

2020

Resolutions Bulletin

March 17, 2020



The Alberta Teachers' Association

Resolutions Bulletin

March 17, 2020

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 2019 calendar year by local associations and by Provincial Executive Council for the agenda of the 2020 Annual Representative Assembly, to be held at the Hyatt Regency, Calgary, 2020 05 16–18.

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 (1-1/20 to 1-143/20)
- Category 2—Local Resolutions (2-1/20 to 2-43/20)
- Category 3—Provincial Executive Council Resolutions (3-1/20 to 3-29/20)
- 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 transfer to nonactive policy indicates that the policy (a) addresses a situation that does not require constant attention or (b) is put forward only as need arises and is removed from the active policy section of the *Members' Handbook*.
3. A 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

1-1/20 (Administrative Procedure) Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.1 be reaffirmed.

Note—This is in keeping with general bylaw 25(c).

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

25 The Annual Representative Assembly shall:

*...
(c) deal with any matter brought before it by a local in the form prescribed by the Provincial Executive Council and received by the executive secretary on or before the fifteenth day of December preceding the Annual Representative Assembly.*

1-2/20 (Administrative Procedure) Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.2 be reaffirmed.

Note—This is in keeping with general bylaw 25(c).

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

25 The Annual Representative Assembly shall:

*...
(c) deal with any matter brought before it by a local in the form prescribed by the Provincial Executive Council and received by the executive secretary on or before the fifteenth day of December preceding the Annual Representative Assembly.*

1-3/20 (Administrative Procedure) Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.3 be reaffirmed.

Note—Immediate directives need to be issued and reviewed to ensure they are still relevant after one year.

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

1-4/20 (Administrative Procedure) Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.4 be amended to read—

“Resolutions and their accompanying explanatory statements are published at least one month before the Annual Representative Assembly in an Association publication that is sent to all members and published on the Association’s website.”

Note—It is important for the membership to know what will be debated at the Annual Representative Assembly.

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

1-5/20 (Administrative Procedure) Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.5 be reaffirmed.

Note—This provides Provincial Executive Council with the opportunity to deal with resolutions appropriately.

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

1-6/20 (Administrative Procedure) Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.6 be reaffirmed.

Note—Having block votes allows Annual Representative Assembly debates to focus on resolutions that require time for debate.

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

1-7/20 (Administrative Procedure) Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.7 be reaffirmed.

Note—Having block votes allows Annual Representative Assembly debates to focus on resolutions that require time for debate.

1.3.1.7 Locals will be provided with an opportunity to vote, at the same rate as for electoral ballots, on Provincial Executive Council’s position on resolutions arising from the six-year review of policy. When two-thirds of the vote favours Council’s position, the resulting

resolutions will be moved in a block to be dealt with by the Annual Representative Assembly.
[2013]

1-8/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.8 be reaffirmed.

Note—This is the purview of Provincial Executive Council.

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

1-9/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.9 be reaffirmed.

Note—Pre-vote information is provided to delegates, so there is no need to further announce the pre-vote result.

1.3.1.9 The result of a pre-vote on a resolution is not announced before the resolution is moved at the Annual Representative Assembly.
[2018]

1-10/19 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.10 be amended to read—

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

Note—Programs with small budget amounts do not require lengthy debate within a large budget. This may also be a topic covered in the budget review.

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

1-11/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.11 be amended to read—

“The Annual Representative Assembly considers all resolutions dealing with the expenditure of funds over \$10,000 before adopting the budget.”

Note—This allows for debate on items of significance prior to adoption of the budget.

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

1-12/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.12 be reaffirmed.

Note—This ensures proper alignment of policy within the new policy structure.

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]

1-13/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.13 be reaffirmed.

Note—The review was completed in 2018 and has resulted in a new policy structure.

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

1. Provincial Executive Council shall approve a draft proposal for revised policy arising from a general review at or before its September meeting in the year before the Annual Representative Assembly at which the proposal is to be considered, and make the approved draft proposal available in print and/or digital format to members immediately thereafter.
 2. Provincial Executive Council may establish processes to bring the draft proposal arising from the general review to the attention of members to create awareness and solicit responses from members.
 3. Locals may suggest revisions to the approved draft proposal arising from the general review in the form of advice or as local resolutions submitted to the Executive Secretary on or before December 15 in the year before the Annual Representative Assembly at which the proposal is to be considered.
 4. After reviewing the general advice received and resolutions submitted, Provincial Executive Council will approve a final policy proposal arising from the general review for the Annual Representative Assembly to consider and make the final proposal available to members in print and/or digital format at least one month before the Annual Representative Assembly.
 5. The approved final policy proposal, together with Provincial Executive Council’s position on related local resolutions, will be moved in one or more blocks at the option of the Steering Committee. Delegates may move to remove individual policies in the proposal from the block so that they can be amended.
- [2018]

1-14/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.14 be reaffirmed.

Note—It is important to keep the membership informed about the work of the Annual Representative Assembly.

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

1-15/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.1.15 be reaffirmed.

Note—The local that sponsors a resolution is likely to have a good understanding of the rationale for the resolution.

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

1-16/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.2.1 be reaffirmed.

Note—This is in keeping with the democratic structure of the Association.

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

1-17/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.2.2 be reaffirmed.

Note—This is in keeping with the costs incurred by locals to send representatives to the Annual Representative Assembly.

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

1-18/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.2.3 be amended to read—

“Full-time, paid executive staff of locals are permitted to attend all sessions of the Annual Representative Assembly as nonvoting observers.”

Note—Executive staff are trusted resources for the members of their respective locals.

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

1-19/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.2.4 be reaffirmed.

Note—It is important for executive staff to hear debate/discussion at the Annual Representative Assembly to help guide their work for the Association.

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

1-20/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.3.1 be reaffirmed.

Note—This structure ensures democratic practices.

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

1-21/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.3.2 be reaffirmed.

Note—It is important for the voices of locals to be represented at Provincial Executive Council.

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

1-22/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.3.3 be reaffirmed.

Note—This will be discussed by Provincial Executive Council in the governance review process.

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

1-23/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.3.4 be reaffirmed.

Note—It is important that Provincial Executive Council and staff ensure the local's involvement in activities that involve their local members.

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

1-24/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.3.5 be reaffirmed.

Note—This ensures unity and common messaging across the Association.

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

1-25/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.3.6 be amended to read—
“The associate executive secretary negotiates agreements, as needed, with school authorities to enable members of Council to take such time from their regular school duties as the functions of their offices require.”

Note—Current practice is that the associate executive secretary performs this duty.

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

1-26/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.3.7 be reaffirmed.

Note—Budgeted honoraria are available in the budget and further defined in administrative guidelines.

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

1-27/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.3.8 be reaffirmed.

Note—Members have the right to know how membership fees are used to compensate their elected officials. This appears as part of the overall budget as it appears on the Members Only area of the Association’s website.

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

1-28/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.3.9 be reaffirmed.

Note—This ensures transparency of the electoral process.

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

1-29/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.1 be reaffirmed.

Note—The Association values inclusion and diversity and aims to reflect those values in its communications.

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

1-30/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.2 be deleted.

Note—This should be included in administrative guidelines as opposed to educational policy.

1.3.4.2 *The Association uses System International (SI) dating in all its communications.*
[1981]

1-31/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.3 be amended to read—

“The Association strives to avoid communicating using paper when digital options are available and appropriate.”

Note—Many circumstances would exist where digital options may be available and sufficient, but they would not necessarily be appropriate or effective. The Association should use the most appropriate and effective methods of communication while striving to avoid the use of paper where appropriate.

1.3.4.3 *The Association strives to avoid communicating using paper when digital options are available and [sufficient] **appropriate.***
[2017]

1-32/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.4 be reaffirmed.

Note—The Association strives to be a good steward of the environment.

*1.3.4.4 The Association sends electronic rather than paper copies of Association mailouts to secondary recipients.
[2018]*

1-33/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.5 be reaffirmed.

Note—The Association strives to be a good steward of the environment.

*1.3.4.5 The Association strives to minimize the costs and the environmental impact of producing conference and meeting materials.
[2018]*

1-34/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.6 be reaffirmed.

Note—The Association is an inclusive organization.

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

1-35/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.7 be amended to read—
“When appropriate, Association communications are copied to local presidents.”

Note—Local presidents need to be informed, but there may be communications that are not relevant.

*1.3.4.7 [At] **When appropriate**, Association communications are copied to local presidents.
[2005]*

1-36/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.8 be amended to read—
“The Association publishes and distributes a print version of the *ATA News* and disseminates information and

communicates with members using a variety of formats, including print, broadcast and electronic media.”

Note—This policy is too specific for today’s media environment. Members consume media in a wide variety of ways, and the Association needs to communicate using multiple formats in order to effectively reach its audiences.

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

1-37/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.9 be reaffirmed.

Note—Locals should have access to foundational documents that would assist them in understanding the operation of their Association.

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

1-38/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.10 be deleted.

Note—The intent and purpose of this policy are unclear, while the wording is vague and awkward. If the goal is to find ways to reduce paper distribution of materials, then it is adequately covered by policies 1.3.4.3, 1.3.4.4 and 1.3.4.5. The policy also privileges certain exclusive subgroups of Association leaders.

*1.3.4.10 The Association distributes materials digitally, via a members' only area of its website, to local secretaries; political engagement chairs; and diversity, equity and human rights chairs.
[2017]*

*1.3.4.3 The Association strives to avoid communicating using paper when digital options are available and sufficient.
[2017]*

*1.3.4.4 The Association sends electronic rather than paper copies of Association mailouts to secondary recipients.
[2018]*

*1.3.4.5 The Association strives to minimize the costs and the environmental impact of producing conference and meeting materials.
[2018]*

1-39/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.11 be divided and be amended to read—
“The Association posts all collective agreements for members on its website.”

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

Note—Collective agreements with teachers are public documents and should be readily available, whereas agreements with Association staff are in the member’s interest, not the general public interest.

1.3.4.11 *The Association posts [on its website] all collective agreements for members on its website. The Association posts all collective agreements that it has entered into [whether involving teachers,] with executive staff, [intermediate] professional staff [or] and [clerical] support staff on the members-only area of its website.*
[2006]

1-40/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.12 be transferred to policy achieved.

Note—Executive staff officers do this, and a statement of educational policy is not the most appropriate place to include such a directive.

1.3.4.12 *The Association’s executive staff uses effective teaching/presentation strategies when providing information to education partners.*
[2010]

1-41/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.13 be amended to read—

“The Association provides space in publications such as the *ATA News* and the *ATA Magazine* for letters critical of the Association, submitted by members.”

Note—Most of the submissions received from members are critical of Association policy and positions, so the amendment makes the policy more general in nature. The Association should have no obligation to print submissions critical of the Association that it receives from nonmembers.

1.3.4.13 *The Association provides space in publications such as the ATA News and the ATA Magazine for [articles and] letters critical of [the constitutional structure and operations of] the Association, submitted by members.*
[1974]

1-42/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.4.14 be deleted.

Note—This policy is out of date and no longer reflects best practices for how this type of information should be communicated.

1.3.4.14 *Information regarding teacher liability is included in the Members’ Handbook and the Member’s Diary.*
[1976]

1-43/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.5.1 be amended to read—

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

Note—This is a good business practice, and we need to continue this policy/standard. The amendment reflects more inclusive language.

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

1-44/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.5.2 be amended by substitution to read—

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

Note—The Association is an equal opportunity employer.

1.3.5.2 *The Association follows the principles of employment equity when hiring staff.*
[2006]

1-45/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.5.3 be reaffirmed.

Note—The workload of executive staff is extensive and cannot sustain the prolonged absence of one or more executive staff members without causing concern for executive staff wellness.

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

1-46/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.6.1 be reaffirmed.

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.

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

1-47/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.6.2 be reaffirmed.

Note—A significant component of the professional practice standards is the addition of foundational knowledge of First Nations, Metis and Inuit. Members continue to request additional professional development to support this change.

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

1-48/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.7.1 be amended to read—
“The Association sends the proposed budget to Annual Representative Assembly (ARA) representatives at least 15 days before ARA.”

Note—This enables electronic options.

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

1-49/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.7.2 be deleted.

Note—This is a duplication of mailing as the local president is an ARA delegate and has received a copy. The Association also wishes to be a good steward of the environment by reducing production of paper copies.

1.3.7.2 *The Association forwards one copy of the detailed analysis of the proposed budget to each local at the same time that it sends the budget to ARA representatives.*
[1973]

1-50/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.7.3 be amended to read—
“The format of the proposed budget is consistent with that of the previous year.”

Note—The format is certainly consistent with that of the previous year; however, it is not consistent with the audited financial statements. This is the reason a “reconciliation” needs to be done, as the budget and the audited financial statements do not record things in the same manner (eg, depreciation).

1.3.7.3 *The format of the proposed budget is consistent with that of the previous year [and with the financial statements].*
[1965]

1-51/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.7.4 be amended to read—
“Funding for the Association’s information technology project development appears in the budget not subject to local rebate.”

Note—This is the wording used in the 2019/20 budget.

1.3.7.4 *Funding for the Association’s [Technology Project] information technology project development appears in the budget not subject to local rebate.*
[2003]

1-52/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.7.5 be reaffirmed.

Note—This ensures that the Special Emergency Fund does not become a growing fund for projects that are neither special nor an emergency.

1.3.7.5 *The Special Emergency Fund operates according to the following principles:*

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

1-53/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that administrative procedure 1.3.7.6 be amended by substitution to read—
“The Association, in coordination with the investment manager, oversees the Association’s investment portfolio and continues to consider environmental, social and governance risk factors when evaluating potential investment decisions.”

Note—The Association works with an investment manager and directs them to make responsible investment decisions.

1.3.7.6 *The Association should invest all funds that it has or holds in trust for teachers 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 its influence and voting shares to help ensure that corporations in which it has invested make responsible decisions.*
 [2017]

1-54/20 (Administrative Procedure)
 Provincial Executive Council

Be it resolved that administrative procedure 1.3.7.7 be reaffirmed.

Note—No change expected or proposed.

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

1-55/20 (Administrative Procedure)
 Provincial Executive Council

Be it resolved that administrative procedure 1.3.7.8 be reaffirmed.

Note—No change expected or proposed.

1.3.7.8 *When a substitute teacher is required to spend a school day on Association business, the Association pays for their time at an average rate of substitute pay.*
 [1986]

1-56/20 (Administrative Procedure)
 Provincial Executive Council

Be it resolved that administrative procedure 1.3.7.9 be reaffirmed.

Note—No change expected or proposed.

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

1-57/20 (Administrative Procedure)
 Provincial Executive Council

Be it resolved that administrative procedure 1.3.8.1 be deleted.

Note—This grant is defined in administrative guidelines.

1.3.8.1 *Upon request, the Association provides a one-time-only grant to locals to enable them to purchase office equipment. The grant covers up to one-half of the actual cost of the equipment to a maximum of \$2 per local member.*
 [1986]

1-58/20 (Administrative Procedure)
 Provincial Executive Council

Be it resolved that administrative procedure 1.3.8.2 be reaffirmed.

Note—No change expected or proposed. The budget review may shed some light on the appropriateness of the 50 per cent threshold.

1.3.8.2 *Unless there is a sound reason to do otherwise, each local maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual fee revenue.*
 [2010]

1-59/20 (Administrative Procedure)
 Provincial Executive Council

Be it resolved that administrative procedure 1.3.8.3 be reaffirmed.

