



2022

Resolutions Bulletin

March 15, 2022



The Alberta Teachers' Association

Resolutions Bulletin

March 15, 2022

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 2021 calendar year by local associations and by Provincial Executive Council for the agenda of the 2022 Annual Representative Assembly, to be held at the Hyatt Regency, Calgary, 2022 05 21–23.

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 (1-1/22 to 1-170/22)

Category 2—Local Resolutions (2-1/22 to 2-32/22)

Category 3—Provincial Executive Council Resolutions (3-1/22 to 3-20/22)

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 active policy.
3. A resolution to transfer to policy achieved indicates that the Association has substantially achieved the policy.

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

Resolutions Arising from the Six-Year Review of Policy

1-1/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 6.1.0.1 be amended to read—
“Inclusion in the context of public education in a democratic society is necessary to foster the principles of diversity, equity, human rights, social responsibility and justice.”

Note—The goal of educating all children requires a commitment to providing and enacting conditions that make inclusion in a democratic society possible. *Diversity* was added to the policy as it is foundational to equity and inclusion work.

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

1-2/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 6.1.0.2 be amended to read—
“All students, regardless of their linguistic, ethnic or cultural background, should have equitable opportunities to achieve their educational potential.”

Note—The amendment broadens the inclusivity of the policy and focuses it on equity rather than equality.

6.1.0.2 *All students, regardless of their linguistic, ~~and~~ ethnic or cultural background, should have ~~equat~~ equitable opportunities to achieve their educational potential.*

1-3/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 6.1.0.3 be reaffirmed.

Note—This is as true for K–12 students and teachers in schools as it is for communities.

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

1-4/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 6.1.0.4 be reaffirmed.

Note—Successful teaching, school leadership and system leadership require the continual building and maintenance of trust and professional capital. Public confidence in teachers, school leaders, the profession and the education system can quickly be eroded when teachers and school leaders conduct themselves in prejudicial and discriminatory ways.

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

1-5/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 6.1.0.5 be reaffirmed.

Note—To successfully meet the professional practice standards for teachers, school leaders and system leaders concerning inclusive learning environments, significant and sustained levels of resourcing, time and professional development are required.

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

1-6/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 6.2.1.1 be reaffirmed.

Note—Inclusive school cultures respect the diversity, equity and human rights of students and teachers.

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

1-7/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 6.2.1.2 be amended to read—

“An inclusive school has an approach to learning that

1. fosters the intellectual, social, physical, emotional and spiritual development of each child;
2. allows all students to experience success and meet their potential;
3. provides students with a broad range of educational experiences that reflect the diversity of the community;
4. uses inclusive curriculum and assessment practices;
5. recognizes that the diversity is a strength and provides enriched learning opportunities;
6. encourages students to become active citizens; and
7. recognizes the importance of Indigenous education and global education.”

Note—Students require different strategies and supports to be successful and to reach their educational potential. Item 4 has been amended to clarify the statement.

6.2.1.2 *An inclusive school has an approach to learning that*
1. *fosters the intellectual, social, physical, emotional and spiritual development of each child;*
2. *allows all students to experience success and meet ~~[high-standards]~~ their potential;*
3. *provides students with a broad range of educational experiences that reflect the diversity of the community;*
4. *uses inclusive curriculum and assessment practices ~~[that reflect the diversity of knowledge]~~;*
5. *recognizes that the diversity is a strength and provides enriched learning opportunities;*
6. *encourages students to become active citizens; and*
7. *recognizes the importance of Indigenous education and global education.*
[2003]

1-8/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.1.3 be amended to read—
“An inclusive school has an approach to professional development that

1. encourages teachers to engage in reflective practice and research;
2. helps teachers be responsive to the diversity of students in their classrooms;
3. emphasizes how social class and power relationships can breed sexism, racism and other forms of marginalization; and
4. includes opportunities for teachers to work collaboratively with other teachers and professionals.”

Note—*Being responsive* is more active than simply *being accommodating*. Item 4 was added because intentional professional development involving teacher collaboration is essential for identifying and addressing matters of inclusion at the class, school or system level.

6.2.1.3 *An inclusive school has an approach to professional development that*

1. encourages teachers to engage in reflective practice and research;
 2. helps teachers [*accommodate*] **be responsive to** the diversity of students in their classrooms; [*and*]
 3. emphasizes how social class and power relationships can breed sexism, racism and other forms of marginalization; **and**
 - 4. includes opportunities for teachers to work collaboratively with other teachers and professionals.**
- [2003]

1-9/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.1.4 be reaffirmed.

Note—Inclusive education governance and administration require coordination and planning at the school and system levels.

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

1-10/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.2.1 be amended to read—
“The education partners are jointly responsible for undertaking local and provincial programs to help teachers counteract discrimination and promote respect and understanding.”

Note—This policy asserts the importance of active involvement by all education partners in promoting respect for diversity, equity and human rights in Alberta’s schools.

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

1-11/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.2.2 be amended to read—
“The Association helps schools become inclusive learning communities by

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

Note—The amendment strengthens the policy by including an essential element of the Association’s work.

6.2.2.2 *The Association helps schools become inclusive learning communities by*

1. encouraging teaching practices that promote diversity, equity and human rights;
 2. supporting schools, locals, specialist councils and other subgroups that undertake initiatives related to inclusion; [*and*]
 3. building partnerships with other organizations committed to fostering inclusion; **and**
 - 4. developing resources and professional development opportunities.**
- [2003]

1-12/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.2.3 be reaffirmed.

Note—Discrimination occurs at the individual, interpersonal, institutional and systemic levels. Specific and comprehensive provincial legislation and regulations and school authority policies are essential to the development of truly inclusive schools, communities and societies.

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

1-13/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.2.4 be amended to read—
“School authorities should ensure that their schools embody a culture that is responsive to the racial, religious and cultural context of the communities they serve.”

Note—Ensuring schools are safe and inclusive learning environments for all is engrained in legislation and within the professional practice standards. *Being responsive* is more active than simply *being sensitive*. *Context* is the situational language used in the professional practice standards.

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

1-14/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.2.5 be amended to read—
“School authorities should be sensitive, in all elements of school reporting, to the socioeconomic context of the communities they serve.”

Note—When communicating school and student results of any kind, school authorities need to be cognizant of and careful about how they categorize success or deficits that could primarily be based on socioeconomic factors. In some cases, communicating demographic profile information may be appropriate; in other cases, sharing this type of information may come across as scapegoating. *Context* is the situational language used in the professional practice standards.

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

1-15/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.2.6 be deleted.

Note—The Society for Safe and Caring Schools and Communities no longer exists, so it cannot be encouraged to take action.

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

1-16/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.3.1 be reaffirmed.

Note—The draft K–6 curriculum released in March 2021 indicates that this policy is still very much needed.

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

1-17/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.3.2 be deleted.

Note—The Society for Safe and Caring Schools and Communities no longer exists, and this resource may not be available in the future. Other policy exists to advocate for policies related to diversity, equity and human rights.

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

1-18/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.4.1 be reaffirmed.

Note—Alberta’s classrooms are increasingly complex. Providing preservice teachers with the knowledge and skills they need to support all learners is essential.

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

1-19/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.4.2 be reaffirmed.

Note—To prepare teachers for the realities of the classroom, faculties of education must provide preservice teachers with foundational instruction that addresses topics related to diversity, equity and human rights.

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

1-20/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.4.3 be amended to read—
“The Government of Alberta should fund professional development that helps teachers to promote cultural understanding, promote cultural perspectives, support cultural resiliency and eliminate discrimination in their increasingly diverse classrooms.”

Note—Ongoing intentional professional development is required for teachers, school leaders and system leaders to actively respond to and address discrimination in their schools, divisions and communities.

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

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

Be it resolved that policy 6.2.5.1 be amended to read—
“Students with exceptional learning needs should be included in regular classrooms provided that the following conditions are met:

1. Students are placed in programs that meet their learning needs.
2. All teachers and staff responsible for the students receive information about their individual needs.
3. The student with exceptional learning needs and the students in the class have been prepared for inclusion.
4. The teacher in the inclusive classroom receives ongoing professional development.

5. The teacher has access to such services as inclusive education consultants, and the student has access to health services and other supports.
6. Appropriately trained educational assistants are provided, as required.
7. Assistive technology and other resources are provided.
8. The size of the class is reduced to ensure that the needs of all students are met effectively.
9. The teacher's regular instructional time is reduced to allow the teacher to develop, implement and monitor plans that are required for individual students."

Note—Although 40 years old, this list of essential conditions for inclusion remains consistent with what teaching professionals believe and expect. The list of documents used to plan for and assess the success of students with exceptional learning needs has been amended slightly to include only those documents that are most commonly used.

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

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

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

Be it resolved that policy 6.2.6.1 be reaffirmed.

Note—Different parties have varying degrees of understanding about the visions, goals and implementation plan for inclusive education in Alberta. Meaningful, ongoing consultation is required.

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

1-23/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.6.2 be reaffirmed.

Note—Regular communication and collaboration among education partners is essential for developing common understandings and a shared vision for inclusive education that is essential for successful implementation.

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

1-24/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.6.3 be reaffirmed.

Note—The definition of inclusion has become so broad that coming up with standards has become increasingly difficult. It is still critically important to have enough specificity to ensure that there is a baseline of supports and services for students with diverse needs.

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

1-25/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.6.4 be reaffirmed.

Note—*Other support* could include access to wraparound services provided by other professionals, access to education assistants and assistive technologies.

6.2.6.4 *The Government of Alberta should require school authorities to develop*

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

 [1998]

1-26/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.6.5 be amended to read—

“The Government of Alberta should develop and fund programs for identifying and supporting children with exceptional learning needs at an early age that

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

Note—This policy has been amended for clarity.

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

1. **are** based on medical, educational, psychological and other factors that may affect readiness to learn;

2. are administered before or after the child enters the formal education system; and
 3. include appropriate, timely and practical [*intervention strategies*] interventions.
 [1992]

1-27/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.6.6 be amended to read—
 “The Government of Alberta and school authorities should recognize that, in an inclusive education environment, teachers are best positioned to determine the most appropriate way of assessing how well individual students are learning.”

Note—Teachers are best positioned to judge learning and determine the most appropriate methods of assessment for each student.

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

1-28/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.6.7 be reaffirmed.

Note—Gifted and talented students should have the supports necessary to reach their full potential.

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

1-29/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.6.8 be amended to read—
 “The Government of Alberta should support development of inclusive learning environments by working directly with school authorities, schools and teachers.”

Note—The term *inclusive learning environments* is now woven into the professional practice standards.

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

1-30/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.6.9 be reaffirmed.

Note—This is consistent with other policy directions throughout this section.

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

1-31/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.7.1 be amended to read—
 “The Government of Alberta should take the lead in creating a central resource library to support students with exceptional learning needs.”

Note—This policy supports other Association policy that urges the government to provide appropriate resources for teachers to support all students with exceptional learning needs. The term *clearinghouse* is antiquated and has been replaced with a more generally understandable term.

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

1-32/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.7.2 be amended by substitution to read—
 “The Government of Alberta and school authorities should require teachers to develop only a single document where individualized plans are mandated to meet a student’s needs.”

Note—The amendment clarifies the intent of the original policy. Although Success in School plans are not intended to duplicate the information in an individual program plan or instructional support plan, duplication does happen as a result of divisions mixing and matching various complementary template documents with some redundant sections. The amendment clarifies the intent of the policy: one student—one plan.

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

1-33/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.7.3 be amended to read—
 “School authorities should ensure that students with exceptional learning needs who access learning environments outside of the traditional classroom receive the supports and resources they need to succeed.”

Note—This is largely an editorial amendment.

Emergency remote teaching and yo-yoing between in-person and online instruction have continually exposed the persistent gap in supports faced by students with exceptional learning needs. Additional resources and supports are needed when these students are enrolled in remote and online education programs.

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

1-34/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.7.4 be reaffirmed.

Note—Inclusive education requires teachers, principals and system leaders to work together in accordance with the professional practice standards.

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

1-35/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.7.5 be reaffirmed.

Note—The need for such policies has been demonstrated in emergency situations in schools. Coordination at the school and authority level is essential to ensure that adequate and appropriate procedures are in place to ensure all students are safe during emergencies.

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

1-36/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.8.1 be reaffirmed.

Note—While there are other ways to approach class composition and size (such as the response to intervention “tiering” approach), the weighted student method proposed here is, perhaps, the one that is the most straightforward and measurable.

6.2.8.1 The Government of Alberta should
1. assess the complexity of each student’s learning needs and assign the student a weighting based on those needs, such that the more complex the needs, the higher the weighting (students with no exceptional needs would be assigned a weighting of 1); and
2. ensure that class sizes, taking into account those weightings, are consistent with the limits on class size recommended by Alberta’s Commission on Learning.
[1982]

1-37/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.8.2 be reaffirmed.

Note—Teachers, in consultation with other specialists, are best suited to determine the supports, programs and classrooms students need to experience success.

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

1-38/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.8.3 be amended by substitution to read—

“When a member believes that students with exceptional learning needs have been incorrectly placed and, as a result, compromise the safety of the classroom or the effectiveness of the instructional process, the member should protest and register their protest with their employer and the Association (in accordance with the Code of Professional Conduct).”

Note—This amendment seeks to clean up the phrasing of this longstanding policy. Specific references to articles in the Code of Professional Conduct have been removed as elements of the policy that encourage protesting and submitting disputes to the Association are in separate sections of the code.

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

1-39/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.9.1 be amended to read—

“The Government of Alberta, in funding programs for students with exceptional learning needs, should adequately cover costs to

1. provide ongoing inservice to the staff involved;
2. hire appropriately trained educational assistants;
3. ensure trained personnel to transport students;
4. contract professionals to assess and develop programs for students, in consultation with the classroom teacher;
5. access medical and other noninstructional government services;
6. purchase assistive technology and other special equipment and resources;
7. renovate schools to ensure that they are barrier-free;
8. create an environment conducive to the education of students with exceptional learning needs;
9. reduce teacher–pupil ratios, as necessary, based on the complexity of the needs of the students in each class; and
10. reduce the instructional time of teachers so that they can (a) effectively plan instruction, collaborate with student-support teams and other professionals; and (b) develop, implement and monitor plans that are required for individual students.”

Note—Item 4 has been amended to reinforce the central role classroom teachers play in making program decisions. In item 10, the list of documents used to plan for and assess the success of students with exceptional learning needs has been generalized.

