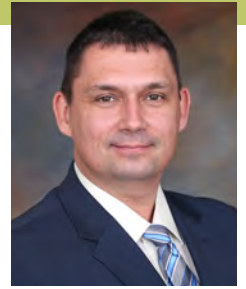


bulletin

invest in our kids



Up Front from the President



As we approach the midpoint of another school year it becomes apparent once more that the pace and intensity that are present in our schools has never been greater. We all know it, we all feel it. Earlier this fall a number of our Branch Presidents indicated that many of our members are already feeling exhausted and stressed. For this to be the case at such an early point in the school year clearly indicates the degree to which teachers are overtaxed and overburdened. With this in mind, I once again remind all of you that in order to be good to your students you have to start by being good to yourselves. Regardless of how great a lesson plan is, or how many collaborative learning sessions are held, there will be little benefit if a tired, overworked, and overburdened teacher is trying to deliver or participate. For every extra endeavour that is undertaken there may very well be a benefit, but there may also be a cost that must be considered. Is the cost to personal health and wellbeing worth the benefit that is being gained? Is the time I don't invest in myself worth the gains that I attain from taking on this task? We all have a responsibility to our schools and our students, but let's not forget that we also have a responsibility to ourselves and our families. To be a good teacher should not mean having to be less of a husband, wife, partner, father, mother, friend or colleague.

In the coming weeks, government will deliver its provincial budget. For the past two years we have heard a lot about the state of the provincial economy. We have been exposed to a barrage of information that in essence states, "She's gone by she's gone!" And while there are groups in the province that have made the case that the cure to the province's fiscal problems runs through a cut in public services, we know that education is an investment in youth, in their future and in the future of the province. To build a strong economy we need to start with giving our youth a solid foundation on which to build. We have

once again presented a submission as part of the pre-budget consultations. I will, on your behalf, continue to make the point that to strengthen the province we need to, like all projects, start with the foundation. That foundation is the quality of the education that our students, our children, receive and deserve.

There are other avenues that we have to assist in moving towards improvement to the province's education system. Last July the Premier's Task Force Report was released. And while it would be fair to say that not all of the recommendations are viewed favourably by your Association, there are a number of them that have promise and could move to addressing our concerns. I have always stated, and firmly believe, that in order for any plan or initiative to be successful we need to consider and utilize the advice and expertise of those who know the issues best. With regards to education, that expertise lies with teachers. I am pleased that we do have representation on a number of committees attached to the Task Force. The greater the extent to which our members are involved, the greater the likelihood of success. We will continue to insist that the positive changes that are needed cannot come at the cost of other parts of the system. For example, in order to gain units for reading specialists there must not be an increase in class size numbers. We have all seen firsthand why that does not work. Class sizes and composition are already creating problems. Class sizes, if anything, need to be reduced. Changes in how our students with exceptionalities are supported is imperative. As I have often said, the question that is most relevant is not can we afford to make this investment, but rather, can we afford not to? Our students are too important not to, our province's long-term success is too important not to.

Since my December *Up Front* there have been several stories from various media outlets about incidents that have

stemmed from mental health concerns and how our province has been handling this issue. One of these arose from an incident in my home town. Let there be no mistake that the loss of any individual is tragic, but when the loss is of someone who by all accounts was an advocate for herself and others dealing with mental illness, it becomes a loss that rings very loudly. The young woman in question was active in her hometown and was making a difference to those around her. Unfortunately, we have had many other similar stories in this province. I, for one, believe that a proactive approach to the issue is far better than a reactionary one. Provision of adequate counselling services at the school level would be one effective way of providing these services and supports. In order to move to assisting those students it is imperative that the allocation of school counsellors and school psychologists needs to be improved. Moving to meet national standards, or at least that which was recommended by government's own Commission so many years ago, would be a place to start.

Until next time...



THE bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

John Bishop, Elliott Green
Design • Printing • Distribution

Linda Farrell
Online Services

The Bulletin is published five times a year during the school year by the Newfoundland & Labrador Teachers' Association, 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
Tel: 709-726-3223; 1-800-563-3599
labrowne@nlta.nl.ca
www.nlta.nl.ca
Follow us on FaceBook and Twitter
@NLTeachersAssoc

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission.

Opinions, advertisements and/or notices carried in this publication do not imply endorsement or recommendation by the Association.