Note—No change expected or proposed. The budget review may shed some light on the appropriateness of the 50 per cent threshold.

1.3.8.3 *Unless there is a sound reason to do otherwise, each specialist council maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual expenditures for the previous fiscal year.*
 [2010]

1-60/20 (Administrative Procedure)
 Provincial Executive Council

Be it resolved that administrative procedure 1.3.8.4 be reaffirmed.

Note—Providing a specialist council membership encourages engagement of members in their Association.

1.3.8.4 *The Association provides automatic membership in a specialist council to all active members.*
 [2007]

1-61/20 (Administrative Procedure)
 Provincial Executive Council

Be it resolved that administrative procedure 1.3.9.1 be deleted.

Note—Given the current and forecasted real estate market, a long-term lease has been negotiated for a site in Calgary. Should there be a desire to move to purchasing a building in the future, a new resolution could be proposed.

1.3.9.1 *The Association approves in principle moving from a lease to an Association-owned building for the Association's Southern Alberta Regional Office (SARO) and the offices of Calgary Public Teachers Local No 38 and Calgary Separate School Local No 55.*
 [2015]

1-62/20 (Long-Term Policy)
 Provincial Executive Council

Be it resolved that long-term policy 9.1.0.1 be reaffirmed.

Note—The Association has always advocated, and will continue to advocate, for public education, which includes public, separate and francophone schools. The Association believes that public education must be free and accessible to every child; delivered by certificated, highly skilled and knowledgeable teaching professionals; appropriately funded to ensure that every child learns and succeeds; and a responsibility shared by all Albertans.

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

1-63/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.1.0.2 be reaffirmed.

Note—Ensuring elected school authorities are involved in the process provides increased transparency of the education system.

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

1-64/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.1.0.3 be amended to read—

“All schools in Alberta should be open to inspection by qualified personnel, teach approved curriculum, employ certificated teachers and meet safety regulations.”

Note—Any inspection of school safety should be done by those with expertise in safety procedures, and any assessment of curriculum and instruction should be done by those with expertise in curriculum and instruction.

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

1-65/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.1.1 be reaffirmed.

Note—Roman Catholic separate schools are integral components of Alberta’s public education system.

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

1-66/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.1.2 be amended to read—

“The public, separate and francophone school systems are publicly funded and have historical and constitutional legitimacy.”

Note—The repatriation of the Constitution in 1982 provides constitutional legitimacy to francophone minority language education. As long as schools are governed by a publicly elected body, the Association will continue to support all public schools.

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

1-67/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.2.1 be reaffirmed.

Note—Alternative schools and programs are designed to educate students who have not been successful in regular schools, often because of behaviour, disciplinary or safety concerns or a need for an alternative setting. An alternative school or program may involve a range of different educational settings other than the typical school. Alternative schools can also include outreach schools as an alternative education site that provides high school courses in an informal, supportive and flexible learning environment. Outreach can accommodate students who require flexible hours. Many of the students have part-time or full-time jobs and are encouraged to seek employment relating to their future occupation. Some students are also registered in courses at their local high school. Alternative schools and programs provide educational options for students who may not be successful in typical schools.

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

1-68/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.2.2 be reaffirmed.

Note—The principles mentioned are still valid in 2020.

9.2.2.2 Alternative schools and alternative programs within the public education system should meet the following criteria:
1. *Be designed to meet learning needs and address learning differences rather than to cater to the needs of religious, ethnic or socioeconomic subgroups*
2. *Demonstrate, on balance, a net educational benefit to students*
3. *Be financially and administratively feasible without the imposition of additional fees*
4. *Avoid extending privileges or benefits to one segment of society that could not feasibly be extended to all similar segments of society*
5. *Adhere to the basic principles of public education by*
a) being publicly funded and universally accessible to all students;
b) being directed toward developing the potential of every student;
c) being accountable, through government and publicly elected school authorities, to society; and
d) fostering the development of a democratic citizenry and society.
[1985]

1-69/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.3.1 be reaffirmed.

Note—Second-language learning continues to be important for all students. It is cognitively beneficial to students and offers both personal and professional advantages throughout their lives. As the world becomes ever increasingly globalized and communication is facilitated by means of technology, it is important that students have the language skills necessary to engage with the greater global community.

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

1-70/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.3.2 be amended to read—

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

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

Note—It is important to have both teachers and school leaders access supports in the language of instruction.

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

1. *personnel fluent in the targeted language who can provide inservice and assistance to the teachers delivering the instruction; [and]*
2. *at least one [principal] teacher with a principal designation or system leader who is sufficiently fluent in [languages] the targeted language to convey the school’s objectives, instructional expectations and evaluation practices to students and their families; and*
3. *a school leader who is fluent in the languages to provide professional development, supervision and evaluation to certificated staff as required by policy on growth, supervision and evaluation.*

[1992]

1-71/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.3.3 be reaffirmed.

Note—This allows for nontarget language-speaking parents to consult and follow their children’s French and English Language Arts program of studies.

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

[2017]

1-72/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.3.4 be reaffirmed.

Note—Appropriate funding is necessary in order to allow students entitled under the Canadian Charter of Rights and Freedoms to access instruction in French.

9.2.3.4 The Government of Alberta should appropriately fund all students who are entitled under Section 23 of the Canadian Charter

of Rights and Freedoms to receive French first-language instruction and who require additional assistance to learn that language.
[2017]

1-73/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.3.5 be amended to read—

“The Government of Alberta should (1) support Alberta parents in exercising their right to have their children educated in both official languages and (2) ensure that Alberta children have equal opportunities to become fluent in both official languages.”

Note—Alberta families have the right to have their children educated and become fluent in both official languages.

9.2.3.5 The Government of Alberta should (1) support Alberta parents in exercising their right to have their children educated in [~~the~~ Canadian official language of their origin] both official languages and (2) ensure that Alberta children have equal opportunities to become fluent in [~~the other~~ official language] both official languages.

[1979]

1-74/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.3.6 be reaffirmed.

Note—Federal and provincial grants for minority and bilingual education must continue to be directed to students enrolled in those programs.

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

1-75/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.3.7 be amended to read—

“The francophone official language minority has the right to manage its own school authorities in the publicly funded system.”

Note—The amendments add clarity.

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

1-76/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.3.8 be amended to read—

“The Association must be a partner in the development of legislation and regulations governing the management and control of French minority language education by francophones.”

Note—The new wording reinforces the importance of the Association as a partner in French minority language education.

9.2.3.8 [*The Government of Alberta should allow the Association, as one of the education partners, to have input into*] **The Association must be a partner in** the development of legislation and regulations governing the management and control of French minority language education by francophones.
[1990]

1-77/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.4.1 be reaffirmed.

Note—Summer school programs should not be seen as different from regular programs other than the time that they are offered.

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

1-78/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.5.1 be reaffirmed.

Note—Even as outreach programs have changed and adapted over the last 10 years, this fundamental core statement remains true.

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

1-79/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.5.2 be reaffirmed.

Note—Outreach students do not embody a “one-size-fits-all” model, and neither should the programming afforded to them.

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

1-80/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.5.3 be reaffirmed.

Note—Students in outreach programs deserve equitable access to technology, which will enhance learning possibilities.

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

1-81/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.5.4 be reaffirmed.

Note—Community resources are critical to the success of outreach programs and students. These partnerships are the cornerstone for successful outreach programs and help form a base for outreach students for current and future employment opportunities.

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

1-82/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.6.1 be reaffirmed.

Note—Clear criteria for student placement allows school officials and students to have a clearer understanding of the programming needs required for individual students.

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

1-83/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.6.2 be reaffirmed.

Note—Programming for outreach students is unique to that individual student. Teachers at outreach schools need access to student records in a timely manner so that they can begin to tailor and adapt a program to meet a student’s needs immediately upon their transfer to an outreach school.

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

1-84/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.7.1 be amended to read—

“The Government of Alberta should ensure that each outreach school has a full-time, on-site teacher with a principal designation.”

Note—Every school should have a teacher with a principal designation who is present and engaged with students, teachers and the school community.

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

1-85/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.7.2 be reaffirmed.

Note—All schools are built upon successful teacher–student relationships. In an outreach school, this relationship is paramount. It

is also important that teachers build a long-term understanding of the operation and needs of an outreach program.

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

1-86/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.7.3 be amended to read—

“School authorities should, upon request, provide teachers in outreach schools with inservice on such topics as first aid, mental health, emergency management and conflict management.”

Note—Teachers must have both inservicing and supports to create effective and safe learning environments in outreach schools.

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

1-87/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.7.4 be reaffirmed.

Note—In order to properly support at-risk students, outreach schools should have adequate counselling services.

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

1-88/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.8.1 be reaffirmed.

Note—Many outreach students gravitate to outreach programs because of challenges they face in a traditional school setting. It is important to offer these students a location that is separate and distinct from a traditional school.

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

1-89/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.8.2 be reaffirmed.

Note—It is a responsibility of school authorities to ensure a safe learning environment for students and a safe working environment for teachers.

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

1-90/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.9.1 be reaffirmed.

Note—Per-student funding is what ensures all schools can operate. In an outreach program, a student is likely not trying to ensure that they register by the September 30 deadline to ensure funding follows them. This is the least of their concerns. However, there needs to be a funding mechanism that ensures that the program in an outreach school is sufficiently funded.

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

1-91/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.9.2 be reaffirmed.

Note—Per-student funding is what ensures all schools can operate. In an outreach program, a student is likely not trying to ensure that they register by the September 30 deadline to ensure funding follows them. This is the least of their concerns. However, there needs to be a funding mechanism that ensures that the program in an outreach school is sufficiently funded.

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

1-92/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.9.3 be amended to read—

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

Note—The intent is the same. The wording is simpler.

*9.2.9.3 School authorities that operate outreach schools should ensure [that they use the] instructional grants [that they receive] **received** from the government to deliver the program [and] **are** not **used** to operate and maintain school facilities. [2009]*

1-93/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.9.4 be reaffirmed.

Note—Per-student funding is what ensures all schools can operate. In an outreach program, a student is likely not trying to ensure that they register by the September 30 deadline to ensure funding follows them. This is the least of their concerns. However, there needs to be a funding mechanism that ensures that the program in an outreach school is sufficiently funded.

9.2.9.4 The Government of Alberta should direct that, when a student is transferred to an outreach school, the funding and resources

allocated to that student be assigned, on a prorated basis, to the receiving school.
[2009]

1-94/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 9.2.10.1 be reaffirmed.

Note—Outreach schools offer diverse programming to students of disparate academic and personal backgrounds. It is important that reporting of results from these programs be clear and be able to highlight the successes and challenges that operating these programs entails.

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

1. *The names of the credit courses that they offer*
 2. *The number of credits generated by each course per year*
 3. *The average number of credits that students earn per year*
 4. *The number of credits generated by each full-time–equivalent teacher in outreach schools per year*
 5. *The revenue generated by each outreach program per school authority*
 6. *The percentage of students in outreach programs who are coded compared with the percentage of students in the total school population who are coded*
 7. *The percentage of students in outreach programs who complete high school*
- [1998]

1-95/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.1.0.1 be reaffirmed.

Note—This is as yet unachieved. Although the Association has had input into the standards that form the basis of teachers', school leaders' and superintendents' growth, supervision and evaluation processes, the Association does not independently establish them.

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

1-96/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.1.0.2 be reaffirmed.

Note—The Code of Professional Conduct governs the conduct of active members of the profession. No active member or nonactive member can relinquish the professional responsibility that active members have to their profession.

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

1-97/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.1.0.3 be reaffirmed.

Note—Teachers are professionals and they need the professional autonomy to set their own growth goals, based on an assessment of the strengths and needs of their own professional practice.

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

1-98/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.1.1 be amended to read—

“Teachers and teachers with principal designations should be involved in developing a school authority’s evaluation policy and procedure.”

Note—It is important to remember that teachers with principal designations are teachers, and this should be recognized in the policy.

18.2.1.1 *Teachers and [principals] teachers with principal designations should be involved in developing a school authority’s evaluation policy and procedure.*
[1980]

1-99/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.1.2 be reaffirmed.

Note—Growth, supervision and evaluation processes for teachers in distance and online education are very different from the processes used in brick-and-mortar schools.

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

1-100/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.2.1 be amended to read—

“Resources earmarked for professional growth, supervision and evaluation programs should be used to facilitate professional growth.”

Note—We can only control the use of the resources, and previous wording indicated which resources were available.

18.2.2.1 *[The preponderance of the resources] Resources earmarked for professional growth, supervision and evaluation programs should be used to facilitate professional growth.*
[1980]

1-101/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.2.2 be reaffirmed.

Note—Time and resources for professional growth, supervision and evaluation are a joint responsibility of teachers and their employer.

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

1-102/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.3.1 be amended to read—

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

1. self-reflection and a willingness to discuss professional practice with colleagues;
2. the development and implementation of a written professional growth plan that
 - a) outlines goals that are consistent with professional practice standards,
 - b) focuses on the unique learning needs identified by the individual and
 - c) evolves over the school year; and
3. the establishment of clear expectations, processes and timelines.”

Note—Whereas the sharing of growth plans is desirable in many circumstances, it should not be considered mandatory and the decision as to whether to share a growth plan should be left to the professional judgment of the individual teacher.

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

1. *self-reflection and a willingness to discuss professional practice with colleagues;*
 2. *the development and implementation of a written professional growth plan that*
 - a) *outlines goals that are consistent with professional practice standards,*
 - b) *focuses on the unique learning needs identified by the individual and*
 - c) *evolves over the school year [as it is shared and reviewed with colleagues]; and*
 3. *the establishment of clear expectations, processes and timelines.*
- [1980]

1-103/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.4.1 be amended to read—

“Professional growth plans should be written by the teacher undertaking them, focus on growth and reflect the teacher’s assessment of their own professional learning needs.”

Note—An amendment will bring this issue to the forefront, as it is an issue on which the Association needs to remain vigilant.

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

1-104/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.4.2 be transferred to policy achieved.

Note—Language exists in the central table agreement and in provincial policy ensuring that teachers’ growth plans reflect an assessment of their own learning needs and that they do not require inclusion of school or school authority goals.

18.2.4.2 *The Government of Alberta should prohibit schools and school authorities from requiring teachers, principals and system leaders to incorporate the school’s or the school authority’s improvement goals into their personal professional growth plans or to follow the format for plans developed by the school or the school authority.*
[2001]

1-105/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.4.3 be transferred to policy achieved.

Note—This is currently in provincial policy.

18.2.4.3 *A school authority may not use a professional growth plan to evaluate a teacher or principal unless the author specifically requests that the plan be used for that purpose.*
[2000]

1-106/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.4.4 be amended to read—

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

Note—This policy clarifies the importance of the teacher’s role and the teacher with a principal designation’s role in the storage and ownership of the teacher’s professional growth plan. This policy is directed to teachers, not people in general.

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

1-107/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.5.1 be amended to read—

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

1. observing the professional practice of a teacher or teacher with a principal designation and providing the person with

expert, constructive feedback on those of their behaviours and practices that are exemplary and those that may require evaluation; and

2. offering a teacher or teacher with a principal designation support, guidance and professional development opportunities.”

Note—Supervision of professional practice is a complex undertaking that requires the exercise of professional judgment, collaboration, mentorship and support to the teacher who is being evaluated as well as to the evaluator. Supervision of professional practice should be as facilitative as possible.

