

RESOLUTION OUTCOMES
2022 ANNUAL REPRESENTATIVE ASSEMBLY

	Carried	Carried Unanimously	Carried as Amended	Carried Unanimously as Amended	Lost	Lost as Amended	Referred for Study and Report	Tabled	Not Moved	Total
Executive	185	6	4	1					2	198
Local	8		1		19	1	2	1		32
Assembly			1		2					3
Total	193	6	6	1	21	1	2	1	2	233

Note—Amendments shown in red were made during the debate of the resolution at the Assembly.

Distribution—Provincial Executive Council, Executive Staff and Professional Staff

JAT/sas, 2022 05 26

Resolutions Arising from the Six-Year Review of Policy

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

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

CARRIED

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

1-2/22 (Long-Term Policy)
Provincial Executive Council

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

CARRIED

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

1-3/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.1.0.3 be reaffirmed.

CARRIED

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

1-4/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.1.0.4 be reaffirmed.

CARRIED

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

1-5/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.1.0.5 be reaffirmed.

CARRIED

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

1-6/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.1.1 be reaffirmed.

CARRIED

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

1-7/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 6.2.1.2 be amended to read—

“An inclusive school has an approach to learning that

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

CARRIED

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

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

Be it resolved that policy 6.2.1.3 be amended to read—

“An inclusive school has an approach to professional development that

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

CARRIED

6.2.1.3 An inclusive school has an approach to professional development that

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

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

Be it resolved that policy 6.2.1.4 be reaffirmed.

CARRIED

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

[2003]

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

Be it resolved that policy 6.2.2.1 be amended to read—

“The education partners are jointly responsible for undertaking local and provincial programs to help teachers counteract discrimination and promote respect and understanding.”

CARRIED

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

[2004]

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

Be it resolved that policy 6.2.2.2 be amended to read—

“The Association helps schools become inclusive learning communities by

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

CARRIED

6.2.2.2 The Association helps schools become inclusive learning communities by

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

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

Be it resolved that policy 6.2.2.3 be reaffirmed.

CARRIED

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

[2003]

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

Be it resolved that policy 6.2.2.4 be amended to read—

“School authorities should ensure that their schools embody a culture that is responsive to the racial, religious and cultural context of the communities they serve.”

CARRIED

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

[1992]

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

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

CARRIED

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

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

Be it resolved that policy 6.2.2.6 be deleted.

CARRIED

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

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

Be it resolved that policy 6.2.3.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.3.2 be deleted.

CARRIED

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

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

Be it resolved that policy 6.2.4.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.4.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.4.3 be amended to read—

“The Government of Alberta should fund professional development that helps teachers to promote cultural understanding, promote cultural perspectives, support cultural resiliency and eliminate discrimination in their increasingly diverse classrooms.”

CARRIED

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

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

Be it resolved that policy 6.2.5.1 be amended to read—

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

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

CARRIED

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

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

[1982]

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

Be it resolved that policy 6.2.6.1 be reaffirmed.

CARRIED

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

[2015]

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

Be it resolved that policy 6.2.6.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.6.3 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.6.4 be reaffirmed.

CARRIED

6.2.6.4 The Government of Alberta should require school authorities to develop
1. policy on providing consistent, system-wide educational and other support to students with exceptional learning needs;
2. a decision-making process that gives teachers and parents input into how resources can be used most effectively; and
*3. guidelines for allocating resources in a way that best meets the needs of the students being served.
[1998]*

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

Be it resolved that policy 6.2.6.5 be amended to read—

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

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

CARRIED

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

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

[1992]

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

Be it resolved that policy 6.2.6.6 be amended to read—

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

CARRIED

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

[2015]

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

Be it resolved that policy 6.2.6.7 be reaffirmed.

CARRIED

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

[1995]

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

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

CARRIED

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

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

Be it resolved that policy 6.2.6.9 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.7.1 be amended to read—
“The Government of Alberta, **with input from educational partners, including Alberta teachers,** should take the lead in creating a central resource library **that is both accessible and free** to support students with exceptional learning needs.”

CARRIED AS AMENDED

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

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

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

CARRIED

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

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

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

CARRIED

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

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

Be it resolved that policy 6.2.7.4 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.7.5 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.8.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.8.2 be reaffirmed.

