professional service outside of their assignable time. Rather,  $FTE$  should be increased to reflect all assigned duties.

*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 [instructional] **assignable** time [are entitled to additional remuneration].*  
[1970]

**1-192/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.13.3 be reaffirmed.

Note—The intent of the policy is to have the school authority pay the teacher’s portion of the benefit premium cost.

*19.3.13.3 Collective agreements negotiated by the Association should ensure that school authorities pay 100 per cent of premiums for the benefit plans of part-time teachers.*  
[1970]

**1-193/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.13.4 be reaffirmed.

Note—Consistency and predictability are important for part-time teachers who are vulnerable to having their FTE altered.

*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]

**1-194/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.1 be reaffirmed.

Note—Teachers are professionals and should be paid for the professional services they provide, regardless of whether they are on contract or a substitute teacher.

*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]

**1-195/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.2 be reaffirmed.

Note—Substitute teachers require access to group health benefits like any other teacher.

*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]

**1-196/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.3 be reaffirmed.

Note—Substitute teachers should not be denied access to the grid due to the cost to the school authority.

*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]

**1-197/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.4 be amended to read—

“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.”

Note—Substitute teachers require access to sick leave like any other teacher.

*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]

**1-198/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.5 be reaffirmed.

Note—Substitute teachers who are booked to replace a specific teacher need to have access to the time the regular teacher would have been provided to prepare and fulfill their professional obligations.

*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]

**1-199/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.6 be reaffirmed.

Note—Teachers need to be confident that, when they access leave, a substitute teacher will be employed to ensure continuity of instruction and that they have appropriate access to their leave entitlements.

*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]

**1-200/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.7 be reaffirmed.

Note—Teachers need to be confident that, when they access leave, a substitute teacher will be employed to ensure continuity of instruction and that they have appropriate access to their leave entitlements.

*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]

**1-201/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.8 be reaffirmed.

Note—As professionals, teachers should be able to get feedback on their professional practice. Substitute teachers wishing to gain longer term contracted employment require current evaluations to prove competency with the Teaching Quality Standard.

*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]

**1-202/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.9 be reaffirmed.

Note—Substitute teachers, like all teachers, should be able to expect to be treated fairly and consistently with the principles of natural justice. Having a rationale provided for removal from the substitute list and an appeal process are important aspects of a transparent and impartial process.

*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]

**1-203/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.10 be reaffirmed.

Note—Substitute teachers are professionals and need to be paid appropriately for rendering their professional service. Providing a higher minimum callout rate will encourage substitute teachers to take a half-day assignment.

*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]

**1-204/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.15.1 be reaffirmed.

Note—School authorities should not unilaterally make changes to the working conditions of teachers.

*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]

**1-205/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.16.1 be amended to read—

“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.”

Note—The language has been updated to reflect the current bargaining structure.

*19.3.16.1 [Collective agreements negotiated by the Association should] 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]

**1-206/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.16.2 be reaffirmed.

Note—To ensure a fair and transparent process in having the grievance resolved, it is important to have an opportunity to appear before board members and not just the original decision maker.

*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]

**1-207/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.16.3 be reaffirmed.

Note—Having an effective process to resolve a dispute regarding the assignment of teaching and/or administrative duties allows for a process that is respectful of and consistent with the Code of Professional Conduct.

*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]

**1-208/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.17.1 be deleted.

Note—This is how bargaining works. While this policy may have been required in the past, it is no longer required.

*19.3.17.1 Collective agreements negotiated by the Association should contain clauses, consistent with Association policy, that address unique issues pertinent to the local situation.*  
[1970]

**1-209/21 (Long-Term Policy)**  
Provincial Executive Council

Be it resolved that long-term policy 19.3.17.2 be amended to read—

“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.”

Note—Resigning from one’s employment should not be the only option available to the teacher. Other options should be explored before taking such a drastic step

*19.3.17.2 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 [~~if he or she wishes~~] or find alternate housing if they wish.*  
[1970]

**1-210/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.17.3 be reaffirmed.

Note—Locals need to provide supports for all members and need to be representative of the profession.

**19.3.17.3** *The Association encourages its locals to create and maintain gay–straight/queer–straight alliances for teachers.*  
[2017]

**1-211/21** (Long-Term Policy)  
Provincial Executive Council

Be it resolved that long-term policy 19.3.17.4 be reaffirmed.

Note—*The Public Education Collective Bargaining Act* prevents the Association from bargaining funds for the local table and would require amendment.

**19.3.17.4** *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]



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## Local Resolutions

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### **2-1/21 (Immediate Directive)**

Edmonton Public Teachers

Be it resolved that all administrators of funds held in trust for the benefit of Alberta teachers post a quarterly statement of all investments.

Note—This is basic transparency. Members have a right to know where their money is being invested. The Association has a policy concerning environmental, social and governance factors for these funds. The Association and its members need to be able to access this information in order to monitor the funds' performances in these areas.

### **2-2/21 (Administrative Procedure)**

Edmonton Public Teachers

Be it resolved that the Association create a Status of Black, Indigenous and People of Colour Committee.

Note—There is a lack of representation in Association leadership. Following the research and study voted on this year and similar to what was done with the committee on the status of women two years ago, the Association needs to develop comprehensive programs and policies to address the barriers facing Black, Indigenous and People of Colour in the Association. The Association needs to provide opportunities for training and networking that support Black, Indigenous and People of Colour in leadership of the Association.

### **2-3/21 (Immediate Directive)**

Edmonton Public Teachers

Be it resolved that the Association create antiracism educational resources for use by its members in the classroom.

Note—The Association needs to develop comprehensive programs and policies to address the barriers facing Black, Indigenous and People of Colour in the Association. The Association needs to provide opportunities for training and networking that support Black, Indigenous and People of Colour in leadership of the Association. It is critical to create these education resources to develop a better understanding of the issues faced by Black, Indigenous and People of Colour students and the Association's members.

### **2-4/21 (Immediate Directive)**

Edmonton Public Teachers

Be it resolved that the Association offer antiracism education, training and professional development opportunities for its employees and members.

Note—The Association needs to develop comprehensive programs and policies to address the barriers facing Black, Indigenous and People of Colour in the Association. The Association needs to provide opportunities for training and networking that support Black, Indigenous and People of Colour in leadership of the Association. It is critical to create these opportunities to develop a better understanding of the issues faced by Black, Indigenous and People of Colour students and the Association's members.

### **2-5/21 (Immediate Directive)**

Edmonton Catholic Teachers

Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta to make antiracism training part of the requirements for a bachelor of education degree.

Note—The diversity of today's classrooms calls for a level of training that prepares teachers to teach students of all racial backgrounds. Making antiracism training a mandatory component of teacher preparation programs will address the barriers facing racialized people in order to highlight the policies and practices that perpetuate systemic racism. Students who move into the classroom will then be better equipped to recognize and teach about the pervasiveness of systemic racism. It is important to address the unconscious bias that may exist in teaching by making antiracism training a mandatory part of teacher preparation in Alberta.

### **2-6/21 (Immediate Directive)**

Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta to require that each public, separate and francophone school authority equip each decision unit and school 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.

Note—Automated external defibrillators have proven to be lifesaving devices that all staff and students should have the right to access in times of medical distress. These devices should be provided and paid for by the Alberta government so that they do not impact schools' already reduced budgets.

### **2-7/21 (Immediate Directive)**

Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta to include a minimum of five credits in Indigenous studies in the high school diploma credits and credentials requirements.

Note—The Teaching Quality Standard (TQS) and the Truth and Reconciliation Commission speak to the need for students to develop "a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts" of Indigenous peoples (TQS 5[c]). While this should be infused throughout all programs of study, there is currently no assurance that each student will receive this opportunity. There is also a current threat that programs of study may be revised to minimize Indigenous content. An Indigenous studies graduation requirement would ensure that all students receive this necessary education and would be a meaningful step toward reconciliation.

**2-8/21 (Immediate Directive)**

Edmonton Public Teachers  
Pembina Hills

Be it resolved that the Association urge the Government of Alberta to reinstate full funding to the Alberta Distance Learning Centre to at least 2018/19 levels to ensure equality of access to quality distance learning options throughout the province.

Note—The Alberta Distance Learning Centre (ADLC) produces resources and courses that are free to school jurisdictions across the province. Many rural districts rely upon the ADLC to offer students courses that the schools are not able to provide. Additionally, alternative school programs, such as outreach programs, rely on ADLC materials and support to allow student choice and flexibility when completing their high school diplomas. Students in school districts that do not have their own distance learning programs will be disadvantaged.