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

1. *observing the professional practice of a teacher or [principal's] teacher with a principal designation [professional practice] and providing the person with expert, constructive feedback on those of their behaviours and practices that are exemplary and those that may require evaluation; and*

2. *offering a teacher or [principal] teacher with a principal designation support, guidance and professional development opportunities.*

[1980]

1-108/20 (Long-Term Policy)

Provincial Executive Council

Be it resolved that long-term policy 18.2.5.2 be reaffirmed.

Note—Successful and transparent supervision requires all of the below-mentioned practices.

18.2.5.2 *The process of supervision should*

1. *take place in a climate of trust and support;*

2. *be a shared responsibility between the supervisor and the person being supervised;*

3. *be collegial and collaborative;*

4. *be adapted to the needs of the person being supervised;*

5. *provide the person being supervised with input into the methods and process to be used; and*

6. *provide the person being supervised with feedback on an ongoing basis, including access to any notes taken during the supervision process.*

[1980]

1-109/20 (Long-Term Policy)

Provincial Executive Council

Be it resolved that long-term policy 18.2.5.3 be amended to read—

“Teachers with principal designations are responsible for supervising teachers, and teachers designated as assistant superintendents, associate superintendents, deputy superintendents or superintendents are responsible for supervising teachers with principal designations and system leaders.”

Note—The teacher with a principal designation is the most appropriate person to supervise teachers as they are most familiar with the school and classroom context. The superintendent (or assistant superintendent or deputy superintendent) is the most appropriate person to supervise teachers with principal designations. In school authorities where the right to terminate has been delegated to the superintendent, the deputy superintendent or assistant

superintendent is the most appropriate person to conduct supervision of the professional practice of a teacher with a principal designation.

18.2.5.3 *[Principals] Teachers with principal designations are responsible for supervising teachers, and [the superintendent is] teachers designated as assistant superintendents, associate superintendents, deputy superintendents or superintendents are responsible for supervising [principals] teachers with principal designations and system leaders.*

[1980]

1-110/20 (Long-Term Policy)

Provincial Executive Council

Be it resolved that long-term policy 18.2.6.1 be amended to read—

“Evaluation is a formal process whereby information that a supervisor gathered and recorded over a specified period of time and subjected to reasoned professional judgment (including a consideration of the context) is ultimately used to make a judgment about a teacher’s ability to meet the appropriate professional practice standard.”

Note—The purpose of evaluation is to assess a teacher’s professional practice against a clearly communicated standard. The decision about employment or certification status is separate from the question of how effectively a teacher’s practice meets the standard.

18.2.6.1 *Evaluation is a formal process whereby information that a supervisor gathered and recorded over a specified period of time and subjected to reasoned professional judgment (including a consideration of the context) is ultimately used to make a judgment about a teacher’s [employment or certification status] ability to meet the appropriate professional practice standard.*

[1990]

1-111/20 (Long-Term Policy)

Provincial Executive Council

Be it resolved that long-term policy 18.2.6.2 be amended to read—

“To be effective, an evaluation process for teachers should

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

Note—The amendment ensures that communication regarding the initiation of an evaluation of a teacher is in writing.

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

1. *adhere to the rules of natural justice;*

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

1-112/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.6.4 be reaffirmed.

Note—Teachers can be evaluated only on the basis of the appropriate professional practice standard. Sources of data need to be appropriate, fair and germane to the teacher's teaching assignment.

18.2.6.4 *Teachers should not be evaluated on the basis of*

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

1-113/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term 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:

1. The teacher with a principal designation meets with the teacher to discuss the concerns identified during supervision.
2. On the basis of the meeting, the teacher with a principal designation determines that the teacher should either (a) continue to be supervised on an ongoing basis or (b) receive a notice of evaluation.
3. If an evaluation is deemed necessary, the teacher with a principal designation issues a notice of evaluation that (a) states the reasons for the evaluation; (b) outlines the process, criteria and standards to be used; (c) proposes a reasonable timeline; and (d) describes the possible outcomes.
4. The teacher with a principal designation issues an evaluation report that contains one of three possible findings: (a) that the teacher meets the established standard and should continue with the ongoing growth and supervision process, (b) that the teacher does not meet the established standard and must be evaluated for an additional period or (c) that the teacher does not meet the established standard and should be issued a notice of remediation.

5. If the teacher with a principal designation issues a notice of remediation, the teacher may be removed from the growth plan requirement and is (a) advised that they must improve, (b) offered support and assistance, (c) given adequate time and resources to meet expectations and (d) notified that a subsequent evaluation will take place within 100 school days.
6. Following the second evaluation, the teacher with a principal designation issues a report that contains one of four possible findings: (a) that the teacher may return to the ongoing growth and supervision process, (b) that an additional period of remediation is necessary, (c) that the teacher's assignment should be changed or (d) that the superintendent should be asked to terminate the teacher's contract of employment.
7. After the completion of an evaluation, if the superintendent concludes that the teacher's suitability for certification is in question, the superintendent asks the executive secretary of the Association to initiate a professional practice review hearing.”

Note—During the period of remediation, the requirement of completing a growth plan may be removed by the teacher with a principal designation. There may be also times when continuation of a growth plan is appropriate and desired by the teacher. Supervision is never withdrawn. Supervision is an ongoing mandate of a teacher with a principal designation, and it facilitates opportunities for the teacher with a principal designation to provide guidance and support to a teacher, even during a period of remediation. Evaluation, however, ceases during a period of remediation. The amendment in clause 7 clarifies that it is not the superintendent who completes the evaluation but it is the superintendent who makes a referral to the executive secretary.

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

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

1-114/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.6.6 be amended to read—

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

Note—Teachers should have input into who evaluates their professional practice and what their role is, if the evaluator is someone other than the teacher with a principal designation.

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

1-115/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.6.7 be amended to read—

“School authorities should not require or request a teacher to disclose weaknesses about their professional practice during an evaluation.”

Note—The amendment provides clearer language.

18.2.6.7 School authorities should not require or [*pressure*] **request** a teacher to disclose weaknesses about their professional practice during an evaluation [~~intended to determine the teacher's competence, eligibility for certification, contract status or suitability for promotion~~].
[2002]

1-116/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.6.8 be amended to read—

“Teachers should have the right to an independent evaluator to be assigned to evaluate their professional practice, if they so request.”

Note—Given the possible employment ramifications of an evaluation of a teacher's professional practice, a high standard of procedural fairness and natural justice is required. If a teacher believes that there

is an apprehension of bias on the part of an evaluator, they need to have the opportunity to have a mutually agreed-upon independent evaluator conduct the evaluation. The amendment strengthens the language.

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

1-117/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.7.1 be amended to read—

“An evaluation policy for teachers with principal designations should

1. be reasonable and based on the rules of procedural fairness and natural justice;
2. ensure that the teacher with a principal designation is notified in writing that an evaluation will take place and the reasons for it;
3. ensure that the teacher with a principal designation is aware of the evaluation process and the criteria, standards, timelines and possible outcomes to be used;
4. ensure that the teacher with a principal designation is a full participant in the process;
5. be based on identifiable data to which the teacher with a principal designation has access;
6. reference the criteria outlined in the Leadership Quality Standard;
7. advise the teacher with a principal designation if they are not meeting expectations for the position;
8. provide the teacher with a principal designation with assistance and time to address deficiencies in their performance; and
9. ensure that the teacher with a principal designation is aware of what might happen if their performance does not improve.”

Note—The amendments make the language current and consistent.

18.2.7.1 An evaluation policy for [*principals*] **teachers with principal designations** should

1. be reasonable and based on the rules of procedural fairness and natural justice;
2. ensure that the [*principal*] **teacher with a principal designation** is notified in writing that an evaluation will take place and the reasons for it;
3. ensure that the [*principal*] **teacher with a principal designation** is aware of the evaluation process and the criteria, standards, timelines and possible outcomes to be used;
4. ensure that the [*administrator*] **teacher with a principal designation** is a full participant in the process;
5. be based on identifiable data to which the [*principal*] **teacher with a principal designation** has access;
6. reference the criteria outlined in the [*Principal Quality Practice Guideline*] **Leadership Quality Standard**;
7. advise the [*principal*] **teacher with a principal designation** if [*he or she is*] **they are** not meeting expectations for the position;
8. provide the [*principal*] **teacher with a principal designation** with assistance and time to address deficiencies in their performance; and

9. ensure that the *[principal] teacher with a principal designation* is aware of what might happen if their performance does not improve. [2004]

1-118/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.7.2 be amended to read—

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

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

Note—The amendment reflects the central table agreement, which indicates that a teacher with a principal designation can be on a probationary period for a maximum of two years. It would not be appropriate to evaluate a teacher with a principal designation five times in a five-year period.

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

1. so requests in writing (the evaluation to begin within 60 calendar days of the request);
2. does not hold a continuing designation (*[for the purpose of gathering information and making an employment decision about the person]* up to twice in a five-year period); or
3. does not appear, as a result of supervision, to be meeting the established standard of professional practice.

[2004]

1-119/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.7.3 be amended to read—

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

1. The superintendent meets with the teacher with a principal designation to discuss the concerns identified through supervision.
2. On the basis of this meeting, the superintendent determines that the teacher with a principal designation should either (a) continue to be supervised on an ongoing basis or (b) receive a notice of evaluation.
3. If an evaluation is deemed necessary, the superintendent issues a notice of evaluation that (a) states the reasons for the evaluation; (b) outlines the process, criteria and standards to be used; (c) proposes a reasonable timeline; and (d) describes the possible outcomes.
4. The superintendent issues an evaluation report that contains one of three possible findings: (a) that the teacher with a principal designation meets the established standard and should continue with the ongoing growth and supervision process, (b) that the teacher with a principal designation does not meet the established standard and must be evaluated for

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

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

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

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

Note—During the period of remediation, the requirement of completing a growth plan may be removed by the superintendent. There may also be times when continuation of a growth plan is appropriate and desired by the teacher with a principal designation. Supervision is never withdrawn. Supervision is a superintendent’s ongoing mandate and it facilitates opportunities for the superintendent to provide guidance and support to a teacher with a principal designation, even during a period of remediation. Evaluation, however, ceases during a period of remediation. The amendment in clause 7 reflects the new process of leadership certification.

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

1. The superintendent meets with the *[principal] teacher with a principal designation* to discuss the concerns identified through supervision.
2. On the basis of this meeting, the superintendent determines that the *[principal] teacher with a principal designation* should either (a) continue to be supervised on an ongoing basis or (b) receive a notice of evaluation.
3. If an evaluation is deemed necessary, the superintendent issues a notice of evaluation that (a) states the reasons for the evaluation; (b) outlines the process, criteria and standards to be used; (c) proposes a reasonable timeline; and (d) describes the possible outcomes.
4. The superintendent issues an evaluation report that contains one of three possible findings: (a) that the *[principal] teacher with a principal designation* meets the established standard and should continue with the ongoing growth and supervision process, (b) that the *[principal] teacher with a principal designation* does not meet the established standard and must be evaluated for an additional period or (c) that the *[principal] teacher with a principal designation* does not meet the established standard and should be issued a notice of remediation.
5. If the superintendent issues a notice of remediation, the *[principal] teacher with a principal designation* *[is]* ***may be*** removed from the *[ongoing]* growth *[and supervision process]* ***plan requirement*** and

(a) advised that [~~he or she~~] **they** must improve, (b) offered support and assistance, (c) given adequate time **and resources** to meet expectations and (d) notified that a subsequent evaluation will take place within 100 school days.

6. Following the second evaluation, the superintendent issues a report that contains one of four possible findings: (a) that the [~~principal~~] **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 [~~principal's~~] assignment **of the teacher with a principal designation** should be changed or (d) that the board should be asked to terminate the [~~administrator's~~] 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]

1-120/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.7.4 be amended to read—

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

Note—Teachers with principal designations should have input into who evaluates their professional practice and what their role is, if the evaluator is someone other than the superintendent.

18.2.7.4 *If a superintendent finds it necessary to involve an additional certificated member of the district’s administration team in the evaluation of a [~~principal~~] **teacher with a principal designation**, the **teacher with a principal designation should have an opportunity to provide input into the** role of the additional person **and their role must be outlined in writing to the [~~principal~~] **teacher with a principal designation** before the evaluation begins.***
[2004]

1-121/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.7.5 be amended to read—

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

Note—The amendment provides clearer language.

18.2.7.5 *School authorities should not require or [~~pressure~~] **request a [~~principal~~] **teacher with a principal designation** to disclose weaknesses about their professional practice during an evaluation [~~intended to determine the principal’s competence, contract status or suitability for promotion~~.***
[2004]

1-122/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.7.6 be amended to read—

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

Note—Given the possible employment ramifications of an evaluation of the professional practice of a teacher with a principal designation, a high standard of procedural fairness and natural justice is required. If a teacher with a principal designation believes that there is an apprehension of bias on the part of an evaluator, they need to have the opportunity to have a mutually agreed-upon independent evaluator conduct the evaluation. The amendment strengthens the language.

18.2.7.6 *A [~~principal~~] **teacher with a principal designation** [~~may request that~~] **has the right to** an independent evaluator **to** be assigned to evaluate their professional practice, **if they so request.***
[2004]

1-123/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.7.7 be amended to read—

“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.”

Note—No school authority process or person can relieve teachers of their professional obligations under the Code.

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

1-124/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.8.1 be reaffirmed.

Note—Classroom intervisitations may have a place in the implementation of professional learning communities, but they do not have a place in the supervision or evaluation of teachers. Teachers who wish to be a part of classroom intervisitations need to follow the Code and they need to be able to participate voluntarily, without fear that the process is a judgmental one.

18.2.8.1 *Classroom intervisitations should not be used to gather data for the purpose of supervising or evaluating a teacher.*
[2006]

1-125/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.8.2 be reaffirmed.

Note—Although principals are required to perform classroom walk-throughs as part of their supervision and evaluation of teachers, the practice of having groups of teachers walk through each other’s classrooms for the purpose of evaluation should not take place.

18.2.8.2 Classroom walk-throughs should not constitute part of the process used to evaluate teachers.
[2007]

1-126/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.8.3 be amended to read—
“The use of computer software to facilitate the supervision and evaluation of teachers is not appropriate.”

Note—The supervision and evaluation of teachers is a complex process that must consider a number of variables, including contextual variables, and it must be based on the appropriate professional practice standard. These variables cannot be reflected adequately in commercially produced computer software. Exercise of the teacher’s, teacher with a principal designation’s and superintendent’s reasoned professional judgment is a necessary component of effective supervision and evaluation processes.

18.2.8.3 [Any] *The use of computer software [used] to facilitate the supervision and evaluation of teachers [should be based on the Alberta Teaching Quality Standard] is not appropriate.*
[2006]

1-127/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.1.0.1 be reaffirmed.

Note—Teachers have earned their pensions in that they pay slightly greater than 50 per cent in contribution rates from their pay and the other portion paid by government is actually deferred income.

20.1.0.1 *A teacher’s pension is an earned right to be exercised after specified conditions of length of service and age are met.*
[1970]

1-128/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.1.0.2 be reaffirmed.

Note—Currently, the pension of a teacher with 30 years of service replaces approximately 50 per cent of preretirement income. It is not until age 65, when an unreduced Canada Pension Plan is available in addition to Old Age Security, that a teacher will be at approximately 65 to 70 per cent of preretirement income.

