



2023 Resolutions Bulletin

March 14, 2023



The Alberta Teachers' Association

Resolutions Bulletin

March 14, 2023

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 2022 calendar year by local associations and by Provincial Executive Council for the agenda of the 2023 Annual Representative Assembly, to be held at the JW Marriott, Edmonton, 2023 05 20–22.

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 (1-1/23 to 1-147/23)

Category 2—Local Resolutions (2-1/23 to 2-70/23)

Category 3—Provincial Executive Council Resolutions (3-1/23 to 3-36/23)

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

1-1/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.1.0.1 be amended to read—
“Indigenous Peoples have the right to govern themselves;
preserve their cultures, identities, traditions and languages;
ensure their economic survival; and control education in their
communities.”

Note—Wording has been changed to reflect current thinking and terminology.

*7.1.0.1 Indigenous Peoples have the right to govern themselves[-];
preserve their [culture] cultures, identities, traditions and
languages; ensure their economic survival; and control education in
their communities.
[2013, 2019]*

1-2/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.1.0.2 be amended to read
“Indigenous Elders, Knowledge Keepers and communities
have a vital role in shaping the Association’s policies and
programs on Indigenous education.”

Note—Wording has been changed to be more specific.

*7.1.0.2 [The] Indigenous Elders, Knowledge Keepers and
[community has] communities have a vital role [to play] in shaping
the Association’s policies and programs on Indigenous education.
[2013, 2019]*

1-3/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.1.0.3 be amended to read—
“Indigenous world views support and enhance a child-centred,
holistic vision of education and have much to contribute to
Alberta’s education system.”

Note—Wording has been changed to more accurately reflect the
impact of Indigenous world views.

*7.1.0.3 Indigenous world views [complement] support and enhance a
child-centred, holistic vision of education and have much to
contribute to Alberta’s education system.
[2013, 2019]*

1-4/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.1.0.4 be amended to read—
“Teachers have a responsibility to resolve inequities between
Indigenous and non-Indigenous Peoples, heal the legacy of
the past and commit to fulfilling the Truth and Reconciliation
Commission of Canada’s Calls to Action; the National Inquiry
into Missing and Murdered Indigenous Women and Girls’
Calls for Justice; and the United Nations Declaration on the
Rights of Indigenous Peoples.”

Note—Wording has been changed to indicate the responsibility of all
educators and to include all documents that need to be considered.

*7.1.0.4 [Indigenous and non-Indigenous educators] Teachers have a
responsibility [to work together, for the benefit of all Albertans;] to
resolve inequities between Indigenous and non-Indigenous Peoples,
heal the legacy of the past and commit to fulfilling the Truth and
Reconciliation Commission of Canada’s Calls to Action; the
National Inquiry into Missing and Murdered Indigenous Women
and Girls’ Calls for Justice; and the United Nations Declaration on
the Rights of Indigenous Peoples.
[2013, 2019]*

1-5/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.2.1.1 be amended to read—
“Relationships between Indigenous and non-Indigenous
Peoples in Alberta should be built on mutual understanding,
respect and reciprocity and should result in individual and
collective action.”

Note—Wording has been changed to be more specific.

*7.2.1.1 Relationships between Indigenous and non-Indigenous
Peoples in Alberta should be built on mutual understanding, [and]
respect and reciprocity and should result in individual and collective
action.
[2013, 2019]*

1-6/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.2.1.2 be amended to read—
“The Government of Alberta should fulfill the Calls to Action
contained in the report of the Truth and Reconciliation
Commission of Canada.”

Note—Wording has been changed to be more specific.

*7.2.1.2 The Government of Alberta should [act on the
recommendations] fulfill the Calls to Action contained in the report
of the Truth and Reconciliation Commission of Canada.
[2016, 2019]*

1-7/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.2.1.3 be amended to read—
“School authorities should enact ongoing and meaningful
ways to acknowledge Indigenous Peoples and land on which
they are located.”

Note—The Association is committed to supporting the Truth and
Reconciliation Commission of Canada’s Calls to Action and
contributing to reconciliation. Acknowledging the land is a
demonstration of respect and gratitude for Indigenous Peoples as the
original stewards of the land. To acknowledge the land is an act of
reconciliation and contributes toward renewing the relationship
between Indigenous and non-Indigenous Peoples. Wording has been
changed to reflect current thinking, practice and terminology.

7.2.1.3 School authorities should ~~[begin significant school events by acknowledging]~~ enact ongoing and meaningful ways to acknowledge ~~[the traditional]~~ Indigenous ~~[Peoples' territory on which the event is being held]~~ Peoples and land on which they are located.

[2017, 2019]

1-8/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.2.1 be amended to read—
“The Government of Alberta should ensure that the curriculum for each grade

1. meaningfully includes perspectives of First Nations, Métis and Inuit in relation to historical and contemporary contexts; and
2. aligns with the Truth and Reconciliation Commission of Canada's Calls to Action; the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice; and the United Nations Declaration on the Rights of Indigenous Peoples.”

Note—Wording has been changed to include documents that must be considered.

7.2.2.1 ~~The Government of Alberta should [continue to] ensure that the curriculum for each grade~~

~~[1. incorporates information about the history and the content of First Nations treaties and Métis settlement agreements; and 2. is supported by such resources as the sections of the Canadian constitution that outline the inherent rights of Indigenous Peoples, transcripts of court decisions upholding those rights and relevant sections of the final report of the Truth and Reconciliation Commission of Canada]~~

1. meaningfully includes perspectives of First Nations, Métis and Inuit in relation to historical and contemporary contexts; and
2. aligns with the Truth and Reconciliation Commission of Canada's Calls to Action; the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice; and the United Nations Declaration on the Rights of Indigenous Peoples.

[2013, 2019]

1-9/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.2.2 be reaffirmed.

Note—Accurately reflecting Indigenous knowledge and perspectives in all grades aligns with the professional practice standards and the Truth and Reconciliation Commission of Canada's Calls to Action.

7.2.2.2 ~~The Government of Alberta, in collaboration with Indigenous communities and 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.~~

[2013, 2022]

1-10/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.2.3 be amended to read—
“Alberta school authorities should ensure that schools

1. offer instruction in Indigenous languages, including Indigenous language programming and classes; and
2. use an instructional approach that encourages Indigenous Elders, Knowledge Keepers and communities to guide, lead and support the learning.”

Note—Wording has been changed to be more specific.

7.2.2.3 ~~Alberta school authorities should ensure that schools~~

1. offer instruction in ~~[the languages of Indigenous Peoples]~~ Indigenous languages, including Indigenous language programming and classes; and
2. use an instructional approach that encourages ~~[the Indigenous community to participate]~~ Indigenous Elders, Knowledge Keepers and communities to guide, lead and support the learning.

[2013, 2019]

1-11/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.2.4 be reaffirmed.

Note—Currently, few schools offer Indigenous Studies courses. Aboriginal Studies 30 is academically rigorous and should be offered to interested students. It is recognized by Alberta postsecondary institutions for admission.

7.2.2.4 ~~School authorities should offer and promote Indigenous studies courses in Alberta high schools.~~

[2013, 2019]

1-12/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.2.5 be transferred to policy achieved.

Note—Postsecondary institutions across the province accept Aboriginal Studies 30 for entrance requirements.

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

[2013, 2019]

1-13/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.3.1 be reaffirmed.

Note—Research indicates that the Indigenous students of teachers who employ these strategies in their classrooms are more likely to succeed.

7.2.3.1 ~~Teachers can help Indigenous students succeed by~~

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

6. *building positive relationships with Indigenous parents, families and communities.*
[2013, 2019]

1-14/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.3.2 be reaffirmed.

Note—Indigenous students often have difficulty making successful transition at different points in their schooling because they “have a foot in two worlds.” For many students, their home life and community tradition are not reflected in the provincial school system. When a transition plan and supports are provided, students are more likely to successfully manage change in these transitions.

7.2.3.2 The Government of Alberta should urge school authorities, in consultation with Indigenous families and communities, to develop plans, protocols and services to help Indigenous students make the transition from home to school, from rural to urban settings, from one grade to another, from one school or school authority to another, from school to postsecondary education, and from postsecondary education to the workforce.
[2013, 2019]

1-15/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.3.3 be reaffirmed.

Note—Programs able to bridge the cultural divide and address the unique learning needs of Indigenous students should have the flexibility to operate differently within public schools.

7.2.3.3 School authorities should support Indigenous students by affirming their cultures, languages, histories, world views and ways of knowing.
[2013, 2019]

1-16/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.3.4 be amended to read—
“School authorities should actively recruit, hire and support school-based Indigenous staff to increase engagement with Indigenous parents, families and communities in an effort to increase Indigenous student success and achievement.”

Note—The residential school experience is still a negative force in many Indigenous communities and impedes parental involvement in education. School leaders and teachers may lack cultural knowledge or have difficulty communicating effectively with parents and families. Indigenous staff can play an important role in bridging the cultural divide and supporting communication between home and school.

7.2.3.4 School authorities should actively recruit, ~~and~~ hire and support school-based Indigenous ~~[liaison personnel]~~ staff to ~~[work]~~ increase engagement with Indigenous parents, families and communities in an effort to increase ~~[the prospect that Indigenous students will succeed in school]~~ Indigenous student success and achievement.
[2013, 2019]

1-17/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.3.5 be reaffirmed.

Note—Research confirms that students who have access to high-quality early learning programs that address their learning needs are more likely to do well in school. Indigenous students should have access to early learning programs that are culturally appropriate and encourage parent, family and community involvement. An investment in early learning will contribute to students’ success in later grades in school.

7.2.3.5 School readiness and early intervention programs developed in collaboration with Indigenous parents, families and communities are an important way of ensuring that Indigenous students have a successful start to school.
[2013, 2019]

1-18/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.3.6 be reaffirmed.

Note—This continues to be a need in Alberta schools and communities. School-based programs need to reflect the school and community context. Increased funding will ensure that qualified staff are available to address the social and learning needs of Indigenous students.

7.2.3.6 The Government of Alberta should provide school authorities with increased funding to enable them to develop school-based programs and initiatives that enhance student success and high school completion rates among Indigenous students.
[2013, 2019]

1-19/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.3.7 be reaffirmed.

Note—The Association should be included in these initiatives to best represent the needs of the students and staff in Alberta schools.

7.2.3.7 The Government of Alberta should include the Association as a partner in any initiative that it undertakes to help Indigenous students to succeed in school.
[2013, 2019]

1-20/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.4.1 be reaffirmed.

Note—Teacher preparation programs should include additional supports on 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. *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, 2022]

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

Be it resolved that policy 7.2.4.2 be reaffirmed.

Note—Inservice opportunities should include additional supports on 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 their inservice opportunities for teachers information about
 1. teaching protocols as a way to understand how to approach Indigenous Elders and Knowledge Keepers;
 2. opportunities for land-based learning, ceremony and/or celebration;
 3. the building of relationships with local Indigenous Peoples and communities to learn from Indigenous Elders and Knowledge Keepers;
 4. the historical and contemporary contributions of Indigenous Peoples; and
 5. the inherent rights of Indigenous Peoples as enshrined in the Canadian Constitution, established in court decisions and outlined in the Calls to Action of the Truth and Reconciliation Commission of Canada.
 [2017, 2022]

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

Be it resolved that policy 7.2.4.3 be reaffirmed.

Note—This aligns with competency 5 of the Teaching Quality Standard.

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

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

Be it resolved that policy 7.2.4.4 be reaffirmed.

Note—The success of Indigenous students is a joint responsibility and should be funded accordingly.

7.2.4.4 The governments of Canada and Alberta are jointly responsible for ensuring that funding is available for developing and

implementing teacher preparation programs that support the success of Indigenous students in Alberta schools.
 [1989, 2019]

1-24/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 7.2.4.5 be amended to read—
 “The Government of Alberta should restore and increase its funding for education for reconciliation professional learning.”

Note—Although the Walking Together project has concluded, there is still much work to be done.

7.2.4.5 The Government of Alberta should [extend] **restore** and increase its funding for [the Walking Together: Education for Reconciliation Professional Learning Project] **education for reconciliation professional learning**.
 [2018, 2019]

1-25/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 7.2.5.1 be reaffirmed.

Note—While the teaching profession should represent the diversity in Alberta’s classrooms, there are presently very few teachers with Indigenous background in the public education system and First Nation school authorities. Students need to have teacher role models from the cultural group with which they identify.

7.2.5.1 The number of Indigenous teachers in Alberta’s education system should be increased.
 [2013, 2019]

1-26/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 7.2.5.2 be reaffirmed.

Note—Working with the Government of Alberta and the Alberta School Boards Association, the Association can influence and participate in developing action plans that are appropriate to the local context and address a wide range of issues.

7.2.5.2 The Government of Alberta, the Alberta School Boards Association and the Association, working together, should take the following steps to attract and retain Indigenous teachers:
 1. Create a database of Alberta teachers who self-identify as Indigenous.
 2. Develop a registry of teachers, self-identifying as Indigenous, who can apply for Alberta certification.
 3. Undertake a concrete program with targets to increase the number of Indigenous peoples who seek and achieve certification as teachers in Alberta.
 4. Undertake research to identify such systemic factors as hiring policies, employment practices and workplace climates that impede Indigenous peoples from obtaining employment as teachers.
 5. Develop workshops to sensitize central office and school personnel to the systemic factors that prevent Indigenous peoples from seeking or obtaining employment as teachers.
 6. Provide mentoring and other forms of support to Indigenous teachers who are beginning their careers.
 7. Monitor and publish an annual report on the progress made to increase the number of Indigenous teachers in Alberta.
 [2013, 2019]

1-27/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.2.5.3 be reaffirmed.

Note—While the teaching profession should represent the diversity in Alberta's classrooms, there are presently very few teachers with Indigenous background in the public education system and First Nation school authorities. Students need to have teacher role models from the cultural group with which they identify.

7.2.5.3 The Government of Alberta and institutions offering teacher preparation programs should collaborate with the Association in developing and implementing plans, programs and incentives to recruit, prepare, support and retain Indigenous teachers. [2013, 2019]

1-28/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.2.6.1 be reaffirmed.

Note—It should be the joint responsibility of the governments of Canada and Alberta to ensure that sufficient funding is available for the education of Indigenous students living in First Nation reserves.

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 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, 2022]

1-29/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.2.6.2 be reaffirmed.

Note—It is important to ensure that funding to support the education of Indigenous students is used appropriately, and the reporting of these expenditures would ensure that.

7.2.6.2 The Government of Alberta should require school authorities to document in their annual reports how they have used the funding allocated to them for the purpose of supporting the education of Indigenous students. [2008, 2019]

1-30/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.3.1.1 be amended to read—
 “The Association should

1. maintain the standing committee and specialist council on Indigenous education to assist with all matters and issues related to Indigenous education;
2. maintain a comprehensive professional development program to support implementation of the Truth and Reconciliation Commission of Canada's Calls to Action; the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice; and the United Nations Declaration on the Rights of Indigenous Peoples;
3. support teachers with ongoing programming and supports

about equity, anti-Indigenous racism, antiracism and antioppression and how to dismantle discrimination, racism and oppression against Indigenous peoples;

4. maintain a support network for Indigenous educators; and
5. undertake advocacy to ensure that Indigenous peoples receive social and economic justice.”

Note—Maintaining existing mechanisms and supports is necessary as this is an ongoing need.

7.3.1.1 The Association should

1. *[develop a permanent mechanism that enables Indigenous educators to advise it on and] maintain the standing committee and specialist council on Indigenous education to assist [it] with all [activities] matters and issues related to Indigenous education;*
2. *[develop] maintain a comprehensive professional development program to [help teachers promote] support implementation of the Truth and Reconciliation Commission of Canada's Calls to Action; the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice; and the United Nations Declaration on the Rights of Indigenous Peoples [to learn how to incorporate Indigenous content and perspectives into the curriculum and to avoid racist practices];*
3. *[help teachers understand how the acceptance of Indigenous Peoples relates to other equity and diversity issues] support teachers with ongoing programming and supports about equity, anti-Indigenous racism, antiracism and antioppression and how to dismantle discrimination, racism and oppression against Indigenous peoples;*
4. *[create] maintain a support network for Indigenous educators; and*
5. *undertake advocacy to ensure that Indigenous peoples receive social and economic justice. [2013, 2019]*

1-31/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.3.1.2 be transferred to policy achieved.

Note—The Association established the Committee on First Nations, Métis and Inuit Education in 2017. In 2019, it was reconstituted as a standing committee called the Indigenous Education Committee.

7.3.1.2 The Association should establish a committee on First Nations, Métis and Inuit education to provide advice on programs that the Association can undertake to support Indigenous education. [2016, 2019]

1-32/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 7.3.1.3 be amended to read—
 “The Association should adopt and implement, as a starting point for reconciliation the United Nations Declaration on the Rights of Indigenous Peoples.”

Note—Responding to the Truth and Reconciliation Commission of Canada and operating in the spirit of the United Nations Declaration on the Rights of Indigenous Peoples is one of the duties of the Association's Indigenous Education Committee.

7.3.1.3 The Association should adopt and implement, as a starting point for reconciliation [in the context of education], the United Nations Declaration on the Rights of Indigenous Peoples. [2018, 2019]

1-33/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.3.1.4 be amended to read—

“Every local should engage in work to respond to the Truth and Reconciliation Commission of Canada’s Calls to Action and operate in the spirit of the objectives and principles of the United Nations Declaration on the Rights of Indigenous Peoples and the National Inquiry into Missing and Murdered Indigenous Women and Girls’ Calls for Justice.”

Note—The amendment has been made to include other documents that should be considered in doing the work.

7.3.1.4 Every local should engage in work to respond to the Truth and Reconciliation Commission of Canada’s [education-related] Calls to Action and operate in the spirit of the objectives and principles of the United Nations Declaration on the Rights of Indigenous Peoples and the National Inquiry into Missing and Murdered Indigenous Women and Girls’ Calls for Justice.
[2020, 2021]

1-34/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.1.1 be amended to read—
“Publicly owned school facilities in a democracy should be

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

Note—The place of the school in a community is important, and access to the school by the community is essential. However, this access must be balanced with the ability of the school to run its operations in the best interest of its students and its staff. As seen with COVID-19, health and safety requirements can change quickly, and meeting occupational health and safety legislation is not necessarily sufficient.

12.2.1.1 Publicly owned school facilities in a democracy should be
1. reasonably accessible to the public;
2. retained in the public domain;
3. considered a significant part of a community’s identity;
4. planned, constructed, modernized or closed only after the school authority and the community, working together, have thoroughly considered how the decision will affect teaching and learning; and
5. planned, constructed, maintained and modernized in a way that adheres strictly to or exceeds the Occupational Health and Safety Regulation and Code and the Occupational Health and Safety Act.
[2003, 2019]

1-35/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.2.1 be amended to read—
“Decisions about the planning, construction, modernization,

opening or closure of public schools should be based on these principles:

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

Note—Decisions regarding the planning, construction, modernization, opening and closing of schools are multifaceted and decision making about these processes must take into account the students and the staff who learn and work in the buildings. All schools should reflect the needs of the community they serve as well as the environment in which they are built.