6.2.9.1 The Government of Alberta, in funding programs for students with exceptional learning needs, should adequately cover [these] costs[-] to
1. provide ongoing inservice to the staff involved;
2. hire appropriately trained educational assistants;

3. ensure trained personnel to transport students;
 4. contract professionals to assess and develop programs for students, in consultation with the classroom teacher;
 5. access medical and other noninstructional government services;
 6. purchase assistive technology and other special equipment and resources;
 7. renovate schools to ensure that they are barrier-free;
 8. create an environment conducive to the education of students with exceptional learning needs;
 9. reduce teacher–pupil ratios, as necessary, based on the complexity of the needs of the students in each class; and
 10. reduce the instructional time of teachers so that they can (a) effectively plan instruction, collaborate with student-support teams and other professionals; and (b) develop, implement and monitor [such instruments as individual program plans, *Success in School plans and the Inclusive Education Planning Tool*] plans that are required for individual students.
 [1982]

1-40/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.9.2 be reaffirmed.

Note—Funds to support inclusion should not be rolled into general operational grants for school divisions. They should be in separate grants to ensure that the resourcing for students with exceptional learning needs is secure from division or school-based decision making about limited budgets.

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

1-41/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.9.3 be amended to read—
 “The Government of Alberta should review its funding framework and eligibility criteria to ensure that services are available to support all students with exceptional learning needs.”

Note—Listing certain “exceptional learning needs” but not others is problematic and is not required for this policy to be understood.

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

1-42/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.9.4 be amended to read—
 “The Government of Alberta should take into account the number of students in each school authority who have exceptional learning needs and fund the specific programs and services that they require.”

Note—Although it is implied what government should do once it has taken this demographic information into account, it does not hurt to be specific.

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

1-43/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.9.5 be amended to read—

“The Government of Alberta should ensure that funding for students with exceptional learning needs follows those students if and when they change schools, programs or public school authorities.”

Note—Since the new funding process relies on multiyear student population averages, reference to the September 30 deadline is no longer needed. The amendment elevates the goal that funding provided to support a particular student with exceptional learning needs should follow that student if they change schools, programs or authorities; these resources should not stay at whichever school the student attended in September.

6.2.9.5 *The Government of Alberta should [fully fund and implement its Inclusive Education Policy Framework to] ensure that funding for students with exceptional learning needs[; including those enrolled after September 30, are appropriately supported] follows those students if and when they change schools, programs or public school authorities.*
 [1999]

1-44/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.9.6 be amended to read—
 “The funding that the Government of Alberta provides to school authorities to purchase learning resources and other supports for students with exceptional learning needs should be based on the actual costs of those supports.”

Note—The costs of equipment and services increase over time. Funding for these supports must keep pace with their actual cost so schools and divisions are not left paying more for the same services with less money.

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

1-45/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 6.2.9.7 be reaffirmed.

Note—It is essential to ensure that funds provided to support inclusion are properly allocated.

6.2.9.7 *The Government of Alberta should ensure that school authorities allocate sufficient funds to schools so that they can obtain*

the supports and services they need to meet the specific program requirements of all students with exceptional learning needs.
[1987]

1-46/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.9.8 be reaffirmed.

Note—Although the length of the funding cycles is likely aspirational since both five- and seven-year funding would straddle multiple provincial government terms, the goal of long-term, sustained funding is a good one.

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

1-47/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.9.9 be amended to read—
“The Government of Alberta should amend its funding formula to ensure that school authorities have sufficient funding to purchase and acquire technical support for assistive technology to help students with exceptional learning needs meet the learner outcomes of the program of studies and achieve the goals and objectives outlined in their individualized plans.”

Note—The amendment simplifies the policy without changing its intent.

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

1-48/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.9.10 be amended to read—
“The Government of Alberta should provide institutions offering teacher preparation programs in Alberta with targeted funding to conduct research on inclusive education in Alberta schools.”

Note—These types of academic studies have merit whether researchers or faculties of education conduct them independently or in collaboration with government. The amendment removes the requirement for this research to focus solely on “effectiveness” as this can lead to reductive studies that often oversimplify the complexities of teaching and learning.

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

1-49/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.9.11 be reaffirmed.

Note—A robust public education system that is inclusive and supportive of all learners is ill served when funds are leached by private schools that can charge tuition and select the students they enrol.

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

1-50/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.9.12 be reaffirmed and transferred to category 6.1.0.0, Inclusive Education/Fundamental Beliefs.

Note—This policy is general but universal. It should be a higher-level policy.

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

1-51/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.10.1 be reaffirmed.

Note—Students with exceptional learning needs require sufficient funding, resources and other supports.

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

1-52/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.10.2 be reaffirmed.

Note—The current government is quick to make assertions that specific grants to support inclusive education-related outcomes are ineffective but can never “provide the receipts.” Details of all the funding provided to school authorities and records of how these funds are used must be reported.

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

1-53/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.10.3 be reaffirmed.

Note—Funding provided for a specific purpose needs to be used appropriately. It should be apparent that funding provided to a school authority to support a student with exceptional learning needs is used to support that student.

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

1-54/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that category 6.2.11.0, Inclusive Education/Externally Focused Policies/Students with Exceptional Learning Needs—Teacher Preparation, be deleted.

Note—This category duplicates category 6.2.4.0, Inclusive Education/Externally Focused Policies/Preparing Teachers for the Inclusive Classroom.

1-55/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.11.1 be reaffirmed and transferred to category 6.2.4.0, Inclusive Education/Externally Focused Policies/Preparing Teachers for the Inclusive Classroom.

Note—Comprehensive teacher preparation requires more than a discussion about the contributing factors that may lead to student exceptionalities.

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

1-56/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.11.2 be reaffirmed and transferred to category 6.2.4.0, Inclusive Education/Externally Focused Policies/Preparing Teachers for the Inclusive Classroom.

Note—Specialization in this area is an asset to students, schools and the profession.

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

1-57/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.11.3 be amended and transferred to category 6.2.4.0, Inclusive Education/Externally Focused Policies/Preparing Teachers for the Inclusive Classroom—
“The Government of Alberta should create a provincial scholarship program to support undergraduate and graduate

students to pursue studies focused on inclusive education at teacher preparation institutions in Alberta.”

Note—The amendments provide clarity.

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

1-58/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.11.4 be reaffirmed and transferred to category 6.2.4.0, Inclusive Education/Externally Focused Policies/Preparing Teachers for the Inclusive Classroom.

Note—All teachers, regardless of their experience, need to be able to access supports to help them meet the needs of the students in their classes and schools.

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

1-59/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that category 6.2.12.0, Inclusive Education/Externally Focused Policies/Students with Complex Behavioural Challenges, be renamed Inclusive Education/Externally Focused Policies/Students with Complex Behavioural Needs.

Note—The category has been renamed to reflect more current terminology.

1-60/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.12.1 be amended to read—
“The Government of Alberta should fund and deliver multidisciplinary, cross-ministerial support programs to support students with complex behavioural challenges.”

Note—Comprehensive diagnostic, therapeutic and educational wraparound supports are often required to support students to reach their full educational potential.

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

1-61/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.12.2 be amended to read—
“The Government of Alberta should provide school authorities with the funding and support they require to engage

educational psychologists, specially trained certificated teachers and other trained support staff to work with students with complex behavioural challenges and with students who are at risk of becoming aggressive.”

Note—*Complex* is consistent with the language that the profession now uses. The manifestation of *aggression* is more all encompassing than *violence*.

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

1-62/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.12.3 be amended to read—
“Teachers and leaders should request that students with complex behavioural challenges that could potentially disrupt the teaching–learning process and jeopardize the safety of other students be placed in classrooms in which teachers have received the necessary professional development to handle such students and have access to appropriate resources and support services.”

Note—An editorial amendment replaces *principal* with the language used in the professional practice standards for school and system leaders, which can include someone without a bachelor of education degree.

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

1-63/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.13.1 be amended to read—
“The Government of Alberta should provide funding to ensure that immigrant and refugee students who may have experienced trauma, long periods of interrupted schooling, limited formal schooling or significant gaps in disciplinary content knowledge can successfully transition into Alberta schools and can experience success.”

Note—Many levels of support are needed to ensure the safe and supportive transition of some immigrant and refugee students to Alberta’s educational system. Although language acquisition is one area where support is required, other gaps exist that impact their ability to be included and experience academic success.

6.2.13.1 *The Government of Alberta should provide [more] funding [for] to ensure that immigrant and refugee students who may have [limited formal schooling and who may have experienced trauma before enrolling in public schools in Alberta to ensure that their language acquisition and other educational and social needs are*

being met] experienced trauma, long periods of interrupted schooling, limited formal schooling or significant gaps in disciplinary content knowledge can successfully transition into Alberta schools and can experience success.
[2004]

1-64/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.13.2 be reaffirmed.

Note—Understanding the barriers to the educational success of new immigrant students will lead to specific strategies and recommendations for addressing those barriers.

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

1-65/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.13.3 be reaffirmed.

Note—These types of positions ultimately support English language learners’ families and ease foreign students’ transition to Canada. While new Albertans can access immigrant-serving agencies for general settlement and transition assistance, provincial coordination of the various orientation, translation and outreach services required is essential.

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

1-66/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.14.1 be reaffirmed.

Note—Students who are English language learners deserve long-term funding and supports that enable them to fully succeed in Alberta’s schools without maximum years of funding or other constraints.

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

1-67/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.14.2 be amended to read—
“The Government of Alberta should develop guidelines for ensuring that English language learners are identified and receive the funding, services and supports they require.”

Note—If a student is identified as being in need or potentially benefiting from language supports, they should be able to access these supports. Full stop.

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

1-68/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.14.3 be amended by substitution to read—

“The Government of Alberta should increase English language learning funding to ensure that all English language learners can access the supports they require.”

Note—Changes to the funding manual (which capped English as a second language grant funding for students after the fifth year) occurred over eight years ago. There is no sign that this funding will be restored. The amendment proposes refocusing on a more general policy goal: ensuring that funds for English language learners are available as long as they need them.

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

1-69/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.14.4 be reaffirmed.

Note—Language instruction for English language learners is a specific skill set and body of knowledge that requires ongoing professional development.

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

1-70/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.14.5 be reaffirmed and transferred to category 6.2.4.0, Inclusive Education/Externally Focused Policies/Preparing Teachers for the Inclusive Classroom.

Note—There is a specific subsection of the inclusive education policy dedicated to teacher preparation. All teacher preparation-related inclusive education policy should be kept together.

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

1-71/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.1 be reaffirmed.

Note—This is a solid foundational policy statement upon which more specific policies that address sexual orientation and gender identity inclusion in curriculum and resources can be built.

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

1-72/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.2 be reaffirmed and transferred to category 6.2.4.0, Inclusive Education/Externally Focused Policies/Preparing Teachers for the Inclusive Classroom.

Note—New teachers need to learn how to authentically integrate topics related to sexual orientation, gender identity and gender expression into their teaching.

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

1-73/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.3 be reaffirmed.

Note—The inclusion of sexual and gender minority issues remains an issue in many schools and communities.

6.2.15.3 *The Association supports the establishment of gay–straight/queer–straight alliance groups to emphasis the importance of creating safe learning environments for all students in Alberta.*
[2005]

1-74/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.5 be amended to read—
“School authorities should develop clear, explicit and comprehensive policies that address the health, safety and educational needs of all students regardless of their sexual orientation, gender identity or gender expression.”

Note—This amendment modernizes the language in this policy to address the difference between gender identity and gender expression.

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

1-75/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.6 be amended to read—
“School authorities should develop clear and specific policies that permit trans, nonbinary and gender-fluid students to join sports teams and participate in interschool athletic activities

and physical education classes that align with their gender expression.”

Note—This is a largely editorial change which updates slightly dated language. The policy remains the same: students should be able to participate on the sports team where they feel they best belong.

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

1-76/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.7 be amended to read—
“The Government of Alberta should prohibit programs that purport to ‘convert,’ ‘change,’ ‘cure,’ ‘fix’ or ‘repair’ a person’s sexual orientation, gender identity or gender expression.”

Note—Although the Government of Canada and a number of municipalities have passed conversion therapy bans, it is important that the Association keep this policy on the books until the risk of these so-called “therapies” is long gone. The amendment severs the term “therapies” from this policy as these programs are widely acknowledged as being abusive and even torture.

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

1-77/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.8 be amended to read—
“The Government of Alberta should strengthen legislation

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

Note—These elements should be included in legislation, not simply ministerial orders or regulations that can be changed without debate.

While some elements of this policy are currently included in the *Education Act*, others are not. The current government removed certain protections from the act that were introduced under previous governments.

6.2.15.8 *The Government of Alberta should [issue ministerial orders supporting the establishment and operation of gay–straight alliances, queer–straight alliances or similar organizations established under Section 35.1 of the Education Act by] **strengthen legislation***
1. supporting the establishment and operation of gay–straight alliances, queer–straight alliances or similar organizations;
[1.]**2.** *prohibiting anyone from disclosing a student’s membership or participation in the organization without the student’s explicit prior consent;*
[2.]**3.** *confirming that the student or students who sought permission to establish the organization have the right to determine the final operational name of that organization;*
[3.]**4.** *confirming that student members and teacher advisors have the right to determine the purpose, activities, projects and undertakings of the organization;*
[4.]**5.** *protecting leaders and teachers who helped create or operate the organization from employment discrimination or sanctions, formal or informal, as a result of activities related to the organization; and*
[5.]**6.** *affirming that denominational schools, while having the right to require a declaration of faith as a condition of hiring or enrolment, are thereafter prohibited from discriminating on the basis of any protected ground, including sexual orientation, gender identity or gender expression.*
[2015]

1-78/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.9 be amended to read—
“School authorities should develop policies and procedures that permit students to change all gender-identifying elements of their official records.”

Note—In some cases, sexual and gender minority youth are prevented from updating how their name, gender and pronouns are reflected on their official documents. This is a fundamental human rights issue that needs to be resolved.

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

1-79/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.10 be deleted.

Note—This policy is redundant with policy 6.2.15.2.

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

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

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

1-80/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.11 be amended to read—
“School authorities should protect sexual and gender minority students from the unwanted disclosure of their sexual orientation, gender identity or gender expression.”

Note—It is essential that students be protected from the unwanted disclosure of their sexual orientation, gender identity or gender expression. The policy does not require a qualifying list of instances when such disclosure is or is not okay.

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

1-81/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.12 be amended to read—
“School authorities should provide inclusive education and responsiveness training for staff regarding the creation of safe, caring and welcoming environments for people of all sexual orientations, gender identities and gender expressions.”