20.1.0.2 *A teacher’s pension after 30 years of service should be sufficient to allow the teacher to live throughout retirement in dignity and in a manner that approximates that to which he or she was accustomed while an active teacher.*
[1970]

1-129/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.1.0.3 be reaffirmed.

Note—The Teachers’ Pension Plan must continue to remain compulsory for all members, be legislated and be administered by a board equal in numbers.

20.1.0.3 *Teachers’ pensions should be provided through a fully funded compulsory defined benefit plan that is*

1. open only to individuals holding a valid Alberta teaching certificate,
 2. established by an act of the Legislative Assembly of Alberta and
 3. administered by a board appointed in equal number by the Association and the Government of Alberta.
- [1970]

1-130/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.1.1 be amended and transferred from category 20.2.1.0, Pensions/Externally Focused Policies/Plan Features, to category 20.1.0.0, Pensions/Fundamental Beliefs.

“A pension plan for Alberta teachers should have these provisions:

1. Be funded by contributions from both the government and teachers
2. Treat all genders identically with respect to benefits
3. Pay a pension without actuarial reduction at or after age 55
4. Result in a pension of approximately 75 per cent of salary after 30 years of service
5. Base pension benefits on the highest three years of salary, which, for the purpose of calculating pension, should be annualized
6. Provide a variety of pension options
7. Waive contributions during periods of disability
8. Pay a pension earned to a surviving spouse or other dependent
9. Automatically adjust pension benefits by 100 per cent of any increase in the cost of living
10. Vest after two years of pensionable service
11. Refund contributions plus interest or at full commuted value
12. Allow reinstatement of service into the plan, on application, at no cost to the plan
13. Lock in contributions to provide future pension benefits
14. Allow reciprocal agreements with other approved pension plans
15. Give members the option of contributing to the fund for any period of contributory service lost due to involvement, as a member of a teacher bargaining unit, in a strike or lockout permitted under the *Labour Relations Code*
16. Index the salary used to calculate a disabled teacher’s pension at retirement to a salary paid to active teachers
17. Provide benefits that are added to, rather than integrated with, those of the Canada Pension Plan”

Note—While some of these policies have been achieved, many of them are fundamental beliefs of the Association. The Canadian International Development Agency program referred to in item 10 no longer exists, and item 11, which refers to military service, appears in resolution 3-5/20.

20.2.1.1 *A pension plan for Alberta teachers should have these provisions:*

1. Be funded by contributions from both the government and *[employees] teachers*
2. Treat *[men and women] all genders* identically with respect to benefits
3. Pay a pension without actuarial reduction at or after age 55

4. Result in a pension of approximately 75 per cent of salary after 30 years of service
 5. Base pension benefits on the highest three years of salary, which, for the purpose of calculating pension, should be annualized
 6. Provide a variety of pension options
 7. Waive contributions during periods of disability
 8. Pay a pension earned to a surviving spouse or other dependent
 9. Automatically adjust pension benefits by 100 per cent of any increase in the cost of living
 - ~~[10. Allow teachers to contribute to the plan while serving with the Canadian International Development Agency or other educational organization or, if they provided such service before enrolling in the plan, to purchase the service]~~
 - ~~[11. Allow teachers to contribute to the plan for periods of Canadian, allied or other approved military service or, if they provided such service before enrolling in the plan, to purchase the service]~~
 - ~~[12. Vesting]~~ **10. Vest** after two years of pensionable service
 - ~~[13]~~ **11.** Refund contributions plus interest or at full commuted value
 - ~~[14]~~ **12.** Allow reinstatement of service into the plan, on application, at no cost to the plan
 - ~~[15]~~ **13.** Lock in contributions to provide future pension benefits
 - ~~[16]~~ **14.** Allow reciprocal agreements with other approved pension plans
 - ~~[17]~~ **15.** Give members the option of contributing to the fund for any period of contributory service lost due to involvement, as a member of a teacher bargaining unit, in a strike or lockout permitted under the Labour Relations Code
 - ~~[18]~~ **16.** Index the salary used to calculate a disabled teacher's pension at retirement to a salary paid to active teachers
 - ~~[19]~~ **17.** Provide benefits that are added to, rather than integrated with, those of the Canada Pension Plan
- [1970]

1-131/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.2.1 be transferred to policy achieved.

Note—This inadvertent language in the regulations never contemplated the *Income Tax Act* maximum pension cap being frozen for 12 years. This issue that affected over 900 members and their surviving pension partners is now corrected in the regulation.

20.2.2.1 *The Government of Alberta should amend Section 1(1)(ii)(ii) of Schedule 1 of the Teachers' Pension Plans Act, Teachers' and Private School Teachers' Pension Plans (Alberta Regulation 203/1995) by deleting the words, "that was contemporaneously in force in that year under the tax rules for that year (disregarding any subsequent retroactive change)."*

[2014]

1-132/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.1 be reaffirmed.

Note—Many people entering the teaching profession from the trades or related fields may not earn enough service to have an unreduced pension. This policy would allow them to purchase that service. Currently, the *Income Tax Act* prohibits this action; therefore, to achieve this policy, the act would also need to be amended.

20.2.3.1 *Career and Technology Studies teachers who require trade or technical experience should be able to purchase pensionable*

service, at no cost to the fund, for years of trade or technical experience recognized as teaching experience for salary purposes.

[1987]

1-133/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.2 be reaffirmed.

Note—It is understood that "other provincially approved program of study" means summer school and night school. This would allow part-time teachers (and those working summer and night school) to earn more pensionable service in a school year.

20.2.3.2 *Teachers employed by a school authority to teach high school credit courses to adults or to deliver other provincially approved programs of study should be credited with pensionable service for this employment, and school authorities should be required, at the option of the teacher, to deduct and remit the required pension contributions to the fund, provided that the teacher is not credited for more than one year of service in any period from September 1 to August 31 of the following year.*

[1990]

1-134/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.3 be reaffirmed.

Note—As this is at no cost to the fund, teachers would be able to retire with the possibility of receiving an unreduced pension as they would be able to purchase this service from other pension plans.

20.2.3.3 *Teachers who have taught, either inside or outside of Canada, for jurisdictions not covered by reciprocal agreements should be able to purchase pensionable service at no cost to the fund for those years of service.*

[1981]

1-135/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.4 be reaffirmed.

Note—This would allow part-time teachers to earn more pensionable service in a school year.

20.2.3.4 *Teachers who develop or mark examinations for the Government of Alberta during nonteaching periods should be credited with pensionable service for this employment, and school authorities should be required, at the option of the teacher, to deduct and remit the required pension contributions to the fund, provided that the teacher is not credited for more than one year of service in any period from September 1 to August 31 of the following year.*

[1989]

1-136/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.5 be reaffirmed.

Note—While these teachers can purchase service, they are not able to purchase the service until their return from leave. This would also ensure that the government pays its half of the contributions.

20.2.3.5 *Teachers who have taken maternity, parenting or adoption leave or who have taught part-time during their child-rearing years*

should be able to contribute to the plan and accrue pensionable service at the same rate as full-time active members.
[1989]

1-137/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.6 be deleted.

Note—This policy is redundant and covered under policy 20.2.3.7.

20.2.3.6 *Teachers granted paid professional improvement leaves according to the terms of their collective agreements should be permitted to contribute to the fund at the same rate as they would have had they been teaching during the leave.*
[1993]

20.2.3.7 *The Government of Alberta should negotiate with the Association for the purpose of amending the Alberta Teachers' Pension Plan to give teachers on leave of absence the option of (1) contributing to the plan during the leave as if they were still teaching and (2) having their contributions matched by the government according to the sharing arrangement in the plan.*
[2009]

1-138/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.7 be reaffirmed.

Note—This is a more cost-effective way for members on leave to contribute to the plan while on leave instead of purchasing service after their return and paying their full cost.

20.2.3.7 *The Government of Alberta should negotiate with the Association for the purpose of amending the Alberta Teachers' Pension Plan to give teachers on leave of absence the option of (1) contributing to the plan during the leave as if they were still teaching and (2) having their contributions matched by the government according to the sharing arrangement in the plan.*
[2009]

1-139/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.8 be reaffirmed.

Note—This is a more cost-effective way for substitute teachers to contribute to the plan while on leave. Currently, these members must purchase service in blocks of 186 days, with the Government of Alberta sharing half of the cost.

20.2.3.8 *The Government of Alberta should immediately negotiate with the Association for the purpose of amending the Teachers' Pension Plans Act to give substitute teachers the option of (1) contributing to the plan as if they were active members of the plan and (2) having their contributions matched by the government according to the sharing arrangement in the plan.*
[1984]

1-140/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.9 be deleted.

Note—The *Teachers' Pension Plans Act* regulation allows the Alberta Teachers' Retirement Fund to accrue pensionable service for teachers on Canada Pension Plan disability.

20.2.3.9 *The Government of Alberta should amend Alberta Regulation 203/1995 of the Teachers' Pension Plans Act to allow teachers who received disability benefits under the Canada Pension Plan to accrue pensionable service for the period of disability.*
[2011]

1-141/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.3.10 be reaffirmed.

Note—Canada Pension Plan Disability has a higher threshold in regard to the definition around disability in comparison to the Alberta School Employee Benefit Plan or private disability providers.

20.2.3.10 *The Alberta Teachers' Retirement Fund should accept Canada Pension Plan Disability as a disability carrier for the accrual of disability service under the Teachers' Pension Plans Act and regulations.*
[1999]

1-142/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.4.1 be reaffirmed.

Note—Teachers should not be punished for not being aware of limits to transfer service. There are no time limits between reciprocal transfer agreements with other provincial teacher pension plans.

20.2.4.1 *Reciprocal pension agreements should not set time limits on the transfer of service.*
[1977]

1-143/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 20.2.4.2 be reaffirmed.

Note—Teachers should be allowed to do what is in their best interest and not suffer financial loss.

20.2.4.2 *For the purpose of transferring funds through reciprocal pension agreements, teachers should be able to reinstate years of service in plans provided by former employers without returning to work for those employers.*
[1985]

Local Resolutions

2-1/20 (Immediate Directive) Edmonton Public Teachers

Be it resolved that the Association does not promote or support WE events.

Note—WE events, with their focus on entertainment, celebrity and advertising, have become inundated with corporate sponsorship and promotion. This directly contravenes long-term policy 11.2.1.1. There is a lack of clarity between WE Charity and ME to WE, which is a for-profit enterprise.

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

1. *ensure that any commercial enterprise that does take place (a) has educational value, (b) does not compromise the school's academic freedom or the right of teachers and students to act and express themselves freely and (c) does not exploit students as a captive audience;*
 2. *evaluate resources produced by a corporation rigorously to ensure that they are accurate, complete, not biased in favour of commercialism and free of discrimination;*
 3. *ensure that any corporate-funded scholarships or awards are presented in recognition of educational achievement, athletic excellence, community leadership or civic engagement only; and*
 4. *ensure that any money that a corporation donates to support a school's athletic or academic program is used for sound educational purposes and that the donation is acknowledged only in appropriate ways.*
- [2000]

2-2/20 (Administrative Procedure) Edmonton Public Teachers

Be it resolved that the Association strike an ad hoc committee of Provincial Executive Council to review the Code of Professional Conduct and report to members with their suggestions.

Note—Societal norms have changed since the original writing of the Code of Professional Conduct. As it is the standard to which all teachers are held, a review should be conducted, with possible recommendations made, to ensure it still captures the original intent and reflects the societal shifts that have occurred. Factors such as trauma-informed practice, sexual harassment, the MeToo movement and bullying have influenced the increasingly complicated interactions between teachers and students, teachers and colleagues, teachers and their employers. There are potential grey areas that need to be reviewed and revised in light of new understandings around these issues.

2-3/20 (Administrative Procedure) Edmonton Public Teachers

Be it resolved that the Association strike an ad hoc committee to explore the status and representation of visible minorities in leadership within the Association.

Note—There is a lack of representation in Association leadership. We need to find out why.

2-4/20 (Immediate Directive) Edmonton Public Teachers

Be it resolved that school authorities should collaborate with the Association to regulate and govern the use of third-party behavioural tracking applications.

Note—These programs pose privacy concerns and present issues with the ownership of and access to data about students. This may set students up for targeted marketing based on established personal and behavioural data collection practices. As well, said data may not be stored on servers within Canada, and companies are therefore not bound by the same levels of privacy protection as required by Canadian law.

2-5/20 (Immediate Directive) Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta and Government of Canada to examine and make necessary changes to the legislation regarding surveillance to ensure that all parties being recorded are made aware.

Note—Current legislation states that only one party needs to be aware that interactions between parties are being recorded. This puts teachers and students at risk of being recorded without their knowledge at school or school-sponsored activities.

2-6/20 (Immediate Directive) Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta to provide free menstrual products for students in all Alberta schools.

Note—Toilet paper, deemed a necessity, is a publicly funded product. Menstrual products are also a necessity 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.

2-7/20 (Immediate Directive) Edmonton Public Teachers

Be it resolved that the Association urge the Government of Alberta to not implement any high-stakes testing programs for students in Division I.

Note—Division I students should not be subject to high-stakes testing programs as they are not emotionally prepared. Teachers are the best judge of student achievement and progress.

2-8/20 (Long-Term Policy) Edmonton Public Teachers

Be it resolved that long-term policy 24.3.1.1 be amended to read—

“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,
2. using their influence and voting shares to help ensure that corporations in which they have invested make responsible decisions,
3. divesting from corporations when step 2 has failed, and
4. not investing in the arms or tobacco industries.”

Note—Alberta teachers should expect funds that benefit us to have meaningful ESG (environmental, social and governance) standards, as do many other comparable funds. We do not need to debase ourselves, for example, by profiting or otherwise benefiting from shares in companies that target children to sell tobacco to, sell arms to human rights abusers or help create wars to profit from. 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,*
 - 3. *divesting from corporations when step 2 has failed, and***
 - 4. *not investing in the arms or tobacco industries.***
- [2017]

2-9/20 (Immediate Directive)

Rocky View

Be it resolved that the Association urge the Government of Alberta to support students in K–3 classes by capping class size at 17, as recommended by Alberta’s Commission on Learning.

Note—Current K–3 classes have high numbers of students with medical and complex needs, in addition to higher numbers of students in each class. Further, the classroom receives little resource support or learning assistant time to support the medical needs of children. With a push toward inclusive education and a refusal to regulate class sizes, this structure does not serve children in our schools and their families.

2-10/20 (Immediate Directive)

Rocky View

Be it resolved that the Association urge the Government of Alberta to fund population growth and reduce class sizes to reflect the numbers recommended by Alberta’s Commission on Learning.

Note—Current class sizes do not allow teachers to provide a student-centred education. Teachers are overworked and feeling stressed because of the demands placed on them with growing student numbers and class sizes. We are expected to provide individualized instruction and assessment for high numbers of students, including

those with unique learning needs. The Government of Alberta must stop making us do more with less.

2-11/20 (Immediate Directive)

Rocky View

Be it resolved that the Association urge the Government of Alberta to implement and fund classroom number caps, as recommended by Alberta’s Commission on Learning.

Note—Classroom needs are growing more and more complex. Quality education cannot be provided in this manner.

2-12/20 (Immediate Directive)

Rocky View

Be it resolved that the Association request class size reporting data from Alberta school authorities.