Advertising inquiries should be directed to:
Michelle Lamarche, Ext. 227
mlamarche@nlta.nl.ca

Deadlines for material are:
March/April Issue: March 1
May/June Issue: May 1

ISSN-1189-9662



Printed on Recycled Paper

CONTENTS

Features

- 8 Pre-Budget Consultations**
*Want to Have a Say on Education?
Teachers Have a Voice, They Need to
Use It*
by Steve Brooks

- 10 Programs & Services**
*Violence in the Workplace: Basic
Advice and Guidelines for Teachers*
by Miriam Sheppard

- 12 Injured on the Job? It's Not Sick Leave!**
by Darrin Pike

- 14 Update on Changes to EI Maternity
and Caregiving Benefits and Leaves**
by Ian Crewe

- 16 Beginning Teachers Conference**

- 18 Living Well**
*Teacher Burnout: What You Can Do
by Gail Carroll*

- 20 Autism in the Classroom**
Autism Society NL: What Do They Do?
by Kendra Lane

- 22 Financing a Year of Deferred Salary
Leave**

Departments

- | | |
|------------------------------------|----|
| <i>Up Front from the President</i> | 2 |
| <i>On Location News</i> | 4 |
| <i>News and Events</i> | 23 |



NLTA TEACHER DISCOUNT PROGRAM

A list of businesses that provide discounts and special services to teachers is available on the NLTA website.

The **QSP MAGAZINE DISCOUNT PROGRAM**, which offers hundreds of magazines at enormous discounts, is still offered to teachers, and discount programs are available for hotels, car rentals and various businesses.

A complete list of discounts can be found on the NLTA website at www.nlta.nl.ca.

Go to "**Programs and Services**" then "**Member Services**". The Discount Program is listed under "**D**".

NOTE: You may need your NLTA membership card to access discounts from the NLTA Discount List. If you require an NLTA membership card, please visit the NLTA website at www.nlta.nl.ca, click on "Forms" and then "Request a Membership Card".

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

ST. JOHN'S

Waterford Valley High participates in WE Day

The organization ME to WE, which hosts WE Day, is an organization working to empower "Generation WE" to move from an egoistic lifestyle to living more altruistically. Waterford Valley High's Social Justice Committee is a registered WE School and have made a commitment to support at least one local and one global cause throughout the school year.

Through their work with ME to WE they were given the opportunity from WestJet to travel to WE Day Atlantic in Halifax on November 30. Fourteen youth and three teachers were inspired, empowered and ready to create change and fight for a just society.

"Standing in a room with 10,000 Atlantic Canadian 'Change Makers', all sharing the same passion to change our world is simply amazing," says Karen Anthony, Science/Physics Department Head at Waterford Valley High in St. John's and a participating teacher at this year's WE Day Atlantic.



Students and teachers from Waterford Valley High at WE Day Atlantic.

WE Day is different from other conferences; you can't buy a ticket – you must earn it. "Listening to speakers such as Alexandre Trudeau, Craig Kielburger, Spencer West, and Hannah Alper share their life experiences, empowered every youth in the room," says Ms. Anthony. "WE Day truly was the greatest classroom in the world."

GRAND FALLS-WINDSOR

Exploits Valley Branch scholarship winner announced

Deidre Skinner, a graduate of Exploits Valley High School in Grand Falls-Windsor, accepted the Exploits Valley Branch Scholarship for the 2016-17 school year on December 19, 2017. The \$500 scholarship goes to the son or daughter of an active NLTA member of the Exploits Valley Branch who has achieved the highest overall average (provided by the Department of Education) during their graduating year. They also have to be attending a post-secondary institution full time. Deidre is the child of Darlene Dunphy-Skinner, a teacher at Woodland Primary School in Grand Falls-Windsor. Money from the scholarship is donated by the teachers of the branch.



Deidre Skinner is presented with her scholarship by Paul Moore, President of the Exploits Valley Branch.

NEWFOUNDLAND & LABRADOR

2016-17 NLTA scholarship winners announced

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2016-17. They are: Coady Gillard (Ascension Collegiate), child of Leona Gillard, Georgetown; Jenna Hatcher (Holy Heart of Mary High School), child of Gail Hatcher, St. John's; Nicole Langdon (King Academy), child of Geraldine Langdon, Harbour Breton; Thomas Park (Templeton Academy), child of Lyndon Park, Irishtown; Taylor Stone (King Academy), child of Cheryl Stone, Harbour Breton; and John St. Croix (Stephenville High), child of Sebastian St. Croix, Stephenville.