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

1. Projected student enrollment in the school’s catchment area is paramount.
 2. Teachers have a right to work in an environment that is healthful, [and] safe and accessible.
 3. Disruption of instruction should be minimized.
 4. Teachers and the school community should be given a voice in making decisions about school facilities.
 5. Optimal standards for heating, lighting, aesthetics, ventilation, acoustics and other building systems should be used in new and renovated facilities.
 6. [New] All buildings should be energy-efficient.
 7. The physical space should optimize program delivery by facilitating a range of learning activities.
 8. The design of the school should be sufficiently flexible to accommodate new technologies and new methods of delivering the curriculum that may become available.
 9. School sites should be developed in a way that preserves the natural environment.
 10. When a school is being modernized or closed, teachers should not be asked to undertake activities that fall outside of their professional roles and responsibilities.
 11. If teachers are required to perform additional duties when a school is being constructed, modernized, opened or closed, they should be appropriately compensated.
- [2003, 2019]

1-36/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.2.2 be reaffirmed.

Note—Appropriate government funding is essential to the maintenance of school buildings as well as the modernization of these buildings to meet the changing needs of students and staff.

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

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

[2003, 2019]

1-37/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.2.3 be reaffirmed.

Note—As educational programs change, so do the needs of schools. The government must ensure that the formula it is using to calculate the capacity of the school reflects the actual need of the school to deliver educational programs housed within the building. The space needed for some programs, such as early learning programs, may not be accurately captured in the capacity formula.

12.2.2.3 The Government of Alberta should review its current Area Capacity and Utilization Guidelines to ensure that the rated capacity of a school as determined by the net capacity formula accurately depicts the school's capacity to deliver educational programs.
[2005, 2019]

1-38/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.2.4 be reaffirmed.

Note—As communities grow and urban and rural areas expand, so does their need for additional schools. The government must build schools in growing neighbourhoods to keep up with the demand and avoid overcrowding in some schools or long bus rides for students to schools outside of their communities.

12.2.2.4 The Government of Alberta should build new schools to accommodate increases in the student population and to ensure that neighbourhoods requiring a school get one.
[2006, 2019]

1-39/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.2.5 be reaffirmed.

Note—Health and safety in schools impacts all staff at a school; therefore, all staff must have the opportunity to be involved in health and safety matters that impact on their workplace.

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

1-40/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.2.6 be reaffirmed.

Note—Health and safety is a shared responsibility. It is important that the local president receives the report so that they can continue to advocate for the health and safety of members of the local.

12.2.2.6 School authorities should share a report of their joint work site health and safety committees' work, including a report of aggregate data for the school year, with the appropriate Association local president by November 1 each year.
[2020, 2021]

1-41/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.3.1 be reaffirmed.

Note—Appropriate government funding is essential to the maintenance of school buildings as well as the modernization of these buildings to meet the changing needs of students and staff and ensure healthy and safe buildings in which to work and learn.

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

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

[2003, 2019]

1-42/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.3.2 be reaffirmed.

Note—As educational programs change and new curriculum is introduced, the government must adequately fund the modernization of schools so that curriculum implementation can take place and the needs of students and staff can be met.

12.2.3.2 The Government of Alberta should assume financial responsibility for modernizing school facilities to accommodate changes in the curriculum.
[2003, 2019]

1-43/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.3.3 be amended to read—
“The Government of Alberta and school authorities should ensure that all schools provide barrier-free access and other accommodations to teachers, students, employees and members of the public who have limited mobility or use assistive devices.”

Note—All schools must provide barrier-free access for staff, students and the school community so that everyone can feel welcome and safe within them.

12.2.3.3 *The Government of Alberta and school authorities should ensure that ~~[new and newly renovated]~~ all schools provide barrier-free access and other accommodations to teachers, students, employees and members of the public who have limited mobility or use assistive devices.*
[2014, 2019]

1-44/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.3.4 be reaffirmed.

Note—The Government of Alberta and school authorities should be leaders in the fight against climate change. Focusing on renewable energy projects is a move toward a more sustainable future.

12.2.3.4 *The Government of Alberta and school authorities should collaborate in funding and implementing projects that enable schools to produce and use renewable energy.*
[2017, 2019]

1-45/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.3.5 be reaffirmed.

Note—As stated in the *Education Act*, schools must be welcoming, caring, safe and respectful places for all students. School authorities must foster a sense of belonging for all students and respect diversity.

12.2.3.5 *School authorities should ensure that the facilities for which they are responsible contain all-gender washrooms and change rooms that are readily accessible to students and staff.*
[2015, 2019]

1-46/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.3.6 be amended to read—
“The Government of Alberta should provide ongoing funding to enable school authorities to purchase and maintain the equipment and facilities, including current ventilation standards and requirements, required to deliver the Career and Technology Studies and Career and Technology Foundations curricula.”

Note—In order to deliver successful Career and Technology Foundations and Career and Technology Studies (CTS) programming, school authorities must have appropriate funding to purchase, upgrade and maintain equipment. As education changes and technological advances take place, so do the facilities and equipment necessary to run successful CTS programs.

12.2.3.6 *The Government of Alberta should provide ongoing funding to enable school authorities to purchase and maintain the equipment and facilities, including current ventilation standards and requirements, required to deliver the Career and Technology Studies and Career and Technology Foundations curricula.*
[1993, 2019]

1-47/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.3.7 be reaffirmed.

Note—Play is an essential part of a learning journey. The government must ensure that schools are equipped with safe, well-functioning playground equipment.

12.2.3.7 *The Government of Alberta should provide school authorities with sufficient funding to purchase playground equipment for new schools and to replace sub-par equipment in existing facilities.*
[2018, 2019]

1-48/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.3.8 be amended to read—
“The Government of Alberta should change provincial building codes to require all newly constructed public facilities, including schools, to have gender-neutral washrooms.”

Note—As stated in the *Education Act*, schools must be welcoming, caring, safe and respectful places for all students. School authorities must foster a sense of belonging for all students and respect diversity. Gender-neutral washrooms are one step toward creating this inclusive environment.

12.2.3.8 *The Government of Alberta should change provincial building codes to require all newly constructed public facilities, including schools, to have ~~[universal, all-gender]~~ gender-neutral washrooms.*
[2018, 2019]

1-49/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.4.1 be amended to read—
“The Association opposes the use of public-private partnerships in school construction; however, the following provides direction for the Government of Alberta if embarking on a public-private partnership. The Government of Alberta should apply the following criteria when assessing public-private partnerships and other proposals from the private sector to construct, own or operate school facilities:

1. The initial project plan must demonstrate that the total cost of constructing, owning and/or operating the facility (including paying financing charges and making a reasonable profit) is less than the cost of building a fully publicly funded alternative facility.
2. The new or renovated facility, like publicly funded schools, must have a life cycle of at least 50 years.
3. The facility must provide an environment that enhances the quality of teaching and learning.
4. The facility must be available, at no extra cost, during and after the school day and on noninstructional days to students and members of the community (for cocurricular and extracurricular activities) and to teachers (for lesson planning and professional development activities).
5. Fees charged to groups and individuals not associated with the school for use of the facility must not exceed the additional marginal cost of providing them with access to the facility.
6. All aspects of the management, operation, use and maintenance of the facility must be under the direction of the principal and the school authority.

7. The private-sector partner must not impose unreasonable regulations or service charges on teachers, staff or students for engaging in reasonable activities that result in wear on the facility.

8. Private-sector plans to construct or renovate a facility must align with the school authority's infrastructure plan and priorities.

9. The government must not make funding for constructing or maintaining other facilities contingent upon a school authority's willingness to participate in a particular public-private partnership.

10. Once a partnership has expired, freehold ownership of the facility must revert, at no additional cost, to the school authority.

11. Documentation relating to the construction, ownership and operation of the facility must be publicly available.

12. The school authority and the school community reserve the right to name the facility and to affix interior and exterior signs.

13. Any contract for the construction, ownership or operation of a facility in conjunction with a private-sector interest or partner must incorporate the above criteria in an enforceable way.

14. Once construction of a facility is complete, the government must evaluate the project to determine whether the private-public partnership saved money."

Note—School buildings should, whenever possible, be funded by public dollars. Although some previous public-private partnerships (P3) builds have been successful, others have had significant problems. In order to ensure the best possible outcome for a P3 school, the government must ensure that the school provides a quality learning and teaching environment, that the operation of the school is under control of the principal and that a review is done to verify whether or not the P3 saved money.

12-2.4.1 The Association opposes the use of public-private partnerships in school construction; however, the following provides direction for the Government of Alberta if embarking on a public-private partnership. The Government of Alberta should apply the following criteria when assessing public-private partnerships and other proposals from the private sector to construct, own or operate school facilities:

1. The initial project plan must demonstrate that the total cost of constructing, owning and/or operating the facility (including paying financing charges and making a reasonable profit) is less than the cost of building a fully publicly funded alternative facility.

2. The new or renovated facility, like publicly funded schools, must have a life cycle of at least 50 years.

3. The facility must provide an environment that enhances the quality of teaching and learning.

4. The facility must be available, at no extra cost, during and after the school day and on noninstructional days to students and members of the community (for cocurricular and extracurricular activities) and to teachers (for lesson planning and professional development activities).

5. Fees charged to groups and individuals not associated with the school for use of the facility must not exceed the additional marginal cost of providing them with access to the facility.

6. All aspects of the management, operation, use and maintenance of the facility must be under the direction of the principal and the school authority.

7. The private-sector partner must not impose unreasonable regulations or service charges on teachers, staff or students for engaging in reasonable activities that result in wear on the facility.

8. Private-sector plans to construct or renovate a facility must align with the school authority's infrastructure plan and priorities.

9. The government must not make funding for constructing or maintaining other facilities contingent upon a school authority's willingness to participate in a particular public-private partnership.

10. Once a partnership has expired, freehold ownership of the facility must revert, at no additional cost, to the school authority.

11. Documentation relating to the construction, ownership and operation of the facility must be publicly available.

12. The school authority and the school community reserve the right to name the facility and to affix interior and exterior signs.

13. Any contract for the construction, ownership or operation of a facility in conjunction with a private-sector interest or partner must incorporate the above criteria in an enforceable way.

14. Once construction of a facility is complete, the government must evaluate the project to determine whether the private-public partnership saved money.

[2008, 2019]

1-50/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 12.2.5.1 be reaffirmed.

Note—The health and safety of students, staff and the community is of utmost importance. The government must ensure that all members of a school community have a safe and healthy place to learn and work.

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

[2000, 2019]

1-51/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 12.2.5.2 be reaffirmed.

Note—To ensure the safety of staff as well as the public, it is important that more than one person be present at the school if the school is open to students or the public.

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

[2009, 2019]

1-52/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 12.2.5.3 be reaffirmed.

Note—The drilling of sour gas wells could potentially release large quantities of hydrogen sulphide, causing significant harm to students in the school. It is essential that the government prohibit sour-gas drilling near schools.

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

[2009, 2019]

1-53/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 12.2.5.4 be deleted.

Note—The purpose of Safety Code 6, published by Health Canada, is to establish safety limits for human exposure to radiofrequency (RF) fields in the frequency range from 3 kHz to 300 GHz. The safety limits in the code are based on an ongoing review of published scientific studies on the health impacts of RF energy and how it interacts with the human body. The code is periodically revised to reflect new knowledge in the scientific literature and the exposure limits may be modified, if deemed necessary.

12.2.5.4 The Government of Canada, in response to a 2014 recommendation by the Royal Society of Canada, should undertake research to determine whether the radiofrequency fields used by wireless telecommunication devices constitute a health risk and, in the event that they are found to do so, put measures in place to minimize the risk.
[2003, 2019]

1-54/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.6.1 be transferred to policy achieved.

Note—This is now captured in the *Education Act*.

12.2.6.1 When contemplating the potential closure of a school with excess capacity, a school authority should
1. *determine whether parts of the facility could be used for student-related programs or, if not, whether a community-based program in the public sector might be able to use the space;*
2. *notify the public of the potential closure as early as possible; and*
3. *give teachers, parents and the public a formal opportunity to discuss the proposed closure.*
[2003, 2019]

1-55/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.6.2 be reaffirmed.

Note—Closing a school has a big impact on a community. If a school is closed, the government must pay for all costs related to the closure, and the school authority must give ample notification to the staff and school community regarding the closure.

12.2.6.2 When a school authority, after due process, has made a final decision to close a school, it should
1. *notify affected staff, students, parents and the community as soon as possible; and*
2. *ask the Government of Alberta to assume all costs associated with the closure.*
[2003, 2019]

1-56/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.2.7.1 be amended to read—
“The Government of Alberta should take the following actions with respect to relocatable classrooms:

1. Provide school authorities that have schools consisting entirely of relocatable classrooms with sufficient funding to build permanent facilities.
2. Require relocatable classrooms, whether leased or purchased, to be equipped with the utilities and building

systems needed to create a safe and healthy teaching and learning environment.

3. Require relocatable classrooms that are 10 years old or older to undergo a rigorous annual health and safety inspection and, if deemed unsafe or unhealthy, to be replaced.

4. Pay Alberta Occupational Health and Safety and independent third-party monitoring agencies to examine the air and water quality in relocatable classrooms and to test for toxic mold, lead, bacteria and other hazards.

5. Release to the public the results of all tests performed by Alberta Occupational Health and Safety and independent agencies.”

Note—The building of new schools now involves modular classrooms as a key component both to enlarge and to decrease capacity of the building. It is no longer realistic to expect that modular classrooms are used only as temporary classrooms and learning spaces: the quality of such modular classrooms has improved significantly over time. The remainder of this policy is still current, and it is essential that the government ensure that modular classrooms are safe and healthy learning and working spaces for both staff and students.

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

[1- Ensure that relocatable classrooms are used as temporary classroom spaces only.]

[2]1. Provide school authorities that have schools consisting entirely of relocatable classrooms with sufficient funding to build permanent facilities.

[3]2. Require relocatable classrooms, whether leased or purchased, to be equipped with the utilities and building systems needed to create a safe and healthy teaching and learning environment.

[4]3. Require relocatable classrooms that are 10 years old or older to undergo a rigorous annual health and safety inspection and, if deemed unsafe or unhealthy, to be replaced.

[5]4. Pay Alberta Occupational Health and Safety and independent third-party monitoring agencies to examine the air and water quality in relocatable classrooms and to test for toxic mold, lead, bacteria and other hazards.

[6]5. Release to the public the results of all tests performed by Alberta Occupational Health and Safety and independent agencies.
[2003, 2019]

1-57/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 12.3.1.1 be reaffirmed.

Note—Staff in the Teacher Employment Services program area represent teachers who have concerns with health and safety in the workplace. Staff in the program area have opportunities for professional development in order to stay current with legislation and regulations in occupational health and safety as well as access legal advice when needed.

12.3.1.1 The Association should ensure that its staff are equipped to assist and represent teachers who have concerns about the health and safety of their work environment.
[2016, 2019]

1-58/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.1.0.1 be reaffirmed.

Note—The Association advocates on issues that impact the education of all children from across the province. Association policy guides the advocacy work of the Association in order to improve education for all children.

23.1.0.1 *The Association speaks on behalf of the educational interests of all children in Alberta.*
[1982, 2019]

1-59/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.1.0.2 be reaffirmed.

Note—Association policy guides the advocacy work of the Association. Working within the political system, the Association is better able to positively impact the decisions that are made about education and therefore improve the working and learning conditions of both teachers and students.

23.1.0.2 *The Association works within the political system to influence decisions affecting education.*
[1977, 2019]

1-60/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.1.0.3 be reaffirmed.

Note—The Association encourages teachers, as individuals, to be politically active and to take part in the democratic process of supporting and voting for candidates.

23.1.0.3 *Teachers exercise their political responsibilities and rights as free citizens in a democratic society.*
[1963, 2019]

1-61/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.1.1 be reaffirmed.

Note—There are various manners in which to carry out political engagement. It is essential for the Association to advocate for educational issues through both formal and informal channels. This allows for various viewpoints to be gathered to inform the Association.

23.2.1.1 *The Association undertakes both formal and informal political engagement.*
[1977, 2019]

1-62/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.1.2 be reaffirmed.

Note—The *Teaching Profession Act* (TPA) sets out the objects of the Association. Within the TPA the objects include “to advance and promote the cause of education in Alberta” and “to cooperate with other organizations and bodies in Canada and elsewhere having the same or like aims and objects.” While seeking to influence educational policies within other organizations, the Association promotes the cause of education and seeks to influence policies that will impact education.

23.2.1.2 *The Association seeks to influence the educational policies of other organizations.*
[1977, 2019]

1-63/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.1.3 be reaffirmed.

Note—The *Teaching Profession Act* (TPA) sets out the objects of the Association. Within the TPA one of the objects is to “to advance and promote the cause of education in Alberta.” The Association takes a stand on issues impacting education based on Association policy and advocates for these issues through both formal and informal channels.

23.2.1.3 *The Association takes stands on issues affecting student learning.*
[1977, 2019]

1-64/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.1.4 be amended to read—
“The Association encourages political parties and candidates for political office to articulate their policies on public education and to explain how they would finance the implementation of those policies.”

Note—Political parties, whether in an election year or not, are encouraged to share their policies on public education with the public and to state clearly how they would fund policies and initiatives. It is essential for the public to know where each party stands on publicly funded public education.

23.2.1.4 *The Association encourages political parties and candidates for political office to articulate their policies on public education and to explain how they would finance the implementation of those policies.*
[1979, 2019]

1-65/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.1.5 be reaffirmed.

Note—The *Teaching Profession Act* (TPA) sets out the objects of the Association. Within the TPA one of the objects is “to cooperate with other organizations and bodies in Canada and elsewhere.” In cooperating with like-minded organizations, the Association strives to maintain and protect public services.

23.2.1.5 *The Association supports and advocates for public institutions that deliver services and create, maintain or preserve spaces that serve the public interest.*
[2010, 2019]

1-66/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.1.6 be reaffirmed.

Note—The monitoring of legislature proceedings provides essential information to the political engagement and advocacy of the Association. In providing information to legislators, the Association can promote and advance issues in education. Monitoring the proceedings of the legislature and providing information to members make them better able to make informed decisions concerning political parties and education.

23.2.1.6 *The Association monitors the proceedings of the legislature and provides information to legislators and to members of the Association.*
[1977, 2019]

1-67/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.2.1 be reaffirmed.

Note—The Association does not align itself with any one political party but instead advances publicly funded public education with all political parties in the province. The Association is policy driven. The Association advocates on issues within education and on Association policy across party lines.

23.2.2.1 *The Association does not align itself with any political party or with any candidate seeking political office.*
[1977, 2019]

1-68/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.2.2 be reaffirmed.

Note—The Association does not align itself with any one political party but instead advances publicly funded public education with all political parties in the province.

23.2.2.2 *Neither the Association nor its subgroups contribute financially to political parties or to candidates vying for political office.*
[2013, 2019]

1-69/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.2.3 be reaffirmed.

Note—As the Association is nonpartisan, it is essential that representation of the Association and its subgroups occur across the political spectrum. Attending fundraising events must be balanced among parties and be done in a nonpartisan manner.

23.2.2.3 *The Association and its subgroups may participate in political fundraising events provided that they*
1. *ensure that, if they are represented at an event for one political party, they are represented at comparable events for the other parties on a nonpartisan basis; and*
2. *do not reimburse representatives for the cost of registration, though reimbursement for travel and accommodation is permissible.*
[2013, 2019]

1-70/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.3.1 be reaffirmed.