CARRIED

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

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

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

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

CARRIED

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

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

Be it resolved that policy 6.2.9.1 be amended to read—

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

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

CARRIED

*6.2.9.1 The Government of Alberta, in funding programs for students with exceptional learning needs, should adequately cover ~~[these]~~ costs[?] **to***

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

[1982]

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

Be it resolved that policy 6.2.9.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.9.3 be amended to read—

“The Government of Alberta should review its funding framework and eligibility criteria to ensure that services are available to support all students with exceptional learning needs.”

CARRIED

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

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

Be it resolved that policy 6.2.9.4 be amended to read—

“The Government of Alberta should take into account the number of students in each school authority who have exceptional learning needs and fund the specific programs and services that they require.”

CARRIED

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

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

Be it resolved that policy 6.2.9.5 be amended to read—

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

CARRIED

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

[1999]

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

Be it resolved that policy 6.2.9.6 be amended to read—

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

CARRIED

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

[1993]

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

Be it resolved that policy 6.2.9.7 be reaffirmed.

CARRIED

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

[1987]

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

Be it resolved that policy 6.2.9.8 be reaffirmed.

CARRIED

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

[2015]

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

Be it resolved that policy 6.2.9.9 be amended to read—

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

CARRIED

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

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

Be it resolved that policy 6.2.9.10 be amended to read—

“The Government of Alberta should provide institutions offering teacher preparation programs in Alberta with targeted funding to conduct research on inclusive education in Alberta schools.”

CARRIED

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

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

Be it resolved that policy 6.2.9.11 be reaffirmed.

CARRIED

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

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

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

CARRIED

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

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

Be it resolved that policy 6.2.10.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.10.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.10.3 be reaffirmed.

CARRIED

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

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

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

CARRIED

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

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

CARRIED

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

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

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

CARRIED

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

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

Be it resolved that policy 6.2.11.3 be amended and transferred to category 6.2.4.0, Inclusive Education/Externally Focused Policies/Preparing Teachers for the Inclusive Classroom—
“The Government of Alberta should create a provincial scholarship program to support undergraduate and graduate students to pursue studies focused on inclusive education at teacher preparation institutions in Alberta.”

CARRIED

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

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

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

CARRIED

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

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

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

CARRIED

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

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

CARRIED

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

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

Be it resolved that policy 6.2.12.2 be amended to read—
“The Government of Alberta should provide school authorities with the funding and support they require to engage educational psychologists, specially trained certificated teachers and other trained support staff to work with students with complex behavioural challenges and with students who are at risk of becoming aggressive.”

CARRIED

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

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

Be it resolved that policy 6.2.12.3 be amended to read—

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

CARRIED

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

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

Be it resolved that policy 6.2.13.1 be amended to read—

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

CARRIED

*6.2.13.1 The Government of Alberta should provide [~~more~~] funding [~~for~~] **to ensure that** immigrant and refugee students who may have [~~limited formal schooling and who may have experienced trauma before enrolling in public schools in Alberta to ensure that their language acquisition and other educational and social needs are being met~~] **experienced trauma, long periods of interrupted schooling, limited formal schooling or significant gaps in disciplinary content knowledge can successfully transition into Alberta schools and can experience success.**
[2004]*

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

Be it resolved that policy 6.2.13.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.13.3 be reaffirmed.

CARRIED

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

[2017]

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

Be it resolved that policy 6.2.14.1 be reaffirmed.

CARRIED

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

[1991]

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

Be it resolved that policy 6.2.14.2 be amended to read—

“The Government of Alberta should develop guidelines for ensuring that English language learners are identified and receive the funding, services and supports they require.”

CARRIED

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

[2002]

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

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

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

CARRIED

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

[2013]

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

Be it resolved that policy 6.2.14.4 be reaffirmed.

CARRIED

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

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

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

CARRIED

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

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

Be it resolved that policy 6.2.15.1 be reaffirmed.

CARRIED

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

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

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

CARRIED

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

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

Be it resolved that policy 6.2.15.3 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 6.2.15.5 be amended to read—

“School authorities should develop clear, explicit and comprehensive policies that address the health, safety and educational needs of all students regardless of their sexual orientation, gender identity or gender expression.”