Note—Responsiveness is a desirable goal for an inclusive learning environment. Simple awareness or sensitivity is not.

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

1-82/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.15.13 be deleted.

Note—This policy is redundant with policy 6.2.15.8.

6.2.15.8 *The Government of Alberta should issue ministerial orders supporting the establishment and operation of gay–straight alliances, queer–straight alliances or similar organizations established under Section 35.1 of the Education Act by*
1. *prohibiting anyone from disclosing a student’s membership or participation in the organization without the student’s explicit prior consent;*
2. *confirming that the student or students who sought permission to establish the organization have the right to determine the final operational name of that organization;*
3. *confirming that student members and teacher advisors have the right to determine the purpose, activities, projects and undertakings of the organization;*
4. *protecting principals and teachers who helped create or operate the organization from employment discrimination or sanctions, formal or informal, as a result of activities related to the organization; and*

5. *affirming that denominational schools, while having the right to require a declaration of faith as a condition of hiring or enrolment, are thereafter prohibited from discriminating on the basis of any protected ground, including sexual orientation, gender identity or gender expression.*
[2015]

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

1-83/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.3.1.1 be amended to read—
“The Association encourages each of its locals to address issues related to diversity, equity, human rights, social responsibility, justice and democracy.”

Note—Diversity, equity and human rights work is complex and multifaceted. Work on related issues will straddle the work of multiple local committees.

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

1-84/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.3.1.2 be reaffirmed.

Note—Diversity, equity and human rights work is very broad and could include addressing discrimination, racism and oppression; advocating for students and teachers from visible minorities, sexual and gender minorities and those with disabilities; promoting cultural responsiveness and inclusivity; and safeguarding the well-being of children and youth. This body of work is substantial and warrants the attention of a standing committee in each local.

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

1-85/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.3.1.3 be reaffirmed.

Note—Although most divisions have diversity, equity and human rights policies, they are often vague and lack specific actions about how these policies will be implemented and enforced.

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

1-86/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.1.0.1 be reaffirmed.

Note—The distinction between an educational assistant and a teacher is that a teacher is required to possess a teaching certificate.

15.1.0.1 Educational assistants are people who are not required, as a condition of employment, to possess a teaching certificate and who directly assist teachers or groups of teachers to achieve educational objectives.
[1973]

1-87/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.1.1 be reaffirmed.

Note—These duties require specialized pedagogical training that teachers receive through their postsecondary teacher preparation programs and should not be delegated to those without such training.

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

1. Diagnosing students' learning needs
 2. Prescribing educational programs to address those needs
 3. Reporting student progress to parents
 4. Implementing educational programs
 5. Evaluating the results of the educational process
 6. Supervising classes when the regular teacher is absent
- [1973]

1-88/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.1.2 be reaffirmed.

Note—Having a certificated teacher in the class at all times ensures that someone with specialized pedagogical skills and experience can instruct and assess students while ensuring their safety.

15.2.1.2 Noncertificated personnel should not be used to supervise classes when the regular teacher is absent.
[1989]

1-89/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.2.1 be amended to read—
“When assigning an educational assistant, a school leader should consult the teacher with whom the assistant will work and invite that teacher to determine the assistant’s specific duties.”

Note—The teacher, being most familiar with the specific context of the classroom and the students’ specific learning needs, is best positioned to use the educational assistant’s skill set to best meet those learning needs. The amendment simply updates *principal* to the Association’s preferred term.

*15.2.2.1 When assigning an educational assistant, a [principal] **school leader** should consult the teacher with whom the assistant will work and invite that teacher to determine the assistant’s specific duties.*
[1973]

1-90/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.2.2 be reaffirmed.

Note—The teacher, being most familiar with the specific context of the classroom and the students’ specific learning needs, is best positioned to use the educational assistant’s skill set to best meet those learning needs.

15.2.2.2 Teachers should determine and direct the functions that educational assistants and other nonteaching professionals perform in addressing students’ educational needs.
[1970]

1-91/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.2.3 be reaffirmed.

Note—Throughout the course of a teacher’s supervision of the educational assistant’s duties, the teacher is best positioned to make an informed assessment on the ability of the educational assistant to perform their duties.

15.2.2.3 Teachers supervising an educational assistant should have a voice in evaluating the assistant’s performance.
[1999]

1-92/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.2.4 be reaffirmed.

Note—Supervising and coordinating the work of educational assistants appropriately take time in order to ensure that the support of educational assistants is utilized to best assist in meeting the learning needs of students. This should not be an additional burden on teachers.

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

1-93/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.3.1 be reaffirmed.

Note—Alberta’s classrooms are dynamic, and educational assistants require continual professional growth to adapt to these changes.

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

1-94/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.3.2 be amended to read—
“The Government of Alberta should require school authorities to provide training opportunities, such as the following, during the first year of employment and on an ongoing basis

as required to any educational assistants who will be working with students with exceptional learning needs:

1. First aid
2. Supporting students' specialized medical and learning needs
3. Nonviolent crisis intervention
4. Behaviour management
5. Workplace safety
6. Communication skills
7. (If necessary) upgrading in the language of instruction"

Note—Teachers cannot provide dedicated service to students because of their statutory obligation to instruct and supervise all students in the class. As such, the specialized medical needs of students should be addressed by educational assistants. Educational assistants require appropriate training to do so. The types of training listed need to be provided during the first year of employment.

*15.2.3.2 The Government of Alberta should require school authorities to [train] **provide training opportunities, such as the following, during the first year of employment and on an ongoing basis as required to any educational assistants who will be working with students with exceptional learning needs**], such training to take place in their first year of employment and to include]:*

1. First aid
 - 2. Supporting students' specialized medical and learning needs**
 - ~~[2:] 3. Nonviolent crisis intervention~~
 - ~~[3:] 4. Behaviour management~~
 - ~~[4:] 5. Workplace safety~~
 - ~~[5:] 6. Communication skills~~
 - ~~[6:] 7. (If necessary) upgrading in the language of instruction~~
- [2015]

1-95/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.3.3 be reaffirmed.

Note—Classrooms are diverse and inclusive environments that include students who have special learning needs. Educational assistants should be adequately prepared to address the circumstances of the classroom.

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

1-96/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.4.1 be reaffirmed.

Note—A consistent set of standards should be created in order to ensure uniformity of the support offered to teachers in Alberta's classrooms.

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

1-97/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.4.2 be reaffirmed.

Note—Educational assistants serve a vulnerable population and should be held to a high standard of conduct to contribute to a classroom that is a welcoming, caring, respectful and safe learning environment.

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

1-98/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.5.1 be reaffirmed.

Note—Although educational assistants play an important role in supporting teachers and students, their skill set cannot replace the specialized pedagogical skill set of a teacher to program for, instruct and assess student learning.

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

1-99/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 15.2.5.2 be reaffirmed.

Note—Although educational assistants play an important role in supporting teachers and students, their skill set cannot replace the specialized pedagogical skill set of a teacher to program for, instruct and assess student learning.

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

1-100/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.1.0.1 be amended to read—
“Professional development encompasses the wide range of programs and activities that teachers undertake individually and collectively to deepen their understanding of teaching, learning and leadership; enhance their professional practice; and contribute to the profession.”

Note—Professional development includes the development and maintenance of pedagogical and leadership efficacy.

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

1-101/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.1.1 be amended to read—
“Effective professional development programs
1. are determined by teachers themselves to address their specific needs;

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

Note—Although initially developed with education partners during the Essential Conditions for Implementation work in the 1990s, this remains a comprehensive list of what effective professional development programs should include. The proposed amendment seeks to modernize language related to *learning models* to clarify that effective professional development programs should include a variety of professional learning modalities for the teachers and leader participants.

17.2.1.1 Effective professional development programs

1. are determined by teachers themselves to address their specific needs;
 2. allow participants to make decisions at all stages of planning and implementation;
 3. include a clear statement of purpose and specific objectives;
 4. focus on enhancing professional practice;
 5. are ongoing, coherent and coordinated;
 6. provide opportunities for self-reflection and evaluation;
 7. take into account the research on improving professional practice;
 8. take place in a climate of trust, peer support, open communication and collaboration;
 9. incorporate an array of *[student learning models]* **learning modalities**;
 10. are drawn on participants' personal experiences and professional expertise; and
 11. are delivered flexibly using such practices as collaborative learning, peer-assisted learning, teacher as researcher and independent learning.
- [1991]

1-102/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.1.2 be amended to read—
"Professional development is best assessed when teachers (1) evaluate their efficacy, (2) engage in personal reflection and (3) consider their overall practice and context."

Note—The amendment is more inclusive of the considerations upon which teachers should evaluate their professional development. The determination about whether or not a particular professional development activity or program is effective resides with each individual teacher.

17.2.1.2 Professional development is best assessed when teachers (1) evaluate their efficacy [in motivating students to learn],

(2) engage in personal reflection and (3) consider their overall *[teaching]* practice **and context**.
[2011]

1-103/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.1.3 be amended to read—
"Teacher-led communities of practice enhance teachers' opportunities to engage in professional learning."

Note—Collaborative groups of teachers that focus on the pursuit of mutually agreed-upon goals and that improve the collective efficacy of those involved are an essential component of any comprehensive professional development program. Communities of practice lose their efficacy when they are imposed top down, so the amendment clarifies that these groups should be teacher led.

17.2.1.3 "[Communities] Teacher-led communities of practice enhance teachers' opportunities to engage in professional learning."
[2001]

1-104/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.1 be amended to read—
"Teachers are responsible for continuing to grow professionally throughout their careers by (1) engaging in ongoing reflective practice and inquiry as they set their professional development goals and plans, (2) keeping up-to-date with innovations in education and changes to the educational and societal landscapes, (3) joining specialist councils and other professional bodies, (4) attending conferences and teachers' conventions and (5) engaging in learning activities of their choice."

Note—This policy is consistent with the competencies for career-long learning in the professional practice standards. The amendments seek to address the need of teachers to be responsive to societal change and to affirm that there are numerous types of activities in which teachers can engage to develop professionally.

17.2.2.1 Teachers are responsible for continuing to grow professionally throughout their careers by (1) engaging in ongoing reflective practice and *[systematic]* inquiry as they set their professional development goals and plans, (2) keeping up-to-date with innovations in education **and changes to the educational and societal landscapes, (3) joining specialist councils and other professional bodies, *[and]* (4) attending conferences and teachers' conventions **and (5) engaging in learning activities of their choice**.**
[2011]

1-105/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.2 be reaffirmed.

Note—Funding for ongoing professional development and inservicing should come from government, not members' pockets.

17.2.2.2 The role of the Government of Alberta in helping teachers to develop professionally throughout their careers is to (1) fund effective research-based professional development programs, (2) fund and deliver inservice opportunities to familiarize teachers with changes in

the curriculum and (3) provide school authorities with earmarked funding for the professional development of teachers.
[1991]

1-106/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.3 be amended to read—
“Schools and school authorities should address, in their improvement plans, the need for teacher-led professional development and school or school authority inservicing programs to enable teachers to effect the envisioned changes.”

Note—Schools and school authorities need to provide adequate time and resources for teacher professional development and inservicing related to school- and division-level improvement plans. The amendment seeks to affirm the difference between activities chosen by individual teachers and inservice activities directed by schools and divisions. Both types of professional learning are desirable and should be encouraged.

17.2.2.3 Schools and school authorities should address, in their improvement plans, the need for teacher-led professional development and school or school authority inservicing programs to enable teachers to effect the envisioned changes.
[2001]

1-107/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.4 be reaffirmed.

Note—Supporting professional development requires ongoing systemic support. Given that funding and substitute availability are ongoing barriers to professional development, the notion of divisions having to report on these matters as they relate to professional development is a sound idea.

17.2.2.4 The role of school authorities in helping teachers to develop professionally throughout their careers is to (1) develop policy on the objectives of professional development programs; (2) ensure that all schools for which they are responsible have the necessary resources, including time, to enable teachers to plan, implement, evaluate and participate in effective, ongoing, teacher-directed professional development programs and opportunities; and (3) report on the professional development opportunities that resulted from deploying those resources.
[1965]

1-108/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.5 be reaffirmed.

Note—All teachers are required to develop professional growth plans, which necessitates engaging in a number of professional development opportunities, sometimes on school time. School authorities should support the development of their teachers by providing adequate resourcing and time for teachers to meet their own needs through activities of their choice.

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

1-109/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.6 be amended to read—
“School authorities should provide suitable inservice and individual support to teachers who have been transferred from one grade or subject area to another or to schools with different instructional delivery models.”

Note—Successful transitioning of teachers to new educational contexts is not automatic and requires school and system level support.

17.2.2.6 School authorities should provide suitable inservice and individual support to teachers who have been transferred from one grade ~~and~~ for subject area to another or to schools with different instructional delivery models.
[1989]

1-110/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.7 be reaffirmed.

Note—Substitute teachers need to have the same opportunities for professional development as teachers on contract. Substitute teachers should be compensated for attending inservice activities scheduled on school days that prevent them from earning income via substitute placements.

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

1-111/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.8 be reaffirmed.

Note—School-based professional development programs are most effective when they are coordinated by groups of teachers and leaders.

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

1-112/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.9 be reaffirmed.

Note—This provides a good high-level summary of the types of professional development supports the Association provides.

17.2.2.9 The role of the Association in helping teachers to develop professionally throughout their careers is to (1) enhance the professional expertise and practice of its members, (2) facilitate the career-long professional development of members, (3) advocate for

members on professional issues, (4) build communities of practice and (5) ensure that members have opportunities for professional development.
[1991]

1-113/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.10 be amended to read—
“The role of locals in helping teachers to develop professionally throughout their careers is to (1) establish professional development committees, (2) provide the resources necessary to deliver effective professional development programs to their members, (3) ensure that members have equitable opportunities to engage in effective professional development, (4) support the growth of the professional expertise and practice of their members, (5) facilitate the career-long professional development of their members, (6) advocate for members on professional issues and (7) build communities of practice.”

Note—It is important to include the professional development programs and services provided to teachers through their locals.

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

1-114/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.11 be amended to read—
“The role of institutions offering teacher preparation programs in helping teachers to develop professionally throughout their careers is to (1) offer courses on emergent educational issues, trends, and teaching and leadership strategies; and (2) collaborate with teachers at the provincial, local and school levels to develop effective professional development programs and undertake research projects.”

Note—The implementation of the new professional practice standards requires faculties of education to provide pedagogical and leadership development for preservice and inservice teachers.