Note—The Association advocates on issues within education and on Association policy with all political parties.

23.2.3.1 *The Association maintains contact with all major political parties in Alberta.*
[1977, 2019]

1-71/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.3.2 be reaffirmed.

Note—The *Teaching Profession Act* (TPA) sets out the objects of the Association. Within the TPA the objects include “to advance and promote the cause of education in Alberta” and “to cooperate with other organizations and bodies in Canada and elsewhere having the same or like aims and objects.” While seeking to advance education, the Association cooperates with other organizations to promote the cause of education and influence policies that will impact education.

23.2.3.2 *In striving to influence decisions affecting education, the Association cooperates with other organizations when appropriate and possible.*
[1977, 2019]

1-72/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.4.1 be reaffirmed.

Note—Although the Association is nonpartisan, its members are encouraged to be politically active and support political parties and candidates of their choice. The Association informs members about the educational platforms and policies of the major political parties in Alberta. Members are encouraged to be informed and support candidates who best align with their own personal beliefs.

23.2.4.1 *The Association encourages teachers, as citizens, to actively participate in the political process by supporting parties and candidates of their choice.*
[2013, 2019]

1-73/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.4.2 be reaffirmed.

Note—Teachers’ participation in school board elections and service as school trustees helps advance and promote issues important to education. They bring important experience and knowledge to the governance level of education. Members and other employees of school authorities should not be required to resign from their position in order to run and serve as a school trustee.

23.2.4.2 *Teachers and others employed by school authorities should have the democratic right to run for the position of and serve as a school trustee without resigning from their employment.*
[2009, 2019]

1-74/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 23.2.4.3 be amended to read—
“The Government of Alberta should pass legislation

1. preventing school authorities from discriminating against teachers who take part in Association activities and committees or in politics or who campaign for and/or are elected to the Legislative Assembly of Alberta, the House of Commons or other governing body; and
2. requiring school authorities to grant leaves of absence to teachers for the purpose of campaigning for political positions and, if elected, of serving in those positions.”

Note—Teachers' participation in the Association and in political campaigns and elections is important to the advancement and promotion of issues important to education. They bring important experience and knowledge; their contribution and participation should be encouraged and celebrated. Teachers should be supported in these endeavours and granted a leave of absence in order to serve as an elected official.

23.2.4.3 *The Government of Alberta should pass legislation*
1. preventing school authorities from discriminating against teachers who take part in Association activities and committees or in politics or who campaign for and/or are elected to the Legislative Assembly of Alberta, the House of Commons or other governing body; and
2. requiring school authorities to grant leaves of absence to teachers for the purpose of campaigning for political positions and, if elected, of serving in those positions.
 [1939, 2019]

1-75/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 23.3.1.1 be reaffirmed.

Note—The province's political landscape is varied, and Association locals are well placed to engage with political parties and MLAs in their area.

23.3.1.1 *The Association urges its locals to engage in politics in their local areas.*
 [1977, 2019]

1-76/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 23.3.1.2 be reaffirmed.

Note—Local associations should engage with political parties and MLAs in their area. The Association supports locals in their activities and initiatives and communicates to locals provincewide political engagement initiatives and plans.

23.3.1.2 *The Association urges its locals*
1. to work closely with it in undertaking their political engagement programs and
2. to coordinate their political engagement programs with those of the Association.
 [1977, 2019]

1-77/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 23.3.1.3 be reaffirmed.

Note—The Association supports locals in their activities and initiatives and communicates to locals provincewide political engagement initiatives and plans. Locals are encouraged to apply for political engagement grants through the Association to support their political engagement activities.

23.3.1.3 *The Association advises and assists locals in undertaking political engagement programs in their local areas.*
 [1977, 2019]

1-78/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 23.3.1.4 be deleted.

Note—These records are now readily available to locals and to the public in general.

23.3.1.4 *The Association provides to locals, upon request, the voting record on educational issues of their respective members of the legislative assembly, when that record is available in Hansard.*
 [2001, 2019]

1-79/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 24.1.0.1 be amended to read—
 “The Association respects diversity, which involves

1. adhering to beliefs and practices that demonstrate acceptance;
2. understanding, accepting and respecting the differences among people and their unique circumstances;
3. treating differences as positive attributes around which to build educational experiences; and
4. recognizing that people are complex and that different aspects of their identity intersect.”

Note—Wording has been changed to reflect intersectionality.

24.1.0.1 *The Association respects diversity, which involves*
1. adhering to beliefs and practices that demonstrate acceptance;
2. understanding, accepting and respecting the differences among people and their unique circumstances;
3. treating differences as positive attributes around which to build educational experiences; and
4. recognizing that people are complex and that [their identities may change over time] different aspects of their identity intersect.
 [2003, 2019]

1-80/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 24.1.0.2 be amended to read—
 “The Association is committed to equity, which involves

1. treating all people with fairness and justice,
2. ensuring that each person has an equitable opportunity to reach their full potential and
3. ensuring that oppressed and equity-seeking groups are included and treated fairly.”

Note—Wording has been changed to reflect current terminology.

24.1.0.2 *The Association is committed to equity, which involves*
1. treating all people with fairness and justice,
2. ensuring that each person has an equitable opportunity to reach their full potential and
3. ensuring that oppressed and [marginalized people and] equity-seeking groups are included and treated fairly.
 [2003, 2019]

1-81/23 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that policy 24.1.0.3 be reaffirmed.

Note—Although the term *ability* is more inclusive than *disability*, we must continue to use the wording that is reflected in the *Alberta Human Rights Act*.

24.1.0.3 *The Association respects human rights, which involves*

1. recognizing the equal and inalienable rights and responsibilities of all people to live in a free, just and peaceful society without regard to race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background; and
2. recognizing the inherent dignity of all people and ensuring that this recognition is enshrined in public policy.

[2003, 2019]

1-82/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.1.0.4 be reaffirmed.

Note—Although the term *ability* is more inclusive than *disability*, we must continue to use the wording that is reflected in the *Alberta Human Rights Act*.

24.1.0.4 *The Association is committed to eliminating barriers that prevent people from participating fully in education and in society and, as a result, opposes all discrimination based on race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background and linguistic background.*

[1980, 2019]

1-83/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.1.1 be reaffirmed.

Note—The Canadian Charter of Rights and Freedoms guarantees a national standard of rights and freedoms across the country.

24.2.1.1 *The Government of Alberta should not opt out of any part of the Canadian Charter of Rights and Freedoms of the Canadian Constitution.*

[1984, 2019]

1-84/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.1.2 be reaffirmed.

Note—We must reaffirm the Association's commitment to the peaceful resolution of the healthy tensions that are an integral part of democratic and inclusive society.

24.2.1.2 *The Association endorses and seeks to embody in its policies and programs the principles articulated in the United Nations Manifesto 2000 for a Culture of Peace and Non-Violence, which urges individuals and societies to*

1. *respect the life and dignity of each human being without discrimination or prejudice;*
2. *practise peace and reject violence in all its forms—physical, sexual, psychological, economic and social—especially toward the deprived and vulnerable, such as children and adolescents;*
3. *share time and material resources with others in a spirit of generosity and as a way of ending exclusion, injustice, and political and economic oppression;*
4. *defend freedom of expression and cultural diversity by listening and talking to others and by avoiding fanaticism, defamation and the rejection of others;*

5. *preserve the planet by promoting consumer behaviour and development practices that respect all forms of life and preserve the balance of nature on the planet; and*
6. *rediscover and create new forms of solidarity by contributing to community development, encouraging women to participate fully and respecting democratic principles.*

[2003, 2019]

1-85/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.1.3 be amended to read—

- “Members of all family types have the right to
1. be free from harassment, discrimination and violence;
 2. be treated fairly, equitably and with dignity;
 3. identify and express themselves freely;
 4. have their confidentiality respected; and
 5. be valued and affirmed as individuals.”

Note—Wording has been changed to reflect current terminology.

24.2.1.3 *Members of [~~single-parent, same-sex, biracial, bicultural, blended, extended, foster and traditional nuclear families~~] all family types have the right to*

1. *be free from harassment, discrimination and violence;*
2. *be treated fairly, equitably and with dignity;*
3. *identify and express themselves freely;*
4. *have their confidentiality respected; and*
5. *be valued and affirmed as individuals.*

[2006, 2019]

1-86/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.1.4 be amended to read—

“The Association opposes the distribution of material that promotes hate or bias against any identifiable individual or equity-seeking group.”

Note—Wording has been changed to be more inclusive and reflect terminology used across member organizations of the Canadian Teachers' Federation.

24.2.1.4 *The Association opposes the distribution of material that promotes hate or bias against any identifiable individual or [~~minority group~~] equity-seeking group.*

[1990, 2019]

1-87/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.1.5 be deleted.

Note—Directing the Alberta and federal governments to oppose legislation enacted by another provincial government may be seen as overreaching.

24.2.1.5 *The governments of Alberta and Canada should express their opposition to Quebec Bill 21 of 2019, An Act respecting the laicity of the State.*

[2020, 2021]

1-88/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.2.1 be reaffirmed.

Note—This needs to remain as an active policy in order to protect and advocate for the rights of all Albertans.

24.2.2.1 *The Government of Alberta should*

1. *recognize that all citizens contribute to and, therefore, share in all aspects of Canadian society;*
 2. *foster Alberta's linguistic diversity and multicultural heritage; and*
 3. *encourage cultures to learn from and understand one another.*
- [1985, 2019]

1-89/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.3.1 be reaffirmed.

Note—Accessibility to child care is an issue that impacts many families and continues to impact students. The current government has delivered a \$10-a-day child care program. Although the program has been achieved legislatively, it has not yet been operationalized.

24.2.3.1 *The Government of Canada and the provincial governments should collaborate in providing child care programs that are high quality, inclusive, universally accessible and focused on child development.*

[2005, 2019]

1-90/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.3.2 be amended to read—
“The Government of Alberta should modify the child care subsidy program to ensure that it addresses the child care needs of parents who are employed on a sporadic basis.”

Note—The child care subsidy instituted in 2022 addressed a portion of this resolution, but there are still needs not addressed.

24.2.3.2 *The Government of Alberta should [~~increase the grant available from its child care subsidy program and~~] modify the child care subsidy program to ensure that it addresses the child care needs of parents who are employed on a sporadic basis.*

[1988, 2019]

1-91/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.3.3 be reaffirmed.

Note—This remains a concern for families and causes inequities.

24.2.3.3 *The Government of Alberta should subsidize child care for the unemployed and the working poor.*

[1993, 2019]

1-92/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.4.1 be amended to read—
“The Government of Alberta should develop a comprehensive provincial children’s agenda that

1. focuses on reducing child poverty substantially;
2. delivers universally accessible and affordable prenatal support, early intervention, child care and early childhood education programs;
3. increases the health benefits and supports provided to low-income families;

4. coordinates the activities of social services agencies;
5. funds for universal school nutrition programs;
6. provides tax relief to families with children;
7. offers incentives to employers who provide on-site child care, allows family-care leaves, permits flexible work arrangements without penalty and implements other family-friendly policies; and
8. engages in meaningful consultation with stakeholders and program recipients.”

Note—The health and well-being of students has declined through the pandemic, and the need for these services has increased while access to them has decreased. Gaps continue to exist concerning what health benefits and supports are covered.

24.2.4.1 *The Government of Alberta should develop a comprehensive provincial children’s agenda that*

1. *focuses on reducing child poverty substantially;*
 2. *delivers universally accessible and affordable prenatal support, early intervention, child care and early childhood education programs;*
 3. *increases the health benefits and supports provided to low-income families;*
 4. *coordinates the activities of social services agencies;*
 5. *funds for universal school nutrition programs;*
 6. *provides tax relief to families with children;*
 7. *offers incentives to employers who provide on-site child care, allows family-care leaves, permits flexible work arrangements without penalty and implements other family-friendly policies; and*
 8. *engages in meaningful consultation with stakeholders and program recipients.*
- [1993, 2019]

1-93/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.4.2 be reaffirmed.

Note—The health and well-being of students has declined through the pandemic, and the need for these services has increased while access to them has decreased. Access to these services is even more difficult in rural and remote locations.

24.2.4.2 *The Government of Alberta should address the unique needs of people in rural and remote communities by*

1. *providing more support to families living in poverty and*
 2. *ensuring that wraparound services in schools are sufficient to support students with complex needs.*
- [2018, 2019]

1-94/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.4.3 be amended to read—
“The Government of Alberta should fund and implement universal school nutrition programs to ensure that all students are well fed.”

Note—Being well fed helps a student’s ability to learn, but other factors may still impact their ability to be “ready to learn.”

24.2.4.3 *The Government of Alberta should [~~expand~~] fund and implement universal school nutrition programs to ensure that all students [~~who are economically disadvantaged~~] are well fed [~~and ready to learn~~].*

[2019, 2020]

1-95/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.4.4 be reaffirmed.

Note—Toilet paper, deemed necessary, is a publicly funded product. Menstrual products are also necessary for students. Lack of access to appropriate menstrual products should not be a barrier for students to attend school in Alberta. There are still religious stigma and cultural barriers around menses that exist for many students in Alberta schools, and as a result, school is sometimes the only place a student has access to appropriate menstrual products.

24.2.4.4 *The Government of Alberta should provide funding to school authorities in order to provide free menstrual products for students in all Alberta schools.*
[2020, 2021]

1-96/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.1 be amended to read—
“Education, health, justice and social services directed at children and their families should

1. be integrated to the fullest extent possible in schools;
2. be delivered using a team approach in which service providers, including teachers, are consulted in the development of programs and in which partners understand and respect their respective mandates;
3. treat families as partners in the delivery of services;
4. be accessible to all children and their families, depending on need;
5. focus on prevention, early (including prenatal) intervention and the healthy development of each child;
6. take into account the developmental stage of each child;
7. be respectful and responsive to the cultural background of the children and their families;
8. reflect the community’s priorities with respect to children and their families;
9. help the community take responsibility for its children and their families;
10. be accessible, as much as possible, in schools, which are part of the interagency system;
11. respect regulations governing privacy and confidentiality; and
12. be adequately funded on a shared and ongoing basis by the departments of Education, Children’s Services, Health, and Justice and Solicitor General.

Note—The funding for the Regional Collaborative Service Delivery model was cut in 2020, while these services are in more demand than ever before. The cutting of funding for this program indicates a push towards privatization in health care and education, and the Association needs to continue to advocate against such actions. Wording has been changed to provide more inclusivity.

24.2.5.1 *Education, health, justice and social services directed at children and their families should*

1. be integrated to the fullest extent possible in schools;
2. be delivered using a team approach in which service providers, including teachers, are consulted in the development of programs and in which partners understand and respect their respective mandates;
3. treat families as partners in the delivery of services;

4. be accessible to all children and their families, depending on need;
 5. focus on prevention, early ([even] **including** prenatal) intervention and the healthy development of each child;
 6. take into account the developmental stage of each child;
 7. be [**sensitive**] **respectful and responsive** to the cultural background of the children and their families;
 8. reflect the community’s priorities with respect to children and their families;
 9. help the community take responsibility for its children and their families;
 10. be accessible, as much as possible, in schools, which are part of the interagency system;
 11. respect regulations governing **privacy and** confidentiality; and
 12. be adequately funded on a shared and ongoing basis by the departments of Education, Children’s Services, Health, and Justice and Solicitor General.
- [1999, 2019]

1-97/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.2 be reaffirmed.

Note—Although this policy first came forward more than 50 years ago, it is still a belief that the Association supports.

24.2.5.2 *When a teacher identifies a student’s needs, whether educational, medical or social, the student should receive support from a staff member or a service provider as soon as possible.*
[1971, 2019]

1-98/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.3 be reaffirmed.

Note—The funding for the Regional Collaborative Service Delivery model was cut in 2020, while these services are in more demand than ever before. The cutting of funding for this program indicates a push towards privatization in health care and education, and the Association should continue to advocate against such actions.

24.2.5.3 *The Government of Alberta should*

1. ensure that its social services policies and programs are developed and implemented on the basis of meaningful consultation with stakeholders and program recipients and
 2. increase the funding it provides to various ministries so that they can better coordinate the support services that they provide to students.
- [1993, 2019]

1-99/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.4 be reaffirmed.

Note—The funding for the Regional Collaborative Service Delivery model was cut in 2020, while these services are in more demand than ever before. The cutting of funding for this program indicates a push towards privatization in health care and education, and the Association should continue to advocate against such actions.

24.2.5.4 *The Government of Alberta, in collaboration with the Association and other relevant organizations, should ensure that all support services that students might require are readily available to them.*
[2008, 2019]

1-100/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.5 be reaffirmed.

Note—Families who are forced to rely on welfare must be allowed the dignity of an income that will enable them to provide for their families.

24.2.5.5 The Government of Alberta should increase income support for families with children and for K–12 students living on their own to a level that exceeds the local poverty line as defined by the community low-income cut-off.
[1998, 2019]

1-101/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.6 be reaffirmed.

Note—Child care and support services for families are essential to the social and economic well-being of the province.

24.2.5.6 The Government of Alberta should provide child care, after-school care, counselling and other support services to families.
[1984, 2019]

1-102/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.7 be reaffirmed.

Note—Classrooms are complex communities, and some students have exceptional needs based on their lived experiences. Resources, professional development and in-class support would give teachers the tools to support students.

24.2.5.7 The Government of Alberta should recognize as at risk and provide sufficient funding to address the needs of children in the following groups:
1. Indigenous students,
2. English-language learners,
3. children living in poverty,
4. children new to Canada,
5. children from refugee backgrounds,
6. children who have experienced trauma and/or have mental health issues, and
7. children from sexual or gender minorities.
[2015, 2019]

1-103/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.8 be reaffirmed.

Note—This need continues to be a concern in Alberta.

24.2.5.8 The Government of Alberta should ensure that families in need have access to adequate, affordable housing.
[2008, 2019]

1-104/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.9 be amended to read—
“The Government of Alberta should increase from one to two years the length of parental leave.”

Note—The extended time could benefit any parent and should not just be limited to mothers or those on income support.

*24.2.5.9 The Government of Alberta should increase from one to two years the length of [maternity] **parental** leave [for mothers on income support].*
[1998, 2019]

1-105/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.10 be reaffirmed.

Note—This is still an active framework used and supported in Alberta schools, and therefore, it should be adequately funded and supported.

24.2.5.10 The Government of Alberta should adequately fund and support the Success in Schools for Children and Youth in Care Provincial Protocol Framework.
[2011, 2019]

1-106/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.11 be reaffirmed.

Note—Well-funded programs of support are necessary to help immigrant and refugee students and their families be successful.

24.2.5.11 The governments of Canada and Alberta should develop programs to assess, orient and provide education to immigrants and refugees.
[1991, 2019]

1-107/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.5.12 be reaffirmed.

Note—As of April 2022, there are still 28 communities impacted by long-term drinking water advisories.

24.2.5.12 The Government of Canada should ensure that clean drinking water is available to all communities in Canada.
[2019, 2020]

1-108/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.6.1 be reaffirmed.

Note—With the push toward even more privatization in health care, the need to make medically necessary therapies accessible to all Albertans is a growing concern.