Note—With the Government of Alberta cancelling the requirement for school authorities to report on class size, we should as an Association still have access to this information to inform our actions and strategic planning.

2-13/20 (Immediate Directive)

Rocky View

Be it resolved that the Association urge the Government of Alberta to discontinue the use of Grade 6 provincial achievement tests.

Note—The current format of provincial achievement tests at the Grade 6 level does not allow time for teaching pedagogy that enhances learning of realistic skills. Students would be much more equipped for a life after school if they were assessed through hands-on projects and flexible, problem-based learning rather than multiple-choice tests.

2-14/20 (Immediate Directive)

Rocky View

Be it resolved that the Association urge the Government of Alberta to discontinue the use of Grade 9 provincial achievement tests.

Note—The current format of provincial achievement tests at the Grade 9 level does not allow time for teaching pedagogy that enhances learning of realistic skills. Students would be much more equipped for a life after school if they were assessed through hands-on projects and flexible, problem-based learning rather than multiple-choice tests.

2-15/20 (Immediate Directive)

Rocky View

Be it resolved that the Association take an official stance against Quebec’s Bill 21 by urging all provincial, federal and municipal governments to stand up for the human rights of all Canadians.

Note—This resolution shows that 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. Taking this stance 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.

2-16/20 (Immediate Directive)

Rocky View

Be it resolved that reasonable and regular consideration be given for lesson preparation and assessment within existing assignable time.

Note—Teachers need sufficient time to plan and prepare materials for lessons that encompass the needs of all learners in classrooms that continue to increase in size and complexity. This time would also include work on student success plans, real-time reporting, English language learner accommodations, universal design for learning, inclusion and collaboration with colleagues.

2-17/20 (Immediate Directive)

Rocky View

Be it resolved that the Association complete a study on the viability of a four-day workweek and report the results to members.

Note—There have been calls from school authorities across the province to find creative ways to address budget reductions. This study will help inform the conversation to see if this brings changes in student performance and efficiencies in costs to school authorities.

2-18/20 (Immediate Directive)

Rocky View

Be it resolved that the Association complete a study on the viability of alternate/modified school authority calendars and report the results to members.

Note—There are already schools in Alberta that run year-round education. Sir Ken Robinson writes about the benefits of alternate or modified school calendars (ie. balanced calendar, year-round schools) in his book *Creative Schools: The Grassroots Revolution That's Transforming Education*. Students and staff still get the same time off during the year, with more evenly dispersed breaks throughout the year in place of a long summer break.

2-19/20 (Immediate Directive)

Rocky View

Be it resolved that the Association complete a study on the effects of offering diverse programming within the public school system.

Note—Public education is under attack. With a pending threat of a new voucher system being brought on by the United Conservative Party, public school authorities must look for ways to reinforce one another and present a more united front to the students and communities we serve. With special programs being offered in public schools, students living within walking distance do not always have access to their community school. There are also community schools that do not offer special curricular programs, like fine arts or languages. We would urge the Association to look into the potential

effects of these actions on the strength of public school systems in North America.

2-20/20 (Immediate Directive)

Northern Spirit

Be it resolved that the Association vehemently urge the Government of Alberta to continue fully funding the Program Unit Funding program.

Note—Early childhood intervention services are essential to developing healthy, well-rounded citizens who can reach their maximum potential.

2-21/20 (Administrative Procedure)

Northern Spirit

Be it resolved that locals with members who must travel 400 kilometres or more to provincially sponsored events be given a sparsity/distance grant-in-aid to offset the extra costs of travel, at a rate of an additional 10 cents per kilometre.

Note—Distant locals are often small locals, and the extra expenses borne by travelling so far are burdensome to their already small budgets.

2-22/20 (Immediate Directive)

Northern Spirit

Be it resolved that the Association urge school authorities to ensure that when noncertificated classroom supervisors are used in place of substitute teachers, the responsibility for hiring, supervising and directing them falls upon the school authority and not the administration of the school.

Note—There are concerns that administrators could be in contravention of the *Education Act*.

2-23/20 (Immediate Directive)

Northern Spirit

Be it resolved that the Association urge the Government of Alberta to reinstate the Alberta Lottery Fund to ensure transparency in the fundraising activities of not-for-profit organizations throughout the province.

Note—Many not-for-profit organizations rely on this funding to enrich the lives of their members and communities. However, the removal of the Alberta Lottery Fund allows government to move that money elsewhere without any transparency.

2-24/20 (Administrative Procedure)

Calgary Public Teachers

Be it resolved that pro and con microphones be used at the Annual Representative Assembly during debate on all resolutions.

Note—This resolution is part of a pair of motions aimed at streamlining debate at the Annual Representative Assembly. It is not purposeful to have numerous delegates approach the microphone and all speak in favour or opposed to a particular motion. If the mind of

the house is largely decided in one direction, multiple speakers are not necessary. While the local recognizes that there are some resolutions, designed for media attention, that Provincial Executive Council would like to see multiple speakers for, a simple motion to suspend the rules of order would allow for the use of the pro/con format to be interrupted for a brief time.

2-25/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that debate at the pro and con microphones during the Annual Representative Assembly be deemed to be complete when there are no longer any delegates wishing to speak on one of the pro or con sides.

Note—This resolution is part of a pair of motions aimed at streamlining debate at the Annual Representative Assembly. It is not purposeful to have numerous delegates approach the microphone and all speak in favour or opposed to a particular motion. If the mind of the house is largely decided in one direction, multiple speakers are not necessary.

2-26/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Order of Business at the Annual Representative Assembly include an optional Friday night session reserved for the presentation of awards and delivery of opening speeches.

Note—The local has long recommended this course of action informally. ARA delegates should now decide and have more input into the scheduling of the order of business. Placing recognitions and opening remarks on Friday night allows the house to conduct its important business starting immediately on Saturday morning.

2-27/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Annual Representative Assembly's business must conclude by 2230 hours on any given day that the Assembly is held.

Note—After a full day of debate, ARA delegates should not be called upon to perform additional work after 2230 hours. On Sundays, delegates will have already been in session since 0900 hours. Asking them to work a 13.5 hour shift is more than enough—extending into the evening past 2230 hours carries the risk of causing delegates to be mentally exhausted. This is not a state of mind that should characterize the environment for making important policy and budgetary decisions for the Association.

2-28/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association provide local presidents who are not seconded a minimum of 10 days of release time, scheduled at the discretion of the local president, on an annual basis.

Note—The work of local presidents is expanding with each passing year. Those locals that do not have a part- or full-time secondment

agreement for their president in their collective agreement should be supported by the provincial Association in order to better meet the needs of their members. The ability to attend important meetings with system officials in a timely fashion, as well as the value we as an organization place on members' work-life balance, demands that we intervene.

2-29/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association undertake a study investigating the impacts on a teacher's work-life balance of being an involved member in their local and/or Association.

Note—In order to support member engagement, data is needed on how much time members are really contributing to their professional Association. It would also be useful to understand the extent of the support(s) members receive for participation. The results of the study should help us, as an organization, to better understand our members and identify barriers to participation in Association activities.

2-30/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association create a status of visible minorities committee.

Note—Similar to what was done with the committee on the status of women last year, the Association needs to develop comprehensive programs and policies to address the barriers facing visible minorities in the Association. The Association needs to provide opportunities for training and networking that support visible minorities in leadership of the Association.

2-31/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association provide funds to establish a status of visible minorities committee.

Note—The Association needs to offer support for visible minority teachers who would like to move into leadership roles in the Association. This committee would help the Association build capacity and enhance its reputation as an agile and resilient learning organization that builds member commitment.

2-32/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association host a visible minority leadership symposium in the 2020/21 school year to promote equity in visible minority groups and participation in all aspects of employment and leadership in the Association.

Note—This symposium should offer sessions that will help develop skills in visible minorities such as networking, leadership and public speaking. A visible minority symposium is very critical to providing opportunities for networking, leadership and professional growth of our visible minority members.

2-33/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association not require its executive staff officers to attend local engagement meetings (eg, teacher welfare committee meetings, political action meetings, etc) in person where such meetings are less than a half day in length and do not involve external agencies and where the attendance at such meetings would require travel of more than two hours (round trip).

Note—This is for the safety of our staff officers and to provide them with work–life balance. It will also reduce unnecessary costs due to travel by road or airplanes and overnight expenses at hotels. Staff officers can e-mail reports to their committees ahead of the meeting and/or Skype in during the meeting.

2-34/20 (see page 37)

2-35/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association allow all members of provincial ATA committees to choose, in advance, whether to receive documents pertaining to their committee work and meetings digitally or in print.

Note—This would facilitate a reduction in the amount of paper or at least give those who would like an electronic copy that option. Long-term policy 24.2.13.1 states that “preserving the environment is of utmost importance”; letting committee members have the choice of digital or paper copies is consistent with this policy and should therefore also be of utmost importance.

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

2-36/20 (Administrative Procedure)
Greater St Albert Catholic

Be it resolved that the Association create a Diversity, Equity and Human Rights Seminar during Summer Conference, which would alternate years with the Professional Development Seminar.

Note—Diversity, equity and human rights requires a seminar at Summer Conference to build equity and capacity among locals. This will ensure a more robust diversity, equity and human rights program throughout the province. By alternating summers with Professional Development, this will not incur additional costs.

2-37/20 (Immediate Directive)
Greater St Albert Catholic

Be it resolved that the Association urge all members to submit criminal record checks and child welfare checks to their employers every five years, starting August 2021, with costs to be charged back to the employer.

Note—The Alberta Teachers’ Association is the professional body of Alberta’s teachers. It is prudent to demonstrate that we are safeguarding students, the public and the profession by encouraging members to maintain clean criminal and child welfare records.

2-38/20 (Administrative Procedure)
Parkland Teachers’

Be it resolved that the Association move Summer Conference to Red Deer when the contract with the Banff Centre expires.

Note—Banff has become increasingly more expensive, and Summer Conference has grown so large that the Banff Centre does not have enough room for everyone to stay on campus. The ATA report that was done on Summer Conference venues indicated that Red Deer had facilities to accommodate everyone and the overall costs of the conference may be reduced. Not only would this save money for the Association, but the cost out of pocket incurred by teachers attending the conference would also most likely be lower as well. The only reasons cited in the report against Red Deer are that the location and venue are not as attractive as Banff. We do not feel that “attractiveness” is a good metric on which to base a decision about the cost and location of Summer Conference.

2-39/20 (Administrative Procedure)
Parkland Teachers’

Be it resolved that the Association explore establishing partnerships with audiovisual companies that could be used by Association subgroups.

Note—Teacher volunteers who help organize and run these events and conferences typically do not have a strong background in audiovisual or in contract negotiations, yet all of these events and conferences require an audiovisual provider. There is a large discrepancy between the rates and the experiences that Association subgroups experience with audiovisual providers. This would solve this issue and allow the teacher volunteers to focus their time and energy on other areas.

2-40/20 (Administrative Procedure)
Parkland Teachers’

Be it resolved that the Association establish a position to support teacher volunteers in the organizing and planning of conferences and conventions.

Note—Teacher volunteers who help organize and run these events and conferences typically are not professional conference planners. This position would alleviate the onus on volunteer teachers to be solely responsible to plan and deliver high-level conferences, a difficult task that takes an exceptional amount of time and effort. It may also improve the communication between different subgroups and the Association.

2-41/20 (Immediate Directive)
Parkland Teachers’

Be it resolved that the Association urge institutions that offer teacher preparation programs to require that all preservice teachers receive mandatory education in classroom management.

Note—Not all teacher preparation institutions in Alberta offer mandatory education in classroom management, and this puts new teachers at a disadvantage when facing the realities of running their own class. This would also reflect some of the new Teaching Quality Standard, specifically 2(c), “building capacity to support student

success in inclusive, welcoming, caring, respectful and safe learning environments,” and 4(f), “employing classroom management strategies that promote positive, engaging learning environments.”

2-42/20 (Administrative Procedure)
Parkland Teachers’

Be it resolved that the Association decrease the grants payable to specialist councils whose accounts have accumulated surpluses greater than 60 per cent of their average annual operating expenses.

Note—Not all specialist councils have the same level of surpluses. The use of a formula would allow for the focused regulation of surpluses to ensure that groups with large surpluses do not continue to grow, while those without large surpluses are not negatively affected. The formula would also account for those specialist councils that offer conferences every two years since the metric is the average annual operating expense. This method would also not be punitive long term because as soon as a group that was affected by this measure reduced its surplus to an acceptable level, it would once again receive the grants payable.

2-43/20 (Immediate Directive)
Red Deer Catholic

Be it resolved that the Association ensure that filed grievances are heard and resolved in a timely fashion, specifically grievances that have a direct impact on teachers’ ability to carry out their duties.

Note—The teachers of Red Deer Catholic, along with thousands of other teachers across Alberta, have been patiently waiting for almost three years to have their grievance heard and resolved regarding instructional and assignable time interpretations and limits. This has led to ongoing friction among classroom teachers, our colleagues in school-based administrator roles and our employer, as many different interpretations of the application of this clause currently exist. All parties involved deserve action and ultimately clarity on this issue instead of the current environment of uncertainty, acrimony and distrust.

Provincial Executive Council Resolutions

3-1/20 (Administrative Procedure) Provincial Executive Council

Be it resolved that the Disposition of Immediate Directives submitted to the 2020 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 2019 Annual Representative Assembly to be submitted to the 2020 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]

See page 36.

3-2/20 (Immediate Directive) Provincial Executive Council

Be it resolved that immediate directive 2.4.0.6 be amended by substitution to read—

“Be it resolved that the Association urge the Government of Alberta to operate a central repository of online teaching and learning resources to support curriculum implementation and instruction.”

Note—The responsibility for providing centralized resources for curriculum rests with Alberta Education.

2.4.0.6 Be it resolved that the Association urge the Government of Alberta to take over the operation of 2Learn.ca in order to begin actively developing and reorganizing its online teaching resources to reflect the new curricula. [2019]

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

Be it resolved that, unless there is a sound reason to do otherwise, each convention association maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual expenditures for the previous fiscal year.

Note—This resolution mirrors policies 1.3.8.2 and 1.3.8.3. General financial guidelines are necessary to support subgroup financial planning. The proposed guidelines address expectations on the part of members that the subgroups to which they belong demonstrate fiscal accountability and responsibility. Convention associations' audited financial statements for fiscal year July 2018 to June 2019 showed that six of eight convention associations had an unencumbered surplus that exceeds the proposed budgetary guideline of 50 per cent.

1.3.8.2 Unless there is a sound reason to do otherwise, each local maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual fee revenue. [2010]

1.3.8.3 Unless there is a sound reason to do otherwise, each specialist council maintains an unencumbered accumulated surplus that does not exceed 50 per cent of its annual expenditures for the previous fiscal year. [2010]

3-4/20 (Immediate Directive) Provincial Executive Council

Be it resolved that, in Alberta, public education refers to public, separate and francophone education.

Note—This is a longstanding, fundamental belief of the Association that is missing from the current policy book.

3-5/20 (Immediate Directive) Provincial Executive Council

Be it resolved that the Teachers' Pension Plan allow teachers to contribute to the plan for periods of Canadian, allied or other approved military service not covered by another plan.

Note—Like long-term policy 20.2.3.5, this would allow members to contribute to the plan while on a board-approved leave and accrue service at the same rate as a full-time active member.