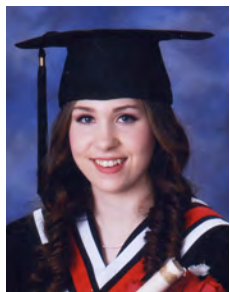
The scholarships are awarded annually to dependents of active, retired, disabled or deceased members of the NLTA and are valued at \$1,000 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.



Coady Gillard



Jenna Hatcher



Nicole Langdon



Thomas Park



Taylor Stone



John St. Croix

PAID ADVERTISEMENT

beyondimages

a self-esteem and body-image curriculum

GRADES
4–8

LESSONS
25+

\$0

at www.beyondimages.ca

NEWLY REVISED CURRICULUM

MORE than half of children report being involved in appearance based bullying.

Be part of the solution.

A positive body-image can lead to better self-esteem, emotional stability, happiness and confidence in children.

TEACHER ADVANTAGES: a comprehensive media literacy curriculum written by teachers that includes:

- Lesson objectives
- Lesson plans and contemporary mixed media examples
- Student worksheets
- Evaluation rubrics
- Curriculum outcomes matched for all provinces
- Free!

Beyond Images helps students understand how and why media messages are constructed – and then learn to make their own.

Beyond Images explores current concepts of what it means to 'fit in'.

Join us on this journey of self-discovery and build understanding and resilience towards negative messaging in students and in the schoolyard. **Beyond Images** meets students where they're at and takes them further.

Developed by the National Eating Disorder Information Centre (www.nedic.ca)

Beyond Images is generously supported by the Dove Self-Esteem Project

nedic



CARMANVILLE

Phoenix Academy students raise over 650 items for the food bank

In December, the students of Phoenix Academy in Carmanville organized a food drive for the Gander Salvation Army Food Bank. The Gander Family Services Coordinator, Mrs. Wanda Loder, said that the Gander Salvation Army Food Bank services 200 families each month and over the Christmas season provided assistance to 300 families.

The school's new Student Leadership Team, comprised of Grade 7-9 students who wish to learn leadership skills by taking on leadership roles in the school, includes a charity group whose first concern was the food bank. Knowing that the Christmas holidays are a particularly difficult time for many low-income families, the students successfully ran a month-long food drive for non-perishable food items and were able to donate more than 650 items.

Their teachers, Mr. Roger Bungay and Ms. Jilian Rose, accompanied the students to Gander on December 15 where they delivered the many boxes of food to the Gander Salvation Army Food Bank and even helped stock the shelves. With smiles on their faces, the students were able to see how their leadership skills can make a difference in people's lives.



l-r: Family Services Coordinator Mrs. Wanda Loder, Ms. Jilian Rose, students from the Leadership Team and Mr. Roger Bungay.

ST. JOHN'S/MOUNT PEARL

2017 Waterford Valley Branch NLTA Scholarships awarded

The 2017 Waterford Valley Branch NLTA Scholarships have been awarded to Abigail Druken (father is Chris Druken of Mount Pearl Senior High), and Jenna Hatcher (mother is Gail Hatcher of Cowan Heights Elementary). The scholarships, valued at \$500 each,

were awarded to a Grade 12 graduate (June 2017) with a parent who teaches in a Waterford Valley Branch school and who has achieved the highest academic average (as provided by the Department of Education).

The scholarships were awarded on December 12, 2017 at Hazelwood Elementary School in St. John's.



Award winner Abigail Druken is presented with her award by Kim Fifield, President Waterford Valley Branch.



Award winner Jenna Hatcher is presented with her award by Kim Fifield, President Waterford Valley Branch.

NEWFOUNDLAND & LABRADOR

KES Breakfast Clubs fueling their bodies and their minds

Biplab Kumar Halder, doctoral student, Division of Community Health, Faculty of Medicine, Memorial University, recently completed a research paper entitled, *How School Breakfast Programs Impact on the Social Determinants of Health: An Analysis of a School Breakfast Program in Newfoundland and Labrador*.

Through his research Biplab Kumar Halder concluded that "school breakfast programs not only prevent negative physical and psychological health outcomes of school-aged children, but also promote community health by ensuring community participation, strengthening social networks among children, reducing food insecurity, and shaping the early life and education of school-aged children."