24.2.6.1 The Government of Alberta should fully cover the cost of all medically necessary therapies, which should be universally accessible to Albertans.
[1983, 2019]

1-109/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.6.2 be reaffirmed.

Note—In past years, we have seen further pushes toward privatization in health care in Alberta. Public health care, along with public education, remains a cornerstone in Alberta.

24.2.6.2 *The Association supports individuals and organizations that work to prevent all or parts of Alberta's public health care system from being taken over by private health care providers.*
[1996, 2019]

1-110/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.6.3 be reaffirmed.

Note—Families and students are waiting inordinate amounts of time to receive necessary assessments that impact the learning of and services provided to students.

24.2.6.3 *The Government of Alberta should increase health services for children, thereby reducing the time that children must wait to be diagnosed and treated.*
[2003, 2019]

1-111/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.6.4 be amended to read—
“The Government of Alberta should provide access to current resources available in Alberta to help students and/or their families who are addicted or have mental health challenges.”

Note—Wording has been changed to clarify the policy.

24.2.6.4 *The Government of Alberta should ~~[work with the Association in issuing a regular, up-to-date compilation of all the resources available in Alberta to help students who are addicted or have mental health issues and their families]~~ provide access to current resources available in Alberta to help students and/or their families who are addicted or have mental health challenges.*
[2012, 2019]

1-112/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.6.5 be amended to read—
“The Government of Alberta should implement policy and provide funding to support comprehensive education and health programs within each region.”

Note—Effective, sustainable progress in comprehensive school health depends on a common vision; shared responsibilities; and coordinated actions among health, education and other sectors. Financial support to coordinate these efforts, so that partners can pool resources and develop action plans together with and in support of schools, will result in more positive impacts.

24.2.6.5 *The Government of Alberta should implement policy ~~[based on research, to ensure that]~~ and provide funding to support comprehensive education and health programs [are delivered collaboratively] within each region.*
[2008, 2019]

1-113/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.6.6 be reaffirmed.

Note—There is a serious demand for access to these programs, and families are having to wait significant amounts of time to get the supports needed.

24.2.6.6 *The Government of Alberta should provide residential care and day treatment programs with sufficient funding to eliminate the list of children waiting to get into such programs.*
[1996, 2019]

1-114/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.6.7 be amended to read—
“The Government of Alberta should require school authorities to help the Alberta Health Services Board implement vaccination programs and other population health initiatives by

1. distributing information about the initiatives to students, staff, parents and the school community;
2. providing health care personnel with access to students and staff; and
3. allowing their facilities to be used for delivering the initiatives, provided that the provincial government covers all associated costs.”

Note—The recent pandemic illustrated the importance of making vaccinations accessible to individuals and removing as many barriers as possible to that access. The deleted word acknowledges that parents continue to have choice about whether their children participate in population health initiatives.

24.2.6.7 *The Government of Alberta should require school authorities to help the Alberta Health Services Board implement vaccination programs and other ~~[mandated]~~ population health initiatives by*
1. distributing information about the initiatives to students, staff, parents and the school community;
2. providing health care personnel with access to students and staff; and
3. allowing their facilities to be used for delivering the initiatives, provided that the provincial government covers all associated costs.
[2009, 2019]

1-115/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.7.1 be reaffirmed.

Note—Gender equity continues to be an issue in Alberta, and it is through policies and practices that changes will be enacted.

24.2.7.1 *The Government of Alberta, in collaboration with education partners, should develop research-based strategies, policies and practices to ensure that the educational system, in all its aspects, promotes gender equity.*
[1997, 2019]

1-116/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.7.2 be amended to read—
“Schools should promote gender equity by

1. encouraging students to participate in educational programs regardless of their gender,
2. ensuring that responsibilities are not delegated on the basis of gender-role stereotypes,
3. using resources and following practices that discourage gender-role stereotypes,
4. ensuring that resources and school communications use

inclusive language and

5. offering counselling that encourages students to choose careers based on their interests and abilities rather than their gender.”

Note—Specific actions may reduce discriminatory practices and barriers in schools.

24.2.7.2 Schools ~~[can]~~ should promote gender equity by

1. encouraging students to participate in educational programs regardless of their gender,
 2. ensuring that responsibilities are not delegated on the basis of gender-role stereotypes,
 3. using resources and following practices that discourage gender-role stereotypes,
 4. ensuring that resources and school communications use inclusive language and
 5. offering counselling that encourages students to choose careers based on their interests and abilities rather than their gender.
- [1999, 2019]

1-117/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.7.3 be amended to read—
“School authorities should prohibit policy specifying dress codes for students and teachers that discriminate based on any protected grounds.”

Note—It is important to advance policies that reduce discriminatory practices and barriers. The grounds protected under the *Alberta Human Rights Act* are race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status and sexual orientation.

24.2.7.3 School authorities should prohibit policy specifying ~~[gender-specific]~~ dress codes for students and teachers that discriminate based on any protected grounds.
[2015, 2019]

1-118/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.8.1 be reaffirmed.

Note—Although the term *ability* is more inclusive than *disability*, we must continue to use the wording that is reflected in the *Alberta Human Rights Act*.

24.2.8.1 No one should be denied employment opportunities on the basis of their race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.
[2004, 2019]

1-119/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.8.2 be reaffirmed.

Note—Currently, children as young as 12 can work, and the age of 14 should be reinstated. Students should have the time to focus on studies and not enter the workforce prematurely.

24.2.8.2 The Government of Alberta should reinstate 14 as the minimum working age.
[2008, 2019]

1-120/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.8.3 be amended to read—
“The Government of Alberta should

1. raise the provincial minimum wage to guarantee employees the ability to afford the necessities of life, and
2. index that wage rate to reflect rising prices and increases in average weekly earnings.”

Note—The minimum wage should be based not on the economy but on the ability to earn a wage that allows its recipients to live.

24.2.8.3 The Government of Alberta should

1. raise the provincial minimum wage to ~~[a level that takes into account the strength of Alberta's economy and guarantees]~~ guarantee employees the ability to afford the necessities of life, and
 2. index that wage rate to reflect rising prices and increases in average weekly earnings.
- [1998, 2019]

1-121/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.8.4 be reaffirmed.

Note—Although the government instituted the Alberta Jobs Now program in 2021, more needs to be done to help individuals obtain work that pays more than the local living wage.

24.2.8.4 The Government of Alberta should develop job creation programs that lead to employment that pays more than the local living wage.
[1993, 2019]

1-122/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.8.5 be reaffirmed.

Note—The living wage rate is determined locally and is defined as “the level of pay that is sufficient to allow workers to support their families and maintain a safe, healthy standard of living in their communities.” In communities where a living wage rate policy is in place, it has been set through a process of consultation. That consultation needs to occur in all communities.

24.2.8.5 The Rural Municipalities of Alberta and the Alberta Urban Municipalities Association should encourage their members, in consultation with employers, labour unions and social service organizations, to determine the minimum wage that workers in their communities would require to support their families and maintain a safe, healthy standard of living.
[2008, 2019]

1-123/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 24.2.8.6 be deleted.

Note—Directing a nongovernment agency to do this may be seen as overreaching.

24.2.8.6 *The Alberta Chambers of Commerce should encourage its members to pay their employees and contractors more than the local living wage.*
[1999, 2019]

1-124/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.8.7 be reaffirmed.

Note—Employment equity policies should be enacted by the Association and school boards so that everyone has equitable access to working and learning opportunities.

24.2.8.7 *Employment equity policies are a positive way of ensuring that people have equitable access to educational and employment opportunities.*
[2004, 2019]

1-125/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.8.8 be reaffirmed.

Note—Employment equity policies should also be enacted by the Association. If we are going to suggest other employers do this, we should also demonstrate our commitment to this.

24.2.8.8 *Employment equity programs should*
1. *seek to improve conditions for people who are disadvantaged as a result of discrimination and*
2. *offer educational opportunities to help underrepresented groups advance in their careers.*
[2004, 2019]

1-126/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.8.9 be reaffirmed.

Note—Society is becoming less equal in terms of wealth distribution. The Association needs to advocate for economic and social security for all families and especially for all types of staff working in schools.

24.2.8.9 *The Government of Alberta should amend legislation to improve the social and economic security of part-time, temporary and low-wage workers.*
[1998, 2019]

1-127/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.8.10 be reaffirmed.

Note—Society is becoming less equal in terms of wealth distribution. The Association needs to advocate for economic and social security for all families and especially for all types of staff working in schools.

24.2.8.10 *The Government of Alberta should enact legislation to improve the social and economic security of temporary foreign workers.*
[2013, 2019]

1-128/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.8.11 be reaffirmed.

Note—The Association has affirmed its belief that morality clauses are discriminatory. This should also apply to federal schools.

24.2.8.11 *The Government of Canada should ensure that teachers in its employ are not required to sign contracts or other documents containing faith-based or other morality clauses that violate their human rights or the rights of others.*
[2017, 2019]

1-129/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.9.1 be reaffirmed.

Note—Various rights and principles need to be weighed, including the right to a fair and public trial, the right to freedom of expression and the effectiveness of the administration of justice, when deciding if a publication ban is necessary.

24.2.9.1 *The Government of Canada should amend the Criminal Code to prohibit the publication of the names of people charged with child abuse and/or sexual assault until such time as the court finds them guilty.*
[1989, 2019]

1-130/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.9.2 be transferred to policy achieved.

Section 40 of the *Youth Criminal Justice Act* now includes the following statement: “A pre-sentence report made in respect of a young person shall, subject to subsection (3), be in writing and shall include the following, to the extent that it is relevant to the purpose and principles of sentencing set out in section 38 and to the restrictions on custody set out in section 39 . . . the school *attendance* and performance record and the employment record of the young person” (emphasis added).

24.2.9.2 *The Government of Canada should amend section 40.2(d) (vii) of the Youth Criminal Justice Act to require that the presentencing report of a youth convicted of a criminal offence contain a statement from an official at the student’s last-attended school concerning the student’s achievements, attendance and behaviour.*
[1993, 2019]

1-131/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.10.1 be reaffirmed.

Note—Students’ exposure to violence should be limited.

24.2.10.1 *The Government of Alberta should pass legislation ensuring that children under the age of 18 do not have access to violent movies, videos, video games and other electronic media.*
[1993, 2019]

1-132/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.10.2 be transferred to policy achieved.

Note—The *Tobacco, Smoking and Vaping Reduction Act* (2021) establishes a number of measures to protect Albertans from the harms of tobacco, second-hand smoke and vaping (particularly among youth).

24.2.10.2 *The Government of Alberta should impose substantial fines on people found guilty of selling or providing tobacco products to children.*
[1989, 2019]

1-133/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.10.3 be transferred to policy achieved.

Note—The *Tobacco, Smoking and Vaping Reduction Act* (2021) addresses this specifically.

24.2.10.3 *The Government of Alberta should amend the Tobacco and Smoking Reduction Act to regulate vaping products in the same way as the act regulates tobacco products.*
[2019, 2020]

1-134/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.11.1 be reaffirmed.

Note—International education continues to be important and valued in order to help students be members of the global citizenry.

24.2.11.1 *In promoting Alberta's education system abroad, the Government of Alberta should recognize that the purpose of international education is to foster global citizenship by helping students and teachers understand and communicate effectively with people from other cultures.*
[2001, 2019]

1-135/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.11.2 be reaffirmed.

Note—With current pressures in several provinces to move toward more privatization of public services, it is imperative that teachers and the public know the impacts of such decisions.

24.2.11.2 *The Canadian Teachers' Federation should continue to educate teachers and the public about the potential threat that the international pressure to commercialize and privatize public services poses to Canada's public education, health and social programs.*
[1998, 2019]

1-136/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.11.3 be reaffirmed.

Note—There is a threat in the province under international trade and services agreements that could become an issue. Education is a provincial mandate and must not be compromised by federal agreements.

24.2.11.3 *When entering into international trade negotiations, the Government of Canada and the provinces should protect provincial public education, health and social programs by insisting that these services are not commodities for sale.*
[2004, 2019]

1-137/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.11.4 be reaffirmed.

Note—There is a threat in the province under international trade and services agreements that could become an issue. Education is a provincial mandate and must not be compromised by federal agreements.

24.2.11.4 *The Government of Alberta should caution the Government of Canada not to endorse any international trade or services agreement that limits provincial jurisdiction over educational matters.*
[1998, 2019]

1-138/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.12.1 be reaffirmed.

Note—The province continues to experience economic fluctuations that negatively affect children, youth and families. They should be shielded from severe fluctuations in the economy so that they are in no way disadvantaged.

24.2.12.1 *The Government of Alberta should address the impact that economic fluctuations have on society in general and on children, youth and families in particular.*
[2007, 2019]

1-139/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.12.2 be reaffirmed.

Note—The province continues to experience economic fluctuations that negatively affect funding for public education.

24.2.12.2 *The Government of Alberta should reform its approach to taxation and royalty collection with a view to increasing revenues, stabilizing the government's fiscal situation and ensuring that all Albertans and corporations doing business in Alberta share the responsibility for adequately funding public programs, including public education.*
[2013, 2019]

1-140/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.13.1 be reaffirmed.

Note—A climate crisis is facing the world, and making changes to address this to preserve the environment for future generations is imperative.

24.2.13.1 *Preserving the environment is of utmost importance.*
[1990, 2019]

1-141/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.13.2 be reaffirmed.

Note—A climate crisis is facing the world, and minimizing the impact of development projects is imperative.

24.2.13.2 *The Government of Alberta should rigorously assess the environmental impact of current and proposed development projects to ensure that they do the least damage possible to the environment. [1993, 2019]*

1-142/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.13.3 be reaffirmed.

Note—Considerable evidence has affirmed this reality.

24.2.13.3 *The Association accepts the scientific consensus that anthropogenic climate change is a real and critical challenge affecting the planet and the future of humanity. [2020, 2021]*

1-143/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.14.1 be amended to read—
“The Association endorses the principle of worldwide nuclear disarmament and the banning of weapons of mass destruction.”

Note—Nuclear weapons are the most dangerous and indiscriminate weapons ever created. They violate international law, cause severe environmental damage, undermine national and global security, and divert resources away from meeting human needs. Conventional explosive and biological nonnuclear weapons are also destructive and harmful.

24.2.14.1 *The Association endorses the principle of worldwide nuclear disarmament and the banning of weapons of mass destruction. [1983, 2019]*

1-144/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.2.15.1 be reaffirmed.

Note—The principles mentioned are still valid. The right to express their beliefs through peaceful democratic action allows students to develop an understanding of and appreciation for a free and democratic society.

24.2.15.1 *School authorities should adopt and implement policies that respect students’ growth as active citizens, including voluntary participation in democratic actions and activities while addressing potential risks to students. [2020, 2021]*

1-145/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.3.1.1 be reaffirmed.

Note—Funds that have meaningful environmental, social and governance standards are important. These standards should not place any significant growth burden on huge investment funds that have large and diverse holdings, including shares in hundreds of companies.

24.3.1.1 *Cosponsors and administrators who hold funds in trust for the benefit of Alberta teachers should invest these funds in a manner that identifies and manages environmental, social and governance (ESG) risks by*

- 1. considering ESG risk factors when evaluating potential investments and reinvestments, and*
- 2. using their influence and voting shares to help ensure that corporations in which they have invested make responsible decisions and*
- 3. after completing due diligence divesting from corporations when appropriate. [2017, 2020]*

1-146/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.3.2.1 be reaffirmed.

Note—It is important for local leaders to build networks of support for female teachers so the leadership of the Association and school authorities is more reflective of the general teaching population. Encouraging locals to establish their own women in educational leadership committees would permit more members to get involved and would be responsive to local needs.

24.3.2.1 *The Association encourages its locals to establish women in educational leadership committees. [2020, 2021]*

1-147/23 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 24.3.3.1 be reaffirmed.

Note—The Association supports religious minorities in Alberta and Canada, including students, teachers and families. Bill 21 is a divisive law that perpetuates exclusion, discrimination and class division. This policy shows support for human rights, diversity and equity and addresses the harms of Bill 21 and its impact on the unity, reputation and well-being of Canada.

24.3.3.1 *The Association opposes Quebec Bill 21 of 2019, An Act respecting the laicity of the State. [2020, 2021]*

Local Resolutions

2-1/23 (Immediate Directive)

Calgary Public Teachers
Prairie Rose

Be it resolved that the Association encourage school divisions and the College of Alberta School Superintendents to adopt policies that discourage hiring decisions being made on the basis of a teacher's placement on the salary grid.

Note—There have been reports from experienced members who have learned that they were passed over for certain job competitions due to their placement on the salary grid. Simply not being hired because they are “too experienced” or more accurately “too expensive” is inappropriate and not in the best interest of Alberta's students. The practice of hiring new(er) teachers over more experienced/more educated teachers should be ended.

2-2/23 (Immediate Directive)

Prairie Rose

Be it resolved that the Association call upon school divisions and the College of Alberta School Superintendents to make public a statement of ethical practices and processes in regard to hiring, transfers and promotions.

Note—There have been reports from members who question the ethics of certain hires. Patronage appointments or hiring based on social circles is increasing. If school divisions would follow an accepted code of ethics, practice and process, these types of patronage appointments would not be commonplace. Every applicant should have an equal opportunity and an unbiased chance to demonstrate their candidacy for any job they choose to apply for, whether internal or external to their school division.

2-3/23 (Immediate Directive)

Aspen View

Be it resolved that the Association urge the Government of Alberta to provide extra funding to small schools to ensure that multigrade classrooms incorporate no more than two grades.

Note—Small schools across the province are seeing declining numbers, and in order to minimize costs, school boards have been tripling and quadrupling grades within classrooms. This is unfair to children when their learning environment and instruction time must be split among so many grade levels. This is also unfair to teachers who must prepare and deliver these lessons. Government must fund these schools to minimize the number of grades per classroom so all Alberta students are provided with the best education an instructor can offer.

2-4/23 (Immediate Directive)

Aspen View

Be it resolved that school authorities have the responsibility to ensure that multigrade classrooms incorporate no more than two grades.

Note—Small schools across the province are seeing declining numbers, and in order to minimize costs, school boards have been tripling and quadrupling grades within classrooms. This is unfair to children when their learning environment and instruction time must be split among so many grade levels. This is also unfair to teachers who must prepare and deliver these lessons.

2-5/23 (Immediate Directive)

Aspen View

Be it resolved that the Association urge the Government of Alberta to develop legislation to restrict the number of courses instructed by a single teacher to 10 per school calendar year.

Note—In a number of small schools across the province, teachers are being placed in classrooms that house small groups of high school students who are working on different courses. The teacher is then responsible to instruct these students simultaneously. This means that during a one-block time allotment, teachers may be preparing and helping students in three to five courses. This is a tremendous burden on the teacher and does not provide students with the teacher-pupil time they require. This issue is further complicated in distance learning situations where teachers are given enormous course expectations and students do not move through it at the same pace.

2-6/23 (Immediate Directive)

Aspen View

Be it resolved that the Association urge the Government of Alberta to maintain the diploma examination weighting at 20 per cent for the 2023/24 and 2024/25 school years.