20.2.3.5 Teachers who have taken maternity, parenting or adoption leave or who have taught part-time during their child-rearing years should be able to contribute to the plan and accrue pensionable service at the same rate as full-time active members. [1989]

3-6/20 (Immediate Directive) Provincial Executive Council Calgary Public Teachers Rocky View

Be it resolved that the Association urge the Government of Alberta to repeal Bill 22, thus allowing the Alberta Teachers' Retirement Fund (ATRF) full control over choosing investment managers, including the use of internal ATRF investment management.

Note—Government unilaterally passed legislation that limits the Alberta Teachers' Retirement Fund's (ATRF's) ability to invest pension funds held in trust for teachers, creating a legislated monopoly over pension investments. Limiting ATRF to one pension manager means that if returns are not up to requirements, the ATRF board is powerless to change investment managers.

Limiting ATRF to Alberta Investment Management Corporation (AIMCo) investments limits ATRF in what they can invest in—currently, ATRF employs investment strategies that AIMCo does not.

ATRF investments are presently customized to teachers' pension plan payout requirement. ATRF has direct control over their money

managers (50 per cent of whom are employed directly by ATRF); the board can incent them to only take certain amounts or types of risk. ATRF has no control over or sight line into AIMCo's compensation structure.

3-7/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 18.2.6.3 be amended to read—

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

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

Note—Currently, teachers are in a position where they may work for several years without receiving the necessary number of evaluations to satisfy provincial policy requirements for permanent certification and/or a continuing contract. This problem is exacerbated in economic environments where teachers are subject to a series of temporary contracts of employment and are not evaluated.

Further, where there are concerns that a teacher may not be meeting their standard of professional practice, in the interests of public assurance serious consideration should be given to implementing an evaluation to make an appropriate finding.

The revised wording is not directive but does provide stronger wording than the current policy.

18.2.6.3 A [principal] teacher with a principal designation [may] should evaluate a teacher who

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

[1976]

3-8/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 19.3.14.8 be amended to read—

“Collective agreements negotiated by the Association should outline a process whereby substitute teachers are provided an evaluation, where possible, upon request by the substitute teacher.”

Note—The amendment will make it easier for substitute teachers to obtain the evaluation necessary for permanent certification.

19.3.14.8 Collective agreements negotiated by the Association should outline a process whereby substitute teachers [can request an evaluation] are provided an evaluation, where possible, upon request by the substitute teacher.

[1970]

3-9/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that locals are encouraged to establish women in educational leadership committees.

Note—In 2019, a provincial Women in Leadership Committee was established at the Association. The mandate of the committee is to provide policy structures that help female teachers who aspire to leadership in the Association or in school authorities to achieve their goals. It is important for leaders in locals 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.

3-10/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to allow students to use appropriate, secured educational technologies, in addition to scientific and graphing calculators, during math and science diploma exams and other standardized assessments.

Note—After a review of the current definitions, prohibited materials and properties, equity and accessibility concerns, potential impact on classroom curriculum and pedagogy, international standards, associated costs, teacher and assessor workloads, and prevailing corporate endorsements, the Mathematics Council recommends this resolution be passed. The recommended changes are intended so that these assessments may more closely reflect student knowledge and to encourage teachers to more fully meet the expectations of the program of studies. It is also intended to free up valuable instructional hours as technology permitted on assessments becomes more user-friendly and accessible than what is currently approved.

[This resolution originated with the Mathematics Council.]

3-11/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to supplement the English Language Arts Authorized Novels and Nonfiction Annotated List with a more general guide to text selection.

Note—While the English Language Arts Authorized Novels and Nonfiction Annotated List was not intended to be prescriptive, it has often been misinterpreted as such by both teachers and administrators and has therefore limited teachers' ability to choose high-quality literature that is right for their students. In addition, the list has not been updated for over a decade, meaning many of the books on it are out of print and there is little diversity of voices represented. A general guide to text selection would give teachers more professional autonomy to best serve students.

[This resolution originated with the English Language Arts Council.]

3-12/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 16.2.4.5 be amended to read—

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

Note—In order to learn to their full potential, students need to be healthy physically, mentally, socially and spiritually. It is essential that all teachers be aware of the importance of health for students in the learning process. Comprehensive School Health is an internationally recognized framework which is widely endorsed in Alberta. Comprehensive School Health supports improvements in students’ health and educational outcomes while addressing school health in a planned, integrated and holistic way.

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

[This resolution originated with the Health and Physical Education Council.]

3-13/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association accepts the scientific consensus that anthropogenic climate change is a real and critical challenge affecting the planet and the future of humanity.

Note—The United Nations Sustainable Development Goals note, “With rising greenhouse gas emissions, climate change is occurring at rates much faster than anticipated and its effects are clearly felt worldwide.” Increasing greenhouse gas emissions are driving climate change. In 2017, greenhouse gas concentrations reached new highs, with globally averaged mole fractions of CO₂ at 405.5 parts per million (ppm), up from 400.1 ppm in 2015, and at 146 per cent of preindustrial levels.

3-14/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association support the inclusion of curriculum that explicitly addresses issues relating to anthropogenic climate change in a manner that is subject and age appropriate.

Note—The Association and the teachers it represents recognize that a balanced approach to climate change education should be included in curriculum for all grades. Within the curriculum, teachers understand that the appropriate response to this challenge is a matter of controversy and that public discourse on the issue will reflect a variety of opinions.

3-15/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association support the inclusion of curriculum that allows embedded opportunities to address

issues relating to anthropogenic climate change, giving students an opportunity to express their views.

Note—The Association understands that many young people have deeply held concerns about global climate change and want to give expression to those concerns.

3-16/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge school authorities to adopt and implement policies that respect students’ growth as active citizens, including voluntary participation in democratic actions and activities while addressing potential risks to students.

Note—Teachers’ primary obligation is to ensure the safety of the students in their care and to engage them in learning in the classroom. The roles and responsibilities of the teacher need to be clearly defined when students choose to exercise their rights to demonstrate on any range of issues.

3-17/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge every local to engage in work to respond to the Truth and Reconciliation Commission’s education-related calls to action and operate in the spirit of the objectives and principles of the United Nations Declaration on the Rights of Indigenous Peoples.

Note—This is another part of our journey forward on the road to reconciliation. The Indigenous Education Committee believes that each local should engage in work similar to that of the provincial Association. Responding to the Truth and Reconciliation Commission 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.

3-18/20 (Long-Term Policy)
Provincial Executive Council

Be it resolved that long-term policy 7.2.4.3 be amended to read—

“Institutions offering teacher preparation programs should ensure that all prospective teachers receive education and support in foundational knowledge and contemporary issues of Indigenous peoples.”

Note—This aligns with competency 5 of the Teaching Quality Standard. The Indigenous Education Committee feels that one course is not sufficient.

*7.2.4.3 Institutions offering teacher preparation programs should ensure that all prospective teachers [take at least one course on the histories, cultures and unique educational needs] **receive education and support in foundational knowledge and contemporary issues of Indigenous peoples.***
[2013]

3-19/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that the Association provide the means to identify preferred pronouns for all Association events for use on nametags.

Note—It can be a harmful practice to assume someone’s preferred pronouns. Using intentional language for pronouns creates inclusive spaces for all.

3-20/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that the Association’s online member database allow individuals to identify their preferred pronouns.

Note—It can be a harmful practice to assume someone’s preferred pronouns. Using intentional language for pronouns creates inclusive spaces for all.

3-21/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that gender-neutral washrooms be available and publicly identified at all Association events.

Note—Washrooms must be available and fully accessible to all members without discrimination. Gender-neutral washrooms can help promote feelings of safety and inclusivity. As part of the housekeeping items announced at the beginning of Association events, the location of all washrooms should be identified.

3-22/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association and its subgroups allow only the administrator of the ATA Group RRSP to be a financial presenter or financial vendor at Association events.

Note—Some financial institutions at teachers’ conventions and specialist council conferences are advising members to take the commuted value from their pension and invest it with them. The resolution would help to eliminate this practice at Association events.

3-23/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association provide funds for the Indigenous Advisory Circle in order to continue the work of the Walking Together: Education for Reconciliation professional learning project.

Note—Continuing the Indigenous Advisory Circle aligns with the Truth and Reconciliation Commission of Canada’s calls to action and the United Nations Declaration on the Rights of Indigenous Peoples.

[Cost: \$45,000]

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

Be it resolved that the Association provide funds for the creation of a Bargaining Advisory Committee, composed of the 61 Teacher Welfare Committee chairs.

Note—The creation of this committee is part of an overall shift to enhance communication with members throughout the bargaining process. Related to this resolution, the Association will amalgamate the Pension Committee and the benefits and insurance duties of the Teacher Welfare Services Committee into the Pension, Benefits and Insurance Committee. Furthermore, it will devolve the bargaining duties of the Teacher Welfare Services Committee to the Bargaining Advisory Committee and disband the Teacher Welfare Services Committee. Disbanding the Teacher Welfare Services Committee will save \$30,000, while not funding Teacher Welfare Liaison Meetings/Seminars and Retirement Consultation will save a combined \$96,000.

[Cost: \$75,000]

3-25/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association provide funds for executive staff of Member Services to pursue formal training and/or certification in conducting investigations.

Note—This will enhance the Association’s capability to conduct discipline investigations by providing funding for specific training for up to two investigators annually.

[Cost: \$12,000]

3-26/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association provide funds to develop a program of awareness about the Association’s discipline and mediation services, including processes and purposes.

Note—Developing a proactive program of awareness about the Association’s discipline and mediation services is expected to reduce the number of requests for investigation by encouraging would-be complainants to pursue mediation when appropriate. The program will include an information video and a Frequently Asked Questions document.

[Cost: \$5,000]

3-27/20 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association provide funds to increase a current 0.8 FTE Accountant to a full 1.0 FTE in Operations/ Finance.

Note—As the role of the Accountant position has been enhanced, taking on more strategic-level duties, this increase will allow for better support of the budgeting processes, financial analysis and business case development.

[Cost: \$30,000]

3-28/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that, pursuant to general bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,362 per annum effective 2020 09 01.

Note—The detailed budget document, the *Budget Booklet* and the budget presentation provide the rationale for a fee of \$1,362.

3-29/20 (Administrative Procedure)
Provincial Executive Council

Be it resolved that, pursuant to general bylaw 9(2)(f), the fee payable by an associate member be \$204.30 per annum effective 2020 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.

Resolution on Which Action Has Been Taken

2-34/20 (Administrative Procedure)
Calgary Public Teachers

Be it resolved that the Association provide delegates of the Annual Representative Assembly with the previous year's audited financial statements a minimum of one week prior to delegates arriving at ARA.

Note—Providing delegates with the audited financial statements before they arrive at ARA would give them an opportunity to look through them, try to understand them and be prepared with questions. This would also reduce the amount of time taken to present them at ARA. Last year's presentation took more than an hour, which was very unnecessary as many members complained afterwards. Delegates are educators and are capable of studying and understanding the audited financial statements without explanations.

Action: The previous year's audited financial statements appear in the *ARA Handbook*, which is mailed to delegates in April.

Disposition of Immediate Directives

Policy No	Original Policy	Edited 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	Be it resolved that the Association provide funds to include a speaker at the Local Presidents' Seminar at Summer Conference who would focus on strategic leadership. [2019]	—	Action taken Note—The 2019/20 budget includes funds to include a speaker at the Local Presidents' Seminar at Summer Conference who would focus on strategic leadership.
1.4.1.2	Be it resolved that the Association provide funds to implement recommendations from the Committee on Understanding Aggression(s) in Alberta Schools and School Communities. [2019]	—	Action taken Note—The 2019/20 budget includes funds to implement recommendations from the Committee on Understanding Aggression(s) in Alberta Schools and School Communities.
1.4.1.3	Be it resolved that the Association provide funds to establish a Status of Women Committee. [2019]	—	Action taken Note—The 2019/20 budget includes funds to establish a status of women committee.
1.4.1.4	Be it resolved that the Association provide funds to evaluate, prioritize and implement recommendations emerging from the governance review currently under way. [2019]	—	Action taken Note—The 2019/20 budget includes funds to evaluate, prioritize and implement recommendations emerging from the governance review.
1.4.1.5	Be it resolved that the Association provide funds for a research project to inform the Association's advocacy on behalf of teachers and school leaders by documenting the impact of the new Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard. [2019]	—	Action taken Note—The 2019/20 budget includes funds for a research project to inform the Association's advocacy on behalf of teachers and school leaders by documenting the impact of the new Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard.
1.4.1.6	Be it resolved that the Association provide funds to increase the professional staff complement in the Member Services program area by one to provide essential support in the discipline process. [2019]	—	Action taken Note—The 2019/20 budget includes funds to increase the professional staff complement in the Member Services program area by one to provide essential support in the discipline process.

Policy No	Original Policy	Edited Policy	Recommendation
1.4.1.7	Be it resolved that the Association host a women's leadership symposium in the 2019/20 school year to promote gender equity and women's participation in all aspects of employment and Association life. [2019]	—	Action taken Note—The 2019/20 budget includes funds to host a women's leadership symposium in the 2019/20 school year to promote gender equity and women's participation in all aspects of employment and Association life.
1.4.1.8	Be it resolved that the 2019/20 proposed budget be increased by \$5,000 to provide for a subsidy to Summer Conference delegates incurring adult dependent-care expenses above and beyond regular care with an attested claim and original, detailed receipts. [2019]	—	Action taken Note—The 2019/20 budget includes an additional \$5,000 to provide for a subsidy to Summer Conference delegates incurring adult dependent-care expenses above and beyond regular care with an attested claim and original, detailed receipts.
1.4.1.9	Be it resolved that the Association provide funds to increase the executive staff complement in the Member Services program area by one to assist in the increase in the discipline caseload. [2019]	—	Action taken Note—The 2019/20 budget includes funds to increase the executive staff complement in the Member Services program area by one to assist in the increase in the discipline caseload.
1.4.2.0 Resolutions Referred for Study and Report			
1.4.2.1	Be it resolved that the Association study and report on changing the term length of elected Provincial Executive Council positions, with a report made available by October 1, 2019. [2019]	—	Action taken Note—The report on resolution 2-25/19 was made available by October 1, 2019, and appears in the <i>ARA Handbook</i> and <i>Resolutions Bulletin</i> .
1.4.3.0 Resolutions Related to the Association Policy Review			
1.4.3.1	Be it resolved that the administrative and educational policy contained in the 2018/19 <i>Members' Handbook</i> be repealed and replaced with the Administrative and Educational Policy of the Alberta Teachers' Association submitted to the 2019 Annual Representative Assembly. [2019]	—	Action taken Note—The 2019 Annual Representative Assembly repealed the administrative and educational policy contained in the 2018/19 <i>Members' Handbook</i> and replaced it with the Administrative and Educational Policy of the Alberta Teachers' Association submitted to the Assembly.
1.4.3.2	Be it resolved that the Standards for Writing and Classifying ATA Administrative and Educational Policy be approved. [2019]	—	Action taken Note—The 2019 Annual Representative Assembly approved the Standards for Writing and Classifying ATA Administrative and Educational Policy.
1.4.3.3	Be it resolved that the Schedule and Process for the Periodic Review of Policies submitted to the 2019 Annual Representative Assembly be approved. [2019]	—	Action taken Note—The 2019 Annual Representative Assembly approved the Schedule and Process for the Periodic Review of Policies submitted to the Assembly.