Biplab Kumar Halder analyzed Kids Eat Smart Breakfast Clubs as it relates to the social determinants of health. His findings suggest that:

- Eating breakfast in school helps children maintain a healthy body mass index (BMI).
- Eating breakfast in school helps prevent negative health outcomes because it is not just food, it is the habit of eating breakfast that matters and makes a child fit for the entire day.
- By eliminating the habit of skipping breakfast, the Breakfast Clubs help children avoid negative health outcomes such as inattentiveness in class or disruptive behavior.
- School breakfast programs promote health in the community.
- School breakfast programs have brought the opportunity for children to create a strong social support network.
- School breakfast programs not only build social support networks among students, but also extend social support networks to the families and other community members of the students.
- School breakfast programs provide a unique opportunity to engage volunteers, donors, parents and other community partners in the same platform. Because of this social network, a sense of solidarity develops among the individuals of the community which promotes a healthy community.
- School breakfast programs help eliminate food insecurity among low-income families by providing children with nutritious food for breakfast.
- School-based food programs can create a sense of equality among school-aged children. All students, regardless of their sex, gender, and socio-economic family condition take the same food in schools. This empowers children from low-economic families as well as promotes equality in terms of socio-economic conditions among children.
- School breakfast creates a healthy child development which persists throughout generations.
- Eating breakfast in school improves several determinants of health, promoting a healthy community.

Kids Eat Smart Foundation NL, with the help of dedicated volunteers and generous donors, serve over 27,000 nutritious meals every school day to school-aged children throughout Newfoundland and Labrador. They thank Biplab Kumar Halder for his research and look forward to continuing their work in giving our children and youth access to nutritious food so they are well nourished and ready to learn.

For more information about Kids Eat Smart Foundation NL or a complete copy of Biplab Kumar Halder's research paper, please contact Kids Eat Smart Foundation at 709-722-1996 or info@kidseatsmart.ca.

PAID ADVERTISEMENT




Work, Live and Play Here

Newfoundland and Labrador Teachers Are Needed in British Columbia Public Schools

Over 400 full-time, part-time and on-call teaching opportunities are available province-wide. From the remote regions of the North to the urban metropolises of Metro Vancouver, BC schools are now hiring!

makeafuture.ca/teach-in-bc

Make a Future
CAREERS IN BC EDUCATION





Want to Have a Say on Education? Teachers Have a Voice, They Need to Use It

by STEVE BROOKS

The following article is a summary of research and information from the NLTA's submission to the Pre-Budget Consultations as well as information and advice on how teachers can effect change.

Over the past nine years the government has been gradually increasing class sizes and reducing administrative allocations as a cost-cutting initiative. At the same time it has instituted an inclusive education model without providing adequate supports for students with special needs. The result is that we now have some of the largest class sizes in the country, coupled with diverse and complex class compositions that include students with wide ranges of ability and needs, all looking to their teacher for help and guidance. In addition, incidents of violence against teachers are rising, and teachers are seeing the impact of the growing mental health issues among children and youth due to the increasing societal pressures faced by our students. It is no wonder that the recent Premier's Task Force on Improving Educational Outcomes concluded:

...too many students in NL are under achieving, struggling with reading and basic mathematical functions, and are not taking the more academically demanding high school courses they need for success at the post-secondary level; too many students are graduating from high school without sufficient knowledge of career opportunities, post-secondary study options, and fundamental life skills; too many students are dropping out of school and have no realistic way back in; too many students with mental health needs and academic challenges are not receiving the supports and the education they deserve. (p. 3)

Independent research undertaken by the NLTA has revealed that 78% of parents believe that the past government budgets have had a significantly negative impact on education. Parents are reporting their

growing frustration to the NLTA, for example:

There are too many students in each class, and this affects the overall ability to teach and provide one-on-one attention to the children who are in need of extra help.

My son has more students in his class; he struggles with ADHD, and his grades have dropped because of all distractions and less teacher help.

“When teachers choose not to exercise their voice it is interpreted to mean a lack of support for the positions being advanced by the NLTA.”