*17.2.2.11 The role of institutions offering teacher preparation programs in helping teachers to develop professionally throughout their careers is to (1) offer courses on emergent educational issues, trends, and teaching **and leadership** strategies; and (2) collaborate with teachers at the provincial, local and school levels to develop effective professional development programs and undertake research projects.*
[1991]

1-115/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.12 be amended to read—
“The Government of Alberta should ensure that programs that lead to Leadership Quality Standard and the Superintendent Leadership Quality Standard certification are available equitably to all interested certificated teachers.”

Note—Although this policy originally pertained to the grandparenting and early-phase implementation of the new Leadership Quality Standard and Superintendent Leadership Quality Standard, equity remains an issue.

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

1-116/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 17.2.2.13 be amended to read—

“The Government of Alberta should only approve and recognize programs leading to Leadership Quality Standard and Superintendent Leadership Quality Standard certification that

1. are developed with input from the Association,
2. are reviewed periodically by advisory committees that include representatives from the Association,
3. include a provision for the Association to deliver content on the professional roles and responsibilities of teachers and school and system leaders,
4. include options for francophone teachers to complete their coursework entirely in French and
5. include options for rural and remote teachers to complete their coursework online or through a combination of face-to-face and online instruction.”

Note—Although the initial launch of Leadership Quality Standard and Superintendent Leadership Quality Standard certification programs offered by postsecondary institutions is now in the past, going forward the Association needs to assert the importance of its continued involvement in these programs and elements that guarantee that they are equitably accessible to members.

*17.2.2.13 The Government of Alberta should [refrain from approving and recognizing] **only approve and recognize** programs [supporting certification and professional development as they pertain to the Leadership Quality Standard and the Superintendent Leadership Quality Standard until it has meaningfully involved the Association in helping to develop these programs and authorized the Association to deliver content on the professional roles and responsibilities of principals, system leaders and superintendents] **leading to Leadership Quality Standard and Superintendent Leadership Quality Standard certification that***
1. are developed with input from the Association,
2. are reviewed periodically by advisory committees that include representatives from the Association,
3. include a provision for the Association to deliver content on the professional roles and responsibilities of teachers and school and system leaders,

4. include options for francophone teachers to complete their coursework entirely in French and
5. include options for rural and remote teachers to complete their coursework online or through a combination of face-to-face and online instruction.
 [2018]

1-117/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 17.2.2.14 be reaffirmed.

Note—Access to professional development funding and substitute coverage is more difficult in smaller rural divisions.

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

1-118/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 17.2.3.1 be amended to read—
 “School authorities and Association locals should form joint committees to develop and deliver mentorship programs for new teachers and new school leaders that are

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

Note—These remain our current beliefs about the essential elements of effective mentorship programs. Research confirms that these programs are highly effective for any teacher or leader transitioning into a new role, not only those at the beginning of their professional career.

17.2.3.1 *School authorities and Association locals should form joint committees to develop and deliver mentorship programs for new teachers and [~~principals new to their role~~] new school leaders that are*

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

1-119/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 17.2.4.1 be amended by substitution to read—
 “Classrooms intervisitations among teachers should occur only if the following conditions are met:

1. All parties have agreed to the event in advance and have defined expectations and protocols that will be followed.
2. The event is not evaluative in nature.
3. The parties commit to adhering to the Code of Professional Conduct.”

Note—The value of such intervisitations, namely to improve instruction and learning, is questionable when imposed upon teachers and schools. Teachers who wish to improve their practice should be able to observe the work of their colleagues without any external structures imposed.

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

1-120/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 17.3.1.1 be divided and amended by substitution to read—

“Associate members and student members may participate in all professional development activities organized by the Association and its subgroups, provided they meet any additional eligibility criteria and pay any required fees.”
 “Nonmembers and organizations that purchase subscriptions with a specialist council may participate in only those council activities that have been approved by the council executive, provided they meet any additional eligibility criteria and pay any required fees.”

Note—*Affiliate member* is not a term that is currently used to describe individuals who are ineligible for active or associate membership in the ATA, but who subscribe to specialist councils for the purposes of accessing aspects of their programs. Two new policy statements are recommended which identify the types of programs and services that associate members, student members and specialist council subscribers can access.

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

1-121/22 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 17.3.2.1 be amended to read—
 “The Association supports the use of the Teaching Quality Standard, the Leadership Quality Standard and the Superintendent Leadership Quality Standard.”

Note—At the time of this original policy, the new professional practice standards had not yet been implemented. This policy is not yet achieved, however, as the application of these foundational documents and the spirit behind their development and use remain inconsistent.

17.3.2.1 *The Association [~~should support~~] supports the [~~implementation and~~] use of the Teaching Quality Standard, the Leadership Quality Standard and the Superintendent Leadership Quality Standard.*

[2019, 2020]

1-122/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.1.0.1 be reaffirmed.

Note—At its heart, the Association is a democratic organization. The collective voice of Alberta teachers must be reflected in Association policy, which is formulated through a democratic process.

21.1.0.1 The Association, through the democratic interaction of its members, is the collective voice of Alberta teachers in matters of education.

[1963]

1-123/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.1.0.2 be reaffirmed.

Note—Cooperation with other education partners can be useful in achieving the goals of the Association, but when the goals of education partners diverge from those of the Association, the Association must focus on advancing its own goals.

21.1.0.2 The Association cooperates with other education partners for the betterment of education but reserves the right to hold and to advance its own point of view.

[1963]

1-124/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.1.0.3 be reaffirmed.

Note—For the teaching profession to speak freely and honestly about government policies that teachers believe are in the best interest of students, the teaching profession and public education, the Association must be governed entirely by teachers.

21.1.0.3 A politically and professionally independent teaching force is essential to the maintenance of a free society.

[1963]

1-125/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.1.0.4 be reaffirmed.

Note—The Association's support for other like-minded organizations can assist in accomplishing the goals of the Association. This is also one of the objects of the Association as identified in section 4 of the *Teaching Profession Act*.

21.1.0.4 The Association supports other organizations in achieving goals compatible with the objects and policies of the Association.

[1988]

1-126/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.1.0.5 be reaffirmed.

Note—In order for the Association to retain independence from external control, it must retain its right to decide the composition of its membership. This is fundamental to what defines a profession.

21.1.0.5 The Association has the right to decide who can be a member of the organization.

[1966]

1-127/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.1.0.6 be reaffirmed.

Note—Given their knowledge and experience of the classroom context, teachers are best positioned to determine what constitutes professional conduct and how to appropriately address unprofessional conduct in the best interests of students, the public and the teaching profession.

21.1.0.6 The Association is responsible for, and remains committed to, overseeing the professional conduct of its active members.

[1963]

1-128/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.1.0.7 be reaffirmed.

Note—Given their specialized pedagogical skills and training and their knowledge of the context of the classroom, teachers are best suited to oversee the teaching practice of teachers.

21.1.0.7 The Association is responsible for, and remains committed to, overseeing the teaching practice of its active members and for ensuring that the public is appropriately involved in that process.

[1963]

1-129/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.1.0.8 be reaffirmed.

Note—The teaching profession, consisting of teachers with special pedagogical skills and training, should have the responsibility of determining professional standards related to teaching. Standards of professionalism determined by others would not appropriately take into account the current classroom context.

21.1.0.8 The public interest and the teaching profession are best served when teachers belong to a self-governing, unitary organization that is responsible for upholding the highest standards of professionalism.

[2018]

1-130/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.1.0.9 be reaffirmed.

Note—The teaching profession is stronger as a collective voice for all teachers.

21.1.0.9 The Association uses all necessary means and resources to oppose any effort to divide or diminish its membership or to reduce the scope of its objects, authority or activities.

[1978]

1-131/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 21.2.1.1 be reaffirmed.

Note—Although there is other legislation that informs the work of the Association, the foundational document that gives the Association its mandate and constitutional structure is the *Teaching Profession Act*. The interests of public education in Alberta are best served by having the profession organized and governed by the *Teaching Profession Act*.

21.2.1.1 *The Teaching Profession Act is, and should continue to be, the legal framework within which the Association functions.*
[1971]

1-132/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.1.2 be reaffirmed.

Note—The Association's operations are financed and governed by its members.

21.2.1.2 *The Association is a self-governing body financed by membership fees set in accordance with the bylaws of the Association.*
[1971]

1-133/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.2.1 be reaffirmed.

Note—Any teacher, school leader or system leader who is required to hold a teaching certificate to work in Alberta (for any school authority, government department or other organization) should be an active member of the Association.

21.2.2.1 *All certificated teachers engaged in pre-K–12 education in Alberta should be active members of the Association.*
[1971]

1-134/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.2.2 be reaffirmed.

Note—Instruction is not limited to the duties of a classroom teacher. All instruction requires specialized pedagogical skills and, as such, should require a teaching certificate and membership in the Association.

21.2.2.2 *People employed by agencies offering instructional services under contract to school authorities should be certificated teachers and members of the Association.*
[1976]

1-135/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.2.3 be deleted.

Note—This policy is covered by policy 21.2.2.1.

21.2.2.1 *All certificated teachers engaged in pre-K–12 education in Alberta should be active members of the Association.*
[1971]

21.2.2.3 *The Government of Alberta should require teachers employed by charter and private schools to be active members of the Association and, as such, subject to practice review and the Code of Professional Conduct.*
[1995]

1-136/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.2.4 be reaffirmed.

Note—Although covered by policy 21.2.2.1, the specific focus on chief and chief deputy superintendents in this policy should be maintained.

21.2.2.1 *All certificated teachers engaged in pre-K–12 education in Alberta should be active members of the Association.*
[1971]

21.2.2.4 *The Government of Alberta should amend the Teaching Profession Act to require superintendents and chief deputy superintendents appointed by school authorities to be active members of the Association.*
[1975]

1-137/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.2.5 be reaffirmed.

Note—This helps to promote a unified profession and ensures a connection among all individuals who provide support to public education in Alberta.

21.2.2.5 *The Association encourages all professionals who provide support to public education in Alberta but are not eligible for active membership to become associate members of the Association.*
[1971]

1-138/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.3.1 be reaffirmed.

Note—The expectations of society are an important consideration for the direction of public education. Monitoring and responding to changing societal context is essential for teachers, school leaders and their professional Association.

21.2.3.1 *The Association appraises the expectations of society and recommends how Alberta's educational system should change to meet those expectations.*
[1969]

1-139/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.3.2 be reaffirmed.

Note—Teachers' knowledge of curricular outcomes, instruction and assessment practices and their ongoing relationship with their students put teachers in the best position to assess and report on student achievement.

21.2.3.2 *The Association promotes and enhances the paramount role that teachers play in assessing and reporting on student achievement.*
[1993]

1-140/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.3.3 be reaffirmed.

Note—When teaching improves, students benefit, society benefits and confidence in public education and teachers increases.

21.2.3.3 *The Association, as required by the Teaching Profession Act, remains committed to improving teaching in Alberta.*
[2014]

1-141/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.3.4 be amended to read—
“The Association should determine, establish and uphold the standards of professional practice of its members.”

Note—Given their specialized pedagogical skills and training, knowledge of current research regarding best practice and knowledge of the context of the classroom, teachers are best suited to establish and police the professional practice of other teachers.

21.2.3.4 *The Association should determine, establish and [monitor] uphold the standards of professional practice of its members.*
[1985]

1-142/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.4.1 be reaffirmed.

Note—Other organizations should not be able to determine which members of the teaching profession will represent the profession. The Association’s naming such members ensures that the democratic voice of teachers is exercised.

21.2.4.1 *The Association has the right to name all members representing the teaching profession on government advisory bodies, boards and committees.*
[1985]

1-143/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.4.2 be reaffirmed.

Note—The voice of teachers must be heard on these committees to ensure that decisions are made with input from the people undertaking a core element of the function of K–12 education—
instructing students.

21.2.4.2 *The Government of Alberta should ensure that the Association is represented on all government committees, boards, working groups and advisory bodies that make decisions affecting K–12 education in Alberta.*
[1967]

1-144/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.4.3 be amended to read—
“The Association communicates with labour and societal allies with a view to acting on issues of common concern.”

Note—There are areas of common interest among the Association and other labour organizations (such as Alberta Union of Provincial Employees). Working together on these common areas can help yield positive outcomes for teachers.

21.2.4.3 *The Association communicates with [the Alberta Federation of Labour] labour and societal allies with a view to acting on issues of common concern.*
[1974]

1-145/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.4.4 be reaffirmed.

Note—This structure allows for the best possible representation of the interests of Alberta teachers regarding issues that face all teachers in Canada.

21.2.4.4 *The Canadian Teachers’ Federation, of which the Association is a member, should*

1. *function as a federation of provincial and territorial associations and, as such, deal with provincial and territorial associations rather than with individual teachers;*
2. *render reasonable assistance, upon request, to provincial and territorial associations on such matters as pension, salaries, tenure, legislation and regulations, teacher education, collective bargaining, curriculum, federal aid, communications, educational finance, research and international education; and*
3. *ensure that its standing and special committees consist, as far as possible, of representatives drawn from all parts of the country.*
[1921]

1-146/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.5.1 be reaffirmed.

Note—The public interest must be protected in order to maintain confidence in the public education system; however, members whose conduct is being investigated must receive a fair process throughout the investigation to promote member confidence in the Association’s process.

21.2.5.1 *In overseeing professional conduct, the Association must protect the public interest as well as guarantee that members whose conduct is being investigated receive natural justice.*
[1984]

1-147/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.5.2 be amended to read—
“Teachers accused of unprofessional conduct are entitled to a hearing before their peers in accordance with the rules of natural justice.”

Note—The people making the final decision about the possible unprofessional conduct of a member should be those who are knowledgeable about the current classroom context.

21.2.5.2 *Teachers accused of [professional misconduct] unprofessional conduct are entitled to a hearing before their peers in accordance with the rules of natural justice.*
[1971]

1-148/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.6.1 be amended to read—
“Teachers accused of failing to meet the applicable quality standard(s) are entitled to a hearing before their peers in accordance with the rules of natural justice.”

Note—The people making the final decision about the professional practice of a member should be those who are knowledgeable about

the standards of professional practice and the current classroom context.

21.2.6.1 *Teachers accused of [~~unskilled practice~~] failing to meet the applicable quality standard(s) are entitled to a hearing before their peers in accordance with the rules of natural justice.*
[1971]

1-149/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.7.1 be reaffirmed.

Note—School climate is improved when teaching colleagues maintain positive and healthy relationships. The Association’s assisting in these matters is consistent with its legislated mandate to improve the teaching profession in Alberta.