CARRIED

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

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

Be it resolved that policy 6.2.15.6 be amended to read—

“School authorities should develop clear and specific policies that permit trans, nonbinary and gender-fluid students to join sports teams and participate in interschool athletic activities and physical education classes that align with their gender expression.”

CARRIED

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

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

Be it resolved that policy 6.2.15.7 be amended to read—

“The Government of Alberta should prohibit programs that purport to ‘convert,’ ‘change,’ ‘cure,’ ‘fix’ or ‘repair’ a person’s sexual orientation, gender identity or gender expression.”

CARRIED

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

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

Be it resolved that policy 6.2.15.8 be amended to read—

“The Government of Alberta should strengthen legislation

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

CARRIED

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

1. supporting the establishment and operation of gay–straight alliances, queer–straight alliances or similar organizations;

~~[1-]~~**2.** *prohibiting anyone from disclosing a student’s membership or participation in the organization without the student’s explicit prior consent;*

~~[2-]~~**3.** *confirming that the student or students who sought permission to establish the organization have the right to determine the final operational name of that organization;*

~~[3-]~~**4.** *confirming that student members and teacher advisors have the right to determine the purpose, activities, projects and undertakings of the organization;*

~~[4-]~~**5.** *protecting leaders and teachers who helped create or operate the organization from employment discrimination or sanctions, formal or informal, as a result of activities related to the organization; and*

~~[5-]~~**6.** *affirming that denominational schools, while having the right to require a declaration of faith as a condition of hiring or enrolment, are thereafter prohibited from discriminating on the basis of any protected ground, including sexual orientation, gender identity or gender expression.*

[2015]

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

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

CARRIED

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

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

Be it resolved that policy 6.2.15.10 be deleted.

CARRIED

*6.2.15.10 Institutions in Alberta should ensure that their teacher preparation programs formally acquaint prospective teachers with the health, safety and educational needs of sexual and gender minority students.
[2018]*

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

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

CARRIED UNANIMOUSLY AS AMENDED

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

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

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

CARRIED

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

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

Be it resolved that policy 6.2.15.13 be deleted.

CARRIED

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

[2019, 2020]

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

Be it resolved that policy 6.3.1.1 be amended to read—

“The Association encourages each of its locals to address issues related to diversity, equity, human rights, social responsibility, justice and democracy.”

CARRIED

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

[2010]

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

Be it resolved that policy 6.3.1.2 be reaffirmed.

CARRIED

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

[2010]

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

Be it resolved that policy 6.3.1.3 be reaffirmed.

CARRIED

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

[2010]

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

Be it resolved that policy 15.1.0.1 be reaffirmed.

CARRIED

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

[1973]

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

Be it resolved that policy 15.2.1.1 be reaffirmed.

CARRIED

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

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

[1973]

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

Be it resolved that policy 15.2.1.2 be reaffirmed.

CARRIED

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

[1989]

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

Be it resolved that policy 15.2.2.1 be amended to read—

“When assigning an educational assistant, a school leader should consult the teacher with whom the assistant will work and invite that teacher to determine the assistant’s specific duties.”

CARRIED

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

[1973]

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

Be it resolved that policy 15.2.2.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 15.2.2.3 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 15.2.2.4 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 15.2.3.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 15.2.3.2 be amended to read—

“The Government of Alberta should require school authorities to provide training opportunities, such as the following, during the first year of employment and on an ongoing basis as required to any educational assistants who will be working with students with exceptional learning needs:

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

CARRIED

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

1. First aid

2. Supporting students’ specialized medical and learning needs

~~[2-]~~*3. Nonviolent crisis intervention*

~~[3-]~~*4. Behaviour management*

~~[4-]~~*5. Workplace safety*

~~[5-]~~*6. Communication skills*

~~[6-]~~*7. (If necessary) upgrading in the language of instruction*

[2015]

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

Be it resolved that policy 15.2.3.3 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 15.2.4.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 15.2.4.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 15.2.5.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 15.2.5.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 17.1.0.1 be amended to read—

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

CARRIED

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

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

Be it resolved that policy 17.2.1.1 be amended to read—

“Effective professional development programs

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

CARRIED

17.2.1.1 Effective professional development programs

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

[1991]

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

Be it resolved that policy 17.2.1.2 be amended to read—

“Professional development is best assessed when teachers (1) evaluate their efficacy, (2) engage in personal reflection and (3) consider their overall practice and context.”