**2-9/21 (Administrative Procedure)**

Calgary Public Teachers

Be it resolved that the Association create a one-day program for local substitute chairs at Summer Conference.

Note—This program would offer value to substitutes across the province by organizing their leadership.

**2-10/21 (Administrative Procedure)**

Calgary Public Teachers

Be it resolved that administrative procedure 1.3.1.7 be amended to read—

“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. Delegates at the Annual Representative Assembly may remove items from this block at the Assembly by a simple majority vote.”

Note—Resolutions removed from the block at ARA that are amended on the floor only require 50 per cent plus 1 support to pass such amendments. The bar for removing resolutions from the block should not be higher than the bar for actually passing changes to those policies.

*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. **Delegates at the Annual Representative Assembly may remove items from this block at the Assembly by a simple majority vote.***  
[2013]

**2-11/21 (Administrative Procedure)**

Calgary Public Teachers

Be it resolved that administrative procedure 1.3.1.6 be amended to read—

“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. Delegates at the Annual Representative Assembly may remove items from this block at the Assembly by a simple majority vote.”

Note—Resolutions removed from the block ARA that are amended on the floor only require 50 per cent plus 1 support to pass such amendments. The bar for removing resolutions from the block should not be higher than the bar for actually passing changes to those policies.

*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. **Delegates at the Annual Representative Assembly may remove items from this block at the Assembly by a simple majority vote.***  
[2013]

**2-12/21 (Immediate Directive)**

Calgary Public Teachers

Be it resolved that collective agreements negotiated by the Association should specify that substitute teachers receive full salary, plus any additional expenses incurred in excess of those paid from their employer’s benefit plan, while they are unable to work after they sustain an injury or contract an illness in the performance of their duties.

Note—Due to the current situation with COVID-19, it is important for substitute teachers to have this explicitly covered.

**2-13/21 (Immediate Directive)**

Calgary Public Teachers

Be it resolved that, in accordance with the principles outlined in policy 19.2.13.3, any school authority that selects, retains and removes teachers from the school authority’s substitute teacher roster based on a minimum number of days worked each school year should clearly communicate this minimum threshold at the start of each school year.

Note—School boards, in June, often come up with a number of days substitute teachers are required to teach in order to be retained for the roster in the next school year. This number varies from year to year and is not communicated to substitute teachers. What happens is that substitute teachers then find themselves with a letter stating they have not met the required substitute teaching days and are removed from the roster. This number of required days needs to be communicated to substitute teachers at the *beginning* of the year by school authorities. This would be a fair and equitable practice.

*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]

**2-14/21 (Long-Term Policy)**  
Calgary Public Teachers

Be it resolved that long-term policy 19.3.14.5 be amended to read—

“Collective agreements negotiated by the Association should specify that substitute teachers are assigned the scheduled supervisory duties, instructional duties and preparation time, once the substitute teacher is eligible for grid pay, of the regular teacher with the exception of supervision scheduled to occur before the first instructional block.”

Note—Substitute teachers are being required to cover classes in addition to the regular assignment duties of the teacher they are replacing. Substitute teachers are not being treated in a fair and equitable manner in regard to this practice. Being required on a daily basis to cover additional supervision and additional classes to their regular assignment is an unfair practice.

*19.3.14.5 Collective agreements negotiated by the Association should specify that substitute teachers are assigned the scheduled supervisory [and] duties, instructional duties and preparation time, once the substitute teacher is eligible for grid pay, of the regular teacher with the exception of supervision scheduled to occur before the first instructional block.*  
[1970]

**2-15/21 (Immediate Directive)**  
Calgary Public Teachers

Be it resolved that school authorities should ensure that substitute teachers be given the same opportunities to do technology workshops as other regular teachers in order to prepare them for online hub teaching substitute teaching assignments.

Note—Substitute teachers are feeling not prepared to accept online substitute teaching assignments. This is an issue with substitute teachers throughout the province.

**2-16/21 (Long-Term Policy)**  
Calgary Public Teachers

Be it resolved that long-term policy 19.3.14.10 be amended to read—

“Collective agreements negotiated by the Association centrally or by bargaining units locally should contain a clause ensuring that, in all school authorities in the province, substitute teachers who accept only one half-day assignment on a given day are paid 60 per cent of the regular daily rate for that half-day assignment.”

Note—Many school boards are experiencing difficulty getting half-day assignments filled by substitute teachers. This will help with encouraging substitute teachers to accept a half-day assignment. Policy 19.3.14.10 has been in the *Members' Handbook* since 2015. However, much to substitute teachers' disappointment, this issue has not been in the central or local bargaining proposal. Adding the words

“in all school authorities in the province” reinforces that this is a provincial issue of concern for substitute teachers.

*19.3.14.10 Collective agreements negotiated by the Association centrally or by bargaining units locally should contain a clause ensuring that, in all school authorities in the province, 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]

**2-17/21 (Immediate Directive)**  
Rocky View

Be it resolved that the Association urge the Government of Alberta to provide funding and cross-ministerial resources for students with complex needs in online learning environments.

Note—With an influx of students transitioning to online learning, the expectation to support the individual online learners with complex needs has fallen to school-based learning support professionals. Teaching and supporting online learners as well as face-to-face learners brings about many complexities that have increased the workload of learning support teachers. We insist on increased funding for learning support teachers to relieve the undue stress placed on face-to-face learning support teachers and to ensure all Alberta students have access to the supports they need no matter their learning context.

**2-18/21 (Immediate Directive)**  
Rocky View

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

Note—It is essential to ensure all members of the educational community feel safe and supported as they navigate their learning journeys. School jurisdictions can do more to provide opportunities for students, teachers and families to learn and grow their understanding of issues and adversities that exist within their communities.

**2-19/21 (Immediate Directive)**  
Rocky View

Be it resolved that the Association urge the Government of Alberta to disclose details of conditions impacting the health of students to teachers in the event of mandatory quarantine in the midst of a pandemic or a highly contagious disease.

Note—There is little consistency in our profession as far as how and when sensitive information about students is shared; often when it is shared, it is because it is essential to the student's learning situation. Why do we not get the information when it may be essential to us and our families? We must be treated as professionals, and as such, we must be trusted with sensitive information when it is essential to our health and safety that may pose a risk to us in our jobs.

**2-20/21 (Administrative Procedure)**  
St Albert Public Teachers

Be it resolved that the Association continue the suspension of travel and attendance at international conferences into 2021/22 and amend all budget lines to show this reduction.

Note—Travel internationally is already reduced due to the pandemic, and these conferences, if restored, represent a significant amount of expenses in the budget.

**2-21/21 (Administrative Procedure)**  
St Albert Public Teachers

Be it resolved that, effective immediately, the Association discontinue paying to provide for alcohol to staff and members in any venue.

Note—Many school divisions and private corporations already have adopted similar policies on alcohol, and we believe it is time that the ATA do the same to cut costs as well as promote a positive public image.

**2-22/21 (Administrative Procedure)**  
St Albert Public Teachers

Be it resolved that the Association make every effort possible to withdraw from the Canadian Teachers' Federation for the 2021/22 year or 2022/23 year, whichever can be accomplished soonest.

Note—We believe that the Association's membership in CTF, at a cost of \$1.1 million and other associated costs, is an expense we can no longer shoulder at this time. We believe that our membership in this organization does not provide our members with enough to justify this high cost of membership.

**2-23/21 (Immediate Directive)**  
Pembina Hills

Be it resolved that every Alberta teacher, regardless of contract type, should by the beginning of their second year of employment with the same employer be entitled to 90 days of sick leave per year, which is renewable without limitation if they return to work on or before the 90th day of their sick leave.

Note—The Association must take immediate steps to establish the evergreening of sick leave for all Alberta teachers. (Pembina Hills' collective agreement does not have this clause.) The goal of establishing equity in sick leave provisions for all Alberta teachers should be a focus of central table bargaining. The entitlement to 90 days of evergreening sick leave available each year is consistent with policy 19.3.8.2.

*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 each year thereafter.*  
[1970]

**2-24/21 (Immediate Directive)**  
Edmonton Catholic Teachers

Be it resolved that the Association urge the Government of Alberta to fully fund registered apprenticeship and work experience programs.

Note—With the recent decline of credit enrolment unit funding for work experience and the lack of focused funds for high school off-campus opportunities, the Registered Apprenticeship Program and work experience are being removed from course offerings in high schools. Off-campus education needs direct funding if these much-needed programs are to continue as these programs are a direct benefit to students and employers.