The NLTA prepared a detailed submission to government's pre-budget consultations outlining why now is the time to invest in education. In, *Does Class Size Matter?* (2014), Dr. Diane Whitmore Schanzenbach of the National Education Policy Center of the University of Colorado, states that “common-sense” is validated by research demonstrating that class size does matter and is “an important determinant of student outcomes.” The study found that teachers are able to be more effective with small class sizes and that the resulting benefit to students is not limited to their performance in school, but will continue to be an advantage over their entire lifetime. Likewise, Dr. William J. Mathis in, *The Effectiveness of Class Size Reduction* (2016) concurred that:

While lowering class size has a demonstrable cost, it may prove the more cost-effective policy overall particularly for disadvantaged students. Money saved today by increasing class sizes will likely result in additional substantial social and educational costs in the future.

The full pre-budget submission was emailed to teachers and is available for you to review at www.nlta.nl.ca. Hard copies of the submission were also sent directly to schools. Administrators and teachers are encouraged to share them with their school councils and parents.

One of the most important responsibilities of our society is to look after our children. Accordingly, it is imperative that all people, including teachers, administrators, parents, guardians, grandparents and community members who care about the future of our children, speak about education. Too often government can take the position that unions and special interest groups do not speak for their members or the general population. This is especially true when competing interests such as the Newfoundland and Labrador Employers' Council and the St. John's Board of Trade are publicly advocating for cuts to government services. It is times like these that government needs to hear from teachers and the general public.

The NLTA is advocating at every opportunity and level of government promoting the need for a properly funded public education system. All groups that lobby government are, from time to time, challenged to demonstrate that they have the support of their members. When teachers choose not to exercise their voice it is interpreted to mean a lack of support for the positions being advanced by the NLTA. Every day we receive reports from teachers frustrated at having to witness what is happening to our students and feeling powerless to effect change.

As part of the pre-budget consultations, government posted online a pre-budget questionnaire and we have asked teachers to participate. We have just launched a new initiative called *Invest in Our Kids* that contains sharables and ideas that teachers and the public can do to bring attention to the issues in education. You can review the website at www.investinourkids.ca.

Steve Brooks is Executive Director of the NLTA.

PAID ADVERTISEMENT

SAVINGS RESERVED FOR YOU

CALL US FOR YOUR HOME, AUTO
OR TRAVEL INSURANCE QUOTE.

1-877-742-7490

OR VISIT:
Johnson.ca/save

Mention Group Code **61**
for your preferred rates.



JOHNSON 
INSURANCE

Johnson Insurance is a tradename of Johnson Inc. ("Johnson" or "JI"), a licensed insurance intermediary. Home and auto policies underwritten by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by UAC in NL/NS/NB/PEI. JI and UAC share common ownership. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions on percent savings apply, and/or vary by province/territory. MEDOC® is a Registered Trademark of JI. This insurance product is underwritten by Royal & Sun Alliance Insurance Company of Canada ("RSA"). JI and RSA share common ownership. Vehicle may vary from illustration. BMW Canada Inc. including its parent company, subsidiaries, divisions and other operating entities, has neither authorized, sponsored, nor endorsed this Contest. BMW, BMW model designations and all other BMW related marks and images are the exclusive property and/or trademarks of BMW AG.†NO PURCHASE NECESSARY. Open January 1, 2018 – December 31, 2018 to legal residents of Canada (excluding NU) who have reached the age of majority in their jurisdiction of residence and are a member of a recognized group with whom JI has an insurance agreement. One (1) grand prize available: 2018 BMW 230 xi xDrive Coupe vehicle (approx. retail value \$50,650). Odds of winning depend on the number of eligible entries received. Math skill test required. Rules: www1.johnson.ca/bmw2018

0007_0118



Violence in the Workplace

Basic Advice and Guidelines for Teachers

by MIRIAM SHEPPARD

“...school districts have a legal responsibility to ensure that the proper preventive measures, supports and training are in place to enable teachers to work without unreasonable threat to their own safety.”

Incidents of work related violence are a significant source of concern for NLTA members. Aggressive and sometimes violent student behaviour is an unfortunate reality that teachers sometimes face in their professional lives. The Newfoundland and Labrador English School District has a new Prevention of Violence in the Workplace policy; a new Conseil Scolaire Francophone Provincial violence policy is in progress.