Policy No	Original Policy	Edited Policy	Recommendation
1.4.3.4	Be it resolved that the Disposition of Immediate Directives submitted to the 2019 Annual Representative Assembly be approved. [2019]	—	Action taken Note—The 2019 Annual Representative Assembly approved the Disposition of Immediate Directives submitted to the Assembly.
1.4.4.0 Other Resolutions			
1.4.4.1	Be it resolved that the Association display the Canadian flag, Alberta flag, Treaty 6 flag and Métis flag at Barnett House. [2019]	[Be it resolved that the] The Association [display] displays the Canadian flag, Alberta flag, Treaty 6 flag and Métis flag at Barnett House. [2019]	Amend and transfer to 1.3.6.0—Administrative Procedures/Internally Focused Policies/Recognition of Indigenous Peoples
1.4.4.2	Be it resolved that the Association explore ways to educate members about the budget and budget processes. [2019]	[Be it resolved that the] The Association [explore] explores ways to educate members about the budget and budget processes. [2019]	Amend and transfer to 1.3.7.0—Administrative Procedures/Internally Focused Policies/Association Finances
1.4.4.3	Be it resolved that the Association engage in a full review of budgeting processes. [2019]	[Be it resolved that the] The Association [engage] should engage in a full review of budgeting processes. [2019]	Amend and transfer to 1.3.7.0—Administrative Procedures/Internally Focused Policies/Association Finances
1.4.4.4	Be it resolved that the terms <i>Teaching Quality Standard</i> , <i>Leadership Quality Standard</i> and <i>Superintendent Leadership Quality Standard</i> be inserted into all Association policies referencing professional practice standards as appropriate. [2019]	—	Action taken Note—The terms <i>Teaching Quality Standard</i> , <i>Leadership Quality Standard</i> and <i>Superintendent Leadership Quality Standard</i> were inserted into all Association policies referencing professional practice standards as appropriate.
1.4.4.5	Be it resolved that the Proposal for Advancing Specialist Council Resolutions submitted to the 2019 Annual Representative Assembly be approved. [2019]	—	Action taken Note—The 2019 Annual Representative Assembly approved the Proposal for Advancing Specialist Council Resolutions submitted to the Assembly.
2.0.0.0 CURRICULUM, PROGRAMS AND SUPPORTS			
2.4.0.0 IMMEDIATE DIRECTIVES			
2.4.0.1	Be it resolved that the Association urge the Government of Alberta to require that all staff, except those presenting valid medical exemptions, working in publicly funded K–12 schools and district sites which receive public funds be vaccinated. [2019]	[Be it resolved that the Association urge the] The Government of Alberta [to] should require [that] all staff, except those presenting valid medical exemptions, [working] who work in publicly funded K–12 schools and district sites [which] that receive public funds to be vaccinated. [2019]	Amend and transfer to 2.2.11.0—Curriculum, Programs and Supports/Externally Focused Policies/Medical and Mental Health Services

Policy No	Original Policy	Edited Policy	Recommendation
2.4.0.2	<p>Be it resolved that the Association urge the Government of Alberta to amend the Alberta Certificate of High School Achievement requirements as follows:</p> <p>5 CREDITS IN</p> <ul style="list-style-type: none"> • 30-level Knowledge and Employability occupational course, or • Advanced level (3000 series) in Career and Technology Studies courses, or • 30-level locally developed course with an occupational focus <p>AND</p> <p>5 CREDITS IN</p> <ul style="list-style-type: none"> • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course, or • 30-level Green Certificate course, or • Special Projects 30] <p>10 CREDITS IN ANY COMBINATION FROM</p> <ul style="list-style-type: none"> • 30-level Knowledge and Employability occupational course, or • Advanced level (3000 series) in Career and Technology Studies courses, or • 30-level locally developed course with an occupational focus, or • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course, or • 30-level Green Certificate course, or • Special Projects 30 <p>[2019]</p>	<p>[Be it resolved that the Association urge the] The Government of Alberta [to amend] should remove the current five-credit options (excluding the option of a 30-level Registered Apprenticeship Program course) for the Alberta Certificate of High School Achievement [requirements as follows] and replace them with the following:</p> <p>“10 CREDITS IN ANY COMBINATION FROM</p> <ul style="list-style-type: none"> • 30-level Knowledge and Employability occupational course, or • Advanced level (3000 series) in Career and Technology Studies courses, or • 30-level locally developed course with an occupational focus, or • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course, or • 30-level Green Certificate course, or • Special Projects 30” <p>[2019]</p>	Amend and transfer to 2.2.7.0—Curriculum, Programs and Supports/Externally Focused Policies/High School Graduation Requirements
2.4.0.3	<p>Be it resolved that the Association affirm and respect the right of individual parents to exclude their children from participation in instructional activities relating to human sexuality.</p> <p>[2019]</p>	<p>[Be it resolved that the] The Association [affirm] affirms and [respect] respects the right of individual parents to exclude their children from participation in instructional activities relating to human sexuality.</p> <p>[2019]</p>	Amend and transfer to 2.3.1.0—Curriculum, Programs and Supports/Internally Focused Policies/Parental Access
2.4.0.4	<p>Be it resolved that the Association urge the Government of Alberta and school boards to provide time, inservice and resources for the new curriculum before implementation.</p> <p>[2019]</p>	<p>[Be it resolved that the Association urge the] The Government of Alberta and school [boards to] authorities should provide time, inservice and resources for [the] new curriculum before implementation.</p> <p>[2019]</p>	Amend and transfer to 2.2.1.0—Curriculum, Programs and Supports/Externally Focused Policies/Curriculum Development, Implementation and Funding

Policy No	Original Policy	Edited Policy	Recommendation
2.4.0.5	Be it resolved that the Association urge the Government of Alberta to ensure that 24-hour emergency mental health services for children are available across the province. [2019]	[Be it resolved that the Association urge the] The Government of Alberta [to] should ensure that 24-hour, emergency mental health services for children are available across the province. [2019]	Amend and transfer to 2.2.11.0—Curriculum, Programs and Supports/Externally Focused Policies/Medical and Mental Health Services
2.4.0.7	Be it resolved that the Association urge Alberta Education to maintain the requirement for a social studies Grade 12-level course for high school graduation. [2019]	[Be it resolved that the Association urge Alberta Education to] The Government of Alberta should maintain [the requirement for a social studies Grade 12-level course] successful completion of a Grade 12-level course in social studies as a requirement for high school graduation. [2019]	Amend and transfer to 2.2.7.0—Curriculum, Programs and Supports/Externally Focused Policies/High School Graduation Requirements
3.0.0.0 STUDENT ASSESSMENT			
3.4.0.0 IMMEDIATE DIRECTIVES			
3.4.0.1	Be it resolved that the Association urge the Government of Alberta to exempt students with English as an additional language (EAL), benchmarked below ESL proficiency level 4, from Grade 6 and 9 provincial achievement tests. [2019]	[Be it resolved that the Association urge the] The Government of Alberta [to] should exempt from Grade 6 and 9 provincial achievement tests students [with English as an additional language (EAL),] benchmarked below [ESL proficiency] level 4 ; of the Alberta K–12 ESL Proficiency Benchmarks [from Grade 6 and 9 provincial achievement tests]. [2019]	Amend and transfer to 3.2.6.0—Student Assessment/Externally Focused Policies/Provincial Achievement Tests
3.4.0.2	Be it resolved that the Association urge the Government of Alberta to change the practice of assigning a score of zero to students who are exempt from writing provincial achievement tests. [2019]	[Be it resolved that the Association urge the] The Government of Alberta [to] should change the practice of assigning a score of zero to students who are exempt from writing provincial achievement tests. [2019]	Amend and transfer to 3.2.9.0—Student Assessment/Externally Focused Policies/Reporting and Use of Test Results and delete policy 3.2.9.9 3.2.9.9 <i>In reporting on achievement standards as determined by provincial achievement tests, the Government of Alberta should confine its analysis to the results of students who actually wrote the tests.</i> [1999]
4.0.0.0 TECHNOLOGY AND EDUCATION			
4.4.0.0 IMMEDIATE DIRECTIVES			
4.4.0.1	Be it resolved that school authorities should collaborate with the Association to develop and implement policies requiring parents to disclose to teachers and other staff when a student has been provided a surveillance device and governing the use of such devices in schools. [2019]	[Be it resolved that school] School authorities should collaborate with the Association to develop and implement policies requiring parents to disclose to teachers and other staff when a student has been provided with a surveillance device and governing the use of such devices in schools. [2019]	Amend and transfer to 4.2.7.0—Technology and Education/Externally Focused Policies/Personal Digital Devices

Policy No	Original Policy	Edited Policy	Recommendation
6.0.0.0 INCLUSIVE EDUCATION			
6.4.0.0 IMMEDIATE DIRECTIVES			
6.4.0.1	Be it resolved that the Association urge Alberta school boards to provide inclusive education and sensitivity training for staff regarding the creation of safe, caring and welcoming environments for people of all sexual orientations, gender identities and gender expressions. [2019]	[Be it resolved that the Association urge Alberta school boards to] School authorities should provide inclusive education and sensitivity training for staff regarding the creation of safe, caring and welcoming environments for people of all sexual orientations, gender identities and gender expressions. [2019]	Amend and transfer to 6.2.15.0, Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
6.4.0.2	Be it resolved that the Government of Alberta should ensure that changes in legislation respecting education do not diminish 1. the protection provided to teachers and other school authority employees against discrimination on the basis of sexual orientation, gender identity or gender expression; 2. the right or ability of students to establish and name gay–straight/queer–straight alliances in their schools; or 3. the right or ability of individual students to determine if and how their membership or participation in the activities of a gay–straight/queer–straight alliance in their schools is disclosed to other persons. [2019]	[Be it resolved that the] The Government of Alberta should ensure that changes in legislation respecting education do not diminish [2:] (1) the right or ability of students to establish and name gay–straight/queer–straight alliances in their schools[;] or [3:] (2) the right or ability of individual students to determine if and how their membership or participation in the activities of a gay–straight/queer–straight alliance in their schools is disclosed to other persons. [2019]	Split, amend and transfer to 6.2.15.0—Inclusive Education/Externally Focused Policies/Sexual and Gender Minority Students
		[Be it resolved that the] The Government of Alberta should ensure that changes in legislation respecting education do not diminish [1:] the protection provided to teachers and other school authority employees against discrimination on the basis of sexual orientation, gender identity or gender expression[;]. [2019]	Split, amend and transfer to 19.2.11.0—Working Conditions for Professional Service/ Externally Focused Policies/Ensuring Equity and Diversity
6.4.0.3	Be it resolved that the Government of Alberta should engage the Association, school boards, superintendents, parents and the public in the development of an inclusive education strategy to ensure that students with exceptionalities and their teachers are provided with appropriate supports. [2019]	[Be it resolved that the] The Government of Alberta should engage the Association, school boards, superintendents, parents and the public in the development of an inclusive education strategy to ensure that students with exceptionalities and their teachers are provided with appropriate supports. [2019]	Amend and transfer to 6.2.6.0—Inclusive Education/Externally Focused Policies/Students with Exceptional Learning Needs—Strategies and Programming
7.0.0.0 INDIGENOUS PEOPLES			
7.4.0.0 IMMEDIATE DIRECTIVES			
7.4.0.1	Be it resolved that the Association urge preservice institutions in Alberta to require that all preservice teachers receive education in Indigenous peoples' histories as founding nations. [2019]	—	Delete Note—Policy 7.2.4.3 encompasses policy 7.4.0.1 <i>7.2.4.3 Institutions offering teacher preparation programs should ensure that all prospective teachers take at least one course on the histories, cultures and unique educational needs of Indigenous peoples. [2013]</i>

Policy No	Original Policy	Edited Policy	Recommendation
9.0.0.0 PUBLIC EDUCATION			
9.4.0.0 IMMEDIATE DIRECTIVES			
9.4.0.1	Be it resolved that the Government of Alberta should engage the Association, school boards, superintendents, parents and the public in the development of a rural education strategy to ensure that students in rural areas continue to have access to high-quality education opportunities provided by public, separate and francophone school authorities. [2019]	[Be it resolved that the] The Government of Alberta should engage the Association, school boards, superintendents, parents and the public in the development of a rural education strategy to ensure that students in rural areas continue to have access to high-quality education opportunities provided by public, separate and francophone school authorities. [2019]	Amend and transfer to new category 9.2.11.0—Public Education/Externally Focused Policies/Rural Schools
11. SCHOOL–COMMUNITY RELATIONS			
11.4.0.0 IMMEDIATE DIRECTIVES			
11.4.0.1	Be it resolved that students in public education be free from commercial exploitation. [2019]	[Be it resolved that students] Students in public education should be free from commercial exploitation. [2019]	Amend and transfer to 11.1.0.0—School–Community Relations/Fundamental Beliefs
11.4.0.2	Be it resolved that parents and community are essential partners in public education. [2019]	[Be it resolved that parents] Parents and community are essential partners in public education. [2019]	Amend and transfer to 11.1.0.0—School–Community Relations/Fundamental Beliefs
13.0.0.0 EDUCATION FINANCE			
13.4.0.0 IMMEDIATE DIRECTIVES			
13.4.0.1	Be it resolved that the Government of Alberta should increase education grant rates on an ongoing basis to compensate for the effects of past and future general inflation and specific cost increases affecting the operations and infrastructure of public, separate and francophone school authorities. [2019]	[Be it resolved that the] The Government of Alberta should increase education grant rates on an ongoing basis to compensate for the effects of past and future general inflation and specific cost increases affecting the operations and infrastructure of public, separate and francophone school authorities. [2019]	Amend and transfer to 13.2.3.0—Education Finance/Externally Focused Policies/Allocation Principles and Priorities and delete policy 13.2.3.3 Note—Policy 13.4.0.1 encompasses policy 13.2.3.3. 13.2.3.3 <i>The Government of Alberta should increase both its per-student funding and its targeted grants to ensure that school authorities are adequately funded on an ongoing basis.</i> [2000]
13.4.0.2	Be it resolved that the Government of Alberta should increase education funding to public, separate and francophone school authorities to fully fund increases in enrolment. [2019]	[Be it resolved that the] The Government of Alberta should increase education funding to public, separate and francophone school authorities to fully fund increases in enrolment. [2019]	Amend and transfer to 13.2.3.0—Education Finance/Externally Focused Policies/Allocation Principles and Priorities