Note—Students who are currently in Grade 11 did not write the Grade 9 PAT exams due to COVID-19. As diploma exam weightings have been reduced since December 2021, continuing to make the weightings for these tests less than the original 30 per cent would be beneficial to (for) the students who have not had recent exposure to a major government-issued exam. Keeping the weighting of the exam lower allows students to have their class work as a greater portion of their grade. Concerns of mental health would be addressed, as the pressure of the exam will be reduced. These students are still trying to survive the effects of doing important years of their high school experience during the pandemic.

2-7/23 (Administrative Procedure)

Calgary Separate School

Be it resolved that the Association increase the grant-in-aid allocation to locals for the attendance of members at Summer Conference.

Note—Summer Conference grant-in-aid funding of approximately 25 per cent of the current delegate cost is not adequate and creates a significant burden for many locals. Summer Conference should not be an expense for the attendee, and a higher share of the costs should be borne by the provincial Association.

2-8/23 (Administrative Procedure)

Calgary Separate School

Be it resolved that associate member fees be prorated monthly.

Note—Currently, practice reflects that regardless of what day within a traditional calendar school year (September 1–August 31) a person applies for associate membership, they pay the exact same amount. For example, a person applying on September 1 (receiving benefit for 365 days) pays exactly the same as a person applying for associate membership on August 31 (receiving benefit for one day). Prorating membership by for associate members would align with the current practice of prorating fees for members on leave.

2-9/23 (Immediate Directive)
Calgary Separate School

Be it resolved that the Association urge school boards to refrain from school sites being election voting stations if the school cannot maintain a separate entry/exit for voters and election staff. This will ensure zero interaction with the school's staff and students and increase safety.

Note—Presently, some school sites that host elections have no separate entry/exit for the general public. Election staff and voters have the potential to mix with students and staff within school sites during a school operational day. Elections make the safety of our schools vulnerable as any member of the public may enter the school with little to no scrutiny. It is imperative that the security and safety of staff and students is maintained through zero contact.

2-10/23 (Administrative Procedure)
Calgary Separate School

Be it resolved that the honorific business (not requiring quorum) that has traditionally been completed during the opening Saturday morning session of ARA be moved to Friday evening and all business of the Assembly be completed by Sunday night.

Note—By moving the honorific portion of the ARA agenda (all items not needed to be considered by quorum) to Friday night will better honour the time commitment of the delegates (and ATA staff). This change will allow for the Monday morning session, that is currently scheduled, to be eliminated and the business of the Assembly to be completed by Sunday evening.

Instead of hosting the recipients of the Honorary Membership Awards at a luncheon, currently being held on Saturday, a reception can be done on the Friday evening—allowing for more thorough discussion and inclusion of all ARA delegates to further honour these esteemed award recipients.

By completing all business Sunday evening, delegates will be able to use the full day Monday for travel.

2-12/23 (Immediate Directive)
Calgary Separate School

Be it resolved that all collective agreements negotiated by the Association should contain a clause establishing a minimum of 90 minutes of noninstructional time for all teachers during each school day.

Note—Having 90 minutes of noninstructional time in collective agreements would provide 60 minutes of unassigned time every day averaged weekly. Add this to the 30 minutes per day of currently

legislated unassigned lunch break would provide sufficient time for teachers to plan, mark and complete the other assigned and unassigned tasks necessary to for their job. This is an aspirational goal and something to strive for.

2-13/23 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that the Association urge school divisions to collect and keep records of the number and types of incidents of violence or harassment perpetrated against staff, to be shared with the associated locals (ATA, CUPE, etc) on a semiannual basis.

Note—There has been a significant increase in situations in which staff experience violence at the hands of students. With the growing issue, members and the Association should be collecting the frequency of these occurrences in order to better advocate for teacher safety and protection. Members have been encouraged to document the violence the experience, but there is often nothing done with this information once submitted to school districts. Having access to this data would allow the Association to advocate for safe working conditions for all members.

2-14/23 (Administrative Procedure)
Edmonton Public Teachers

Be it resolved that if a member is being called into a meeting to address a situation of abuse or harassment, the member should be provided with a representative from Member Services in order to advise teachers of professional rights and available professional protections.

Note—There is an inherent power differential when being called into an employer's office. ATA staff are most knowledgeable about professional rights, responsibilities and protections and should be present to advise teachers facing a power abuser, regardless of whether there are formal employment implications for the victim of harassment or abuse. Regardless of whether there are formal employment implications for the victim of harassment or abuse, there are often psychological implications of being called into an employer's office with the abuser to address the issue.

2-15/23 (Immediate Directive)
Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta to change the current code of professional conduct so that regardless of whether the victim of harassment or abuse has been able to address the issue to the abuser in a power dynamic situation, the victim *may* reach out to the employer or ATA to facilitate resolution/cessation of the abuse.

Note—Research has proven that there are often psychological implications of being isolated and alone with an abuser. The ability to address abuse without a one-on-one confrontation (as necessitated by the current code of professional conduct) is currently nonexistent. This allows continued abuse of vulnerable individuals/colleagues. It is now time to act, to protect the most vulnerable of our colleagues, be the vulnerability race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital

status, family status, genetic characteristics, disability or status of contract.

2-16/23 (Immediate Directive)

Edmonton Public Teachers

Be it resolved that the Association urge school authorities to provide mandatory and comprehensive training to administrators, school leaders and aspiring school leaders in how to effectively respond to disclosures of sexual harassment and abuse; training should be renewed every three years.

Note—As our understanding of what constitutes sexual harassment has been evolving, more individuals are feeling empowered to speak out about harassment and abuse, and more students are coming forward with disclosures and concerns. Training in how to deal with these issues has not always been available, and our leaders need to be equipped with the expertise, knowledge and tools to both support victims and to know what consequences are appropriate for the perpetrator.

2-17/23 (Administrative Procedure)

Edmonton Public Teachers

Be it resolved that the Association only bargain collective agreements on behalf of teachers employed by public, separate and francophone school authorities and therefore discontinue bargaining collective agreements on behalf of charter school teachers.

Note—As an Association, we currently have policy opposing the establishment of publicly funded charter schools. By bargaining on behalf of charter schools, we not only legitimize them but we also strengthen them, creating even more competition for public education.

2-18/23 (Immediate Directive)

Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta to return to local bargaining for all matters.

Note—Central-table bargaining is not working. The purpose of central-table bargaining was to be able to (1) negotiate directly with the provincial government as they control the money and (2) bring everyone up to the same level in terms of pay and benefits. In our last negotiated agreement, some locals were forced to give up a lot of what they negotiated for while other locals made little or nothing in gains. A return to local bargaining means a return to actually making progress in teacher working conditions.

2-19/23 (Immediate Directive)

Edmonton Public Teachers

Be it resolved that the Association urge postsecondary education programs to ensure all preservice teachers can choose their placement in a public nonfaith-based program, public faith-based program, Catholic or francophone school.

Note—Non-Catholic teachers placed in Catholic schools are put in an untenable position. Catholic authorities have frequently argued that Catholic teachings permeate all aspects of institutional life and all

subject areas. It is unfair to expect preservice teachers to reflect Catholic world views in their instruction when they do not hold those world views. This is especially harmful to 2SLGBTQI+ preservice teachers whose identities are not allowed full expression in Catholic environments. The inability to reconcile personal and professional identities can lead to serious psychological stress for these beginning teachers. It also makes the possibility of future employment with the Catholic authority unlikely.

2-20/23 (Administrative Procedure)

Red Deer Catholic

Be it resolved that when a memorandum of agreement at the central table is presented to teachers, in addition to any recommendations from the Central Bargaining Committee and Provincial Executive Council there will be a comprehensive statement of the potential impact of all changes, including potential strengths and weaknesses, costs and benefits, and gains and losses.

Note—The process for dealing with the recent mediator's recommendation for settlement was highly unsatisfactory. Many teachers felt that the process was unnecessarily rushed and pressured and that the recommendations of Central Bargaining Committee and PEC were given undue weight at the expense of the concerns of those who were opposed to the proposal. Our processes must be seen to be open, fair, democratic and respectful, and this process clearly was not.

2-21/23 (Administrative Procedure)

Red Deer Catholic

Be it resolved that Association policy be amended to clearly establish

1. that members have the right to be advised of how their PEC representatives (including their district representatives, vice-presidents and president) voted on any substantive issue at Provincial Executive Council and
2. that the Association put in place the appropriate administrative procedures to ensure that votes are recorded and members are informed of the votes on request.

Note—Teachers cast ballots for one or more district representatives, two vice-presidents and a president. It is a basic principle of representative democracy that those who elect representatives have a right to know how their representatives have voted on any and all substantive issues.

2-22/23 (Administrative Procedure)

Red Deer Catholic

Be it resolved that the Association develop and implement a comprehensive contingency plan to deal with any extended absences (for medical or other approved reasons) of PEC members, making clear to members and locals how the absent PEC member's responsibilities and duties will be met during the period of their absence.

Note—The lack of a policy that outlines what happens when a member of PEC is absent for a medical leave (or other reason) makes clear the need for a clear and comprehensive policy and process to

ensure that their duties and responsibilities and the needs of members will be met in systematic and well-understood ways.

2-23/23 (Immediate Directive)
Calgary Public Teachers

Be it resolved that the Government of Alberta should ensure that every student living in Alberta with parents ordinarily resident in Canada can receive a publicly funded education, irrespective of their immigration status.

Note—The *Education Act* states that every child in Alberta with parents who are residents of Canada is entitled to an education. This right is not limited based on immigration status. However, government funding allocations are based on the number of students with citizenship or permanent residence. As a result, school boards typically insist on documentation when registering students. There are an estimated 500,000 undocumented workers in Canada, many in Alberta. All children, regardless of their immigration status, deserve access to public education.

2-24/23 (Immediate Directive)
Calgary Public Teachers

Be it resolved that school boards should implement Access Without Fear policies and allow the children of residents with uncertain or no immigration status to enrol in public education without fear of recrimination.

Note—Access without Fear policies aim to reassure people with uncertain or no immigration status that they can access education services without fear that they may be reported and ultimately detained or deported. Every child whose family has made Alberta their home should be able to attend school, regardless of the circumstances.

2-25/23 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the threshold to remove resolutions from Block 1 (resolutions arising from the six-year review of policy) be two-thirds and from Block 2 (local resolutions and Provincial Executive Council resolutions), a simple majority.

Note—This practice lives in more than one place in administrative procedures; this policy resolution would enshrine what is current practice into a single policy.

2-26/23 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association develop a system of financial support that provides locals with greater financial assistance commensurate with their needs when developing provincewide member engagement events and/or provincially planned campaigns or rallies which have extraordinary costs that have not been budgeted for by locals.

Note—Smaller locals require commensurately larger financial assistance in organizing participation in provincewide events since they lack the capacity to take advantage of economies of scale like larger locals can.

2-27/23 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association ensure all local websites using Association site infrastructure are provided with the design and formatting templates contemporaneously in use by www.teachers.ab.ca.

Note—Locals that elect to utilize the Association's webpage infrastructure have not seen a significant update to the design or templates of those websites for many years. While the provincial ATA's site is regularly updated, these changes have neither been offered, nor pushed out, to locals. This inhibits locals from offering websites that conform to Web 3.0 formatting and being able to present websites that adjust automatically to the device members are viewing the site on. Policy that requires ongoing updates of local sites when the provincial sites undergo upgrades helps maintain a consistent web presence for the Association and its subgroups.

2-28/23 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association conduct a provincewide teacher workload study in order to

1. identify duties that are common across school divisions,
2. provide statistics related to the hours of work on a weekly and annual basis for teachers across Alberta (inclusive of all duties and professional obligations),
3. identify areas of teacher work that have experienced workload intensification and
4. offer recommendations on how to ease or reverse workload intensification trends.

Note—Workload intensification trends are creating untenable and unhealthy working environments for teachers. So much of teachers' work is required for schools to be healthy, inclusive, productive spaces for schools but is not recognized. When extracurricular duties and other professional obligations, for which no time is assigned, are added to the 1,200 hours (maximum) of annual assigned duties, it is simply too much. Teachers are constantly being asked to "do more with less" when what they need is to "do less because we have received less" in terms of support and funding from the government.

2-29/23 (Administrative Procedure)
Red Deer City

Be it resolved that Summer Conference locate itself in Alberta at a location where a reasonable cost of participation is feasible.

Note—While Summer Conference may have a history of being in Banff for some time, the simple cost of Banff has become astronomical. This last year, the average cost of members to attend Summer Conference was greater than the stipend of any position on our executive.

2-30/23 (Administrative Procedure)
Red Deer City

Be it resolved that the Association take a stance regarding the efficient use of money by the Ministry of Education; one paramount step in increasing this efficiency is the removal

of the duality of public and separate school districts. The Association needs to stand against the overlapping coexistence of such districts across the province. The Association should encourage the use of one senior administration/school district over a reasonably sized geographic area, not two.

Note—The estimated cost of the coexistence of both separate and public districts is \$1.6 billion per year (<https://www.cbc.ca/news/canada/calgary/why-alberta-saskatchewan-ontario-have-separate-catholic-schools>). We are only one of three provinces—Saskatchewan and Ontario have this as well—who practise the funding of second yet separate school districts funded equally with that of public school districts. If we know that money is being lost due to the coexistence of two systems that overlap geographically, we need to seek more efficient use of money in education.

2-31/23 (Administrative Procedure)
Red Deer City

Be it resolved that the Barnett House has enough solar panels that are rated to generate just under 20 kilowatts on the roof of Barnett House.

Note—While it would be encouraged that Barnett House look at the legal side of going beyond the number of panels needed to produce 20 kilowatts, laws in Alberta and Canada require any location producing more than 20 kilowatts to have a microgeneration licence. For the time being, simplicity would just like to see less than 20 kilowatts in place, as soon as possible, as an environmental measure. In the long term, we hope additional solar panels would be considered, along with a microgeneration licence.

2-32/23 (Administrative Procedure)
Red Deer City

Be it resolved that the Association create a whistleblower policy to allow members to communicate directly with the superintendent regarding the operations of the school in situations regarding bullying, harassment or abuse of a teacher.

Note—In general, it is advisable for colleagues to attempt to resolve disputes themselves before escalating, but in this case, there is too much room for reprisal from the offending party.

2-33/23 (Administrative Procedure)
Red Deer City

Be it resolved that the annual provincial fees for our members be rounded up to the nearest \$10 increment annually. This additional amount will be directly relayed to locals who are to budget it in for social events that promote the feeling of belonging for all teachers within a local.

Note—The last two years of COVID have resulted in not only the association of new teachers within a district getting to meet one another but for experienced teachers to have time to talk to one another. By having this funding for social events, it will be promoted that locals endorse social events for the members of their local.

2-34/23 (Immediate Directive)
Red Deer City

Be it resolved that the Association urge the Government of Alberta to increase funding to support new students to Canada.

Note—The goal of this resolution is to reduce barriers to learning faced by this demographic, including but not limited to mental health supports and a commitment to smaller class sizes.

2-35/23 (Administrative Procedure)
Red Deer City

Be it resolved that an in-depth, explanatory report for all of section 7 of the Collective Agreement Between the Alberta Teachers' Association and Executive Staff is written.

Note—With the exception of clause 7.3, we do not understand why many of the clauses in this collective agreement exist. We need an explanation of why these types of clauses exist in the collective agreement of our executive staff but not in the collective agreements bargained by TEBA for the teachers of the ATA.

2-36/23 (Administrative Procedure)
Red Deer City

Be it resolved that the Association provide opportunity for member input via pollster or survey for all large-scale/provincewide events and endeavours (eg, rallies, round-table duties, etc), in line with democratic process.

Note—It is felt that regardless if the numbers of the rally in Edmonton seemed to deem it a success, this was a rather executive and expensive decision that was made with very little consultation due to the decision being made to move forward made completely over the summer with very little consultation with people outside of those attending Summer Conference.

2-37/23 (Administrative Procedure)
Red Deer City

Be it resolved that all honorary memberships should be presented at the President's Reception on the Monday evening of Summer Conference.

Note—We believe that honorary memberships are both a critical and wonderful component within the ATA; they should continue to be celebrated. At the same time, we also believe every minute of time at ARA needs to be prioritized to resolutions. The placement of the resolutions at the President's Reception at Summer Conference would still give them a distinguished focus and celebration.

2-38/23 (Administrative Procedure)
Red Deer City

Be it resolved that nonessential motions (courtesy motions, retirement announcements, memoriam announcements, etc) shall be reserved for announcement after the business of the house has been completed.

Note—We feel that too often with the honorary memberships and the unnecessary padding at the beginning of ARA disrupts the business of the house, resulting in too many resolutions where engagement of all members is critical are then being deferred to PEC.

2-39/23 (Administrative Procedure)**Red Deer City**

Be it resolved that digital voting, much like that used in the 2019 and 2020 ARAs, is used for future ARA sessions.

Note—The Red Deer City Local 60 believes that we need to move in a direction to have a hybrid model in which the number of individuals who physically congregate is significantly reduced, possibly to roughly one-third of the number of people present at a typical ARA, while the other two-thirds participate and vote via Zoom. Individuals participating via Zoom would be able to communicate with the representatives who are in person, and the closed-door components would be left in the trust of a far smaller group.

2-40/23 (Administrative Procedure)**Red Deer City**

Be it resolved that the review of ATRF and its current status will be scheduled at 7:30 PM on the Sunday of ARA weekend.

Note—Fatigue of teachers can lead to irrational behaviour in the later parts of the day. We need to seek to deal with the parts of the ARA meeting in which active engagement is critical during the times of the day when minds are most awake. Listening to ATRF reports takes very little neurological activity; it should be reserved for those later parts of the day.

2-41/23 (Administrative Procedure)**Red Deer City**

Be it resolved that the location of ARA delegates and their locals are situated in the ballroom in geographically respective locations of where they are situated in the province of Alberta.

Note—For better perception of who is favouring/not favouring any motions at ARA, it can be difficult to understand who is/isn't favouring various motions and resolutions. The placement of ARA delegates in geographically respective locations within the ballroom will give a better idea to all of which locals are favouring/not favouring various resolutions.

2-43/23 (Administrative Procedure)**Red Deer City**

Be it resolved that the Association permit new substitute teachers to attend Beginning Teachers Conference, with sessions specifically geared for novice substitutes. This would include GIA from the provincial ATA for these substitutes.

Note—Many teachers first enter the profession as part of this group. Involvement in sessions specifically developed to consider their needs will improve their initial experiences as substitute teachers.

2-44/23 (Immediate Directive)**Red Deer City**

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

Note—One of the major obstacles that many teachers in Alberta face is the increasing requirement of using media and film within the

classroom as a teaching resource. However, the use of many streaming services are unreliable, contain limited useful material or would violate the EULA to be used in the classroom. Furthermore, with the focus and encouragement to present Canadian sources and Indigenous perspectives in the classroom, having an easily accessible, and legal, access of Alberta films and other media in the classroom will empower us to present Albertan and Canadian perspectives on a variety of subjects. By negotiating a blanket licence for the access of such materials, we would also ensure that content creators are respected and paid fairly for their material in exchange for the use of their material in our classes.

2-45/23 (Administrative Procedure)**Greater St Albert Catholic**

Be it resolved that convention associations move to a model of two years in-person and one year online, in a three-year cycle.