**2-25/21 (Immediate Directive)**  
Edmonton Catholic Teachers

Be it resolved that the Association urge the Government of Alberta to ensure that all school authorities include nondiscriminatory language in their employment contracts so that gender, sexual orientation and race do not become barriers to employment for any certificated teacher.

Note—The Charter of Human Rights in Canada maintains that all persons are equal under the law and should not be discriminated against based on their gender, age, sexual orientation or race. As such, school divisions should not have the right to draft employment contracts that are inherently biased and cause a violation of these constitutional rights.

**2-26/21 (Administrative Procedure)**  
Edmonton Catholic Teachers

Be it resolved that the Association require that district representatives report to Provincial Executive Council and to their locals at regular intervals about their monthly activities.

Note—District representatives are a link between the Association and locals. These individuals are key to the sharing of information from the Association to the locals and should also be asked to share a summary of their work on a regular basis back to the Association and to their respective locals. This would allow for greater insight and accountability for the work they do on behalf of teacher members.

**2-27/21 (Administrative Procedure)**  
Edmonton Catholic Teachers

Be it resolved that the Association report to members in a timely fashion about the efficacy, the reach and the success of its media campaigns, research publications and other documents that are produced by the Association.

Note—Teachers are often unaware of the efficacy and value of so much of the communications work done by the Association. Members often ask, Who is the audience for a particular media campaign or research report? How successful are these campaigns/projects? How many teachers are reading the documents sent out by the ATA? Is there value for the money spent? How is the success of the Association's public relations and research endeavours measured and reported to members? Reporting to the membership allows for teachers to understand more fully the work of the ATA in the realm of research and communications.



**2-28/21 (Administrative Procedure)**  
Calgary Separate School

Be it resolved that the printing of the ATA newsletter publication be reduced by 90 per cent, thereby printing 10 per cent of total membership to reduce costs, environmental footprint and waste of the many that end up in the recycling bin but still allowing shareable copies for staff who prefer a paper copy.

Note—This issue seems to come up every year, and the above resolution may finally be a solution to reduce waste and cost and maintain advertising revenue while providing a hard copy to those members who prefer it. Continue to move to digital.

**2-29/21 (Administrative Procedure)**  
Calgary Separate School

Be it resolved that the ARA agenda be adjusted so that the budget, as an item, is moved up in the agenda to day one and structured so that subsidiary budget items follow the budget. In addition, the question to accept the budget may not be called if fewer than 10 speakers have been permitted to speak and there are speakers in queue.

Note—Move the budget earlier when there is time to discuss the budget when people are fresh. The budget is one of the more important items but is usually later on in the agenda and therefore given less time. It is also more financially efficient to determine what our income is and then determine how to prioritize spending.

**2-30/21 (Administrative Procedure)**  
Calgary Separate School

Be it resolved that the provincial ATA, local ATA and convention associations cannot apply for an increase in membership dues unless a negotiated wage increase has been achieved. If achieved, a rate increase could only be applied if it meets additional criteria:

1. A dues increase could only take effect in the year that a wage increase would take effect.
2. A dues increase can only be applied once during a multiyear wage increase.
3. Any dues increase must not exceed five per cent of the negotiated salary increase.

Note—In these times of COVID-19, the Association has not been meeting in person and there has been a large amount of savings. As budgets have been set for this year, some budget lines have been increased, and with the savings from the pandemic, some of these monies may be used to cover these larger budget line items. This motion is to safeguard members from any rate increases once the pandemic ends and ATA business begins to return to normal. It will force the ATA to look internally for savings and allow provincial and local ATA to conduct financial business more efficiently.

**2-31/21 (Administrative Procedure)**  
Parkland Teachers'

Be it resolved that the Association appoint field members to all Association committees.

Note—As our professional organization, it is important for the Association to include field members on all committees. This helps to

ground the work of the Association in the classroom and helps to bring an array of practising teachers to the decision-making table. Current committees without field members include Resolutions Committee, Finance Committee, Central Table Bargaining Committee, Teacher Salary Qualifications Board and the Canadian Teachers' Federation Committee.

**2-32/21 (Immediate Directive)**  
Parkland Teachers'

Be it resolved that the Association urge the Government of Alberta to provide, in direct consultation with teachers, a framework for the successful implementation of online teaching, including reasonable limits on class size and a maximum number of simultaneous classes taught by a teacher.

Note—Online teachers are overwhelmed, and many were given huge class sizes or multiple classes simultaneously. Although this is now a division-level decision, the disparate nature of online teaching assignments is causing stress on teachers, and we look to Alberta Education to provide these reasonable limits.

**2-33/21 (Immediate Directive)**  
Parkland Teachers'

Be it resolved that the Association urge the Government of Alberta to consult with teachers when developing plans to respond to acts of God which disrupt the school calendar or operations.

Note—Example: global pandemic or natural disaster. A clear and detailed response plan would ensure that there are not expectations of employers to have simultaneous in-person and online teaching and that there are adequate staffing levels, funding support for high-needs students and clarity on calendar days.

**2-34/21 (Immediate Directive)**  
Parkland Teachers'

Be it resolved that the Association urge the Government of Alberta to provide adequate funding to implement plans developed in response to acts of God which disrupt the school calendar or operations.

Note—Example: global pandemic or natural disaster. Spring and fall/winter 2020 have shown that, without proper funding, pandemic response plans have not maximized the safety of students or staff and have resulted in major disruptions to learning as well as putting everyone in schools at major risk.

**2-35/21 (Immediate Directive)**  
Parkland Teachers'

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.

Note—Adequate funding for inclusive education is required if we want to be a successful inclusive education system. Reorganizing of programs has resulted in a net reduction of services, which leaves students without the services they need. The current level of supports available is inadequate in providing the highest quality of education that all students deserve.

**2-36/21 (Immediate Directive)**  
Parkland Teachers'

Be it resolved that the Association urge the Government of Alberta to put classroom teachers at the centre of the curriculum review process.

Note—This government continues to take direction on curriculum review from many stakeholders except the very professionals who have the greatest knowledge and understanding of what curriculum should entail. Curriculum review needs to be grounded in the work that we do as classroom teachers, and the expertise of teachers is critical to developing a new curriculum that is world class, 21st century and rooted in the classroom.

**2-37/21 (Administrative Procedure)**  
Red Deer City

Be it resolved that the ATA Doctoral Fellowships in Education are revised to remove the requirements that the university where the doctoral program is being pursued is both campus based and Alberta based.

Note—This creates a positive discrimination for all members who live in Calgary, Edmonton and Lethbridge or requires the individual to relocate to one of these three universities. This relocation may add a further expense to the already expensive undertaking of a doctoral pursuit.

**2-38/21 (Administrative Procedure)**  
Red Deer City

Be it resolved that the ATA Doctoral Fellowships in Education are revised to remove the criterion that the member of the ATA is entering their first year of doctoral studies.

Note—Various pieces of research state that the rate of completion of academic doctoral degrees such as EdDs and PhDs is between 40 and 60 per cent. If we reversed this criterion so that this fellowship was to be given in any year other than the first, we would not see such amounts being granted (since there are only two granted per year) to individuals who do not end up completing their doctorate.

## Provincial Executive Council Resolutions

### 3-1/21 (Immediate Directive) Provincial Executive Council

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

Note—Long-term policy 1.3.1.12 calls for a report on the proposed disposition of policies passed by the 2020 Annual Representative Assembly to be submitted to the 2021 Assembly for approval.

*1.3.1.12 Policies passed by an Annual Representative Assembly shall be referred to the Resolutions Committee for reconciliation and integration with existing policy. Provincial Executive Council shall approve a report on the proposed disposition of the policies, including proposed amendments, and submit it to the Annual Representative Assembly the following year for approval. [2018, 2020]*

### 3-2/21 (Immediate Directive) Provincial Executive Council

Be it resolved that optimal teaching and learning conditions include reasonable limits on class size and complexity.

Note—This is a fundamental belief of the Association, supported by policy on working conditions for professional service.

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

Be it resolved that school and system leaders be members of the bargaining unit.

Note—This is a fundamental belief of the Association, supported by policy on working conditions for professional service.

### 3-4/21 (Immediate Directive) Provincial Executive Council

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.

Note—Many books on this list contain depictions of people and groups that we now recognize as problematic and harmful. Because the list is a static document, however, there is no opportunity to remove texts, make teachers aware of the issues contained in them or add new ones. Furthermore, texts on the list are predominantly written by white cisgender authors. Few, if any, include characters that accurately represent individuals with diverse ethnocultural backgrounds, sexual orientations and gender identities. This omission creates a hidden curriculum that communicates that certain people's stories are more important than others. This list is no longer relevant or helpful for teachers, has the potential for harm and should be replaced entirely.