21.2.7.1 *The Association is responsible for assisting, advising and mediating on matters involving the professional relations of members.*
[1983]

1-150/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.7.2 be reaffirmed.

Note—Conflicts are often best resolved between those individuals involved in the conflict. If attempts are unsuccessful, Association involvement can assist in resolving the conflict to promote a healthy professional relationship and to help create a positive working and learning environment.

21.2.7.2 *Teachers whose professional relationships are imperiled by a dispute and who have tried, unsuccessfully, to resolve the matter on their own, should submit the dispute to the Association.*
[1983]

1-151/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.8.1 be reaffirmed.

Note—Helping the public understand the complex work of teaching and the work of teachers in schools that are continually becoming more complex is essential to building and advocating for improved public education.

21.2.8.1 *The Association uses the media to inform Albertans about the professional roles and responsibilities of teachers.*
[1970]

1-152/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.8.2 be reaffirmed.

Note—The Association must work to ensure that it is seen as an organization that adequately polices the conduct and competence of its members while ensuring they receive a fair process.

21.2.8.2 *The Association endeavours to increase public awareness of its responsibility to ensure natural justice for its members.*
[1991]

1-153/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.9.1 be amended to read—
“Teaching involves the specialized application of knowledge, skills and attitudes to meet the educational needs of individual students.”

Note—Teaching is more than simply the delivery of curricular knowledge from the teacher to the student. The competencies in the new professional practice standards refer to *knowledge, skills and attitudes*; *attributes* was used in the previous Teaching Quality Standard.

21.2.9.1 *Teaching involves the specialized application of knowledge, skills and [~~attributes~~] attitudes to meet the educational needs of individual students.*
[1971]

1-154/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.9.2 be reaffirmed.

Note—Although many of these functions are listed as statutory duties of teachers and competencies in the professional practice standards, it is important to maintain this in policy as the Association’s belief about what the current and future standards should include.

21.2.9.2 *Teaching involves, among other functions,*
1. *understanding and adhering to legislation and policies;*
2. *identifying and responding to students’ learning needs;*
3. *providing effective and responsive instruction;*
4. *assessing and reporting on student learning;*
5. *developing and maintaining safe, respectful environments conducive to learning;*
6. *establishing and maintaining professional relationships; and*
7. *engaging in reflective professional practice.*
[1971]

1-155/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.9.3 be reaffirmed.

Note—As professionals, teachers require input into these decisions because they will impact their conditions of practice. Additionally, teachers should seek to provide input into these decisions in order to create the best teaching and learning conditions possible, based on their professional judgment. This is consistent with the Declaration of Rights and Responsibilities for Teachers.

21.2.9.3 *Teachers have the right to participate in all decisions affecting them and their work and a corresponding obligation to provide meaningful input.*
[1971]

1-156/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.9.4 be reaffirmed.

Note—Teachers are best suited to determining what instructional activities, assessment practices and resources they should use to meet the learning needs of their students. This is consistent with the Declaration of Rights and Responsibilities for Teachers.

21.2.9.4 *Teachers are responsible for choosing the learning activities involved in realizing the goals of education.*
[1967]

1-157/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.9.5 be reaffirmed.

Note—Teachers know the specific context of their students and school community and should be able to apply their professional judgment to best meet the specific needs of their students given this context. This is consistent with the Declaration of Rights and Responsibilities for Teachers.

21.2.9.5 *The educational interests of students are best served when teachers are allowed to exercise their professional judgment.*
[1971]

1-158/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.9.6 be amended to read—
“If a conflict arises between a teacher’s professional responsibilities and the demands of an employing school authority, the teacher should give priority to their professional responsibilities by protesting the demands of the employing school authority through proper channels in a timely manner.”

Note—The amendment articulates an appropriate way for a teacher to express their professional concerns about any demand by their employer.

21.2.9.6 *If a conflict arises between a teacher’s professional responsibilities and the demands of an employing school authority, the teacher should give priority to their professional responsibilities by protesting the demands of the employing school authority through proper channels in a timely manner.*
[1971]

1-159/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.1.1 be reaffirmed.

Note—A new teaching profession act has the potential to drastically shift the landscape of the teaching profession, and as such, a representative assembly should review any such act prior to approval by Provincial Executive Council in order to ensure the democratic voice of teachers is heard.

21.3.1.1 *Provincial Executive Council will not give final approval to the principles for a new teaching profession act until a representative assembly of the Association has had an opportunity to review them.*
[1986]

1-160/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.2.1 be reaffirmed.

Note—The specific criteria and procedures for this matter are included in the Association’s administrative guidelines.

21.3.2.1 *Upon application and with the approval of Provincial Executive Council, the Association reimburses members, in whole or in part, for legal costs that they may have incurred in defending*

themselves in the courts of Alberta against charges that they have committed an offence against a pupil while carrying out their duties as teachers.
[1970]

1-161/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.2.2 be amended to read—
“The Association provides representation, including legal counsel when necessary, to members who have had a complaint laid against them under the Practice Review of Teachers and Teacher Leaders Regulation.”

Note—This amendment is necessary to reflect the change in name of the regulation from the Practice Review of Teachers Regulation to the Practice Review of Teachers and Teacher Leaders Regulation, to which certificated teachers who are not active members of the Association would be subject. Additionally, the amendment ensures that a teacher who would receive the representation must be a member.

21.3.2.2 *The Association provides representation, including legal counsel when necessary, to [teachers] members who have had a complaint laid against them under the Practice Review of Teachers and Teacher Leaders Regulation.*
[1988]

1-162/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.2.3 be reaffirmed.

Note—A teacher acquitted of such charges has been cleared of criminal charges in court but may also require support to address defamation of the teacher by members of the community.

21.3.2.3 *The Association will, upon the request of a member acquitted on charges of assault or abuse in connection with the performance of their professional duties, continue to provide support to the member in the form of an action for defamation and recovery of legal fees.*
[1990]

1-163/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.2.4 be reaffirmed.

Note—This sends a message that teachers are supported by the Association if they suffer abuse at work.

21.3.2.4 *The Association supports members who were injured while performing their professional duties and wish to pursue legal action against the perpetrators.*
[1991]

1-164/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.2.5 be reaffirmed.

Note—The Association assesses the level of support available to members who have demonstrated their commitment to the profession by maintaining the highest level of membership possible. Members who elect a lower level of membership (and who contribute less to the Association financially as a result) should not be entitled to the

same level of support as members who elect the highest level of membership possible.

21.3.2.5 *The Association may provide legal services to associate members provided that they have elected the highest level of membership available to them.*

[2007]

1-165/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.3.1 be amended to read—
“The Association provides field service to locals that focuses on the following areas:

1. Grievances
2. Unprofessional conduct investigations
3. Training and professional development for local officials
4. Help and advice in developing local programs and setting priorities
5. Help in developing and controlling a budget
6. Help in orienting school representatives”

Note—The Association assists with training and professional development for local officials on an ongoing basis throughout the school year, not only at Summer Conference.

21.3.3.1 *The Association provides field service to locals that focuses on the following areas:*

1. Grievances
2. [~~Professional misconduct~~] **Unprofessional conduct** investigations
3. Training **and professional development** for local officials [~~at Summer Conference~~]
4. Help and advice in developing local programs and setting priorities [~~among them~~]
5. Help in developing and controlling a budget
6. Help in orienting school representatives

[1972]

1-166/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.4.1 be reaffirmed.

Note—An induction program is an important part of ensuring teachers new to the teaching profession are aware of their obligations to the teaching profession.

21.3.4.1 *Locals are urged to conduct orientation and induction programs to give teachers practising for the first time in Alberta an understanding of the Association, professionalism, professional ethics and related matters.*

[1967]

1-167/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.5.1 be reaffirmed.

Note—This is consistent with one of the objects of the Association as set out in section 4(b)(iv) of the *Teaching Profession Act*: “to improve the teaching profession by organizing and supporting groups that tend to improve the knowledge and skill of teachers.”

21.3.5.1 *The Association encourages each teacher to become a member of a specialist council.*

[2003]

1-168/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.6.1 be reaffirmed.

Note—This is consistent with one of the objects of the Association as set out in section 4(b)(iv) of the *Teaching Profession Act*: “to improve the teaching profession by organizing and supporting groups that tend to improve the knowledge and skill of teachers.”

21.3.6.1 *In accordance with its responsibility for teachers’ conventions, the Association provides assistance to convention associations.*

[1967]

1-169/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.7.1 be reaffirmed.

Note—This policy should be maintained to elaborate on what is included in the bylaws concerning recognition to those who have given meritorious service to the teaching profession or to the advancement of education. More specific criteria for the selection of honorary members is included in the administrative guidelines.

21.3.7.1 *Provincial Executive Council grants at least one honorary membership each year to a former active member of the Association and may grant one honorary membership each year to an individual who has not been an active member of the Association.*

[2000]

1-170/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.3.8.1 be deleted.

Note—The Association already equips its staff to understand and fulfill the organization’s obligations as detailed in the *Teaching Profession Act*. Such training is best conducted internally and operationally.

21.3.8.1 *The Association should equip its staff to understand and fulfill the organization’s obligations as detailed in the Teaching Profession Act.*

[2016]

Local Resolutions

2-1/22 (Administrative Procedure) Calgary Public Teachers

Be it resolved that a minimum of 15 days prior to a provincial general election, the Association publish to the general public an evaluation of each registered political party's campaign platform, assessing how well each platform aligns with the policy positions of the Association.

Note—This type of policy analysis would be exceptionally useful to the general public as well as our own members in ascertaining how well each party's policies are aligned with the aims and objectives of the Association.

2-2/22 (Immediate Directive) Calgary Public Teachers

Be it resolved that the Government of Alberta create and facilitate a process whereby continuous contract teachers may, at the teacher's discretion, apply for a transfer from one school authority to another without the loss of their continuous contract status.

Note—Teacher mobility within the province of Alberta is substantially limited by the damage it does to one's job security. While it is recognized that the decisions of one school division should not be binding on another, if a teacher is assessed to have met the Teaching Quality Standard (TQS) in one school division, why should organizational time and resources be devoted to another evaluation when the teacher moves to another division? Maintaining a teacher's continuous contract status recognizes that teacher for having met the TQS and removes barriers to that teacher meeting their family's needs in the event that a relocation is necessary.

2-3/22 (Long-Term Policy) Calgary Public Teachers

Be it resolved that policy 2.3.1.1 be deleted.

Note—This policy is unnecessary in the context of contemporary education in Alberta. The Association has no agency as regards this issue. Removing this from policy has no impact on parents' current rights and entitlements—rather, it simply means that the Association will no longer take a position on this issue.

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

2-4/22 (Long-Term Policy) Calgary Public Teachers

Be it resolved that policy 2.2.14.1 be deleted.

Note—This policy is unnecessary in the context of contemporary education in Alberta. This is already done in the majority of schools across the province, but the complexity of this task in the context of cross-curricular outcomes makes this an unreasonable workload burden in most cases. Deletion of the policy would mean that the Association is simply taking no position on the matter.

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

2-5/22 (Long-Term Policy) Calgary Public Teachers

Be it resolved that policy 19.2.5.5 be amended to read—
“School authorities should be required to compensate full-time, part-time and substitute teachers who have incurred physical or psychological injuries as a result of their work duties for lost salary; legal costs; and medical, vision care and dental expenses not covered by the teacher's benefit plan.”

Note—This clarification is important in order to distinguish that injuries can occur in myriad scenarios outside of dealing with students. It is also important to recognize both physical and psychological injuries in policy to ensure that they are treated equally and compensated equally.

19.2.5.5 *School authorities should be required to compensate full-time, part-time and substitute teachers who have ~~[been injured while dealing with students in their care]~~ incurred physical or psychological injuries as a result of their work duties for lost salary; legal costs; and medical, vision care and dental expenses not covered by the teacher's benefit plan.*
[1970, 2021]

2-6/22 (Administrative Procedure) Calgary Public Teachers

Be it resolved that notwithstanding sections 3.3 and 3.5 of the Rules of Order and Procedure of the Association, a suspension of the rules of order at the Annual Representative Assembly for the purpose of removing a resolution from a block of resolutions described in policies 1.3.1.6 and 1.3.1.7 shall require only a simple majority.

Note—Resolutions removed from the block at the Annual Representative Assembly that are amended on the floor require only 50 per cent plus one support to pass such amendments. The local believes that 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.*
[2013, 2020]

1.3.1.7 *Locals will be provided with an opportunity to vote, at the same rate as for electoral ballots, on Provincial Executive Council's position on resolutions arising from the six-year review of policy. When two-thirds of the vote favours Council's position, the resulting resolutions will be moved in a block to be dealt with by the Annual Representative Assembly.*
[2013, 2020]

2-7/22 (Immediate Directive)**Calgary Public Teachers**

Be it resolved that the teachers of Alberta reaffirm their nonconfidence in the current Minister of Education, Adriana LaGrange.

Note—Teachers continue to be frustrated with the lack of engagement this minister has elected to practise with the Association and with stakeholders related to the draft K–6 curriculum. The inattention and dismissive attitude of the minister to teachers and the concerns of teachers are completely unacceptable.

2-8/22 (Immediate Directive)**Calgary Separate School**

Be it resolved that school authorities have the responsibility to ensure the formation of student-led gay–straight alliances in a timely manner.

Note—While gay–straight alliances (GSAs) are permitted to exist in legislation, delays occur in their formation. Schools may say “yes” to a student but then delay the start of the club by requiring a significant number of steps before a club can begin. A reasonable timeline ensures that vulnerable students can be supported. Anecdotally, teachers feel intimidated and fear reprisal when pushing to support these clubs. A reasonable timeline further protects teachers from appearing to have an agenda. GSAs in our school board already exist, and so the framework and supportive colleagues are in place to support new GSAs.

2-9/22 (Long-Term Policy)**Edmonton Public Teachers**

Be it resolved that policy 9.2.1.1 be deleted.

Note—Policy 9.2.1.2 already recognizes the historical and constitutional legitimacy of the separate school system. This policy singles out one form of religious education for special protection. The Association has always been able to fully support the separate school system and its teachers without this policy.

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

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

2-10/22 (Immediate Directive)**Edmonton Public Teachers**

Be it resolved that the Association urge the Government of Alberta to include a minimum of three credits in Indigenous studies as part of the high school diploma credits and credentials requirements, in addition to infusing Indigenous culture, perspectives and knowledge into all K–12 curriculum.