Note—Allowing each convention association to host a virtual convention every third year would allow for the flexibility to gather all Alberta teachers at the same conference and further strengthen our professional Association. The convention review highlighted teacher feedback regarding concerns about winter driving conditions and adverse weather. This resolution would honour the variety of teachers' voices throughout the province. As well, it would be a strong beginning to eliminate an equity gap where some teachers have little to no out-of-pocket expenses, while others must start saving for convention at the beginning of the school year.

2-47/23 (Administrative Procedure)**Rocky View**

Be it resolved that another full-time, continuous executive staff officer in Teacher Employment Services be hired to work out of SARO on a permanent basis to support southern Alberta teachers.

Note—Given that the population of teachers in the south region is growing and there are more teachers in the south region now, it is time that we add capacity to SARO's staff officers to meet the needs of these teachers. There seems to be an increased difficulty for teachers in the southern regions of the province in accessing Teacher Employment Services that needs to be addressed. Teachers in southern regions of the province are looking to get equitable and timely access to the services that TES provides.

2-48/23 (Administrative Procedure)**Rocky View**

Be it resolved that the resolution requiring the approval of fees after the budget has been costed and approved be removed and the fees per member be tied to the passage of the budget as presented.

Note—The essence of this is that if the Association presents the budget to ARA and has everything costed out, then they should be approving the yearly fee at the same time. If ARA adds or removes cost items from the budget, the yearly fees should be adjusted accordingly as part of the budget discussion. We understand that if ARA approves the budget but not a corresponding fee increase, they are directing the Association to run a deficit. The problem is that the money to cover this deficit doesn't simply appear. If ARA is made to approve the budget with the fees in mind at the same time, it can

prevent ARA from creating a structural deficit for the Association. If it is determined by ARA that one-time deficit budget is to be run, this discussion can and should occur as part of the larger budget discussion and a second vote shouldn't be necessary.

2-49/23 (Administrative Procedure)

Rocky View

Be it resolved that the Association create a campaign to advocate for adequate, continuous funding to allow paraprofessional support staff supports for students to be placed in schools and be tied to student population and needs (English language learning support, educational assistants, child development advisors, psychologists, physical therapists, occupational therapists, speech language pathologists, etcetera).

Note—EAs and other paraprofessionals are punching above their wage when dealing with our most complex students when really other, more specialized professionals are needed. In general, more paraprofessional support is needed in the classrooms to support teachers in doing the core work of the job. Without proper support, teachers are spread far too thin, especially in crowded and complex classrooms.

(Note to committee: We know that *paraprofessional* is perhaps not the correct term to encompass the many support professionals, including learning and behavioural support staff, that are lacking in today's classrooms.)

2-50/23 (Immediate Directive)

Rocky View

Be it resolved that the Association advocate for a change to the *Provincial Education Collective Bargaining Act* (PECBA) allowing a return to a local bargaining model where bargaining items with no significant impact on provincial costs are dealt with by locals and not the central table.

Note—Local bargaining has become nothing short of a travesty to the spirit of labour power and collective bargaining. It is understood that large-ticket items in terms of cost that would have serious implications for the provincial budget and funding should be dealt with centrally—salary grids, class size caps, class composition benchmarks, benefits, etcetera—but the inclusion of so many other clauses in the central-table discussion has limited the ability of locals to discuss key issues at the local level where the work should be done and needs to be done. Issues that affect discussions on workload, employer/employee relationship, assessment, communication of student learning, etcetera need to be had at the local level in *every* bargaining round.

2-51/23 (Immediate Directive)

Rocky View

Be it resolved that the Association advocates for the professional autonomy of teachers in our own classrooms, in control of the interpretation and implementation of curriculum; creating, administering, interpreting assessment; reporting and communication of student learning.

Note—Year after year, there are more and more “asks” of teachers that take away from the core work of teaching and take away from

our professional autonomy in the classroom. Things like directives around communication of student learning, real-time reporting, following procedures to refer students for extra supports, and a litany of other tasks take away from the core work that we do each day—working with and teaching students. We are now expected to be counsellor, secretary, learning assistant and more every day. Even more concerning, there are executive leaders around the province who are beginning to equate perceived noncompliance division procedures or policy with a lack of teacher competence, which should be judged only by the TQS. We need to be given autonomy the trust that as professionals we are attending to our jobs in a way that is reasonable, fair and just, without being told by executive leaders how to perform our jobs.

2-52/23 (Immediate Directive)

Rocky View

Be it resolved that the Association call for the dissolution of the Alberta Teacher Registry and the deletion and destruction of any public-facing information that is contained therein.

Note—This list compromises teacher privacy and safety and isn't even accurate. The fact that the list includes individuals who are retired from the profession, as well as individuals who are deceased, is a testament to the complete lack of care and attention the ministry paid to the work the undertook. The list accomplishes nothing of any value to the conversation of teacher professionalism and is a blatant attack on teachers who are in, and have never been in anything but, good professional standing. Teachers who have active complaints against them have more privacy than teachers in good standing, and those in good standing have far more to lose through this registry than any person or organization could gain by being able to look up teachers who have no mark on their record and haven't had for their entire careers and even lifetimes.

2-53/23 (Administrative Procedure)

Rocky View

Be it resolved that there be a limit of three consecutive terms for any member to sit on Provincial Executive Council.

Note—Teachers serving on PEC should be required to return to the classroom periodically to stay in touch with the realities of the classroom. Today's classrooms are changing rapidly, and it is difficult for anyone to defend what they don't know. It is important for members of PEC to be in tune with the realities of the classroom to do their job well. While we recognize the work these individuals have done for teachers, their passion for defending teachers in this province, and their knowledge and expertise, there is a sentiment that there is no need to run for these posts because the position is occupied. Term limits would allow others to step up and take the reins at the provincial level and would allow space for new faces to step up and do the work of the Association and keep PEC members connected with the day-to-day reality of the profession. Some may be more willing to step up if there is the perception that these positions are temporary, not long term.

2-54/23 (Administrative Procedure)

Rocky View

Be it resolved that the Association host an annual National Indigenous Veterans Day program, in consultation with Indigenous Elders and Knowledge Keepers, that is live

streamed for teachers across the province to share in their classrooms.

Note—Nearly every school in Alberta has some form of Remembrance Day ceremony that students attend, but there is no recognition of National Indigenous Veterans Day, November 8. In fact, there are no resources to help teachers address this in class in the week leading up to Remembrance Day. The addition of an Association-hosted, live-stream (or recorded) event would give teachers the ability to address this in class and help teachers meet their TQS responsibilities and continue on the path toward reconciliation.

2-55/23 (Immediate Directive)
St Thomas Aquinas Teachers'

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

Note—Currently there is no communication as to whether a student has been charged or convicted of a violent crime or if they are currently on probation, even if they are over the age of 18. An incidence occurred in a school in our local where a student was newly registered in one of our schools who had committed a previous violent crime. No information was provided to his teacher other than he suffered from anxiety.

The student stabbed and murdered a student in his class while other students were present along with the teacher. Everyone's lives were forever changed in a matter of seconds. An innocent student is dead, a young man is incarcerated for murder, student witnesses must live with memories of that trauma and that teacher no longer feels safe in a classroom. Students and staff in other classrooms also had their lives forever changed.

If school authorities had provided the school and staff with information as to the danger that student presented, a plan could have been put in place, such as regular morning checks in the office for weapons before entering the classroom.

We as a profession must fight for changes that allow for our schools to truly be safe and caring schools for all.

2-56/23 (Administrative Procedure)
PrairieLand

Be it resolved that there be a study and report to ARA 2024 related to the efficacy of the funding for local president release time.

Note—The duties of our local presidents will continue to become more complex and time consuming. The expectation that a local president will be a full-time teacher as well as taking on these duties is unrealistic and tenuous at best. Requesting this study and report may bring to light changes that could make it easier for all locals to access grant funding for purposes of this release time. The resulting information, at the very least, will give a true picture about which locals have accessed the grant and to what extent.

2-57/23 (Immediate Directive)
Parkland Teachers'

Be it resolved that the Association urge school boards to allow for communication from school reps at the local level via employer e-mail addresses for information not relating to collective bargaining or other confidential information.

Note—Information related to events and local business that is not in conflict with bargaining should be easily shared with all members. Staff reps have the sometimes difficult task of securing up-to-date personal e-mail lists for teachers due to leaves, staff changes and some teachers refusing to provide a nonwork email for such communications. In some divisions, the nature of nonoperational days is also changing and does not provide opportunities for staff reps to hold in-person meetings to relay information. Allowing staff reps to use division e-mails to relay information from local council meetings relating only to events and/or nonunion items would make this task easier for staff reps and also ensure that members are being kept well informed.

2-58/23 (Administrative Procedure)
Parkland Teachers'

Be it resolved that conventions and specialist councils should offer online sessions for teachers who are living in remote northern locations and travel is cost prohibitive.

Note—Travel to teachers' convention and/or specialist council conferences is costly, and most of these costs are borne by the teacher. This travel also comes at a time when road conditions are dangerous or impassable. A semihybrid convention would allow for participation in this important professional development at a relatively low cost to individuals, specialist councils and the Association.

2-59/23 (Administrative Procedure)
Parkland Teachers'

Be it resolved that the Association should establish an option for substitute teachers to remain active members of the Association while on parental leave.

Note—Currently, when a contracted teacher takes a parental leave, they remain active members and are charged \$8/month that they are on leave to remain a member in good standing. This allows them to vote in PEC elections and other online votes and to remain active in their locals should they so choose. When substitute teachers take a leave of absence, they are no longer employed by a school division and so they no longer have voting rights or other privileges that a contracted teacher would have in the same situation. Should they choose to participate, substitute teachers on parental leave should have the ability to remain an active member in the Association (voting rights, etc) by paying a nominal fee equivalent to the fee a contracted teacher pays.

2-60/23 (Long-Term Policy)
Edmonton Catholic Teachers

Be it resolved that policy 2.3.1.1 be amended to read—

“The Association affirms and respects the right of individual parents to exclude their children from participation in instructional activities relating to human sexuality. Human sexuality does not include sexual orientation and human/gender identity.”

Note—Human sexuality should not be confused with human identity. The way the policy currently reads unfortunately results in neglecting discussion of 2SLGBTQ+ identities and the resulting harm and stigmatization associated. The intent here is not that parents don't have the right to remove their child from instruction but rather that human identity and human sexuality are not interchangeable terms.

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. Human sexuality does not include sexual orientation and human/gender identity. [2019, 2020]*

2-61/23 (Immediate Directive)
Edmonton Catholic Teachers

Be it resolved that the Association urge the Government of Alberta to return to local bargaining for all matters.

Note—The purpose of central-table bargaining was to negotiate with the provincial government on behalf of all Alberta teachers and to ensure equity among teachers in regard to pay, benefits and other central-table items. In our last negotiated agreement, some locals had to give up previously negotiated items while other locals made little or no gain. A return to local bargaining means a return of the negotiating process to individual locals who can best address the needs of their members.

2-62/23 (Long-Term Policy)
Edmonton Catholic Teachers

Be it resolved that policy 19.1.0.10 be amended to read—

“The Alberta Teachers’ Association publicly supports the collective bargaining rights of all unionized workers, including the ability to engage in fair arbitration free from government interference.”

Note—The word *publicly* would strengthen the existing policy and show solidarity with other unionized workers.

19.1.0.10 *The Association publicly supports the collective bargaining rights of all unionized workers, including the ability to engage in fair arbitration free from government interference.* [2019, 2020]

2-63/23 (Immediate Directive)
Edmonton Catholic Teachers

Be it resolved that the Association urge school authorities to ban the practice of conversion therapy as defined in the Criminal Code of Canada, in any form, in all school settings.

Note—The Criminal Code of Canada currently states that “conversion therapy causes harm to society because, among other things, it is based on and propagates myths and stereotypes about sexual orientation, gender identity and gender expression, including the myth that heterosexuality, cisgender gender identity, and gender expression that conforms to the sex assigned to a person at birth are to be preferred over other sexual orientations, gender identities and gender expressions.” With conversion therapy recently becoming an illegal practice within Canada, it is important all education stakeholders are aware of legal requirements and must ensure that conversion therapy does not take place in any form in any classroom in Alberta.

2-64/23 (Immediate Directive)
Edmonton Catholic Teachers

Be it resolved that the Association urges the Government of Alberta to respect the collective bargaining process and refrain from using the notwithstanding clause to circumvent this democratic right.

Note—Presently unions and professional associations across Canada find their charter right to bargain fairly with their employer under attack by provincial governments across the country. The Alberta Teachers’ Association needs to hear clearly from the Alberta government that they will respect this constitutional right and refrain from using the notwithstanding clause in present and future negotiations with the ATA.

2-65/23 (Administrative Procedure)
Black Gold Teachers’

Be it resolved that when the chair observes that debate preponderantly reinforces one position, the chair suggests to the house that a member “calls the question.”

Note—Since the rules surrounding Employment Standard Codes for employees have changed and placed more restrictions on our time, the house must respect the working hours of the staff present at ARA. As such, the rules of operation must adjust to maximize opportunities for constructive debate. When debate seems to stagnate or repeatedly reinforces one position, this resolution would allow more time for meaningful debate on other issues to occur.

2-66/23 (Administrative Procedure)
Canadian Rockies

Be it resolved that the Association aim for half of all provincially led Association meetings and events to be held virtually.

Note—Holding events virtually allows for significant cost savings for both the Association and locals. Attending events virtually saves members time spent travelling and allows them to be in their schools and with their students more. Many members are also more willing to attend events virtually. The weather in Alberta is wildly unpredictable and worse in certain times of the year—less time spent on the road places the safety of members in the forefront. Finally, the world is suffering from a climate crisis and the Association should be forward thinking and working to lessen their impact on the environment.

2-67/23 (Administrative Procedure)
Canadian Rockies

Be it resolved that the Association hire an additional executive staff officer in Teacher Employment Services with a focus on teacher welfare to mitigate the workload of the existing staff officers.

Note—The current allotment of executive staff officers in Teacher Employment Services has resulted in scheduling challenges for bargaining. Some staff officers have as many as nine locals to represent and incur travel times exceeding three hours to attend meetings. The current two-facet bargaining already leads to a long, slow process that can result in disengaged members. The Association

should take measures to ensure that the local bargaining is smooth and timely by creating another position to further split the workload.

and who, in accordance with the remedial nature of section 23, require additional assistance to learn that language.
[2017, 2020]

2-68/23 (Immediate Directive)

Evergreen

Be it resolved that boards hire full-time supply teachers to be used as substitutes in localized areas where few or no substitutes are available.

Note—Many school boards, both urban and rural, are experiencing substitute teacher shortages. As a result, teachers are losing their prep time to cover classes when teacher absences occur. Many areas could employ a full-time substitute teacher with no loss of days, making substitute teaching a much more secure, risk-free, work-benefit-providing and thus an attractive option for teachers looking for employment.

2-69/23 (Administrative Procedure)

Evergreen

Be it resolved that convention associations add a hybrid model of delivery.

Note—Many convention boards require their teachers to travel long distances in somewhat treacherous winter conditions in order to attend in-person teachers' convention as required by the Association and the employer. To make this a safer and less expensive option for teachers, a hybrid attendance option would make convention a less stressful experience. The pandemic proved that virtual convention attendance met the needs of convention. This option should be extended for those teachers who would experience any hardship in attending convention.

2-70/23 (Long-Term Policy)

Association des enseignantes et des enseignants francophone de l'Alberta

Be it resolved that policy 9.2.3.4 be amended to read—
“The Government of Alberta should appropriately fund all students who are entitled under section 23 of the Canadian Charter of Rights and Freedoms to receive French first-language instruction and who, in accordance with the remedial nature of section 23, require additional assistance to learn that language.”

Note—The added language brings the policy closer in line with the Supreme Court decision of *Mahe c Alberta* (1990). Francophone school boards also reflect this language.

Remedy is still needed as there are still many francophone schools that do not have equivalent schools to the anglophone majority. Census data from 2021 show that there are 67,140 francophone children in Alberta eligible for francophone education, in accordance with section 23. Roughly 9,000 are currently enrolled in francophone schools. These children are losing their francophone identity.

We would hope the ATA would take this small step further toward the francophone cause.

9.2.3.4 The Government of Alberta should appropriately fund all students who are entitled under section 23 of the Canadian Charter of Rights and Freedoms to receive French first-language instruction

Provincial Executive Council Resolutions

3-1/23 (Administrative Procedure)

Provincial Executive Council

Be it resolved that the Disposition of Immediate Directives submitted to the 2023 Annual Representative Assembly be approved.

Note—Long-term policy 1.3.1.12 calls for a report on the proposed disposition of policies passed by the 2022 Annual Representative Assembly to be submitted to the 2023 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]

3-2/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that Association representation of a member in proceedings concerning professional conduct and practice administered by the Alberta Teaching Profession Commission be determined on an individual case-by-case basis.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-3/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that the Association may represent members who are subject to regulatory processes concerning professional conduct and discipline administered by the Alberta Teaching Profession Commission, in accordance with the following provisions:

- a. The member requesting representation must have held the highest level of membership at the time the events relevant to a proceeding took place and continued subsequently to maintain the highest level of membership available to them.
- b. The nature and degree of representation provided reflects the seriousness of the potential outcomes, the resources required and associated costs to the Association, risk and opportunity for the establishment of precedent, and the reputation and interests of the profession.
- c. The purpose of representation is to ensure that professional conduct and practice proceedings adhere to legislation and regulation, legal standards established for similar administrative proceedings, and requirements of fairness and natural justice.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-4/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that the provision of representation not constitute an endorsement of a member's conduct or practice.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-5/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that representation may be provided by the Association to a member who is subject to regulatory processes concerning professional conduct and practice administered by the Alberta Teaching Profession Commission, subject to the following:

- a. Representation may consist of assistance provided by executive or professional staff of the Association and/or provided by legal counsel in the direct employ of the Association or by external legal counsel under contract to the Association.
- b. Representation is provided at the discretion and under the direction of Associate Coordinator, Regulatory Affairs, in consultation with Association staff assisting the member.
- c. Where a member undertakes to retain their own independent counsel, all associated costs are the sole responsibility of the member unless and except where a prior contractual agreement has been entered into between the Association, the member and the independent counsel for the provision of independent legal representation.
- d. A member may appeal a decision not to provide representation or to limit the representation provided using a process established for this purpose.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-6/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that responsibility for upholding high standards of professional conduct and practice of teachers be within the exclusive mandate of the Association as a professional regulatory authority (or entrusted to a professional college, independent of government, governed by teachers appointed by the Association, elected at large with sufficient public representation to ensure transparency and legitimacy).

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-7/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that legislation, regulations, processes, structures and institutions intended to uphold high standards of professional conduct and practice of teachers be established only with the advice and consent of the Association.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-8/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that any costs associated with processes, structures and institutions established by the Government of Alberta without the consent of the Association for regulating the professional conduct and practice of teachers be paid for by the Government of Alberta, with no fees, levies or charges being imposed upon teachers for this purpose.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-9/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that when possible, members use informal and formal processes, including those established by the Association, to address and resolve conflicts with colleagues in a constructive, restorative manner.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now

irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-10/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that teacher members of the Teacher Professional Conduct and Practice Panel be populated from a list consisting of active members nominated by the Association.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-11/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that effective 2023 01 01, the Association's Code of Professional Conduct be in abeyance until the Association approves an alternative code of conduct for its members.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

3-12/23 (Long-Term Policy)

Provincial Executive Council

Be it resolved that policy 6.2.8.3 be amended 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.”