*[This resolution originated with the English Language Arts Council.]*

### 3-5/21 (Immediate Directives) Provincial Executive Council

Be it resolved that policies 1.3.8.1, 1.3.8.2 and 1.4.4.4 be amended to read—

‘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.’

Note—The proposed amendment rationalizes and consolidates the policies in keeping with the spirit of the policy review that concluded in 2019.

*1.3.8.1 Unless there is a sound reason to do otherwise, each local maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual fee revenue. [2010, 2020]*

*1.3.8.2 Unless there is a sound reason to do otherwise, each specialist council maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual expenditures for the previous fiscal year. [2010, 2020]*

*1.4.4.4 Be it resolved that, unless there is a sound reason to do otherwise, each convention association maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual expenditures for the previous fiscal year. [2020]*

### 3-6/21 (Immediate Directive) Provincial Executive Council

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

Note—School leaders as defined in the Leadership Quality Standard encompass the positions of principal, assistant principal, associate principal and vice-principal. It is important that those in formal school leadership roles have representation at and a recognized voice in local matters. Currently, only a few locals have a position designated on the local executive for a school leader.

### 3-7/21 (Immediate Directive) Provincial Executive Council

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.

Note—The *Occupational Health and Safety (OHS) Act* was amended in 2018 to make employers responsible for promoting and maintaining worker health, safety and well-being, in part by controlling and eliminating hazards. A hazard is a situation, condition or thing that may be dangerous to health and safety; health and safety

includes physical, psychological and social well-being. Most school division OHS policies or administrative regulations clearly outline consequences if OHS is not followed; what is severely lacking is the promotion of health, safety and well-being. This resolution will require school divisions to review their OHS policies or administrative regulations and clearly delineate what they are going to do with regard to the preventative component.

**3-8/21 (Immediate Directive)**  
Provincial Executive Council

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.

Note—Training is mandatory under the *Occupational Health and Safety (OHS) Act*, including training to prevent psychological harm resulting from workplace hazards, such as harassment. Training under the *OHS Act* requires employers to inform and explain to workers about subject matter and to require a practical demonstration that the worker has acquired the knowledge or skill. Bill 47, *Ensuring Safety and Cutting Red Tape Act, 2020*, which repeals and replaces the *OHS Act*, received royal assent on 2020 12 09, and the new *OHS Act* does not come into effect until proclamation (2021 09 01). In the new act, the only appearance of psychological well-being is in a purpose clause and is therefore not enforceable. Violence and harassment prevention obligations remain. Work refusals are no longer triggered by “dangerous condition”; the new threshold is “undue hazard,” which “includes a hazard that poses a serious and immediate threat to the health and safety of a person.”

**3-9/21 (Immediate Directive)**  
Provincial Executive Council

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.

Note—As the collective organization of Alberta’s teachers, the Association must lead from a position that is antiracist and antioppressive. Division policies and administrative procedures need to address this beyond their diversity and inclusion policies. Sustainable institutional change requires coordinated action by multiple stakeholders working together in concert.

**3-10/21 (Immediate Directive)**  
Provincial Executive Council

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.

Note—Recent and ongoing research from Alberta sheds light on how teachers are coping and suggests broader questions exist about sustainable schooling conditions for students and teachers. If students are to make well-informed, healthful choices and to develop behaviours that contribute to the well-being of self and others, then school jurisdictions must be sufficiently funded with full-time equivalent professionals to facilitate those choices and behaviours.

**3-11/21 (Immediate Directive)**  
Provincial Executive Council

Be it resolved that the Association urge school authorities to establish and support divisionwide wellness committees that serve the needs of all staff.

Note—Only a handful of school divisions have either bargained wellness accounts or established wellness committees to address the well-being of their staff. The benefits to divisions with wellness committees include (1) leveraging diverse perspectives; (2) delivering strong, consistent messages; (3) enhancing efficiency and effectiveness; and (4) building on success. If enhancing the efficiency and effectiveness of staff is valued, then potential mechanisms to ensure the psychological well-being of teachers in the system and involving these individuals should be explored.

**3-12/21 (Immediate Directive)**  
Provincial Executive Council

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

Note—A holistic mentoring program will provide a community of support for self-identified Indigenous teachers. It will also provide leadership supports and experiences related to Indigenous education, and increased awareness of engagement opportunities for Indigenous teachers to become more active in Association subgroups, specialist councils, convention boards and programs, including the Association instructor corps and Indigenous education professional development facilitator corps. Self-identified Indigenous teachers will be invited to four meetings (one in-person meeting and three online meetings) throughout the school year, as well provided with ongoing resources, supports and information during the school year.

[Cost: \$40,000]

**3-13/21 (Immediate Directive)**  
Provincial Executive Council

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

Note—In collaboration with the Indigenous Advisory Circle, the Association will develop a publication on Indian residential schools in Alberta to support teachers with implementation of the Indigenous-focused competencies in the Teaching Quality Standard and Leadership Quality Standard, and in alignment with the Truth and Reconciliation Commission of Canada’s Calls to Action. The resource will be made available for teachers through the Association’s website and professional development opportunities. It will be available in English and in French.

[Cost: \$17,000]

**3-14/21 (Administrative Procedure)**  
Provincial Executive Council

Be it resolved that, pursuant to bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,347 per annum effective 2021 09 01.

Note—The detailed budget document, the *Budget Booklet* and the budget presentation provide the rationale for a fee of \$1,347.



**3-15/21** (Administrative Procedure)  
Provincial Executive Council

Be it resolved that, pursuant to bylaw 9(2)(f), the fee payable by an associate member be \$202.05 per annum effective 2021 09 01.

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

## Disposition of Immediate Directives

Policy No Resolution No	Original Policy	Edited Policy	Recommendation
<b>1.0.0.0 ADMINISTRATIVE PROCEDURES</b>			
<b>1.4.0.0 IMMEDIATE DIRECTIVES</b>			
<b>1.4.1.0 Association Budget Resolutions</b>			
1.4.1.1 3-23/20	Be it resolved that the Association provide funds for the Indigenous Advisory Circle in order to continue the work of the Walking Together: Education for Reconciliation professional learning project. [2020]	—	Action taken  Note—The 2020/21 budget includes funds for the Indigenous Advisory Circle in order to continue the work of the Walking Together: Education for Reconciliation professional learning project.
1.4.1.2 3-24/20	Be it resolved that the Association provide funds for the creation of a Bargaining Advisory Committee, composed of the 61 Teacher Welfare Committee chairs. [2020]	—	Action taken  Note—The 2020/21 budget includes funds for the creation of a Bargaining Advisory Committee, composed of the 61 Teacher Welfare Committee chairs.
1.4.1.3 3-25/20	Be it resolved that the Association provide funds for executive staff of Member Services to pursue formal training and/or certification in conducting investigations. [2020]	Be it resolved that the Association provide funds for executive staff of [Member] <b>Teacher Employment</b> Services to pursue formal training and/or certification in conducting investigations. [2020]	Action taken  Note—The 2020/21 budget includes funds for executive staff of Teacher Employment Services to pursue formal training and/or certification in conducting investigations.
1.4.1.4 3-26/20	Be it resolved that the Association provide funds to develop a program of awareness about the Association's discipline and mediation services, including processes and purposes. [2020]	—	Action taken  Note—The 2020/21 budget includes funds to develop a program of awareness about the Association's discipline and mediation services, including processes and purposes.
1.4.1.5 3-27/20	Be it resolved that the Association provide funds to increase a current 0.8 FTE Accountant to a full 1.0 FTE in Operations/Finance. [2020]	—	Action taken  Note—The 2020/21 budget includes funds to increase a current 0.8 FTE Accountant to a full 1.0 FTE in Operations/Finance.
1.4.1.6 3-28/20	Be it resolved that, pursuant to general bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,347 per annum effective 2020 09 01. [2020]	—	Action taken  Note—Pursuant to general bylaw 9(2)(a), the fee payable by an active member employed full-time is \$1,347 per annum effective 2020 09 01.
1.4.1.7 3-29/20	Be it resolved that, pursuant to general bylaw 9(2)(f), the fee payable by an associate member be \$202.05 per annum effective 2020 09 01. [2020]	—	Action taken  Note—Pursuant to general bylaw 9(2)(f), the fee payable by an associate member is \$202.05 per annum effective 2020 09 01.