CARRIED

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

[2011]

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

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

CARRIED

*17.2.1.3 “[~~Communities~~] **Teacher-led communities** of practice enhance teachers’ opportunities to engage in professional learning.”*
[2001]

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

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

CARRIED

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

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

Be it resolved that policy 17.2.2.2 be reaffirmed.

CARRIED

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

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

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

CARRIED

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

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

Be it resolved that policy 17.2.2.4 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 17.2.2.5 be reaffirmed.

CARRIED

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

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

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

CARRIED

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

[1989]

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

Be it resolved that policy 17.2.2.7 be reaffirmed.

CARRIED

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

[2006]

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

Be it resolved that policy 17.2.2.8 be reaffirmed.

CARRIED

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

[1991]

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

Be it resolved that policy 17.2.2.9 be reaffirmed.

CARRIED

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

[1991]

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

Be it resolved that policy 17.2.2.10 be amended to read—

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

CARRIED

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

[1991]

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

Be it resolved that policy 17.2.2.11 be amended to read—

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

CARRIED

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

[1991]

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

Be it resolved that policy 17.2.2.12 be amended to read—

“The Government of Alberta should ensure that programs that lead to Leadership Quality Standard and the Superintendent Leadership Quality Standard certification are available equitably to all interested certificated teachers.”

CARRIED

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

[2018]

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

Be it resolved that policy 17.2.2.13 be amended to read—

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

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

CARRIED

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

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

[2018]

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

Be it resolved that policy 17.2.2.14 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 17.2.3.1 be amended to read—

“School authorities and Association locals should form joint committees to develop and deliver mentorship programs for new teachers and new school leaders that are

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

CARRIED

*17.2.3.1 School authorities and Association locals should form joint committees to develop and deliver mentorship programs for **new** teachers and [~~principals new to their role~~] **new school leaders** that are*
1. voluntary rather than compulsory,
2. designed to promote professional growth,
3. ongoing rather than short term,
4. sufficiently funded to cover release time for participants and other program expenses,
5. based on sound research into pedagogical and administrative best practices and
6. deemed to constitute the participant’s professional growth plan.
[2009]

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

Be it resolved that policy 17.2.4.1 be amended by substitution to read—

“Classrooms intervisitations among teachers should occur only if the following conditions are met:

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

CARRIED

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

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

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

“Associate members and student members may participate in all professional development activities organized by the Association and its subgroups, provided they meet any additional eligibility criteria and pay any required fees.”

“Nonmembers and organizations that purchase subscriptions with a specialist council may participate in only those council activities that have been approved by the council executive, provided they meet any additional eligibility criteria and pay any required fees.”

CARRIED

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

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

Be it resolved that policy 17.3.2.1 be amended to read—

“The Association supports the use of the Teaching Quality Standard, the Leadership Quality Standard and the Superintendent Leadership Quality Standard.”

CARRIED

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

1-122/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.1.0.1 be reaffirmed.

CARRIED

*21.1.0.1 The Association, through the democratic interaction of its members, is the collective voice of Alberta teachers in matters of education.
[1963]*

1-123/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.1.0.2 be reaffirmed.

CARRIED

*21.1.0.2 The Association cooperates with other education partners for the betterment of education but reserves the right to hold and to advance its own point of view.
[1963]*

1-124/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.1.0.3 be reaffirmed.

CARRIED

21.1.0.3 A politically and professionally independent teaching force is essential to the maintenance of a free society.
[1963]

1-125/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.1.0.4 be reaffirmed.

CARRIED

21.1.0.4 The Association supports other organizations in achieving goals compatible with the objects and policies of the Association.
[1988]

1-126/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.1.0.5 be reaffirmed.

CARRIED

21.1.0.5 The Association has the right to decide who can be a member of the organization.
[1966]

1-127/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.1.0.6 be reaffirmed.

CARRIED

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

1-128/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.1.0.7 be reaffirmed.

CARRIED

21.1.0.7 The Association is responsible for, and remains committed to, overseeing the teaching practice of its active members and for ensuring that the public is appropriately involved in that process.
[1963]

1-129/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.1.0.8 be reaffirmed.