Pursuant to section 4 of the *Occupational Health and Safety Act* (OHSA), employers in Newfoundland and Labrador must, within reasonably practical limits, provide a work environment that ensures the health and safety of its employees. In the school setting, this means that, with respect to students, parents/guardians or other individuals who are physically aggressive/violent, school districts have a legal responsibility to ensure that the proper preventive measures, supports and training are in place to enable teachers to work without unreasonable threat to their own safety. What is necessary to ensure employee safety is case specific and depends on the nature of the situation.

The *Occupational Health and Safety Regulations, 2012* (Regulations) specifically address the issue of violence in the workplace as a health and safety concern. Section 22 of the Regulations defines violence as “the attempted or actual exercise by a person, other than a worker, of physical force to cause injury to a worker, and includes threatening statements or behaviour which gives a worker reason to believe that he or she is at a risk of injury.” Some teachers

work closely with students who have behavioural challenges and have limited ability to regulate their own conduct. While the actions of the aggressors are not always within their control, an intent to act violently or to cause harm is not required to trigger the employer’s obligations. What is necessary to ensure employee safety is case specific and depends on the nature of the situation.

Situations like this should be assessed and addressed on a “case by case” basis, and NLTA Programs and Services staff are available to assist teachers experiencing violence in the workplace. However, the following guidelines can assist in ensuring that cases of violence are appropriately addressed:

- **Get the information you need:** If you may be exposed to risk of violence at work, you are entitled to know the nature of the risk, the precautions that may be taken, and information related to the risk from persons who have a history of violent behaviour and who you are likely to encounter in the course of your work.
- **Document, Document, Document:** Promptly report and document all violence related incidents and accidents, regardless of the severity, to the school principal, manager or supervisor. Ensure that there are written records of the event in accordance with Board and school reporting protocols. Communicate to your administration, in writing, your concern for your safety, the safety of other employees, and others (such as students). The NLTA can assist you in drafting appropriate correspondence.
- **Request the risk assessment(s):** Ask your admin-

istrator whether a risk assessment has been completed. If so, ask to see a copy. If not, ask when one will be done. Sometimes an already completed risk assessment needs to be updated.

- **Examine the assistance provided:** If a risk assessment concludes that there is a risk of violence, the employer must implement procedures, policies and work environment arrangements to eliminate the risk to workers from violence, or to minimize the risk in cases where elimination is impossible. The age and cognitive ability of the student(s) in question will have an impact on the type of options that are appropriate in any situation. As well, it may be necessary to consider different approaches when the risk of violence comes from the behaviour of a parent/guardian as opposed to a student. Are the proposed measures reasonable and complete? Have they been implemented in a timely fashion? Seek school district support for matters that cannot be resolved at the school level despite administration involvement; sometimes District involvement is necessary to obtain required training, supports, resources or programming changes.

- **Use the Occupational Health and Safety Committee:** If a teacher believes that his/her workplace is unsafe, and school administration has been advised of these concerns, then a report can be made to the school Occupational Health and Safety Committee. The employer must respond in writing within 30 days following receipt of a recommendation from an OHS Committee.

- **Know your rights:** Ultimately, if you have reasonable grounds to believe that specific work circumstances are dangerous to your health and safety and have brought this to the attention of your principal, you have the right, pursuant to the OHSA and the Regulations, to refuse unsafe work until remedial action has been taken. Advice and assistance from NLTA staff are available whenever an NLTA member has exercised or is considering exercising the right to refuse unsafe work.

- **Consider whether you need police assistance:** Some violence and abuse may be considered criminal acts – if there is a question as to whether this is the case, or if you feel your personal safety is at risk, you should contact the police.

- **Access the appropriate benefits:** In cases of workplace injury, Workers' Compensation benefits (including medical aid) may be appropriate – not sick leave. On application, a Long Term Disability top up is available to teachers who have long term disability coverage through the NLTA Group Insurance Plan, and who are injured at work.