Policy No Resolution No	Original Policy	Edited Policy	Recommendation
<b>1.4.2.0 Resolutions Referred for Study and Report</b>			
1.4.2.1 2-3/20	Be it resolved that the Association strike an ad hoc committee to explore the status and representation of visible minorities in leadership within the Association. [2020]	—	Action taken  Note—Resolution 2-3/20 was referred to staff for study and report. The report on the resolution will appear in the 2021 <i>Resolutions Bulletin</i> .
1.4.2.2 2-5/20	Be it resolved that the Association urge the Government of Alberta and Government of Canada to examine and make necessary changes to the legislation regarding surveillance to ensure that all parties being recorded are made aware. [2020]	—	Action taken  Note—Resolution 2-5/20 was referred to staff for study and report. The report on the resolution will appear in the 2021 <i>Resolutions Bulletin</i> .
1.4.2.3 2-30/20	Be it resolved that the Association create a status of visible minorities committee. [2020]	—	Action taken  Note—Resolution 2-30/20 was referred to staff for study and report. The report on the resolution will appear in the 2021 <i>Resolutions Bulletin</i> .
<b>1.4.3.0 Resolutions Related to the Association Policy Review</b>			
1.4.3.1 3-1/20	Be it resolved that the Disposition of Immediate Directives submitted to the 2020 Annual Representative Assembly be approved. [2020]	—	Action taken  Note—The Disposition of Immediate Directives was approved by the 2020 Annual Representative Assembly.
<b>1.4.4.0 Other Resolutions</b>			
1.4.4.1 2-27/20	Be it resolved that the Annual Representative Assembly's business must conclude by 2130 hours on any given day that the Assembly is held. [2020]	<del>[Be it resolved that]</del> <b>The business of the Annual Representative Assembly</b> <del>[Assembly's business]</del> must conclude by 2130 hours on any given day that the Assembly is held. [2020]	Amend and transfer to category 1.3.2.0—Administrative Procedures/ Internally Focused Policies/Annual Representative Assembly
1.4.4.2 2-35/20	Be it resolved that the Association allow all members of provincial ATA committees to choose, in advance, whether to receive documents pertaining to their committee work and meetings digitally or in print. [2020]	—	Action taken  Note—Resolution 2-35/20 was referred to staff for implementation.
1.4.4.3 2-39/20	Be it resolved that the Association explore establishing partnerships with audiovisual companies that could be used by Association subgroups. [2020]	—	Action taken  Note—Resolution 2-39/20 was referred to staff for implementation.
1.4.4.4 3-3/20	Be it resolved that, unless there is a sound reason to do otherwise, each convention association maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual expenditures for the previous fiscal year. [2020]	—	See resolution 3-5/21

Policy No Resolution No	Original Policy	Edited Policy	Recommendation
1.4.4.5 3-19/20	Be it resolved that the Association provide the means to identify preferred pronouns for all Association events for use on nametags. [2020]	Be it resolved that the Association provide the means to identify [preferred] pronouns for all Association events for use on nametags.	Action taken  Note—Resolution 3-19/20 was referred to staff for implementation.
1.4.4.6 3-20/20	Be it resolved that the Association's online member database allow individuals to identify their preferred pronouns. [2020]	Be it resolved that the Association's online member database allow individuals to identify their [preferred] pronouns.	Action taken  Note—Resolution 3-20/20 was referred to staff for implementation.
1.4.4.7 3-21/20	Be it resolved that gender-neutral washrooms be available and publicly identified at all Association events. [2020]	—	Action taken  Note—Resolution 3-21/20 was referred to staff for implementation.
1.4.4.8 3-22/20	Be it resolved that the Association and its subgroups allow only the administrator of the ATA Group RRSP to be a financial presenter or financial vendor at Association events. [2020]	—	Action taken  Note—Resolution 3-22/20 was referred to staff for implementation.
<b>2.0.0.0 CURRICULUM, PROGRAMS AND SUPPORTS</b>			
<b>2.4.0.0 IMMEDIATE DIRECTIVES</b>			
2.4.0.1 3-2/20	Be it resolved that the Association urge the Government of Alberta to operate a central repository of online teaching and learning resources to support curriculum implementation and instruction. [2019, 2020]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> operate a central repository of online teaching and learning resources to support curriculum implementation and instruction. [2019, 2020]	Amend and transfer to category 2.2.1.0—Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Development, Implementation and Funding
2.4.0.2 3-11/20	Be it resolved that the Association urge the Government of Alberta to supplement the English Language Arts Authorized Novels and Nonfiction Annotated List with a more general guide to text selection. [2020]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> supplement the English Language Arts Authorized Novels and Nonfiction Annotated List with a more general guide to text selection. [2020]	Amend and transfer to category 2.2.2.0—Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Content
2.4.0.3 3-14/20	Be it resolved that the Association support the inclusion of curriculum that explicitly addresses issues relating to anthropogenic climate change in a manner that is subject and age appropriate. [2020]	<del>[Be it resolved that the]</del> <b>The</b> Association [support] <b>supports</b> the inclusion of curriculum that explicitly addresses issues relating to anthropogenic climate change in a manner that is subject and age appropriate. [2020]	Amend and transfer to category 2.2.2.0—Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Content
2.4.0.4 3-15/20	Be it resolved that the Association support 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]	<del>[Be it resolved that the]</del> <b>The</b> Association [support] <b>supports</b> 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]	Amend and transfer to category 2.2.2.0—Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Content



Policy No Resolution No	Original Policy	Edited Policy	Recommendation
2.4.0.5 3-31/20	Be it resolved that the Association urge the Government of Alberta to immediately provide new funding to school authorities to hire additional staff to support safe re-entry to school, including 1. teachers to reduce student cohort group size, 2. school-based administrators to help manage issues emerging as a result of COVID-19, 3. counsellors to support the increased mental health needs of students, 4. custodians to ensure ongoing cleaning, 5. educational assistants to help promote and ensure health-related guidelines are being observed and 6. public health nurses to assist with monitoring the health of students and staff and responding to potential infections. [2020]	—	Action taken  Note—The Association has made and continues to make multiple representations to government on these issues.
2.4.0.6 3-32/20	Be it resolved that the Association urge the Government of Alberta to fund school authorities to place under contract the equivalent of 10 per cent of the full-time teaching force to ensure substitute teachers are readily available and supported while schools operate during the pandemic. [2020]	—	Action taken  Note—The Association has made and continues to make multiple representations to government on this issue.
2.4.0.7 3-33/20	Be it resolved that the Association urge the Government of Alberta to establish a multisectoral consultation body that includes representation of teachers (through the Alberta Teachers' Association), parents (through the Alberta School Councils' Association), and superintendents and trustees through their respective organizations, with Alberta Health Services and Alberta Education, to identify challenges and scenarios, operationalize reopening plans, and assess and support ongoing adaptation in light of changing circumstances and science. [2020]	—	Action taken  Note—The Association has made and continues to make multiple representations to government on this issue.
2.4.0.8 3-34/20	Be it resolved that the Association condemn the government layoff of over 25,000 educational assistants, support staff, bus drivers and substitute teachers when in-person classes were cancelled at the start of the COVID-19 pandemic and call upon the government to restore these positions as part of the return-to-school strategy. [2020]	—	Action taken  Note—Resolution 3-34/20 was referred to staff for implementation.