CARRIED

21.1.0.8 The public interest and the teaching profession are best served when teachers belong to a self-governing, unitary organization that is responsible for upholding the highest standards of professionalism. [2018]

1-130/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.1.0.9 be reaffirmed.

CARRIED

21.1.0.9 The Association uses all necessary means and resources to oppose any effort to divide or diminish its membership or to reduce the scope of its objects, authority or activities. [1978]

1-131/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 21.2.1.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.1.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.2.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.2.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.2.3 be deleted.

CARRIED

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

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

Be it resolved that policy 21.2.2.4 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.2.5 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.3.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.3.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.3.3 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.3.4 be amended to read—

“The Association should determine, establish and uphold the standards of professional practice of its members.”

CARRIED

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

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

Be it resolved that policy 21.2.4.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.4.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.4.3 be amended to read—

“The Association communicates with labour and societal allies with a view to acting on issues of common concern.”

CARRIED

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

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

Be it resolved that policy 21.2.4.4 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.5.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.5.2 be amended to read—

“Teachers accused of unprofessional conduct are entitled to a hearing before their peers in accordance with the rules of natural justice.”

CARRIED

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

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

Be it resolved that policy 21.2.6.1 be amended to read—

“Teachers accused of failing to meet the applicable quality standard(s) are entitled to a hearing before their peers in accordance with the rules of natural justice.”

CARRIED

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

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

Be it resolved that policy 21.2.7.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.7.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.8.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.8.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.9.1 be amended to read—

“Teaching involves the specialized application of knowledge, skills and attitudes to meet the educational needs of individual students.”

CARRIED

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

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

Be it resolved that policy 21.2.9.2 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.9.3 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.9.4 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.9.5 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.2.9.6 be amended to read—

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

CARRIED

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

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

Be it resolved that policy 21.3.1.1 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.3.2.1 be reaffirmed.

CARRIED

21.3.2.1 Upon application and with the approval of Provincial Executive Council, the Association reimburses members, in whole or in part, for legal costs that they may have incurred in defending themselves in the courts of Alberta against charges that they have committed an offence against a pupil while carrying out their duties as teachers.
[1970]

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

Be it resolved that policy 21.3.2.2 be amended to read—

“The Association provides representation, including legal counsel when necessary, to members who have had a complaint laid against them under the Practice Review of Teachers and Teacher Leaders Regulation.”

CARRIED

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

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

Be it resolved that policy 21.3.2.3 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.3.2.4 be reaffirmed.

CARRIED

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

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

Be it resolved that policy 21.3.2.5 be reaffirmed.

CARRIED

*21.3.2.5 The Association may provide legal services to associate members provided that they have elected the highest level of membership available to them.
[2007]*

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

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

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

CARRIED

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

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

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

Be it resolved that policy 21.3.4.1 be reaffirmed.

CARRIED

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

[1967]

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

Be it resolved that policy 21.3.5.1 be reaffirmed.

CARRIED

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

[2003]

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

Be it resolved that policy 21.3.6.1 be reaffirmed.

CARRIED

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

[1967]

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

Be it resolved that policy 21.3.7.1 be reaffirmed.

CARRIED

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

[2000]

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

Be it resolved that policy 21.3.8.1 be deleted.

CARRIED

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

[2016]

Local Resolutions

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

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

LOST

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

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

LOST

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

Be it resolved that policy 2.3.1.1 be deleted.

REFERRED FOR STUDY AND REPORT

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

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

Be it resolved that policy 2.2.14.1 be deleted.

LOST

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

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

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

CARRIED

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

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

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

LOST

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

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

LOST

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

Be it resolved that school authorities have the responsibility to ensure the formation of student-led gay–straight alliances [~~in a timely manner~~] **immediately upon request of a student.**

CARRIED AS AMENDED

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

Be it resolved that policy 9.2.1.1 be deleted.

LOST

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

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

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

REFERRED FOR STUDY AND REPORT

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

Be it resolved that convention associations make their constitutions and [~~guidelines~~] **policy and procedure handbooks** available to members [~~online, either~~] on their [~~own website~~] **websites** [~~or on the Association website in a separate section for convention authorities~~].