Note—The Teaching Quality Standard (TQS) and the Truth and Reconciliation Commission of Canada 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 no assurance that students will receive this opportunity. The mandatory course requirement in Indigenous studies will provide focused learnings related to Indigenous ways of knowing, in addition to incorporating Indigenous ways of knowing into all subject areas and grade levels, and would be a meaningful step toward reconciliation.

2-11/22 (Immediate Directive)**Edmonton Public Teachers**

Be it resolved that convention associations make their constitutions and guidelines available to members online, either on their own website or on the Association website in a separate section for convention authorities.

Note—Teachers have the right to be able to access the constitution and guidelines of the convention association they belong to and pay fees into. Much like locals posting their constitutions and guidelines in the interest of transparency, posting these in the members-only area will accomplish this while maintaining security. As well, this will provide some clarity for those teachers who might be interested in getting involved in their own convention authority and provide some clarity as to what it involves and potential incentives.

2-12/22 (Immediate Directive)**Edmonton Public Teachers**

Be it resolved that collective agreements negotiated by the Association should specify that the appropriate grid salary for a substitute teacher be equal to 1/175 of that of a teacher having the same grid placement.

Note—As substitute teachers are not paid for noninstructional days, the daily rate of pay for a substitute teacher should be proportional to the number of instructional days in a school year. If they worked as many instructional days as possible, a substitute teacher should earn the same salary as a contracted, full-time teacher with the same grid placement.

2-13/22 (Long-Term Policy)**Edmonton Public Teachers**

Be it resolved that policy 19.3.14.1 be amended to read—
“Collective agreements negotiated by the Association should specify that substitute teachers are entitled to a daily salary of not less than 1/175 of that of a teacher having the same grid placement.”

Note—For a day’s work, a substitute teacher should earn the same salary as a contracted, full-time teacher with the same grid placement.

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 [1/175] 1/175 of that of a teacher having the same grid placement. [1970, 2021]

2-14/22 (Long-Term Policy)**Edmonton Public Teachers**

Be it resolved that policy 19.3.14.5 be amended to read—
“Collective agreements negotiated by the Association should specify that substitute teachers are to be assigned only the scheduled supervisory and instructional duties of the teacher

they are substituting for, with the exception of supervision scheduled to occur before the first instructional block.”

Note—This amendment is meant to clarify the original intent of the policy. Substitute teachers must not be assigned more duties, either supervisory or instructional, than the teacher whom they are replacing. If the regular teacher is scheduled to have unassigned time, the substitute teacher is entitled to that time as well.

19.3.14.5 *Collective agreements negotiated by the Association should specify that substitute teachers are to be assigned only the scheduled supervisory and instructional duties of the [regular] teacher they are substituting for, with the exception of supervision scheduled to occur before the first instructional block.*
[1970, 2021]

2-15/22 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that the Association promote racial equity in positions within the profession where underrepresentation has been identified.

Note—The profession should be representative of the society in which Albertans live. Racial- and ethnic-minority staff within their institutions/buildings face discrimination, and this need for change must be seen and reflected within the Association. Through the awareness of intersectionality, racial equity needs to be mentioned, addressed and highlighted.

2-16/22 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that school authorities promote racial equity in positions where underrepresentation has been identified.

Note—Students would benefit from attending schools that are diverse and reflective of society. Schools, which, like most workplaces, are diverse in nature, will also benefit from a balanced leadership and a larger pool of talent from which to select their leaders. Racial- and ethnic-minority staff within their institutions/buildings face discrimination, and this need for change must be seen and reflected within the Association. Through the awareness of intersectionality, racial equity needs to be mentioned, addressed and highlighted.

2-17/22 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that school authorities promote racial equity in school and system leadership positions by

1. developing and communicating promotion policies ensuring that employees, regardless of race, 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. Racial- and ethnic-minority staff within their institutions/buildings face discrimination, and this need for change must be seen and reflected within the Association. Through the awareness of intersectionality, racial equity needs to be mentioned, addressed and highlighted.

2-18/22 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that school authorities develop clear, explicit and comprehensive policies that address the health, safety and employment concerns of racially and ethnically diverse staff.

Note—All teachers should be treated with dignity and respect and feel safe in their working environment. Racial- and ethnic-minority staff within their institutions/buildings face discrimination, and this need for change must be seen and reflected within the Association. Through the awareness of intersectionality, racial equity needs to be mentioned, addressed and highlighted.

2-19/22 (Immediate Directive)
Parkland Teachers’

Be it resolved that school leaders make their best efforts to include regular teacher preparation time in teachers’ schedules.

Note—Teachers can be most effective when they have preparation time built into their schedule, and preparation time is most effective when it is allocated in a balanced way over the course of the school year. This resolution acknowledges this and encourages school leaders to build regular preparation time into teaching schedules wherever possible.

2-20/22 (Immediate Directive)
Parkland Teachers’

Be it resolved that the Association urge school authorities to prioritize reducing teacher workload tasks when implementing wellness strategies.

Note—Personal wellness is a very individual concept and, as a result, differs from person to person. While planned wellness activities, events and workshops are welcomed and may benefit some teachers, this is not the case for every teacher. The one thing that is universal among all teachers and that affects their wellness is increased workload of tasks that do not directly relate to teaching in the classroom. By focusing on finding creative ways to reduce teacher workload tasks, wellness initiatives would have a strong impact on a larger number of teachers.

2-21/22 (Immediate Directive)
Parkland Teachers’

Be it resolved that the Association establish a comprehensive and focused professional development and mentorship program for beginning teachers.

Note—While teacher preparation programs provide preservice teachers with a background in education, they are not teacher training programs, and there are many aspects of the profession that are “learned on the job.” This program would provide new teachers with a more concentrated and sustained focus on classroom management, assessment and pedagogy over the first three years of their teaching careers. This program would help develop more confident and successful teachers and reduce the number of teachers who leave the profession within the first five years. The program would also greatly benefit the experienced teachers who mentor the beginning teachers.

2-22/22 (Immediate Directive)
Parkland Teachers'

Be it resolved that the Association advocate for improved communication between service providers (educational bodies, government departments, police services and contracted service providers) to improve outcomes for students and their families.

Note—Many students in our public school systems are being supported by other service providers, and in many cases, communication between providers is poor. This can lead to poor outcomes for students and missed opportunities for the coordination of early and critical supports and interventions. Poor communication is often compounded by students moving between jurisdictions (eg, school divisions, provinces, countries) at times when students are especially vulnerable. We would like to see improved communication between all service providers to better support these students.

2-23/22 (Immediate Directive)
Edmonton Catholic Teachers

Be it resolved that the Association urge the Government of Alberta to reinstate full (100 per cent) student funding for fourth- and fifth-year high school students.

Note—Many may consider fourth- and fifth-year students to be only those upgrading or seeking a course or two to complete high school, when in reality many students who require additional years of high school are outreach and English language learning students who have faced many barriers on their journey of high school completion in Alberta and require additional time and supports. The cuts to the fourth-year (50 per cent of the high school base rate) and fifth-year (25 per cent of the high school base rate) student funding have ultimately reduced mental health supports and resources that would help these marginalized and vulnerable students. Often fourth- and fifth-year students enter high schools with few or no credits.

2-24/22 (Immediate Directive)
Edmonton Catholic Teachers

Be it resolved that the Association assume the responsibility of providing the training required for teachers to acquire Alberta leadership certification.

Note—Teachers who have completed their master's programs are now required to take extra courses to complete the requirements for the Leadership Quality Standard. The Association should be accredited to deliver the required programs for these teachers to complete the required training.

2-25/22 (Immediate Directive)
Edmonton Catholic Teachers

Be it resolved that the Association urge the Government of Alberta to provide mental health supports in every school at the expense of Alberta Health Services. Supports could come in the form of mental health therapists, family-school liaison workers and psychologists and would be based on the number of students and the needs of the school.

Note—Since the pandemic began, there is much data and research that shows the increase of mental health issues in schools and the social/emotional gaps seen in learning and maturity of students in all grades. Support for teachers in these areas would be far reaching.

2-26/22 (Immediate Directive)
Red Deer City

Be it resolved that all convention associations make a general ledger document available to local presidents and the convention representatives of the locals that they provide a convention for on April 30 of the same year for the previous 12 months. In addition to the general ledger document, all outstanding debts need to be provided and itemized.

Note—In order for there to be transparency between locals and their convention board, there needs to be a very thorough communication of what the convention board used their money for. With all conventions concluded by the end of March, asking for an April 30 deadline is allowing an additional month for the convention boards to generate a simple general ledger document, with proper categorization, to all of the locals that they provide a convention for. The timeline for the sharing of general ledger documents is based on the premise that these should be shared prior to any election of teacher convention positions.

2-27/22 (Administrative Procedure)
Red Deer City

Be it resolved that the Annual Representative Assembly agenda for both Saturday and Sunday run from 0900 to 2100 with two, 90-minute breaks for lunch and dinner. If Monday is believed to still be scheduled, it can go from 0900 to 1700.

Note—The schedule for the Annual Representative Assembly (ARA) needs to be adjusted to prevent irrational voting behaviour late at night. The typical completion of our discussion on Saturday between 1700 and 1800 and going past midnight the following night makes very little sense. There should be intent that both nights are equally as late. While social interaction draws many to stand against this, the underlying purpose and aim of ARA does not involve social interaction.

2-28/22 (Immediate Directive)
Red Deer City

Be it resolved that the Association take a leading role in the creation and facilitation of a national standard of teaching certification that can be used across Canada.

Note—The adoption, at the 2021 Annual Representative Assembly, of a resolution creating a panel to support the certification and credentialing of foreign-trained teachers in Alberta creates an onus on us to support other teachers within Canada in seeking credentials to work in Alberta. This also creates a conundrum, in that the Association is effectively signalling that it provides full support for the recruitment and certification of teachers (and through their careers) from elsewhere, but minimal support is offered to teachers within Alberta who wish to teach elsewhere in Canada or the world.

2-29/22 (Immediate Directive)
Red Deer City

Be it resolved that the Association's instructor corps develop three Association instructor sessions (finances as a substitute teacher, benefits as a substitute teacher, liability as a substitute teacher) that are specifically built to be administered to substitute teachers.

Note—Substitute teachers comprise approximately 18 per cent of Alberta public education teachers. Many teachers first enter the profession as part of this number. Involvement in a session specifically developed to consider their needs will improve their initial experiences as substitute teachers.

2-30/22 (Administrative Procedure)

Red Deer City

Be it resolved that the Association take one of two paths regarding the celebration of religion within education: the Association either (1) will not celebrate, at a provincewide level, Catholic Education Week or National Catholic Education Day, or (2) will celebrate education days/weeks for all religions within Alberta whose memberships are greater than 1 per cent of the population.

Note—Catholic Education Week and National Catholic Education Day are celebrations that teachers and divisions are free to engage in. If the Association is going to promote such events (for religions whose following is greater than 1 per cent of the Alberta population), it also needs to celebrate a Christian Education Week, a Muslim Education Week, a Sikh Education Week, a Buddhist Education Week and a Hindu Education Week. According to the 2011 census, the last completed census with religious information, these religions make up 36 per cent, 3.1 per cent, 1.5 per cent, 1.3 per cent and 1.0 per cent of the Alberta population.

2-31/22 (Immediate Directive)

Red Deer City

Be it resolved that the Association urge the Government of Alberta and the Government of Canada to ensure that any teacher employed at a public or separate school is not required to sign contracts, or other documentation, with faith-based morality (or other morality) clauses that violate their human rights or the human rights of others.

Note—There are currently divisions that require teachers to sign morality clauses regarding who they are living with and their sexual orientation. The Association needs to make it clear to all boards that have such morality clauses in their contracts that the boards are discriminating in a manner that the vast majority of society would disagree with.

2-32/22 (Administrative Procedure)

Red Deer City

Be it resolved that the Association, when next negotiating with the executive staff, professional staff and support staff, will see that the salary increases to these groups are identical to the salary increases negotiated for all teachers across the province in the same time frames.

Note—All three of these negotiating groups received salary increases in both the fall of 2018 and the fall of 2019. There were no increases to the salary grids of any locals within Alberta at this same time. While the Association might argue that these salary increases are an example to our government, it has been so long since the teachers of this province have received an increase in salary that it is rather frustrating when our leaders can negotiate for increases in salaries for themselves, but not for the people they are leading.

Provincial Executive Council Resolutions

3-1/22 (Administrative Procedure)

Provincial Executive Council

Be it resolved that the Disposition of Immediate Directives submitted to the 2022 Annual Representative Assembly be approved.

Note—Policy 1.3.1.12 calls for a report on the proposed disposition of policies passed by the 2021 Annual Representative Assembly to be submitted to the 2022 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]

3-2/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 1.3.7.7 be amended to read—
“When a substitute teacher is required to spend a school day on Association business, the Association pays for their time at the highest daily rate for substitute teachers within the province.”

Note—Currently, the Association pays substitute teachers on the basis of what a substitute teacher would be paid in each school authority.

1.3.7.7 When a substitute teacher is required to spend a school day on Association business, the Association pays for their time at [an average rate of substitute pay] the highest daily rate for substitute teachers within the province. [1986, 2020]

3-3/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that the Government of Alberta resume the practice of collecting and sharing data on teacher workforce trends, including projections for demand and the identification of subject-area gaps.

Note—Workforce planning can help to identify gaps in grade and subject areas and can assist school authorities and faculties of education in planning ahead. Given the current landscape in education, it would be prudent for the government to turn its attention once again to attracting and retaining teachers in order to ensure a strong public education system.

3-4/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that the Government of Alberta meaningfully consult with the Association on any review, amendment or redevelopment of the professional practice standards.

Note—The Association played a key role in the development and implementation of the current Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS). The Association continues to

have an ongoing and vital interest in the TQS and LQS, primarily in supporting members to demonstrate consistently on a day-to-day basis that they are meeting the standard in question and fulfilling other requirements contained within the Teacher Growth, Supervision and Evaluation Policy. Further, for changes to be uniformly implemented across the province, it is important for the Association to be aware of them, make members aware of them and adjust programs and processes accordingly.

3-5/22 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.2.2.2 be amended to read—
“The Government of Alberta, in collaboration with the education partners, should develop and maintain a collection of teaching and learning resources, including curricula developed locally, that teachers can draw upon to teach the curriculum at all grades and that accurately reflects the knowledge and perspectives of Indigenous Peoples.”