Policy No Resolution No	Original Policy	Edited Policy	Recommendation
2.4.0.9 3-39/20	Be it resolved that the Association urge the Government of Alberta to ensure that curriculum redesign includes specific outcomes related to antiracism teaching and the histories of Black, Indigenous and People of Colour. [2020]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> ensure that curriculum redesign includes specific outcomes related to antiracism teaching and the histories of Black, Indigenous and People of Colour. [2020]	Amend and transfer to category 2.2.2.0—Curriculum, Programs and Supports/Externally Focused Policies/ Curriculum Content
2.4.0.10 4-1/20	Be it resolved that the Association urge the Government of Alberta and the Ministry of Education to actively engage the Association and teachers in curriculum development as they are both subject-matter and pedagogical experts in curriculum matters. [2020]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta <del>[and the Ministry of Education to]</del> <b>should</b> actively engage the Association and teachers in curriculum development as they are both subject-matter and pedagogical experts in curriculum matters. [2020]	Amend, transfer to category 2.1.0.0—Curriculum, Programs and Supports/ Fundamental Beliefs and delete policy 2.1.0.9  <b>2.1.0.9</b> <i>The Government of Alberta should communicate and collaborate with the Association in all stages of the curriculum-development process. [1994]</i>
2.4.0.11 4-5/20	Be it resolved that the Association demand those advising on curriculum include Alberta K–12 classroom teachers who are representative and supportive of the diverse communities in Alberta. [2020]	<del>[Be it resolved that the Association demand]</del> <b>The Government of Alberta must ensure that</b> those advising on curriculum include Alberta K–12 classroom teachers who are representative and supportive of the diverse communities in Alberta. [2020]	Amend and transfer to category 2.1.0.0—Curriculum, Programs and Supports/Fundamental Beliefs
<b>3.0.0.0 STUDENT ASSESSMENT</b>			
<b>3.4.0.0 IMMEDIATE DIRECTIVES</b>			
3.4.0.1 2-7/20	Be it resolved that the Association urge the Government of Alberta to not implement any high-stakes testing programs for students in Division I. [2020]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> not implement any high-stakes testing programs for students in Division I. [2020]	Amend and transfer to category 3.2.1.0—Student Assessment/ Externally Focused Policies/Principles of Test Design, Development and Administration
3.4.0.2 3-10/20	Be it resolved that the Association urge the Government of Alberta to 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]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> 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]	Amend and transfer to category 3.2.4.0—Student Assessment/ Externally Focused Policies/Student Accommodation in Assessment
<b>4.0.0.0 TECHNOLOGY AND EDUCATION</b>			
<b>4.4.0.0 IMMEDIATE DIRECTIVES</b>			
4.4.0.1 2-4/20	Be it resolved that the Alberta School Boards Association (ASBA) and the Association collaborate on a model policy to regulate and govern the use of third-party tracking applications in all ASBA member school authorities. [2020]	<del>[Be it resolved that the]</del> <b>The</b> Alberta School Boards Association (ASBA) and the Association <b>should</b> collaborate on a model policy to regulate and govern the use of third-party tracking applications in all ASBA member school authorities. [2020]	Amend and transfer to category 4.2.2.0—Technology and Education/ Externally Focused Policies/Decision Making About Technology

Policy No Resolution No	Original Policy	Edited Policy	Recommendation
<b>5.0.0.0 EARLY INTERVENTION AND EARLY CHILDHOOD EDUCATION</b>			
<b>5.4.0.0 IMMEDIATE DIRECTIVES</b>			
5.4.0.1 2-20/20	Be it resolved that the Association urge the Government of Alberta to continue fully funding the Program Unit Funding program. [2020]	—	Delete  Note—This duplicates policy 5.4.0.2.  <b>5.4.0.2</b> <i>Be it resolved that the Association urge the Government of Alberta to restore full program unit funding to three years in Alberta's public, separate and francophone school authorities.. [2020]</i>
5.4.0.2 3-35/20	Be it resolved that the Association urge the Government of Alberta to restore full program unit funding to three years in Alberta's public, separate and francophone school authorities. [2020]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> restore full program unit funding to three years in Alberta's public, separate and francophone school authorities. [2020]	Amend and transfer to category 5.2.1.0—Early Intervention and Early Childhood Education/Externally Focused Policies/Early Intervention
<b>6.0.0.0 INCLUSIVE EDUCATION</b>			
<b>6.4.0.0 IMMEDIATE DIRECTIVES</b>			
6.4.0.1 3-36/20	Be it resolved that the Association urge the Government of Alberta to restore full funding for the Regional Collaborative Service Delivery program that provided cross-ministry supports and services to students in Alberta schools. [2020]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta [to] <b>should</b> restore full funding for the Regional Collaborative Service Delivery program that provided cross-ministry supports and services to students in Alberta schools. [2020]	Amend and transfer to category 6.2.6.0—Inclusive Education/Externally Focused Policies/Students with Exceptional Learning Needs—Strategies and Programming
<b>7.0.0.0 INDIGENOUS PEOPLES</b>			
<b>7.4.0.0 IMMEDIATE DIRECTIVES</b>			
7.4.0.1 3-17/20	Be it resolved that the Association urge every local to 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]	<del>[Be it resolved that the Association urge every]</del> <b>Every</b> local [to] <b>should</b> 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]	Amend and transfer to category 7.3.1.0—Indigenous Peoples/Internally Focused Policies/Supporting Indigenous Education
<b>9.0.0.0 PUBLIC EDUCATION</b>			
<b>9.4.0.0 IMMEDIATE DIRECTIVES</b>			
9.4.0.1 3-4/20	Be it resolved that, in Alberta, public education refers to public, separate and francophone education. [2020]	<del>[Be it resolved that, in]</del> <b>In</b> Alberta, public education refers to public, separate and francophone education. [2020]	Amend and transfer to category 9.1.0.0—Public Education/Fundamental Beliefs

Policy No Resolution No	Original Policy	Edited Policy	Recommendation
9.4.0.2 4-8/20	Be it resolved that the Association urge the Government of Alberta to reinstate the per-site grant for outreach schools. [2020]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta <del>[to]</del> <b>should</b> reinstate the per-site grant for outreach schools. [2020]	Amend and transfer to category 9.2.9.0—Public Education/Externally Focused Policies/Outreach Schools—Funding Considerations
<b>12. SCHOOL FACILITIES</b>			
<b>12.4.0.0 IMMEDIATE DIRECTIVES</b>			
12.4.0.1 3-30/20	Be it resolved that school authorities be urged to share annually a report of their joint work site health and safety committees' work, including a report of aggregate data for the school year, to be shared with the appropriate Association local president by November 1. [2020]	<del>[Be it resolved that school]</del> <b>School</b> authorities <del>[be urged to]</del> <b>should</b> share <del>[annually]</del> a report of their joint work site health and safety committees' work, including a report of aggregate data for the school year, <del>[to be shared]</del> with the appropriate Association local president by November 1 <b>each year</b> . [2020]	Amend and transfer to category 12.2.2.0—School Facilities/Externally Focused Policies/Management of Publicly Owned School Facilities
<b>13.0.0.0 EDUCATION FINANCE</b>			
<b>13.4.0.0 IMMEDIATE DIRECTIVES</b>			
13.4.0.1 3-37/20	Be it resolved that the Association urge the Government of Alberta to 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]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta <del>[to]</del> <b>should</b> 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]	Amend, transfer to category 13.2.3.0—Education Finance/Externally Focused Policies/Allocation Principles and Priorities and delete policy 13.2.3.10  <b>13.2.3.10</b> <i>The Government of Alberta should increase education funding to public, separate and francophone school authorities to fully fund increases in enrolment.</i> [2019, 2020]
13.4.0.2 3-40/20	Be it resolved that the Government of Alberta 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 and that increases in enrolment are fully funded. [2020]	<del>[Be it resolved that the]</del> <b>The</b> Government of Alberta <b>should</b> 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 <del>[and that increases in enrolment are fully funded]</del> . [2020]	Amend and transfer to category 13.2.3.0—Education Finance/Externally Focused Policies/Allocation Principles and Priorities
<b>19.0.0.0 WORKING CONDITIONS FOR PROFESSIONAL SERVICE</b>			
<b>19.4.0.0 IMMEDIATE DIRECTIVES</b>			
19.4.0.1 2-12/20	Be it resolved that the Association urge the Government of Alberta to reinstate comprehensive reporting of class size data on the government's Open Data portal. [2020]	<del>[Be it resolved that the Association urge the]</del> <b>The</b> Government of Alberta <del>[to]</del> <b>should</b> reinstate comprehensive reporting of class size data on the government's Open Data portal. [2020]	Amend and transfer to category 19.2.9.0—Working Conditions for Professional Service/Externally Focused Policies/Class Size