CARRIED

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

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

LOST

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

Be it resolved that policy 19.3.14.1 be amended to read—

“Collective agreements negotiated by the Association should specify that substitute teachers are entitled to a daily salary of not less than 1/175 of that of a teacher having the same grid placement.”

LOST

*19.3.14.1 Collective agreements negotiated by the Association should specify that substitute teachers are entitled to a daily salary of not less than [~~1/200~~] 1/175 of that of a teacher having the same grid placement.
[1970, 2021]*

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

Be it resolved that policy 19.3.14.5 be amended to read—

“Collective agreements negotiated by the Association should specify that substitute teachers are to be assigned only the instructional and scheduled supervisory duties, except for supervision scheduled to occur before the first instructional block, of the teacher they are substituting for, unless they are being brought in to provide coverage for a teacher who does not have an instructional load or for a specific purpose, such as release time for teachers (in-school needs).”

CARRIED

*19.3.14.5 Collective agreements negotiated by the Association should specify that substitute teachers are **to be assigned only the [scheduled supervisory and instructional duties of the regular teacher, with the exception of supervision scheduled to occur before the first instructional block] instructional and scheduled supervisory duties, except for supervision scheduled to occur before the first instructional block, of the teacher they are substituting for, unless they are being brought in to provide coverage for a teacher who does not have an instructional load or for a specific purpose, such as release time for teachers (in-school needs).***

[1970, 2021]

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

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

LOST

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

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

LOST

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

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

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

LOST

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

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

LOST

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

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

LOST

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

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

CARRIED

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

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

LOST

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

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

CARRIED

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

Be it resolved that the Association urge the Government of Alberta to [~~reinstate full (100 per cent) student funding for fourth and fifth year high school students~~] **amend section 3(1)(a) of the *Education Act* to extend right of access for students from younger than 19 years of age to younger than 21 years of age and provide full funding for students who are guaranteed right of access.**

CARRIED

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

Be it resolved that [~~the Association assume the responsibility of providing the training~~] **the Government of Alberta authorize the Association to provide the instruction** required for teachers to acquire Alberta leadership certification.

CARRIED

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

Be it resolved that policy 2.2.11.3 be amended to read—
“The Government of Alberta should fully fund mental health support services for students in schools, including timely, on-site access to accredited mental health professionals, based on the number of students and the needs of the school.”

CARRIED

*2.2.11.3 [~~School authorities~~] **The Government of Alberta** should fully fund mental health support services for students **in schools**, including **timely, on-site** access to accredited mental health professionals.
[2017]*

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

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

LOST

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

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

LOST

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

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

LOST

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

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

LOST

2-30/22 (Administrative Procedure)
Red Deer City

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

LOST AS AMENDED

2-31/22 (Immediate Directive)
Red Deer City

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

TABLED

2-32/22 (Administrative Procedure)
Red Deer City

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

LOST

Provincial Executive Council Resolutions

3-1/22 (Administrative Procedure) Provincial Executive Council

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

CARRIED

3-2/22 (Long-Term Policy) Provincial Executive Council

Be it resolved that policy 1.3.7.7 be amended to read—

“When a substitute teacher is required to spend a school day on Association business, the Association pays for their time at the highest daily rate for substitute teachers within the province.”

CARRIED

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

[1986, 2020]

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

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

CARRIED

3-4/22 (Immediate Directive) Provincial Executive Council

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

CARRIED

3-5/22 (Long-Term Policy)
Provincial Executive Council

Be it resolved that policy 7.2.2.2 be amended to read—

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

CARRIED AS AMENDED

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

[2013]

3-6/22 (Administrative Procedure)
Provincial Executive Council

Be it resolved that policy 1.3.6.3 be amended to read—

“The Association displays the Canadian flag, Alberta flag, Treaty flag and Métis flag at Barnett House and the Southern Alberta Regional Office.”