Note—Infusing, incorporating or including Indigenous knowledge and perspectives into curriculum, and teaching and learning resources, implies the process or action of embedding knowledge and perspectives that is less than the status quo. Accurately reflecting Indigenous knowledge and perspectives in all grades aligns with the professional practice standards and Truth and Reconciliation Commission of Canada’s Calls to Action.

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

3-6/22 (Administrative Procedure)

Provincial Executive Council

Be it resolved that policy 1.3.6.3 be amended to read—
“The Association displays the Canadian flag, Alberta flag, Treaty flag and Métis flag at Barnett House and the Southern Alberta Regional Office.”

Note—The proposed amendment includes the Southern Regional Alberta Office to ensure that the Canadian flag, Alberta flag, Treaty flag and Métis flag are displayed at both offices of the Association. The appropriate Treaty flag(s) will be displayed at Barnett House and the Southern Alberta Regional Office to accurately reflect the Treaty area.

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

3-7/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.6.1 be amended to read—
“The Government of Alberta should urge the Government of Canada to ensure that the per-student funding that it provides annually for the education of students living in First Nations reserves (1) matches or exceeds the amount of funding that the province provides for the education of students living off reserve and (2) is sufficient to meet the unique needs of Indigenous students and their communities.”

Note—*Reservations* is a term used within the United States, and *reserves* reflects the language used within Canada.

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

3-8/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.4.1 be amended to read—
“Institutions should incorporate into their teacher preparation programs information about (1) teaching protocols as a way to understand how to approach Indigenous Elders and Knowledge Keepers; (2) opportunities for land-based learning, ceremony and/or celebration; (3) the building of relationships with local Indigenous peoples and communities to learn from Indigenous Elders and Knowledge Keepers; (4) the historical and contemporary contributions of Indigenous peoples; and (5) the inherent rights of Indigenous peoples as enshrined in the Canadian Constitution, established in court decisions and outlined in the Calls to Action of the Truth and Reconciliation Commission of Canada.”

Note—Teacher preparation programs should include additional supports for fostering and strengthening relationships with Indigenous Peoples to support implementation of the Indigenous-focused competencies and indicators in the Teaching Quality Standard. Preservice teachers require theoretical and practical experiences related to land-based learning, ceremony and celebrations, including broader understanding of positive historical and contemporary contributions of Indigenous Peoples.

7.2.4.1 Institutions should incorporate into their teacher preparation programs information about (1) [the history and content of First Nations treaties and Métis settlement agreements and (2)] teaching protocols as a way to understand how to approach Indigenous Elders and Knowledge Keepers; (2) opportunities for land-based learning, ceremony and/or celebration; (3) the building of relationships with local Indigenous Peoples and communities to learn from Indigenous Elders and Knowledge Keepers; (4) the historical and contemporary contributions of Indigenous Peoples; and (5) the inherent rights of Indigenous Peoples as enshrined in the Canadian Constitution, established in court decisions and outlined in the Calls to Action of the Truth and Reconciliation Commission of Canada. [2016]

3-9/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.4.2 be amended to read—

“School authorities should incorporate into their inservice opportunities for teachers information about (1) teaching protocols as a way to understand how to approach Indigenous Elders and Knowledge Keepers; (2) opportunities for land-based learning, ceremony and/or celebration; (3) the building of relationships with local Indigenous Peoples and communities to learn from Indigenous Elders and Knowledge Keepers; (4) the historical and contemporary contributions of Indigenous Peoples; and (5) the inherent rights of Indigenous Peoples as enshrined in the Canadian Constitution, established in court decisions and outlined in the Calls to Action of the Truth and Reconciliation Commission of Canada.”

Note—Inservice opportunities should include additional supports for fostering and strengthening relationships with Indigenous Peoples to support implementation of the Indigenous-focused competencies and indicators in the Teaching Quality Standard and Leadership Quality Standard. Teachers and school leaders require theoretical and practical experiences related to land-based learning, ceremony and celebrations, including broader understanding of positive historical and contemporary contributions of Indigenous Peoples.

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

3-10/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to increase funding for self-identified First Nations, Métis and Inuit students to reduce barriers to learning, such as access to reliable transportation, technology and assessments.

Note—The current funding model does not provide adequate funding for self-identified First Nations, Métis and Inuit students within Alberta’s public education system. An increase in funding is required to support First Nations, Métis and Inuit student success and achievement and reduce barriers to access learning. First Nations, Métis and Inuit students continue to require resources to access transportation, technology and assessments.

3-11/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to establish the National Day for Truth and Reconciliation as part of Alberta’s employment standards as a general (statutory) holiday.

Note—This past June, the federal government passed legislation to make September 30 a federal statutory holiday called the National Day for Truth and Reconciliation. The Government of Alberta must respectfully honour the Truth and Reconciliation Commission of Canada’s Call to Action No 80 and the federal statutory holiday to “honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.”

3-12/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that the Government of Alberta fully fund additional staffing necessary to support all out-of-scope tasks required as a result of any provincial health emergency.

Note—This resolution is aimed at addressing the fact that, during the COVID-19 pandemic, school staff were required to do out-of-scope tasks significantly above and beyond their role as educators. These tasks include, but are not limited to, contact tracing, verification of vaccination status and classroom sanitization. Providing additional support staff is necessary to ensure that teachers and school leaders can focus on the task of educating students. When reviewing recent pulse surveys and other Association research, it became apparent that school leaders could spend up to three hours completing additional background work for every positive case of COVID-19 identified in their schools. Furthermore, a vast majority of school leaders reported that the number-one thing they required was for Alberta Health Services to assume all contact tracing. Over the past two years, it has become apparent that additional school funding is critical during a provincial health emergency.

3-13/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that school authorities provide staffing necessary to support all out-of-scope tasks required as a result of any provincial health emergency.

Note—Similar to the previous resolution, it is apparent that, during a provincial health emergency, further supports in schools are required. This resolution is aimed at school authorities to ensure that, if additional provincial funding is provided, it will translate to staff supports in schools.

3-14/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that school authorities develop a multitiered system of mental health supports that are adaptable and specific to each work site to meet the required needs of teachers, beyond the standard supports provided by benefit carriers.

Note—Current Association research has identified that a significant area of concern for teachers and school leaders is the mental health of all staff within a school building. Mental health is not simply the absence of mental illness but also social, emotional and behavioural health and the ability to cope with challenges faced by teachers on a daily basis. Left unmet, mental health problems are linked to costly, negative consequences such as teacher burnout, low retention rates and a necessity for medical leaves.

Providing a continuum of school mental and behavioural health services is critical to effectively addressing the breadth of staff needs. Comprehensive mental health services are most effective when provided through a multitiered system of supports (MTSS). Although typically focused on student populations, MTSS encompasses the continuum of need, enabling schools to promote mental wellness for all members of the school community, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individuals as needed.

3-15/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that the Association provide funds to implement an Indigenous land-based learning series for members to support the development and application of First Nations, Métis and Inuit foundational knowledge and to host an annual event(s) to reaffirm the Association’s commitment to reconciliation as part of the National Day for Truth and Reconciliation/National Indigenous History Month.

Note—Association members continue to require support for the development and application of the Indigenous-focused competencies and indicators within the Teaching Quality Standard and Leadership Quality Standard. This support is in keeping with the Joint Commitment to Action the Association signed in 2016 to ensure that all K–12 teachers receive additional training related to First Nations, Métis and Inuit histories and cultures.

[Cost: \$20,000]

3-16/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that the Association provide funds to enhance support for the development of French workshops, publications and other resources.

Note—This funding would allow the Association to contract French-speaking, certificated teachers to research, curate and/or develop resources that support the ongoing work of serving the French-speaking and francophone membership.

[Cost: \$50,000]

3-17/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that the Association provide funds to support members (including members who work in central office and have a leadership certificate) in maintaining the currency of their teaching and leadership credentials.

Note—This funding would allow the Association to develop new content to address gaps in its programming related to the Teaching Quality Standard and Leadership Quality Standard (LQS) and to revise and restructure existing content. The funding would also allow the Association to revise the content of LQS certification inservice programs to meet certification requirements if and when the Association is granted that authority.

[Cost: \$20,000]

3-18/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association provide funds to hire an additional graphic designer to deal with increased work volume and decrease the need to engage external designers.

Note—Presently, the Association has three full-time graphic designers. Their workload has increased in recent years, and in order to meet the demand, they are often required to work overtime. The Association has witnessed the growth of digital communication, and the requirement for quick turnaround of infographics and social media graphics has added to the pressure. In some cases, external designers have been hired to provide support, but this is not an ideal situation as they do not fully understand the Association's work.

[Cost: \$91,000, including benefits]

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

Be it resolved that, pursuant to bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,347 per annum effective 2022 09 01.

Note—The detailed budget document, the *Budget Booklet* and the budget presentation provide the rationale for a fee of \$1,347.

3-20/22 (Immediate Directive)
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 2022 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	Amended Policy	Recommendation
1.0.0.0 ADMINISTRATIVE PROCEDURES			
1.4.0.0 IMMEDIATE DIRECTIVES			
1.4.1.0 Association Budget Resolutions			
1.4.1.1 3-12/21	Be it resolved that the Association provide funds to establish a mentorship program for Indigenous teachers. [2021]	—	Action taken Note—The 2021/22 budget includes funds to establish a mentorship program for Indigenous teachers.
1.4.1.2 3-13/21	Be it resolved that the Association provide funds to develop a publication on Indian residential schools in Alberta. [2021]	—	Action taken Note—The 2021/22 budget includes funds to develop a publication on Indian residential schools in Alberta.
1.4.2.0 Resolutions Related to the Association Policy Review			
1.4.2.1 3-1/21	Be it resolved that the Disposition of Immediate Directives submitted to the 2021 Annual Representative Assembly be approved. [2020]	—	Action taken Note—The Disposition of Immediate Directives was approved by the 2021 Annual Representative Assembly.
1.4.3.0 Other Resolutions			
1.4.3.1 2-1/21	Be it resolved that all administrators of funds held in trust for the benefit of Alberta teachers post an annual statement of all investments. [2021]	[Be it resolved that all] All administrators of funds held in trust for the benefit of Alberta teachers should post an annual statement of all investments. [2021]	Amend and transfer to category 1.3.7.0, Administrative Procedures/Internally Focused Policies/Association Finances
1.4.3.2 2-2/21	Be it resolved that the Association create a Status of Racialized Teachers Working Group under the purview of the Diversity, Equity and Human Rights Committee. [2021]	—	Action taken Note—Resolution 2-2/21 was referred to the Diversity, Equity and Human Rights Committee for implementation.
1.4.3.3 2-9/21	Be it resolved that the Association create a virtual meeting for local substitute chairs. [2021]	—	Action taken Note—Resolution 2-9/21 was referred to the Substitute Teachers Committee for implementation.
1.4.3.4 2-37/21	Be it resolved that the ATA Doctoral Fellowships in Education are revised to remove the requirement that the university where the doctoral program is being pursued is campus based. [2021]	—	Action taken Note—Resolution 237/21 was referred to the Teacher Education and Certification Committee for recommendation to Provincial Executive Council.

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
1.4.3.5 4-2/21	Be it resolved that the Association provide compensation for field members serving on the Professional Conduct Committee, Professional Conduct Appeal Committee and Professional Conduct Complainant Appeal Committee who meet and perform professional tasks on holidays or nonoperational days at the daily rate of at least 1/200 of the teacher's annual salary. [2021]	—	Action taken Note—Resolution 4-2/21 was referred to staff for implementation.
1.4.3.6 3-6/21	Be it resolved that the Association urge locals to have a designated position on their local council for a school leader. [2021]	[Be it resolved that the Association urge the] The Association encourages each of its locals to have a designated position on [their] its local council for a school leader. [2021]	Amend and transfer to category 1.3.8.0, Administrative Procedures/Internally Focused Policies/Subgroup Matters
2.0.0.0 CURRICULUM, PROGRAMS AND SUPPORTS			
2.4.0.0 IMMEDIATE DIRECTIVES			
2.4.0.1 2-24/21	Be it resolved that the Association urge the Government of Alberta to provide targeted funding for off-campus education programs. [2021]	[Be it resolved that the Association urge the] The Government of Alberta [to] should provide targeted funding for off-campus education programs. [2021]	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 2-36/21	Be it resolved that the Association urge the Government of Alberta to respect the subject-area knowledge and pedagogical expertise of Alberta's active classroom teachers and ensure that they have, through their profession, a primary role in the curriculum review process. [2021]	[Be it resolved that the Association urge the] The Government of Alberta [to] should respect the subject-area knowledge and pedagogical expertise of Alberta's active classroom teachers and ensure that they have, through their profession, a primary role in the curriculum review process. [2021]	Amend and transfer to category 2.2.1.0, Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Development, Implementation and Funding
2.4.0.3 3-4/21	Be it resolved that the Association urge the Government of Alberta to replace the English Language Arts Authorized Novels and Nonfiction Annotated List with a guide to text selection which reflects diversity, promotes equity and honours teachers' professional autonomy. [2021]	[Be it resolved that the Association urge the] The Government of Alberta [to] should replace the English Language Arts Authorized Novels and Nonfiction Annotated List with a guide to text selection [which] that reflects diversity, promotes equity and honours teachers' professional autonomy. [2021]	Amend; transfer to category 2.2.2.0, Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Content; and delete policies 2.2.2.6, 2.2.2.14 and 6.2.15.4 2.2.2.6 <i>The Government of Alberta should regularly update the authorized list of resources appropriate for high school English programs of study.</i> [2016] 2.2.2.14 <i>The Government of Alberta should supplement the English Language Arts Authorized Novels and Nonfiction Annotated List with a more general guide to text selection.</i> [2020, 2021]

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
			6.2.15.4 <i>The Government of Alberta should ensure that the authorized resource list for the English Language Arts program of study includes literature that represents sexual and gender minorities.</i> [2016]
2.4.0.4 3-10/21	Be it resolved that the Association urge the Government of Alberta to provide targeted funding to school authorities for programs and staff dedicated to providing wellness supports for students. [2021]	[Be it resolved that the Association-urge the] The Government of Alberta [to] should provide targeted funding to school authorities for programs and staff dedicated to providing wellness supports for students. [2021]	Amend and transfer to category 2.2.11.0, Curriculum, Programs and Supports/Externally Focused Policies/ Medical and Mental Health Services
2.4.0.5 3-16/21	Be it resolved that the teachers of Alberta express to The Honourable Adriana LaGrange, Minister of Education, their collective lack of confidence in the content and design of the <i>Draft K-6 Curriculum</i> as released by the minister on 2021 03 29 and the deeply flawed curriculum consultation and development processes implemented by government after August 2019 that gave rise to the <i>Draft K-6 Curriculum</i> . [2021]	—	Action taken Note—The Association has made and continues to make multiple representations to government on this policy. The policy is also specific to the transitory <i>Draft K-6 Curriculum</i> released on 2021 03 29.
2.4.0.6 3-17/21	Be it resolved that the Association call upon the Government of Alberta to place a moratorium on the piloting and implementation of the <i>Draft K-6 Curriculum</i> as released by the minister of education on 2021 03 29 until such time as the draft has been submitted to an independent, full and open review and rewriting process led by and meaningfully involving a broad cross-section of certificated Alberta teachers and faculty members from Alberta postsecondary faculties and schools of education and is properly inclusive of Francophone, First Nations, Métis and Inuit perspectives; is developmentally, structurally and pedagogically sound; and enjoys the broad support of Albertans. [2021]	—	Action taken Note—The Association has made and continues to make multiple representations to government on this policy. The policy is also specific to the transitory <i>Draft K-6 Curriculum</i> released on 2021 03 29.
2.4.0.7 3-18/21	Be it resolved that the teachers of Alberta call upon school authorities to refrain from participating in or directing or otherwise exerting pressure upon or incenting the teachers they employ to participate in piloting the <i>Draft K-6 Curriculum</i> as released by the minister of education on 2021 03 29. [2021]	—	Action taken Note—The Association has made and continues to make multiple representations to school authorities on this policy. The policy is also specific to the transitory <i>Draft K-6 Curriculum</i> released on 2021 03 29.