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

6.2.8.3 *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)].*
[1984, 2022]

3-13/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 16.2.5.3 be amended to read—
“The field experience component of teacher preparation should

...

10. enlist the help of the Association in resolving disputes that might arise during the field experience;”

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

16.2.5.3 *The field experience component of teacher preparation should*

...

10. enlist the help of the Association in resolving [~~professional conduct~~] disputes that might arise during the field experience; [1983, 2019]

3-14/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 17.2.4.1 be amended 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.”

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

17.2.4.1 *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.~~] [2006, 2022]

3-15/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 18.1.0.2 be transferred to nonactive policy.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

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

3-16/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 18.2.6.2 be amended to read—
“18.2.6.2 To be effective, an evaluation process for teachers should

...

5. be conducted within a reasonable time period;
6. provide the teacher with ongoing feedback;
7. culminate in a formal written report;
8. ensure that the teacher has an opportunity to discuss the report and append a written response before the report is placed in the teacher’s personnel file and
9. include an appeal process.”

[1968, 2020]

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

18.2.6.2 *To be effective, an evaluation process for teachers should*

5. be conducted within a reasonable time period;
- [~~6. be conducted in accordance with the Code of Professional Conduct;~~]
- [~~7.~~] **6.** provide the teacher with ongoing feedback;
- [~~8.~~] **7.** culminate in a formal written report;
- [~~9.~~] **8.** ensure that the teacher has an opportunity to discuss the report and append a written response before the report is placed in the teacher’s personnel file and
- [~~10.~~] **9.** include an appeal process.

[1968, 2020]

3-17/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 18.2.6.5 be amended to read—
“A teacher with a principal designation who, as a result of supervision, has reason to believe that a teacher’s practice may not meet the established standard, should initiate an evaluation that adheres to the following process:

...

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

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline)*

Amendment Act, 2022, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

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

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

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

3-18/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 18.2.7.3 be amended by deleting section 7 and transferring it to nonactive policy.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

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

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

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

3-19/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 18.2.7.7 be transferred to nonactive policy.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

18.2.7.7 *Teachers have a role in evaluating teachers with principal designations and system leaders provided that, in doing so, they adhere to the Code of Professional Conduct.*
[1980, 2020]

3-20/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 19.1.0.4 be amended to read—
“Teachers have the right to

...
4. criticize, without reprisal or harassment, educational programs in their school or school authority.”

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

19.1.0.4 *Teachers have the right to*

...
4. *criticize, without reprisal or harassment, educational programs in their school or school authority [provided that the criticisms do not contravene the Code of Professional Conduct].*
[1978, 2021]

3-21/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 21.1.0.6 be amended to read—
“The Association remains committed to overseeing the professional conduct of its active members.”

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

21.1.0.6 *The Association [is responsible for, and] remains committed to[:] overseeing the professional conduct of its active members.*
[1963, 2022]

3-22/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 21.1.0.7 be amended to read—
“The Association remains committed to overseeing the teaching practice of its active members and ensuring that the public is appropriately involved in that process.”

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated

regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

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, 2022]

3-23/23 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 21.2.5.1 be transferred to nonactive policy.

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

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, 2022]

3-24/23 (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. Training and professional development for local officials
3. Help and advice in developing local programs and setting priorities
4. Help in developing and controlling a budget
5. Help in orienting school representatives”

Note—The passage of Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*, and associated regulations requires the Association to remove policy that is now irrelevant or superseded and in its place establish a new framework within which the Association can pursue a representation function, as well as set out aspirations for the continued evolution of legislation concerning teacher governance and professional regulation.

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

1. Grievances
 - ~~[2. Unprofessional conduct investigations]~~
 - ~~[3.]~~ 2. Training and professional development for local officials
 - ~~[4.]~~ 3. Help and advice in developing local programs and setting priorities
 - ~~[5.]~~ 4. Help in developing and controlling a budget
 - ~~[6.]~~ 5. Help in orienting school representatives
- [1972, 2022]*

3-25/23 (Immediate Directive) Provincial Executive Council

Be it resolved that the Government of Alberta develop pandemic responses for public health emergencies in schools that are consistent with the recommendations from the Government of Canada’s Centre for Research on Pandemic Preparedness and Health Emergencies and from Health Canada.

Note—Although the Association has policy regarding public health emergencies, it is specific to staffing. This resolution encompasses a spectrum of pandemic responses, including masking and ventilation.

19.4.0.2 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. [2022]

19.4.0.3 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. [2022]

3-26/23 (Immediate Directive) Provincial Executive Council

Be it resolved that the minimum standard for teaching in an Alberta school be a four-year degree (120 semester-hour credits) from a recognized postsecondary institution, including

1. at least 45 semester-hour credits of teacher education and pedagogy courses (including a course that addresses the legal, ethical and professional nature of teaching); and
2. within the 45 semester-hour credits, at least 10 weeks of a graduated set of face-to-face field experiences in an Alberta school.

Note—School boards are hiring individuals who have not completed their preservice programs. While the Certification of Teachers and Teacher Leaders Regulation makes provision for this through a letter of authority, it is not a wise practice. There is a trend toward granting letters of authority to individuals who have not completed all of the student teaching requirements. While the salary and benefits that are available to these individuals may be attractive, stepping into a classroom without all coursework completed does not set them up for success. Granting letters of authority should not be seen as a solution to an inadequate supply of qualified teachers.

3-27/23 (Immediate Directive) Provincial Executive Council

Be it resolved that the Association support Bridge to Teacher Certification programs in the following exceptional circumstances:

1. There is a dire shortage of teachers with a specific subject specialization.
2. Subject experts admitted to the program at a recognized university possess a two-year diploma or journey trade certificate.
3. Recognition given to existing credentials does not exceed 30 semester-hour credits.
4. Students complete a program with at least 36 semester-hour credits of teacher preparation, including at least 10 weeks of supervised student teaching, associated planning/methods courses and other profession-related courses qualifying them

for letters of authority.

5. Strict timelines are imposed on the recipients of letters of authority for completing the remaining requirements for a bachelor of education degree.

6. Restrictions are imposed on the teaching assignment of recipients of letters of authority to reflect their subject specialization.

Note—Since at least the early years of the 21st century, there has been a projected shortage of tradespeople in Alberta. Alberta's school system is viewed as integral in introducing students to the trades through the CTF and CTS programs. The current Bridge to Teacher Certification program allows qualified tradespersons through a letter of authority to become teachers in their area of specialization. The proposed resolution is reflective of this program. Creating a "fast track" to certification program that does not reflect these minimum "professional" requirements may imperil participants, impeding their ability to effectively demonstrate the requirements of the Teaching Quality Standard.

3-28/23 (Immediate Directive) Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to establish a ministerial order requiring a commemorative ceremony in all Alberta schools for the National Day for Truth and Reconciliation.

Note—The National Day for Truth and Reconciliation "honours the children who never returned home and Survivors of residential schools, as well as their families and communities. Public commemoration of the tragic and painful history and ongoing impacts of residential schools is a vital component of the reconciliation process." Similarly, Remembrance Day offers Canadians an opportunity to honour and commemorate the fallen soldiers and all those who have been lost. We are required to commemorate Remembrance Day in schools, and it would be a strong act of reconciliation to honour the Survivors and all those lost to residential schools here in this place we now call Canada.

3-29/23 (Immediate Directive) Provincial Executive Council

Be it resolved that the Association urge school authorities to provide inclusive education and responsiveness training for their elected officials regarding the creation of safe, caring and welcoming environments for all students and staff.

Note—Policy 6.2.14.9 encourages school authorities to provide inclusive education and responsiveness training for staff. This training should also be required for school board officials to better inform their decisions and policy development.

6.2.14.9 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.
[2019, 2022]

3-30/23 (Immediate Directive) Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta and school authorities to support the professional

judgment of teachers in using approved resources that discuss discrimination and oppression as systemic.

Note—Some school authorities do not allow teachers to incorporate certain resources that address racism, sexism, homophobia and other topics of discrimination. Trusting teachers' professional judgment to incorporate resources appropriate to the context of their own classes will make learning more relevant for students and will help address difficult conversations. There are many lists of approved resources that could apply, beyond the lists provided by the Ministry of Education.

3-31/23 (Administrative Procedure) Provincial Executive Council

Be it resolved that the Association provide funds to support cloud hosting.

Note—Microsoft Azure is a cloud-based platform that gives the Association access to a suite of computer, storage, networking and software application services. Moving to Microsoft Azure will reduce the need for increased on-site server infrastructure.

[Cost: \$120,000]

3-32/23 (Administrative Procedure) Provincial Executive Council

Be it resolved that, pursuant to bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,347 per annum effective 2023 09 01.

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

3-33/23 (Administrative Procedure) Provincial Executive Council

Be it resolved that, pursuant to bylaw 9(2)(f), the fee payable by an associate member be \$202.05 per annum effective 2023 09 01.

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

3-34/23 (Immediate Directive) Provincial Executive Council

Be it resolved that student safety and data privacy should be primary considerations in the use of artificial intelligence tools in the classroom.

Note—Artificial intelligence (AI) relies on large data sets, and keeping student data private and secure should be one of the primary considerations when adopting new technologies. The issue of privacy, integrity and safety for all K–12 children and youth must be at the forefront of AI tools in the classroom.

3-35/23 (Immediate Directive) Provincial Executive Council

Be it resolved that artificial intelligence tools used in schools should be evaluated before implementation for ownership of data, bias, discrimination, accuracy and potential for harm.

Note—Algorithmic bias exists in technology design, including artificial intelligence (AI). Where there is a lack of diversity in a data set, for example, the output can lead to unintentional bias and inaccurate information. It is important to evaluate any technology before implementing in schools, and AI is no exception. AI systems should be evaluated for their attention to marginalized or underrepresented groups, ensuring fairness in machine learning algorithms and design, and inclusion for all children and teachers with a prioritization for equity and nondiscrimination.

3-36/23 (Immediate Directive)

Provincial Executive Council

Be it resolved that understanding of artificial intelligence benefits and concerns, including algorithms and data collection/use, should be part of technology use in schools.

Note—Teachers play a critical role in helping students to think critically about established and emerging technologies, including artificial intelligence (AI). While AI is often presented with many benefits—such as AI for learning and student assessment, and monitoring, evaluation and research—underlying concerns need to be part of the wider policy discussions for Alberta’s K– 12 education system.

Resolutions On Which Action Has Been Taken

2-11/23 (Administrative Procedure)

Calgary Separate School

Be it resolved that the grant-in-aid compensation to locals (for kilometrage, accommodations and meal allowances) reflect increases approved for PEC members expenses.

Note—Most locals match PEC expense reimbursement rates when reimbursing expenses borne by local members when doing provincial Association business. Recently, the PEC reimbursement rate for kilometrage increased from \$0.53/kilometre to \$0.58/kilometre (a 9.4 per cent increase) without an equivalent increase to the grant-in-aid reimbursement (which remained at \$0.40). This has created a disproportionate rise in expenses for locals.

It is recognized that grant-in-aid is expected to offset but not completely cover the costs of attending the business the Association. Nevertheless, as increases to PEC expense are approved, similar increases to grant-in-aid should be approved as well.

Action—Funding for an increase in grant-in-aid kilometrage from 40 cents to 45 cents is included in the budget proposal. This will maintain grant-in-aid kilometrage at the same proportionate rate with respect to Canada Revenue Agency kilometrage as has historically been the case (69 per cent). It is important to note that grant-in-aid is intended to aid locals in defraying some of the costs of sending representation to provincial events, not to cover costs in their entirety. This increase in kilometrage will help address the most significant fixed cost facing attendees, and locals have financial capacity to provide additional assistance as they see fit.

2-42/23 (Administrative Procedure)

Red Deer City

Be it resolved that all elections on specialist councils must be facilitated and governed by the ATA executive staff who is appointed to that specialist council.

Note—There is awareness of specialist council elections that have depended upon an individual no longer part of the council checking a specific Gmail address; such elections have caused a detriment of democracy within such councils. With an ATA executive staff assigned to every specialist council, we believe they should be the returning officer for any elections within every special council election.

Action—Staff are preparing amendments to the standard constitution for specialist councils that will provide greater clarity in a number of areas, including election processes and responsibilities.

2-46/23 (Administrative Procedure)

Rocky View

Be it resolved that the Association research and report to PEC the breakdown of the executive staff officers working from both BH and SARO and how it compares with the teacher population in the service areas for BH and SARO, what the average wait times for return calls is for BH versus SARO and what potential cost savings could be realized if executive staff officers serving southern locals were closer (less mileage, travel time, hotel stays, etcetera).

Note—It is difficult to determine how many staff officers are working out of Barnett House and out of the Southern Alberta Regional Office. Those staff officers who are hired to work out of Barnett House are really serving the northern part of the province, while there are very few who work out of SARO with specific knowledge of the collective agreements and dynamics with southern boards and division administrators. Calgary boards are now surpassing Edmonton in student population, and teacher FTEs are following. There should be more equal distribution of executive staff officers for the southern Alberta area. It may also be possible for the Association to attract other quality candidates from the southern region if they knew that they could work out of Calgary and a relocation to Edmonton was not necessary.

Action—The deployment of staff based on needs, current and future, is the responsibility of the executive secretary. Discussions with respect to workload and member service happen regularly, and adjustments are made as needed. The information that this resolution suggests needs to be collected is already available to Provincial Executive Council.

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 3-15/22	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. [2022]	—	Action taken Note—The 2022/23 budget includes 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.
1.4.1.2 3-16/22	Be it resolved that the Association provide funds to enhance support for the development of French workshops, publications and other resources. [2022]	—	Action taken Note—The 2022/23 budget includes funds to enhance support for the development of French workshops, publications and other resources.
1.4.1.3 3-17/22	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. [2022]	—	Action taken Note—The 2022/23 budget includes 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.
1.4.1.4 3-18/22	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. [2022]	—	Action taken Note—The 2022/23 budget includes funds to hire an additional graphic designer to deal with increased work volume and decrease the need to engage external designers.
1.4.2.0 Resolutions Referred for Study and Report			
1.4.2.1 2-3/22	Be it resolved that policy 2.3.1.1 be deleted. [2022]	—	Action taken Note—The report on resolution 2-3/22 appears in the <i>Resolutions Bulletin</i> .

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
1.4.2.2 2-10/22	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. [2022]	—	Action taken Note—The report on resolution 2-10/22 appears in the <i>Resolutions Bulletin</i> .
1.4.2.2 3-22/22	Be it resolved that a report be prepared for consideration by the 2023 Annual Representative Assembly proposing strategies, policies, programs and potential electoral ballots in response to legislated changes in the Association's regulatory role and responsibilities with respect to teacher professional conduct and professional practice that 1. transition the role and focus of the Association to vigorous representation of members who are subject to investigation and prosecution by the commissioner; 2. assist members, when appropriate, to lay complaints concerning the conduct and/or practice of nonmembers before the commissioner; 3. provide mediation and other resolution processes to assist in the resolution of conflicts between members outside of the commission process; and 4. facilitate transparency and accountability by monitoring and reporting on the performance of the commissioner's professional regulatory functions. [2022]	—	Action taken Note—The report on resolution 3-22/22 appears in the <i>Resolutions Bulletin</i> .
1.4.2.4 3-24/22	Be it resolved that a report be prepared for consideration by the 2023 Annual Representative Assembly proposing strategies, policies, programs and potential electoral ballots that may enhance the capacity of the Association to organize nonunionized teachers and other education workers, coordinate action with other labour unions, enhance workplace representation of members and secure membership in provincial and national labour organizations. [2022]	—	Action taken Note—The report on resolution 3-24/22 appears in the <i>Resolutions Bulletin</i> .

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
1.4.3.0 Resolutions Related to the Association Policy Review			
1.4.3.1 3-1/22	Be it resolved that the Disposition of Immediate Directives submitted to the 2022 Annual Representative Assembly be approved. [2022]	—	Action taken Note—The Disposition of Immediate Directives was approved by the 2022 Annual Representative Assembly.
1.4.4.0 Other Resolutions			
1.4.4.1 2-11/22	Be it resolved that convention associations make their constitutions and policy and procedure handbooks available to members on their websites. [2022]	[Be it resolved that convention] Convention associations should make their constitutions and policy and procedure handbooks available to members on their websites.	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 2-23/22	Be it resolved that the Association urge the Government of Alberta to amend section 3(1)(a) of the <i>Education Act</i> to extend right of access for students from younger than 19 years of age to younger than 21 years of age and provide full funding for students who are guaranteed right of access. [2022]	[Be it resolved that the Association urge the] The Government of Alberta [to] should amend section 3(1)(a) of the <i>Education Act</i> to extend right of access for students from younger than 19 years of age to younger than 21 years of age and provide full funding for students who are guaranteed right of access.	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 new category 2.2.15.0, Curriculum, Programs and Supports/Externally Focused Policies/ Right of Access

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
2.4.0.3 3-26/22	Be it resolved that the Association urge the Government of Alberta to delay any mandatory implementation of new curriculum or programs of study until a full-year pilot has been completed, revisions informed by the pilot have been made, comprehensive professional development has been provided to all affected teachers and appropriate learning resources have been made available to support implementation. [2022]	—	Delete Note—This duplicates policy 2.2.1.7. 2.2.1.7 <i>In developing and implementing a new program of studies, the Government of Alberta should follow these steps:</i> 1. Undertake a needs assessment. 2. Formulate a statement of goals and learner outcomes. 3. Produce a draft program of studies. 4. Undertake a pilot project to evaluate the draft program of studies, the teaching and learning resources, and the impact of the program on teacher workload. 5. Plan, fund, implement and evaluate inservice for teachers required to teach the new program of studies. 6. Ensure that the approved program of studies and necessary resources are available at least one school year before the date of implementation. 7. Provide school authorities with funds to purchase approved teaching and learning resources and acquire additional facilities that may be required. 8. Allow one year of optional implementation. 9. Ensure that it is fully funded. 10. Evaluate the new program of studies on an ongoing basis. 11. Revise the program of studies as needed. [1967, 2019]
6.0.0.0 INCLUSIVE EDUCATION			
6.4.0.0 IMMEDIATE DIRECTIVES			
6.4.0.1 2-8/22	Be it resolved that school authorities have the responsibility to ensure the formation of student-led gay–straight alliances immediately upon request of a student. [2022]	[Be it resolved that school] School authorities have the responsibility to ensure the formation of student-led gay–straight alliances immediately upon request of a student.	Amend and transfer to category 6.2.14.0, Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
6.4.0.2 2-22/22	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. [2022]	[Be it resolved that the Association- The Association advocates for improved communication between service providers (educational bodies, government departments, police services and contracted service providers) to improve outcomes for students and their families.	Amend and transfer to new category 24.3.4.0, Social, Justice and Global Issues/Internally Focused Policies/Social Supports and Services