Policy No	Original Policy	Edited Policy	Recommendation
16.0.0.0 TEACHER PROFESSIONAL PREPARATION AND CERTIFICATION			
16.4.0.0 IMMEDIATE DIRECTIVES			
16.4.0.1	Be it resolved that the Association urge preservice institutions in Alberta to require that all preservice teachers receive education in antiracism as it relates to all cultures and cultural minorities. [2019]	[Be it resolved that the Association urge preservice institutions in Alberta to] Institutions offering teacher preparation programs should require that [all] preservice teachers receive education in antiracism as it relates to all cultures and cultural minorities. [2019]	Amend and transfer to 16.2.4.0, Teacher Professional Preparation and Certification/Externally Focused Policies/Contents of Teacher Preparation Programs
17.0.0.0 PROFESSIONAL DEVELOPMENT			
17.4.0.0 IMMEDIATE DIRECTIVES			
17.4.0.1	Be it resolved that the Association urge school boards and the Government of Alberta to provide funding to teachers for self-directed professional development, particularly for teachers in rural and remote locations. [2019]	[Be it resolved that the Association urge school boards and the] The Government of Alberta and school authorities [to] should provide funding to teachers, particularly in rural and remote locations , for self-directed professional development[particularly for teachers in rural and remote locations]. [2019]	Amend and transfer to 17.2.2.0—Professional Development/Externally Focused Policies/Roles and Responsibilities in Providing Professional Development
17.4.0.2	Be it resolved that the Association adopt and implement the Teaching Quality Standard, the Leadership Quality Standard and the Superintendent Leadership Quality Standard. [2019]	[Be it resolved that the] The Association should [adopt and implement] support the implementation and use of the Teaching Quality Standard, the Leadership Quality Standard and the Superintendent Leadership Quality Standard. [2019]	Amend and transfer to new category 17.3.2.0—Professional Development/Internally Focused Policies/Professional Practice Standards
18.0.0.0 PROFESSIONAL GROWTH, SUPERVISION AND EVALUATION			
18.4.0.0 IMMEDIATE DIRECTIVES			
18.4.0.1	Be it resolved that any new policy implemented by the Government of Alberta concerning teacher evaluation should respect teacher professionalism and comport with the philosophy and direction of the Teaching Quality Standard (2019); Alberta's Teacher Growth, Supervision and Evaluation Policy; and section 4(b)(vii) of the <i>Teaching Profession Act</i> . [2019]	[Be it resolved that any] Any new policy implemented by the Government of Alberta concerning teacher evaluation should respect teacher professionalism and comport with the philosophy and direction of the Teaching Quality Standard (2019); [Alberta's] the Teacher Growth, Supervision and Evaluation Policy; and section 4(b)(vii) of the <i>Teaching Profession Act</i> . [2019]	Amend and transfer to 18.2.6.0—Professional Growth, Supervision and Evaluation/Externally Focused Policies/Evaluation of Teachers
19.0.0.0 WORKING CONDITIONS FOR PROFESSIONAL SERVICE			
19.4.0.0 IMMEDIATE DIRECTIVES			
19.4.0.1	Be it resolved that the Association bargain on to the list of all matters paid leave for teachers to celebrate their religious and cultural holidays. [2019]	[Be it resolved that the Association bargain on to the list of all matters] Collective agreements negotiated by the Association should specify that teachers are entitled to paid leave [for teachers] to celebrate their religious and cultural holidays. [2019]	Amend and transfer to 19.3.8.0—Working Conditions for Professional Service/Internally Focused Policies/Leaves

Policy No	Original Policy	Edited Policy	Recommendation
19.4.0.2	Be it resolved that the Association urge the provincial and federal governments to pass legislation that would make it unlawful for benefit providers to reduce or eliminate the life insurance payout to beneficiaries when the covered member is over age 65 and still employed by their school authority or government department. [2019]	[Be it resolved that the Association urge the provincial and federal governments to] The governments of Canada and Alberta should pass legislation that [would make] makes it unlawful for benefit providers to reduce or eliminate the life insurance payout to beneficiaries when the covered member is over age 65 and still employed by their school authority or government department. [2019]	Amend and transfer to 19.2.7.0—Working Conditions for Professional Service/Externally Focused Policies/ Benefits
19.4.0.3	Be it resolved that the Association promote gender equity in underrepresented areas within the profession. [2019]	[Be it resolved that the] The Association [promote] promotes gender equity in [underrepresented areas within the profession] positions within the profession where underrepresentation has been identified. [2019]	Amend and transfer to 19.2.11.0—Working Conditions for Professional Service/Externally Focused Policies/ Ensuring Equity and Diversity and delete policy 19.2.11.1 Note—Policy 19.4.0.3 encompasses policy 19.2.11.1. 19.2.11.1 <i>The Association endorses the increased representation of women in educational administration where underrepresentation has been identified.</i> [1990]
19.4.0.4	Be it resolved that the Association urge school authorities to designate days in lieu for teachers where parent–teacher interviews and student-led conferences are held outside of school hours. [2019]	[Be it resolved that the Association urge school] School authorities [to] should designate days in lieu for teachers where parent–teacher interviews and student-led conferences are held outside of school hours. [2019]	Amend and transfer to 19.2.8.0—Working Conditions for Professional Service/Externally Focused Policies/ Workload
19.4.0.5	Be it resolved that the Association urge the Government of Alberta to provide funding for the purposes of providing lunch supervisors so that teachers can have a 30-minute, duty-free break. [2019]	19.2.8.4 The Government of Alberta should provide funding to enable school authorities to hire noncertificated personnel to supervise students [during lunchtime] so that teachers can have a 30-minute, duty-free break. [1979]	Transfer to 19.2.8.0—Working Conditions for Professional Service/ Externally Focused Policies/Workload and integrate into policy 19.2.8.4 19.2.8.4 <i>The Government of Alberta should provide funding to enable school authorities to hire noncertificated personnel to supervise students during lunchtime.</i> [1979]

Policy No	Original Policy	Edited Policy	Recommendation
19.4.0.6	Be it resolved that the Association urge the Government of Alberta to amend the <i>Public Education Collective Bargaining Act</i> to allow for more matters with a cost to be placed on the local list, and to that end, that the Central Table Bargaining Committee be enabled to bargain a percentage of money to be made available to support locals in achieving their local table issues. [2019]	[Be it resolved that the Association urge the] The Government of Alberta [to] should amend the <i>Public Education Collective Bargaining Act</i> to allow [for more] matters [with a cost] that could result in a reasonably significant impact on expenditures for one or more employers to be [placed on the local list] bargained on to the list of local matters [- and to that end, that the Central Table Bargaining Committee be enabled to bargain a percentage of money to be made available to support locals in achieving their local table issues]. [2019]	Split and transfer to 19.2.1.0—Working Conditions for Professional Service/Externally Focused Policies/Bargaining Process
		[Be it resolved that the Association urge the Government of Alberta to amend the <i>Public Education Collective Bargaining Act</i> to allow for more matters with a cost to be placed on the local list, and to that end, that the Central Table Bargaining Committee be enabled to bargain a percentage of money to be made available] Collective agreements negotiated centrally by the Association should include a sum to support [locals] bargaining units in achieving [their local table issues] items on the list of local matters . [2019]	Split and transfer to 19.3.17.0—Working Conditions for Professional Service/Internally Focused Policies/Local Issues
19.4.0.7	Be it resolved that the Association urge the Government of Alberta to ensure that, if approvals are granted to school jurisdictions, under occupational health and safety (OH&S) legislation, allowing jurisdictions to have one divisional safety committee, oversight measures are put in place to ensure that joint work site health and safety committees provide a mechanism for all workers to be meaningfully involved in OH&S matters. [2019]	[Be it resolved that the Association urge the] The Government of Alberta [to] should ensure that, if approvals are granted to school [jurisdictions] authorities , under occupational health and safety (OH&S) legislation, allowing [jurisdictions] authorities to have one divisional safety committee, oversight measures are put in place to ensure that joint work site health and safety committees provide a mechanism for all workers to be meaningfully involved in OH&S matters. [2019]	Amend and transfer to 12.2.2.0—School Facilities/Externally Focused Policies/Management of Publicly Owned School Facilities
19.4.0.8	Be it resolved that the Government of Alberta should engage the Association, school boards, superintendents, parents and the public in the development of a class-size reduction strategy to ensure that class sizes support optimal teaching and learning. [2019]	[Be it resolved that the] The Government of Alberta should engage the Association, school [boards] authorities , superintendents, parents and the public in the development of a class-size reduction strategy to ensure that class sizes support optimal teaching and learning. [2019]	Amend and transfer to 19.2.9.0—Working Conditions for Professional Service/Externally Focused Policies/Class Size
19.4.0.9	Be it resolved that the Association supports the collective bargaining rights of all unionized workers, including the ability to engage in fair arbitration free from government interference. [2019]	[Be it resolved that the] The Association supports the collective bargaining rights of all unionized workers, including the ability to engage in fair arbitration free from government interference. [2019]	Amend and transfer to 19.1.0.0—Working Conditions for Professional Service/Fundamental Beliefs

Policy No	Original Policy	Edited Policy	Recommendation
19.4.0.10	Be it resolved that the Association urge the Government of Alberta to ensure employment contracts do not infringe upon the individual human rights of a teacher. [2019]	—	Delete Note—Policy 19.2.4.7 encompasses policy 19.4.0.10. <i>19.2.4.7 The Government of Alberta should ensure that Alberta teachers are not required to sign contracts or other documents containing faith-based or other morality clauses that violate their human rights or the rights of others.</i> [2017]
20.0.0.0 PENSIONS			
20.4.0.0 IMMEDIATE DIRECTIVES			
20.4.0.1	Be it resolved that the Association urge that funds held in trust for the benefit of teachers by the Alberta Teachers' Retirement Fund be listed in an accessible manner. [2019]	—	Transfer to policy achieved Note—Significant investments are listed on the website of the Alberta Teachers' Retirement Fund Board (www.atrf.com).
20.4.0.2	Be it resolved that the Association negotiate with the Government of Alberta to remove the 0.6 FTE limit on work when holding a teaching contract and in receipt of an Alberta Teachers' Retirement Fund pension. [2019]	[Be it resolved that the Association negotiate with the] The Government of Alberta should amend schedule 1 of the Teachers' and Private School Teachers' Pension Plans Regulation to remove the [0.6-FTE limit on-work] 6/10 limit on reemployment when [holding a teaching contract and] in receipt of an Alberta Teachers' Retirement Fund pension. [2019]	Amend and transfer to 20.2.2.0—Pensions/Externally Focused Policies/Plan Administration
24.0.0.0 SOCIAL JUSTICE AND GLOBAL ISSUES			
24.4.0.0 IMMEDIATE DIRECTIVES			
24.4.0.1	Be it resolved that the Association petition the Canadian Teachers' Federation to urge the Government of Canada to immediately ensure clean drinking water is available to all communities in Canada. [2019]	[Be it resolved that the Association petition the Canadian Teachers' Federation to urge the] The Government of Canada [to immediately] should ensure that clean drinking water is available to all communities in Canada. [2019]	Amend and transfer to 24.2.5.0—Social Justice and Global Issues/Externally Focused Policies/Social Supports and Services
24.4.0.2	Be it resolved that the Association urge the Canadian Teachers' Federation to advocate for the right to clean drinking water in all Canadian communities. [2019]	—	Transfer to policy achieved Note—At the Association's urging, the Canadian Teachers' Federation passed a policy on clean drinking water.
24.4.0.3	Be it resolved that the Association create a status of women committee. [2019]	—	Action taken Note—Provincial Executive Council established a Women in Leadership Committee in June 2019.

Policy No	Original Policy	Edited Policy	Recommendation
24.4.0.4	Be it resolved that the Government of Alberta should expand school nutrition programs to ensure that all students who are economically disadvantaged are well fed and ready to learn. [2019]	[Be it resolved that the] The Government of Alberta should expand school nutrition programs to ensure that all students who are economically disadvantaged are well fed and ready to learn. [2019]	Amend and transfer to 24.2.4.0— Social Justice and Global Issues/ Externally Focused Policies/Alleviating Childhood Poverty
24.4.0.5	Be it resolved that the Government of Alberta should amend the <i>Tobacco and Smoking Reduction Act</i> to regulate vaping products in the same way as the act regulates tobacco products. [2019]	[Be it resolved that the] The Government of Alberta should amend the <i>Tobacco and Smoking Reduction Act</i> to regulate vaping products in the same way as the act regulates tobacco products. [2019]	Amend and transfer to 24.2.10.0— Social Justice and Global Issues/ Externally Focused Policies/Protecting Children

Report on Resolution Requiring Report to the 2020 Annual Representative Assembly

*2-25/19 (Immediate Directive)
Parkland Teachers'*

BE IT RESOLVED, that the Alberta Teachers' Association study and report on changing the length of elected Provincial Executive Council positions, with a report made available by October 1, 2019.

In response to this resolution, staff collected information from the Canadian Teachers' Federation and 16 member organizations to provide an overview of term length for elected positions in teacher organizations across Canada.

Because Electoral Ballot 1 of 2019 proposing an extension to four years of the current term of Provincial Executive Council office holders would be put before locals concurrently with the release of this report, the contents of the report have been deliberately limited to the data collected. There is no discussion of, nor conclusions drawn, about the relative merits of differing term lengths in this report as such content might be perceived as an improper attempt to sway the local prevote on Electoral Ballot 1 of 2019 one way or another.

Information is included concerning term limits and manner of election, as these are conceptually and functionally related to term length. The information below provides a brief summary of the findings:

Questions and Summary:

What is the term of office of an executive/table officer and/or for a member of a provincial executive council?

- The most frequent length of term was two years. Two organizations have a one-year term. None exceeds two years' duration.

What term limits are in place for an executive/table officer and/or for a member of a provincial executive council?

- Twelve of 17 organizations have no term limits for council/executive board members.
- Six of 17 organizations have term limits for presidents.
- Three of 17 organizations have term limits for vice-presidents.

Report on Term Lengths and Term Limits for Elected Members of a Provincial Executive Council

Comparison of Governance Structures Within CTF Member Organizations						
QUESTION	CTF-FCE	ATA	OSSTF	YTA	SEPF	NWTTA
What is the term of office of an executive/table officer and/or for a member of a provincial executive council?	President: 2-year term Vice-president: 1-year term	2 years	2 years	2 years	1-year terms for all	2 years
What term limits are in place for an executive/table officer and/or for a member of a provincial executive council?	President: 1-term limit Vice-president: none Board members: none	None	None	None	None	President: 2 terms Other positions: no limits

Comparison of Governance Structures Within CTF Member Organizations						
QUESTION	OECTA	AEFO	ETFO	OTF	QPAT	BCTF
What is the term of office of an executive/ table officer and/or for a member of a provincial executive council?	2 years	2 years	2 years	The term is 1 year in each position; however, the bodies that elect to the executive all have 2-year terms for their federation presidents and table officers so each ends up serving 2 years on the executive as a result.	2 years	1 year for each table officer (president, 1st vice-president, 2nd vice-president); 2 years for each member-at-large position (staggered terms so not all up for election in the same year)
What term limits are in place for an executive/ table officer and/or for a member of a provincial executive council?	2 years	President: 2 terms Other positions: no limit	None	No term limits but the four federations have different approaches to term limits.	None	No term limits in the constitution or procedures, but the practice is that three, 1-year terms is the maximum.

Abbreviations

AEFO	Association des enseignantes et des enseignants franco-ontariens
ATA	Alberta Teachers' Association
BCTF	British Columbia Teachers' Federation
CTF-FCE	Canadian Teachers' Federation
ETFO	Elementary Teachers' Federation of Ontario
MTS	Manitoba Teachers' Society
NLTA	Newfoundland and Labrador Teachers' Association
NSTU	Nova Scotia Teachers Union
NWTTA	Northwest Territories Teachers' Association
OECTA	Ontario English Catholic Teachers' Association
OSSTF	Ontario Secondary School Teachers' Federation
OTF	Ontario Teachers' Federation
PEITF	Prince Edward Island Teachers' Federation
QPAT	Quebec Provincial Association of Teachers
SEPF	Syndicat des enseignantes et des enseignants du programme francophone de la Colombie-Britannique
STF	Saskatchewan Teachers' Federation
YTA	Yukon Teachers' Association