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
2.4.0.8 3-19/21	Be it resolved that the Association affirm the professional responsibility and moral right of teachers to refuse to participate in the voluntary piloting of the new <i>Draft K-6 Curriculum</i> as released by the Government of Alberta in March 2021 should they believe that curriculum to be structurally and developmentally unsound and potentially damaging to student learning. [2021]	—	Action taken Note—The Association has affirmed and continues to affirm the professional responsibility and moral right of teachers to refuse to participate in the voluntary piloting of the new <i>Draft K-6 Curriculum</i> . The policy is also specific to that transitory document.
2.4.0.9 3-21/21	Be it resolved that the Government of Alberta delegate responsibility for the development, renewal and revision of the kindergarten to Grade 12 programs of studies to an independent and apolitical provincial curriculum development authority supported by subject-based program managers from Alberta Education and consisting of subject-matter experts from Alberta's universities, representatives from the Alberta Teachers' Association, active teachers from the field, and representatives from the Alberta School Councils' Association whose recommendations concerning the content, design and implementation of programs of study would be publicly disclosed at the time they are conveyed to the minister of education for potential implementation. All curricula need to use the 2016 guiding framework as a basis for development. [2021]	—	Action taken Note—The Association has made and continues to make multiple representations to government on this policy.
2.4.0.10 3-22/21	Be it resolved that the Association call upon the minister of education to restore the partnership on curriculum development that was initiated in the 2016 memorandum of agreement between the Government of Alberta and the Association. [2021]	—	Action taken Note—The Association has made and continues to make multiple representations to government on this policy.
2.4.0.11 3-24/21	Be it resolved that the Association urge the Government of Alberta to ensure that kindergarten to Grade 12 curricula include specific age-appropriate learning outcomes that address concepts related to gender expression, gender identity, sexual orientation, LGBTQ2S+ perspectives and historical events, including Alberta legal cases such as <i>Vriend v Alberta</i> and <i>Klippert v The Queen</i> . [2021]	[Be it resolved that the Association-urge the] The Government of Alberta [to] should ensure that kindergarten to Grade 12 curricula include specific age-appropriate learning outcomes that address concepts related to gender expression, gender identity, sexual orientation, LGBTQ2S+ perspectives and historical events, including relevant Alberta legal cases [such as <i>Vriend v Alberta</i> and <i>Klippert v The Queen</i>] . [2021]	Amend and transfer to category 2.2.2.0, Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Content

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
2.4.0.12 3-27/21	Be it resolved that the Government of Alberta reverse its decision to discontinue funding for the Online Reference Centre. [2021]	[Be it resolved that the] The Government of Alberta should reverse its decision to discontinue funding for the Online Reference Centre. [2021]	Amend and transfer to category 2.2.1.0, Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Development, Implementation and Funding
4.0.0.0 TECHNOLOGY AND EDUCATION			
4.4.0.0 IMMEDIATE DIRECTIVES			
4.4.0.1 2-8/21	Be it resolved that the Association urge the Government of Alberta to reinstate full funding to the Alberta Distance Learning Centre. [2021]	[Be it resolved that the Association-urge the] The Government of Alberta [to] should reinstate full funding to the Alberta Distance Learning Centre. [2021]	Amend and transfer to category 4.2.4.0, Technology and Education/Externally Focused Policies/Online, Distance and Digital Learning Programs
4.4.0.2 2-18/21	Be it resolved that the Association urge the Government of Alberta and Government of Canada to provide equitable access to the technology and high-speed internet access required for students to learn in online environments. [2021]	[Be it resolved that the Association-urge the] The Government of Alberta and Government of Canada [to] should provide equitable access to the technology and high-speed internet access required for students to learn in online environments. [2021]	Amend and transfer to category 4.2.1.0, Technology and Education/Externally Focused Policies/Conditions for the Use of Educational Technology
6.0.0.0 INCLUSIVE EDUCATION			
6.4.0.0 IMMEDIATE DIRECTIVES			
6.4.0.1 2-3/21	Be it resolved that the Association offer antiracism programs and supports for use by its members. [2021]	—	Action taken Note—Resolution 2-3/21 was referred to the Diversity, Equity and Human Rights Committee for implementation.
6.4.0.2 2-4/21	Be it resolved that the Association offer antiracism education, training and professional development opportunities for its employees. [2021]	—	Action taken Note—Resolution 2-4/21 was referred to the Learning and Development Committee for implementation.
6.4.0.3 2-17/21	Be it resolved that the Association urge the Government of Alberta to provide cross-ministerial resources and programming for all students with complex needs and/or who demonstrate learning challenges in online learning environments. [2021]	[Be it resolved that the Association-urge the] The Government of Alberta [to] should provide cross-ministerial resources and programming for all students with complex needs and/or who demonstrate learning challenges in online learning environments. [2021]	Amend and transfer to category 6.2.6.0, Inclusive Education/Externally Focused Policies/Students with Exceptional Learning Needs—Strategies and Programming
6.4.0.4 2-35/21	Be it resolved that the Association urge the Government of Alberta to increase funding to programs which provide early intervention and ongoing support for students with high needs to support inclusive education. [2021]	—	Delete Note—This duplicates several policies, including policies 5.2.1.3 and 6.2.9.5. 5.2.1.3 <i>The Government of Alberta should expand access to early intervention programs to ensure that children with diverse learning needs have the support they require.</i> [2015]

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
			6.2.9.5 <i>The Government of Alberta should fully fund and implement its Inclusive Education Policy Framework to ensure that students with exceptional learning needs, including those enrolled after September 30, are appropriately supported.</i> [1999]
6.4.0.5 3-9/21	Be it resolved that the Association urge the College of Alberta School Superintendents to collaborate with the Association to adopt specific language to address antiracism and antioppression for inclusion in division policies and administrative procedures beyond diversity and inclusion policies. [2021]	[Be it resolved that the Association- urge the] The College of Alberta School Superintendents [to] should collaborate with the Association to [adopt] incorporate specific language to address antiracism and antioppression [for- inclusion] in [division] school authority policies and administrative procedures beyond diversity and inclusion policies. [2021]	Amend and transfer to category 6.2.2.0, Inclusive Education/Externally Focused Policies/Role of Education Partners in Fostering Inclusivity
12. SCHOOL FACILITIES			
12.4.0.0 IMMEDIATE DIRECTIVES			
12.4.0.1 2-6/21	Be it resolved that the Association urge the Government of Alberta to require all school authorities to equip each site with at least one automated external defibrillator and provide additional funding for school authorities to meet this requirement, along with necessary maintenance, repair and replacement costs. [2021]	[Be it resolved that the Association-urge- the] The Government of Alberta [to] should require all school authorities to equip each site with at least one automated external defibrillator and provide additional funding for school authorities to meet this requirement, along with necessary maintenance, repair and replacement costs. [2021]	Amend and transfer to category 12.2.5.0, School Facilities/Externally Focused Policies/School Safety
12.4.0.2 2-33/21	Be it resolved that the Association urge the Government of Alberta to consult with the Association when developing plans to respond to major and widespread disruptions of school calendars or operations. [2021]	[Be it resolved that the Association-urge- the] The Government of Alberta [to] should consult with the Association when developing plans to respond to major and widespread disruptions of school calendars or operations. [2021]	Amend and transfer to category 12.2.2.0, School Facilities/Externally Focused Policies/Management of Publicly Owned School Facilities
12.4.0.3 2-34/21	Be it resolved that the Association urge the Government of Alberta to provide adequate, additional, emergent funding to implement plans developed to respond to major and widespread disruptions of school calendars or operations. [2021]	[Be it resolved that the Association-urge- the] The Government of Alberta [to] should provide [adequate, additional, emergent] funding to implement plans developed to respond to major and widespread disruptions of school calendars or operations. [2021]	Amend and transfer to category 12.2.2.0, School Facilities/Externally Focused Policies/Management of Publicly Owned School Facilities

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
16.0.0.0 TEACHER PROFESSIONAL PREPARATION AND CERTIFICATION			
16.4.0.0 IMMEDIATE DIRECTIVES			
16.4.0.1 3-23/21	Be it resolved that the Government of Alberta provide stable and adequate funding, to be determined after consultation with teacher preparation programs, to institutions that offer teacher preparation programs for bridging programs designed to help internationally educated teachers meet Alberta's teacher certification requirements. [2021]	[Be it resolved that the The Government of Alberta should provide [stable and adequate] funding to be determined after consultation with teacher preparation programs.] to institutions that offer teacher preparation programs for bridging programs designed to help internationally educated teachers meet Alberta's teacher certification requirements. [2021]	Amend and transfer to category 16.2.2.0, Teacher Professional Preparation and Certification/Externally Focused Policies/Teacher Recruitment and Admissions to Teacher Preparation Programs
19.0.0.0 WORKING CONDITIONS FOR PROFESSIONAL SERVICE			
19.4.0.0 IMMEDIATE DIRECTIVES			
19.4.0.1 2-25/21	Be it resolved that the Association urge all school authorities to include only nondiscriminatory language in their employment contracts so that gender, sexual orientation and race do not become barriers to employment for any certificated teacher. [2021]	[Be it resolved that the Association urge all school] School authorities [to] should include only nondiscriminatory language in their employment contracts so that gender, sexual orientation and race do not become barriers to employment for any certificated teacher. [2021]	Amend and transfer to category 19.2.4.0, Working Conditions for Professional Service/Externally Focused Policies/Contracts of Employment
19.4.0.2 3-2/21	Be it resolved that optimal teaching and learning conditions include reasonable limits on class size and complexity. [2021]	[Be it resolved that optimal] Optimal teaching and learning conditions include reasonable limits on class size and complexity. [2021]	Amend and transfer to category 19.1.0.0, Working Conditions for Professional Service/Fundamental Beliefs
19.4.0.3 3-3/21	Be it resolved that school and system leaders be members of the bargaining unit. [2021]	[Be it resolved that school] School and system leaders should be members of the bargaining unit. [2021]	Amend and transfer to category 19.1.0.0, Working Conditions for Professional Service/Fundamental Beliefs
19.4.0.4 3-7/21	Be it resolved that the Association urge school authorities to incorporate into their occupational health and safety workplace violence policies or administrative procedures a robust prevention section that includes a student regulation support and outcomes plan and staff safety plan. [2021]	[Be it resolved that the Association urge school] School authorities [to] should incorporate into their occupational health and safety workplace violence policies or administrative procedures a robust prevention section that includes a student regulation support and outcomes plan and staff safety plan. [2021]	Amend and transfer to category 19.2.17.0, Working Conditions for Professional Service/Externally Focused Policies/Aggression Against Teachers
19.4.0.5 3-8/21	Be it resolved that the Association urge school authorities to incorporate into their occupational health and safety workplace violence policies or administrative procedures training for all staff in de-escalation techniques, addressing aggression and the reporting of these incidents. [2021]	[Be it resolved that the Association urge school] School authorities [to] should incorporate into their occupational health and safety workplace violence policies or administrative procedures training for all staff in de-escalation techniques, addressing aggression and the reporting of these incidents. [2021]	Amend and transfer to category 19.2.17.0, Working Conditions for Professional Service/Externally Focused Policies/Aggression Against Teachers

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
19.4.0.6 3-11/21	Be it resolved that the Association urge school authorities to establish and support divisionwide wellness committees that serve the needs of all staff. [2021]	[Be it resolved that the Association urge school] School authorities [to] should establish and support [divisionwide] authority-wide wellness committees that serve the needs of all staff. [2021]	Amend and transfer to category 19.2.7.0, Working Conditions for Professional Service/Externally Focused Policies/Benefits
19.4.0.7 3-26/21	Be it resolved that school authorities encourage and respect individually determined limits on times when teachers, including those with leadership designations, are available outside school hours via means such as e-mail, text and telephone. [2021]	[Be it resolved that school] School authorities should encourage and respect individually determined limits on times when teachers, including those with leadership designations, are available outside school hours via means such as e-mail, text and telephone. [2021]	Amend and transfer to category 19.2.8.0, Working Conditions for Professional Service/Externally Focused Policies/Workload
19.4.0.8 3-25/21	Be it resolved that the Association urge the Government of Alberta to direct school authorities to explore other methods of instructing students at home prior to implementing synchronous teaching and learning in classrooms. [2021]	[Be it resolved that the Association urge the] The Government of Alberta [to] should direct school authorities to explore other methods of instructing students at home prior to implementing synchronous teaching and learning in classrooms. [2021]	Amend and transfer to category 19.2.8.0, Working Conditions for Professional Service/Externally Focused Policies/Workload
21.0.0.0 PROFESSIONAL RESPONSIBILITIES OF THE ASSOCIATION AND ITS MEMBERS			
21.4.0.0 IMMEDIATE DIRECTIVES			
21.4.0.1 4-1/21	Be it resolved that the teachers of Alberta have lost confidence in the Education Minister, Adriana LaGrange. [2021]	—	Action taken Note—The Association has conveyed to Minister of Education Adriana LaGrange teachers' loss of confidence in her.

Notes

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