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
7.0.0.0 INDIGENOUS PEOPLES			
7.4.0.0 IMMEDIATE DIRECTIVES			
7.4.0.1 3-10/22	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 mental health, academic learning supports, reliable transportation, technology and assessments. [2022]	[Be it resolved that the Association urge the] The Government of Alberta [to] should increase funding for self-identified First Nations, Métis and Inuit students to reduce barriers to learning, such as access to mental health, academic learning supports, reliable transportation, technology and assessments.	Amend and transfer to category 7.2.3.0, Indigenous Peoples/Externally Focused Policies/Helping Indigenous Students to Succeed
7.4.0.2 3-11/22	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. [2022]	[Be it resolved that the Association urge the] The Government of Alberta [to] should establish the National Day for Truth and Reconciliation as part of Alberta's employment standards as a general (statutory) holiday.	Amend and transfer to category 7.2.1.0, Indigenous Peoples/Externally Focused Policies/Fostering Reconciliation
8. ADMINISTRATION OF SCHOOLS AND SCHOOL SYSTEMS			
8.4.0.0 IMMEDIATE DIRECTIVES			
8.4.0.1 2-24/22	Be it resolved that the Government of Alberta authorize the Association to provide the instruction required for teachers to acquire Alberta leadership certification. [2022]	[Be it resolved that the] The Government of Alberta should authorize the Association to provide the instruction required for teachers to acquire Alberta leadership certification.	Amend and transfer to category 8.2.4.0, Administration of Schools and School Systems/Externally Focused Policies/Professional Preparation of Principals
8.4.0.2 3-25/22	Be it resolved that the Association reaffirm the importance of educational leaders, as teachers and colleagues, remaining as active members of the Association and commit to opposing, with all available means, any effort by government to remove them from the Association and the larger profession. [2022]	—	Delete Note—This duplicates policy 8.2.3.1. 8.2.3.1 <i>The Association will take all legal steps required to ensure that principals and other people in designated positions continue to be members of the Association.</i> [1985, 2019]
17.0.0.0 PROFESSIONAL DEVELOPMENT			
17.4.0.0 IMMEDIATE DIRECTIVES			
17.4.0.1 3-4/22	Be it resolved that the Government of Alberta meaningfully consult with the Association on any review, amendment or redevelopment of the professional practice standards. [2022]	[Be it resolved that the] The Government of Alberta should meaningfully consult with the Association on any review, amendment or redevelopment of the professional practice standards.	Amend and transfer to category 17.2.2.0, Professional Development/Externally Focused Policies/Roles and Responsibilities in Providing Professional Development

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
19.0.0.0 WORKING CONDITIONS FOR PROFESSIONAL SERVICE			
19.4.0.0 IMMEDIATE DIRECTIVES			
19.4.0.1 2-20/22	Be it resolved that the Association urge school authorities to prioritize reducing teacher workload tasks when implementing wellness strategies. [2022]	[Be it resolved that the Association urge school] School authorities [to] should prioritize reducing teacher workload tasks when implementing wellness strategies.	Amend and transfer to category 19.2.8.0, Working Conditions for Professional Service/Externally Focused Policies/Workload
19.4.0.2 3-12/22	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. [2022]	[Be it resolved that the] The Government of Alberta should fully fund additional staffing necessary to support all out-of-scope tasks required as a result of any provincial health emergency.	Amend and transfer to category 19.2.10.0, Working Conditions for Professional Services/Externally Focused Policies/Staffing and Layoff Practices
19.4.0.3 3-13/22	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. [2022]	[Be it resolved that school] School authorities should provide staffing necessary to support all out-of-scope tasks required as a result of any provincial health emergency.	Amend and transfer to category 19.2.10.0, Working Conditions for Professional Services/Externally Focused Policies/Staffing and Layoff Practices
19.4.0.4 3-14/22	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. [2022]	[Be it resolved that school] School authorities should 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.	Amend and transfer to category 19.2.7.0, Working Conditions for Professional Service/Externally Focused Policies/Benefits
21.0.0.0 PROFESSIONAL RESPONSIBILITIES OF THE ASSOCIATION AND ITS MEMBERS			
21.4.0.0 IMMEDIATE DIRECTIVES			
NA 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.	—	Transfer to nonactive policy Note—Resolution 4 2/21 was inadvertently omitted from the Disposition of Immediate Directives submitted to the 2022 Annual Representative Assembly although it was implemented. The Professional Conduct Committee, Professional Conduct Appeal Committee and Professional Conduct Complainant Appeal Committee were for all intents and purposes disbanded effective 2022 12 31 when they were superseded by the Professional Conduct and Competency General Panel established by Bill 15, <i>Education (Reforming Teacher Profession Discipline) Amendment Act, 2022</i> .

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
21.4.0.1 3-21/22	Be it resolved that the Association denounce Bill 15, Education (Reforming Teacher Profession Discipline) Amendment Act, 2022. [2022]	[Be it resolved that the] The Association [denounce Bill 15;] denounces the Education (Reforming Teacher Profession Discipline) Amendment Act, 2022.	Amend and transfer to category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct Note—The Association should continue to express its opposition to the <i>Education (Reforming Teacher Profession Discipline) Amendment Act, 2022</i> .
21.4.0.2 3-23/22	Be it resolved that the Association urge the Government of Alberta to remove from legislation and regulation the capacity of the minister of education to arbitrarily disregard or alter the findings or penalties recommended by a committee established, in statute or regulation, to adjudicate matters relating to teachers' professional conduct or practice. [2022]	[Be it resolved that the Association urge the] The Government of Alberta [to] should remove from legislation and regulation the capacity of the minister of education to arbitrarily disregard or alter the findings or penalties recommended by a committee established, in statute or regulation, to adjudicate matters relating to teachers' professional conduct [or practice]. [Be it resolved that the Association urge the] The Government of Alberta [to] should remove from legislation and regulation the capacity of the minister of education to arbitrarily disregard or alter the findings or penalties recommended by a committee established, in statute or regulation, to adjudicate matters relating to teachers' professional [conduct or] practice.	Divide, amend and transfer to category 21.2.5.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Conduct Divide, amend and transfer to category 21.2.6.0, Professional Responsibilities of the Association and Its Members/Externally Focused Policies/Professional Practice Review
22.0.0.0 RESEARCH AND RESEARCH ETHICS			
22.4.0.0 IMMEDIATE DIRECTIVES			
22.4.0.1 3-3/22	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. [2022]	[Be it resolved that the] The Government of Alberta should resume the practice of collecting and sharing data on teacher workforce trends, including projections for demand and the identification of subject-area gaps.	Amend and transfer to category 16.2.2.0, Teacher Professional Preparation and Certification/Externally Focused Policies/Teacher Recruitment and Admission to Teacher Preparation Programs
22.4.0.2 3-27/22	Be it resolved that the Association initiate a broadly based, outward-facing program of research, expert consultation, public dialogue and member outreach to examine the academic, social and emotional challenges facing students in the postpandemic period with the objective of identifying potential education policy responses to improve student well-being and success. [2022]	[Be it resolved that the] The Association should initiate a broadly based, outward-facing program of research, expert consultation, public dialogue and member outreach to examine the academic, social and emotional challenges facing students in the postpandemic period with the objective of identifying potential education policy responses to improve student well-being and success.	Amend and transfer to new category 22.3.1.0, Research and Research Ethics/Internally Focused Policies/Specific Research Projects

Policy No Resolution No	Original Policy	Amended Policy	Recommendation
22.4.0.3 3-28/22	Be it resolved that the Association propose a collaboration with the Alberta School Employee Benefit Plan, other benefit providers and the Alberta School Boards Association to develop a program to enhance teacher wellness. [2022]	[Be it resolved that the] The Association should propose a collaboration with the Alberta School Employee Benefit Plan, other benefit providers and the Alberta School Boards Association to develop a program to enhance teacher wellness.	Amend and transfer to new category 22.3.1.0, Research and Research Ethics/Internally Focused Policies/ Specific Research Projects
23.0.0.0 POLITICAL ENGAGEMENT			
23.4.0.0 IMMEDIATE DIRECTIVES			
23.4.0.1 4-3/22	Be it resolved that the Association develop and implement a comprehensive program to engage, mobilize and support Association members across the province in political advocacy leading up to all provincial elections, to be focused on promoting the profession's proposals for priority changes needed in Alberta's public education system. [2022]	[Be it resolved that the] The Association should develop and implement a comprehensive program to engage, mobilize and support Association members across the province in political advocacy leading up to all provincial elections, to be focused on promoting the profession's proposals for priority changes needed in Alberta's public education system.	Amend and transfer to new category 23.3.2.0, Political Engagement/ Internally Focused Policies/ Engagement in Provincial Elections

Report on Resolution 2-3/22

2-3/22 (Long-Term Policy)

Calgary Public Teachers

Be it resolved that policy 2.3.1.1 be deleted.

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]

Human sexuality education is mandated by the Human Sexuality Education Policy and is taught at several levels in Alberta, including the Grade 4–6 Physical Education and Wellness curriculum, Grade 7–9 Health and Life Skills program, Career and Technology Studies Reproduction and Readiness for Parenting course, Career and Technology Studies Developing Maturity and Independence course, and the senior high school Career and Life Management course (*Guide to Education*).

In the curriculum documents for each of these courses, outcomes related to human sexuality are identified by boldface and italics. These are the topics that parents reserve the right to exempt their children from.

The *Education Act* currently enshrines parents' right to exclude their children from participation in instructional activities relating to human sexuality via written request. Section 58.1 of the *Education Act* requires boards (including charter schools and private schools) to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion or human sexuality. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material.

Alberta's *Guide to Education* notes that "Section 58.1 is clear that notification to parents is not required for indirect or incidental references to human sexuality in a course of study, educational program or instructional material or instruction or exercise." It continues by noting that when a reference to "human sexuality occurs indirectly or in connection to another subject matter in classroom discussions, notification is not required. Therefore, teachers should not avoid topics where these subject matters may arise, nor should they feel the need to stop classroom discussion."

Report on Resolution 2-10/22

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.

In response to this resolution, staff examined whether mandatory Indigenous studies within high school diploma credits and credential requirements are being implemented across Canada. Currently, British Columbia is the only province mandating Indigenous studies. Secondary students in public, independent and offshore schools in British Columbia will soon be required to complete four credits of Indigenous-focused coursework in 2023/24.

Across the country, many provincial and territorial governments, including school boards, are working to strengthen mandatory learning from kindergarten to Grade 12 on Indigenous histories, cultures, traditions and perspectives, including learning related to residential schools and the legacy of intergenerational trauma. Many of these changes are a direct result of the education-focused Calls to Action from the Truth and Reconciliation Commission of Canada (2015).

Examples include the following:

Prince Edward Island implemented an Indigenous Education Advisory Committee to support development of new curriculum for Grades 7–8 that includes local Indigenous perspectives.

The Greater Essex County District School Board has required that the board's mandatory Grade 11 English course use only literature written by Indigenous authors. However, the Ontario Ministry of Education has indicated that there are no mandatory or recommended reading lists.

As mandated in the professional practice standards, the development and application of First Nations, Métis and Inuit foundational knowledge has been a requirement for teachers, school leaders and system leaders since 2019. As a result, teachers and leaders across the province have been working to find meaningful ways to implement Indigenous cultures, languages, traditions and world views within kindergarten to Grade 12 curriculum and within individual and collective professional learning experiences.

The Aboriginal Studies 10-20-30 program of study was developed within the Western Canadian Protocol through the *Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*, June 2000. An Alberta authorized resource list and annotated bibliography for Aboriginal Studies 10-20-30 (2007) is available online to support student and teacher learning.

Currently, Indigenous and non-Indigenous teachers within many of Alberta's school communities are teaching Aboriginal Studies 10-20-30.

Considerations

A mandatory course in Indigenous studies for all high school students would

- ensure a minimum standard in Indigenous education and contribute to the advancement of truth and reconciliation,
- reach students who would not normally self-select this course as part of their high school learning journey,
- support many students in meeting postsecondary entrance requirements, and
- increase employment opportunities since more employers are seeking individuals with an Indigenous knowledge base to align with their commitment to truth and reconciliation.

Key considerations for implementation:

- Determination of how the additional course will be included within the existing high school diploma credit and credentials
- Complexities related to staffing assignments and scheduling challenges
- Ongoing professional development for teachers, including access to current resources for student and teacher learning
- Training related to local cultural protocols for fostering and strengthening relationships with local First Nations, Métis and Inuit Elders, Knowledge Keepers, Cultural Advisors and communities
- Access to funding for respectfully honouring local cultural protocols (eg, tobacco, gifting, honoraria)
- Development of a communication plan on the importance and significance of the mandatory Indigenous studies course for students, school staff and families
- Updating of course programming for preservice teacher education programs

Report on Resolution 3-22/22

3-22/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that a report be prepared for consideration by the 2023 Annual Representative Assembly proposing strategies, policies, programs and potential electoral ballots in response to legislated changes in the Association's regulatory role and responsibilities with respect to teacher professional conduct and professional practice that

- a) transition the role and focus of the Association to vigorous representation of members who are subject to investigation and prosecution by the commissioner;
- b) assist members, when appropriate, to lay complaints concerning the conduct and/or practice of nonmembers before the commissioner;
- c) provide mediation and other resolution processes to assist in the resolution of conflicts between members outside of the commission process; and
- d) facilitate transparency and accountability by monitoring and reporting on the performance of the commissioner's professional regulatory functions.

The Association's response, in policy and bylaws, to changes to legislation and regulation affecting teacher professional regulation is embodied in policy presented to the 2023 Annual Representative Assembly. This obviates and renders moot the need for a report as the contents of said report have already been advanced to the Assembly.

Report on Resolution 3-24/22

3-24/22 (Immediate Directive)

Provincial Executive Council

Be it resolved that a report be prepared for consideration by the 2023 Annual Representative Assembly proposing strategies, policies, programs and potential electoral ballots that may enhance the capacity of the Association to organize nonunionized teachers and other education workers, coordinate action with other labour unions, enhance workplace representation of members, and secure membership in provincial and national labour organizations.

Background

The Alberta Teachers' Association has fought, since its inception as the Alberta Teachers' Alliance, for the teaching profession. No matter what position one held or employer one worked for, if you were a teacher you belonged to the profession, and the Association was certain that the profession should be united. The Association adopted the following mission statement in 1993: "The Alberta Teachers' Association serves as the advocate for its members and promotes and advances public education as the professional association of teachers."

Even the Association's stated goals in the *Education Act* emphasize the need to improve society at large in addition to increasing support for education.

A review of the 16 additional teachers' organizations that make up the Canadian Teachers' Federation reveals that 37.5 per cent of them represent other education workers, 50 per cent collaborate with their provincial labour counterparts, 50 per cent belong to local labour organizations and 37.5 per cent belong to national labour organizations other than the Canadian Teachers' Federation (for example, the Canadian Labour Caucus).

Policy 23.2.2.1, which originated in 1977 and was reaffirmed in 2019, states that the Association does not align itself with any political party or candidate for public office. The practical impact is expanded upon in other long-term policies. For instance, policy 23.2.2.2 states that "neither the Association nor its subgroups contribute financially to political parties or to candidates vying for political office." However, policy 23.2.3.1 states that "the Alberta Teachers' Association maintains contact with all major political parties," and policy 23.2.3.2 states that "in striving to influence decisions affecting education, the Association cooperates with other organizations when appropriate and possible."

Clearly, the historical stance of the Association has been not to align itself with but to work with all political parties and organizations to further the interests of education and teachers in Alberta. However, the intrinsic nature and belief system of the Association have created associated links, both real and perceived, with more moderate groups than have traditionally held power in Alberta politics.

It begs the question, would a direct connection, affiliation or membership with organized labour, either provincially or federally (or both), have made the recent attacks on the Association any more detrimental?

Other teachers' associations in Canada may sometimes follow different procedures than the Association. For instance, certain teachers' organizations in Ontario and the British Columbia Teachers' Federation have made the decision to formally align with or actively support specific political parties.

An analysis of the question driving this report comes down to the changing legislation and government action against the Association. External forces are pushing for a more expanded union role that the Association has not previously taken. At its core, the question identifies at least six steps for implementation, those being (1) proposing policies, programs and structural changes to the Association; (2) enhancing the capacity to allow for the organizing of nonunionized teachers (charter and private school teachers); (3) organizing other education workers (educational assistants, school support workers, speech pathologists, occupational therapists, etc); (4) coordinating activities with other labour unions; (5) enhancing workplace representation of members; and (6) securing membership in provincial and national labour organizations.

While other teachers' organizations across the country do represent other education workers in their respective jurisdictions, not all have taken on this task. In Ontario, both the Elementary Teachers' Federation of Ontario and the Ontario Secondary School Teachers' Federation represent large groups of educational assistants. Other organizations, for instance, the Nova Scotia Teachers' Union, represent only speech pathologists but have gone so far as to fight against their removal from their ranks in the courts. However, the Saskatchewan Teachers' Federation represents speech pathologists and educational psychologists only when they hold a bachelor of education degree in addition to their other credentials. A disturbingly common thread in many jurisdictions that do represent other education workers is the absence of school administrators. School leaders, for example, principals and vice/assistant principals, are excluded from representation in British Columbia, Ontario, Quebec and Nova Scotia.

Considerations

Prior to making changes to the policy and structure of the Alberta Teachers' Association to allow for the implementation of these items, it is crucial to consider the following:

- Organized labour could show a common front to the government as all significant financial bargaining is happening centrally.
- Different strategies and learnings from the experiences of other sectors could be beneficial to the Association.
- Membership in the Canadian Labour Caucus could increase the Association's presence on a grander scale. Membership

may be able to access additional support and resources from other sectors.

- Negative consequences could come from the Association's not supporting the correct party when they attain or maintain power.
- Opening the *Teaching Profession Act* and the *Education Act* to allow for the inclusion of other education workers could have unintended consequences, such as the removal of compulsory membership for all. This would require the signing up of all teachers, not just the ones who are not currently members. This could also result in the removal of school leaders from membership in the Association.
- With strong connections to other provincial labour groups, the Association could be drawn into other labour actions (not just strikes).

Conclusion

Given the complexity of the question posed and the likelihood of significant policy, legal and legislative implications, not to mention the strong potential for testing the support of the membership, additional policy guidance will be required from Provincial Executive Council and the Annual Representative Assembly. Membership of the Association does not differ substantially from the general population of Alberta. Questions about the potential alienation of a substantial minority of members have the potential to create serious divisions within our ranks. The Association can be effective only as long as it is effective.

While current legislation actively precludes the Association from acting on key aspects of the question, specifically the representation of other education workers, the Association does have the capacity to and is taking some action now on some aspects. Specifically, hiring two temporary union mobilizers to support the pre-election communications strategy could enhance the Association's ability to reach out to eligible nonmembers. This bottom-up approach to organizing focuses on teachers and what the Association can do to represent and support them in their day-to-day work and help them achieve improvements in their working conditions.

The Association is also in regular communication with other provincial labour groups and attends the Alberta Federation of Labour's Wednesday Group, where public-sector unions from across Alberta gather to discuss common issues.

The remaining areas, specifically organizing other education workers, enhancing workplace representation of members (a shop steward environment), and securing formal membership in provincial and national labour organizations do have merit but require additional and careful consideration. Changes in these areas have a strong likelihood to change the culture and the dynamics of our collegial system, and the potential pitfalls of such changes need to be fully researched and understood before action is taken.