Policy No Resolution No	Original Policy	Edited Policy	Recommendation
19.4.0.2 2-16/20	Be it resolved that reasonable and regular time for lesson preparation and assessment be allocated within existing assignable time. [2020]	[Be it resolved that] <b>Collective agreements negotiated by the Association should contain a clause allocating</b> reasonable and regular time for lesson preparation and assessment [be allocated] within existing assignable time. [2020]	Amend and transfer to category 19.3.9.0—Working Conditions for Professional Service/Internally Focused Policies/Workload
19.4.0.3 4-2/20	Be it resolved that the Central Table Bargaining Committee immediately engage the Teachers' Employer Bargaining Association for the purposes of negotiating new provisions for the payment of quarantine pay for substitute teachers. [2020]	—	Action taken  Note—Resolution 4-2/20 was assigned to the Central Table Bargaining Committee for implementation.
<b>20.0.0.0 PENSIONS</b>			
<b>20.4.0.0 IMMEDIATE DIRECTIVES</b>			
20.4.0.1 3-5/20	Be it resolved that the Teachers' Pension Plan allow teachers to contribute to the plan for periods of Canadian, allied or other approved military service not covered by another plan. [2020]	[Be it resolved that the] <b>The</b> Teachers' Pension Plan <b>should</b> allow teachers to contribute to the plan for periods of Canadian, allied or other approved military service not covered by another plan. [2020]	Amend and transfer to category 20.2.1.0—Pensions/Externally Focused Policies/Accrual of Pensionable Service
20.4.0.2 3-6/20	Be it resolved that the Association demand the Government of Alberta repeal Bill 22, thus allowing the Alberta Teachers' Retirement Fund (ATRF) full control over choosing investment managers, including the use of internal ATRF investment management. [2020]	[Be it resolved that the Association demand the] <b>The</b> Government of Alberta <b>must</b> repeal Bill 22 <b>of 2019, Reform of Agencies, Boards and Commissions and Government Enterprises Act</b> , thus allowing the Alberta Teachers' Retirement Fund (ATRF) full control over choosing investment managers, including the use of internal ATRF investment management. [2020]	Amend and transfer to category 20.2.2.0—Pensions/Externally Focused Policies/Plan Administration
<b>21.0.0.0 PROFESSIONAL RESPONSIBILITIES OF THE ASSOCIATION AND ITS MEMBERS</b>			
<b>21.4.0.0 IMMEDIATE DIRECTIVES</b>			
21.4.0.1 3-38/20	Be it resolved that the Association use all legal measures at its disposal to seek the overturn of Bill 32, <i>Restoring Balance in Alberta's Workplaces Act</i> , and to prevent infringements on teachers' freedoms of speech and association. [2020]	[Be it resolved that the] <b>The</b> Association <b>should</b> use all legal measures at its disposal to seek the overturn of Bill 32 <b>of 2020, Restoring Balance in Alberta's Workplaces Act</b> , and to prevent infringements on teachers' freedoms of speech and association. [2020]	Amend and transfer to new category 21.3.9.0—Professional Responsibilities of the Association and Its Members/Internally Focused Policies/Governance

Policy No Resolution No	Original Policy	Edited Policy	Recommendation
<b>24.0.0.0 SOCIAL JUSTICE AND GLOBAL ISSUES</b>			
<b>24.4.0.0 IMMEDIATE DIRECTIVES</b>			
24.4.0.1 2-6/20	Be it resolved that the Association urge the Government of Alberta to provide funding to school authorities in order to provide free menstrual products for students in all Alberta schools. [2020]	<del>[Be it resolved that the Association-urge the]</del> <b>The</b> Government of Alberta <del>[to]</del> <b>should</b> provide funding to school authorities in order to provide free menstrual products for students in all Alberta schools. [2020]	Amend and transfer to category 24.2.4.0—Social Justice and Global Issues/Externally Focused Policies/Alleviating Childhood Poverty
24.4.0.2 2-15/20	Be it resolved that the Association is opposed to Quebec's Bill 21 and urges the Alberta and Canadian governments to stand up for the human rights of all Canadians. [2020]	<del>[Be it resolved that the Association is opposed to Quebec's Bill 21 and urges the Alberta and Canadian governments to stand up for the human rights of all Canadians]</del> <b>The governments of Alberta and Canada should express their opposition to Quebec Bill 21 of 2019. An Act respecting the laicity of the State.</b> [2020]	Divide, amend by substitution and transfer to category 24.2.1.0—Social Justice and Global Issues/Externally Focused Policies/Basic Rights and Freedoms
		<del>[Be it resolved that the]</del> <b>The</b> Association <del>[is opposed to]</del> <b>opposes</b> <del>[Quebec's]</del> <b>Quebec Bill 21 of 2019,</b> <del>[and urges the Alberta and Canadian governments to stand up for the human rights of all Canadians]</del> <b>An Act respecting the laicity of the State.</b> [2020]	Divide, amend and transfer to new category 24.3.3.0—Social Justice and Global Issues/Internally Focused Policies/Basic Rights and Freedoms
24.4.0.3 3-9/20	Be it resolved that locals are encouraged to establish women in educational leadership committees. [2020]	<del>[Be it resolved that]</del> <b>The Association encourages its</b> locals <del>[are encouraged]</del> to establish women in educational leadership committees. [2020]	Amend and transfer to new category 24.3.2.0—Social Justice and Global Issues/Internally Focused Policies/Gender Equity Issues
24.4.0.4 3-13/20	Be it resolved that 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]	<del>[Be it resolved that the]</del> <b>The</b> Association accepts the scientific consensus that anthropogenic climate change is a real and critical challenge affecting the planet and the future of humanity. [2020]	Amend and transfer to category 24.2.13.0—Social Justice and Global Issues/Externally Focused Policies/Environmental Protection
24.4.0.5 3-16/20	Be it resolved that the Association urge school authorities to 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]	<del>[Be it resolved that the Association-urge school]</del> <b>School</b> authorities <del>[to]</del> <b>should</b> 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]	Amend and transfer to new category 24.2.15.1—Social Justice and Global Issues/Externally Focused Policies/Global Citizenship

# Report on Resolutions 2-3/20 and 2-30/20

## *2-3/20 (Administrative Procedure) Edmonton Public Teachers*

*Be it resolved that the Association strike an ad hoc committee to explore the status and representation of visible minorities in leadership within the Association.*

## *2-30/20 (Administrative Procedure) Calgary Public Teachers*

*Be it resolved that the Association create a status of visible minorities committee.*

Although presented as two resolutions, these matters were studied together and are presented as a single report. For the purposes of this report, the term *racialized* will be used instead of *visible minorities* as it most accurately describes groups of people who are the subjects of discrimination, oppression and violence based on their physical appearance and ethnocultural backgrounds.

Research shows that there is a longstanding difference between the population of racialized people in Canada and Alberta and the relative population of teachers from the same ethnocultural groups. According to the most recently available (2016) Canadian census data, 29.5 per cent of Albertans identified as Black, Indigenous or People of Colour. By comparison, on the Association's most recent (2020) Member Opinion Survey, only 14.6 per cent of respondents identified as members of these populations.

People from racialized ethnocultural populations are the fastest growing demographic groups in Canada and Alberta, but similar growth is not seen in the teaching workforce. Although the teaching population is becoming somewhat more diverse over time, the research literature suggests that the diversity gap between the teaching profession and the general population is persistent. All of this is to say that, although Alberta's population shows a long-term trend of becoming more ethnoculturally diverse, its teaching population remains predominantly White.

Since the Black Lives Matter protests in the spring of 2020, the Canadian Teachers' Federation and most of its member organizations have begun working to address the unique education, certification and employment supports needed by racialized teachers; to increase the diversity of the profession; and to develop comprehensive professional development programs that provide antiracism and antioppression education for teachers, school and division leaders. Presently, only the British Columbia Teachers' Federation has a committee structure of the sort proposed in the resolutions.

## Types of Association Committee

Committees of the Alberta Teachers' Association are established by Provincial Executive Council to monitor and advise Council on matters of professional concern. The difference between committee types largely boils down to mandate, duration and resources.

Ad hoc committees are struck to study specific issues, they tend to convene for no more than a few years, and they have budgets adequate to cover meeting costs and member expenses.

Standing committees, on the other hand, are semipermanent in nature and focus on ongoing matters. In addition to meeting and member expense budgets, standing committees often have funding sufficient for holding conferences and events, producing workshops and resources, conducting research, and striking subcommittees to advise the committee on specific issues or to complete specific tasks.

All committees report to Council and may recommend specific actions for Council's consideration. The ongoing work related to each committee's mandate is implemented by Association staff, under the direction of the executive secretaries and program area coordinators.

Work related to improving the status of racialized teachers in the profession and Association could be facilitated by a new ad hoc committee, standing committee or subcommittee.

## Considerations

- Since these resolutions were received in December 2019, the Association has begun to work on matters related to improving the status of racialized teachers and providing antiracism and antioppression professional development opportunities for members.
- Currently, most of this work is being coordinated by the Association's Diversity, Equity and Human Rights (DEHR) committee. The DEHR committee is a standing committee with meeting, conference, initiatives and subcommittee budget lines totalling \$110,500 (2020/21). In addition to Council members and staff, committee membership includes seven field members from diverse ethnocultural backgrounds and two education researchers with areas of specialty related to antiracism education, culturally responsive education, diversity and equity education, and the support of students with refugee experiences. The current DEHR committee (or a new subcommittee) could continue to advise on and coordinate the work proposed in the resolutions.
- Striking a new standing or ad hoc committee to advise on and coordinate this work would require a new budget of at least \$23,000. This level of funding would be sufficient for meeting expenses for roughly eight members (including

two Council members, two staff and four field members). Funding for other members (such as academics or external experts), conferences and other initiatives would be additional. The 2021/22 proposed budget does not currently include a budget line for a new committee.