CARRIED

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

[2019, 2020]

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

Be it resolved that policy 7.2.6.1 be amended to read—

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

CARRIED

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

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

Be it resolved that policy 7.2.4.1 be amended to read—

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

CARRIED

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

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

Be it resolved that policy 7.2.4.2 be amended to read—

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

CARRIED

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

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

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

CARRIED AS AMENDED

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

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

CARRIED

3-12/22 (Immediate Directive)
Provincial Executive Council

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

CARRIED

3-13/22 (Immediate Directive)
Provincial Executive Council

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

CARRIED

3-14/22 (Immediate Directive)
Provincial Executive Council

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

CARRIED

3-15/22 (Immediate Directive)
Provincial Executive Council

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

CARRIED

3-16/22 (Immediate Directive)
Provincial Executive Council

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

CARRIED

3-17/22 (Immediate Directive)
Provincial Executive Council

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

CARRIED

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

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

CARRIED

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

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

NOT MOVED

3-20/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that, pursuant to bylaw 9(2)(f), the fee payable by an associate member be \$202.05 per annum effective 2022 09 01.

NOT MOVED

3-21/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association denounce Bill 15, *Education (Reforming Teacher Profession Discipline) Amendment Act, 2022*.

CARRIED UNANIMOUSLY

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

Be it resolved that a report be prepared for consideration by the 2023 Annual Representative Assembly proposing strategies, policies, programs and potential electoral ballots in response to legislated changes in the Association's regulatory role and responsibilities with respect to teacher professional conduct and professional practice that

- a) transition the role and focus of the Association to vigorous representation of members who are subject to investigation and prosecution by the commissioner;
- b) assist members, when appropriate, to lay complaints concerning the conduct and/or practice of nonmembers before the commissioner;
- c) provide mediation and other resolution processes to assist in the resolution of conflicts between members outside of the commission process; and
- d) facilitate transparency and accountability by monitoring and reporting on the performance of the commissioner's professional regulatory functions.

CARRIED UNANIMOUSLY

3-23/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to remove from legislation and regulation the capacity of the minister of education to arbitrarily disregard or alter the findings or penalties recommended by a committee established, in statute or regulation, to adjudicate matters relating to teachers' professional conduct or practice.

CARRIED UNANIMOUSLY

3-24/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that a report be prepared for consideration by the 2023 Annual Representative Assembly proposing strategies, policies, programs and potential electoral ballots that may enhance the capacity of the Association to organize nonunionized teachers and other education workers, coordinate action with other labour unions, enhance workplace representation of members and secure membership in provincial and national labour organizations.

CARRIED UNANIMOUSLY

3-25/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association reaffirm the importance of ~~[school]~~ **educational** leaders, as teachers and colleagues, remaining as active members of the Association and commit to opposing, with all available means, any effort by government to remove them from the Association and the larger profession.

CARRIED AS AMENDED

3-26/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association urge the Government of Alberta to delay any mandatory implementation of new curriculum or programs of study until a full-year pilot has been completed, revisions informed by the pilot have been made, comprehensive professional development has been provided to all affected teachers and appropriate learning resources have been made available to support implementation.

CARRIED UNANIMOUSLY

3-27/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association initiate a broadly based, outward-facing program of research, expert consultation, public dialogue and member outreach to examine the academic, social and emotional challenges facing students in the postpandemic period with the objective of identifying potential education policy responses to improve student well-being and success.

CARRIED UNANIMOUSLY

3-28/22 (Immediate Directive)
Provincial Executive Council

Be it resolved that the Association propose a collaboration with the Alberta School Employee Benefit Plan, other benefit providers and the Alberta School Boards Association to develop a program to enhance teacher wellness.

CARRIED

Assembly Resolutions

4-1/22 (Administrative Procedure)
Red Deer Catholic
Red Deer City

Be it resolved that all meetings of the Provincial Executive Council have a record of voting and that the record be available to members.

LOST

4-2/22 (Administrative Procedure)
Lethbridge Public School

Be it resolved that the substitute chair conference be changed to an in-person conference with the budget of \$40,000 to allow for deeper conversation in developing substitute teachers voices in the profession.

LOST

4-3/22 (Administrative Procedure)
Edmonton Public Teachers

Be it resolved that the Alberta Teachers' Association develop and implement a comprehensive program to engage, mobilize and support Alberta Teachers' Association members across the province in political advocacy leading up to ~~[the 2023 provincial election]~~ **all provincial elections**, to be focused on promoting the profession's proposals for priority changes needed in Alberta's public education system.

CARRIED AS AMENDED