- New Association committees often evolve over time, from subcommittees to separate ad hoc committees and finally to standing committees. This process allows the committee to gradually refine its purpose, activities and budget so that its work can be sustainably integrated into the ongoing work of the Association.

## **Recommendation**

Since these resolutions were initially proposed, the DEHR committee (in collaboration with other committees and staff from various program areas) have taken up the work of increasing the status of racialized teachers and developing antiracism and antioppression education programs in earnest. The creation of a new committee is not required at this time. The current DEHR committee consists of an ethnoculturally diverse group of teachers, leaders and academics with expertise that makes them well suited to continuing this work on behalf of the Association and its members. Additionally, the DEHR committee is well resourced; no additional funding is required to continue and expand upon this work.



# Report on Resolution 2-5/20

*2-5/20 (Immediate Directive)*  
*Edmonton Public Teachers*

*Be it resolved that the Association urge the Government of Alberta and Government of Canada to examine and make necessary changes to the legislation regarding surveillance to ensure that all parties being recorded are made aware.*

For the purpose of this report, *surveillance* refers to the full scope of audiovisual records.

What does the law say about recording a conversation without the other party's prior consent either at work or privately?

## Recordings of Conversations at Work

It is legal for employees to record conversations at work as long as

- the employee is part of the conversation and has consented to the recording,
- the employee is not acting in a management position and
- the employee is the person to whom the conversation was intentionally directed.

## Recordings of *Private* Communications without Consent

Sections 183 and 184 of the Criminal Code prohibit the interception of private communications. The “one-party consent exception” permits Canadians to record their own *private* conversations.

Section 184 permits recording one's private conversations as long as one of the parties to the conversation (presumably oneself) consents. Section 183.1 states that, where the conversation is among several people, only one person (again, presumably oneself) must consent.

However, what is legal is not always advisable. Trust and professional conduct issues may arise when other parties discover they have been recorded without their knowledge.

## Privacy Legislation

Recordings made outside private use (ie, in the course of employment duties) are subject to privacy legislation.

Recordings made by a public body funded with tax dollars are subject to the *Freedom of Information and Protection of Privacy Act (FOIP)*. *FOIP* is characterized this way:

- Public sector; governs public bodies, including publicly funded schools
- Authority driven
- Universal democratic right of access (subject to specific and limited exceptions)

- Limits state's indiscriminate collection of personal information

A teacher providing professional service is *de facto* acting as an employee of the school board (a public body) and must not record their students without prior authorization to do so under *FOIP*.

A *FOIP* body *must* establish its *authority* to collect, use or disclose personally identifiable information in advance, including audio and video records. If the public body fails to do so, then it must not collect the information with or without consent.

However, students, parents or other classroom visitors may make such recordings for *private* use and be perfectly within the law by relying upon the one-party consent exception described above.

The *Personal Information Protection Act (PIPA)* applies to all information (including recordings) collected, used and disclosed by private-sector organizations. *PIPA* is characterized this way:

- Private sector
- Consent driven
- Limited right of access
- Focused on human right of privacy

*PIPA* compliance is based on meaningful, informed and prior consent. An organization must satisfy the act's consent requirements before it collects personally identifiable information.

Informed consent includes detailed descriptions of the purposes and uses for the collection, possible disclosures of the information, how to withdraw consent, and the name and contact information of someone available to answer their questions.

## Common Law is Evolving

In 2012, the Ontario Court of Appeal established criteria for a common law tort of “intrusion upon seclusion” (*Jones v Tsige* 2012 ONCA 32).

These criteria are

1. the intrusion is unauthorized,
2. it was offensive to a reasonable person,
3. it involved a private matter, and
4. it caused anguish and suffering.

The *nature* of the intrusion, not *where* it occurred, is paramount. Publishing or posting the recording online moves the recording beyond *private* use. If the teacher is thereafter able to establish the above criteria, they may have a cause of action. However, the emerging tort of intrusion upon seclusion is new, and the path forward is neither straightforward nor well established.

**Professional Codes**

Some professional codes of conduct prohibit members from recording conversations without prior permission. One prominent example is the code of the Canadian Bar Association that makes recording clients without their prior consent a matter of professional misconduct.

# Report on Geographic Redistricting

## Background

The first Committee on Geographic Representation was struck in 1919, when the province was divided into seven districts. At that time, the Executive, now Provincial Executive Council, increased from five to nine members and the matter was referred to locals for their approval. Further, the Executive was empowered to outline the districts for electoral purposes. Since then, there have been 11 formal reviews of districts and representation, the most recent conducted in 2009/10. Since 2004, the number of district representatives in the Association has remained the same. The last time there were significant changes was in 2009/10.

## The 2009/10 Report

The most recent report on redistricting was created through a committee of Provincial Executive Council that consisted of three members of Council, three field members and the executive secretary and included one former member of Council. Its mandate was to study district representative (DR) workload through the lens of representation by population and to seek input.

The following principles were applied to all redistricting proposals:

- Adherence to the concept of representation by population
- Equalization of district representative workload
- Maintenance of common geography, community and history
- Consideration for future population growth areas
- Financial implications for the organization
- No single local identified as a district
- Each district to contain locals representing a mix of public and separate school systems

The committee engaged in consultation in a number of ways and also mapped out the meeting locations for each of the districts to determine travel requirements, number of locals and number of meetings for each DR. The committee proposed some reassignment of locals and district name changes, which were implemented.

Following this review, an electoral ballot was submitted to local associations in September 2010. The ballot had its origin in the previous report of the Committee on Governance Review and proposed renumbering general bylaw 36 and adding a new general bylaw, 36(2):

36(1) Subject to ratification by the Annual Representative Assembly, the boundaries of the districts which elect the district representatives shall be determined by the Provincial Executive Council.

(2) The Provincial Executive Council shall review the geographic boundaries of the districts no later than 2020 and no later than every 10 years thereafter and provide a report to the Annual Representative Assembly following each review.

The question was put on the motion to approve electoral ballot 1 of the 2010 Annual Representative Assembly (ARA) and was carried by the required two-thirds vote. In accordance with this bylaw, table officers directed staff to complete a report on redistricting and report to the 2021 ARA.

## Distribution of Members

The tables below detail the member count in 2009/10 compared with 2019/20. They are presented separately as some of the district names changed after 2009/10. The percentages also reflect changes to the overall member count over the 10-year period.

### *Member Counts in 2009/10*

District	Total	DRs	Members/DR	Percentage
Calgary City	11,645	3	3,881.667	26.6580
Calgary District	2,991	1	2,991.000	6.8471
Central East	1,396	1	1,396.000	3.1958
Central North	2,363	1	2,363.000	5.4094
Central West	4,344	1	4,344.000	9.9444
Edmonton City	8,776	3	2,925.333	20.0902
Edmonton District	4,347	1	4,347.000	9.9512
North East	1,255	1	1,255.000	2.8730
North West	2,542	1	2,542.000	5.8192
South East	1,554	1	1,554.000	3.5574
South West	2,470	1	2,470.000	5.6544

### ***Member Counts in 2019/20***

<b>District</b>	<b>Total</b>	<b>DRs</b>	<b>Members/DR</b>	<b>Percentage</b>
Calgary City	12,709	3	4,236.333	26.477
Calgary District	3,117	1	3,117.000	6.494
Central	2,645	1	2,645.000	5.510
Central East	2,242	1	2,242.000	4.671
Central North	2,467	1	2,467.000	5.139
Central South	3,183	1	3,183.000	6.631
Edmonton District	3,207	1	3,207.000	6.681
Edmonton McMurray	11,033	3	3,677.667	22.985
North West	2,624	1	2,624.000	5.467
South East	2,014	1	2,014.000	4.196
South West	2,760	1	2,760.000	5.750

### **Assessing Differences from 2009/10 to 2019/20**

There are several ways to assess whether the distribution of members across districts has changed from 2009/10 to 2019/20; since there was variability in the structure of the districts, a statistical analysis was completed by N Hepburn, economist, Teacher Employment Services.

Both a Gini coefficient and a Herfindahl-Hirschman Index were used for the distributions in each of the two time periods. A detailed analysis revealed that the differences are small. A detailed discussion of the statistical analysis used is available on request from N Hepburn.

### **Conclusion**

Returning to the principles to be applied to all redistricting proposals in the 2009/10 report, the analysis completed reveals that there have not been significant shifts in the demography of teachers within locals over the last decade. A position of status quo would also preserve the other principles as outlined in the 2009/10 study. Future analysis could be completed at any time as directed by Council or ARA, and another committee could be struck, should the situation change, without having to wait another decade for another study.