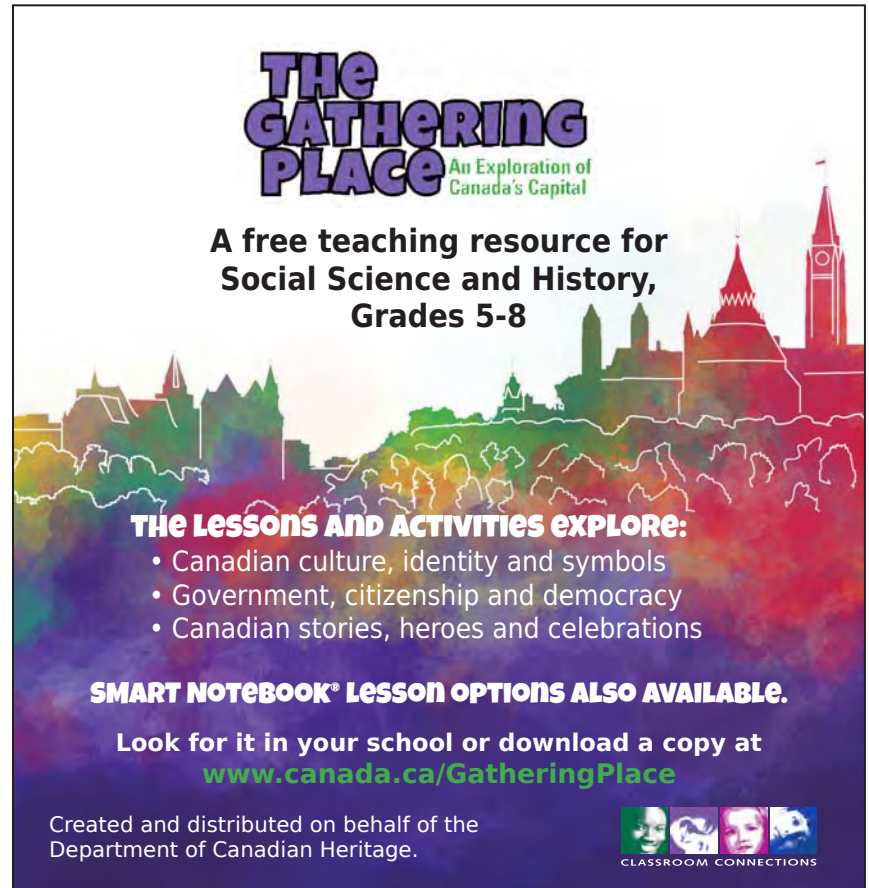
- **Help us, help teachers:** The Association has

developed a Violent Incident Tracking Form, which can be accessed under the forms listed on the NLTA website (www.nlta.nl.ca/nlta-violent-incident-tracking-form/). We are asking teachers to use this form to document violent behavior and/or conduct in the workplace. Information provided through the Violent Incident Tracking Form is being used ONLY for Collective Bargaining research and the identities of teachers who use the form will not be disclosed.

- **Call your Association:** Dealing with workplace violence can be complicated and stressful. Teachers and administrators who have questions or require assistance with concerns regarding workplace health and safety, including issues related to violence in the workplace, should contact an Administrative Officer in Programs and Services at the NLTA. Support is also available through the Employee Assistance Program for many stressful situations, including dealing with violence.

Miriam Sheppard is an Administrative Officer in Programs and Services at the NLTA.

PAID ADVERTISEMENT



THE GATHERING PLACE An Exploration of Canada's Capital

A free teaching resource for Social Science and History, Grades 5-8

THE LESSONS AND ACTIVITIES EXPLORE:

- Canadian culture, identity and symbols
- Government, citizenship and democracy
- Canadian stories, heroes and celebrations

SMART NOTEBOOK® LESSON OPTIONS ALSO AVAILABLE.

Look for it in your school or download a copy at www.canada.ca/GatheringPlace

Created and distributed on behalf of the Department of Canadian Heritage.

CLASSROOM CONNECTIONS



Injured on the Job? — It's Not Sick Leave!

by DARRIN PIKE

Employees in Newfoundland and Labrador are generally not entitled to access paid sick leave in relation to an accident or injury at work. For teachers, this includes things like a slip and fall on the school steps, an accident at the rink while skating with the students, or an injury caused by the actions of a student if they are determined to have arisen out of and in the course of employment.

Under the provincial *Workplace Health, Safety and Compensation Act* [the Act], any injury sustained by a worker in the province during the performance of their job, where the employer and/or an attending physician becomes aware of the injury, MUST be reported to WorkplaceNL within 72 hours. For all “lost-time accident” injuries, except those sustained in a motor vehicle accident, the injured worker is disqualified from receiving paid sick leave and will receive compensation from WorkplaceNL. Since there is no access to sick leave, teachers should be aware of the requirements around workers’ compensation and how Long Term Disability Insurance fits into the benefits available to teachers.

When is an injury work-related?

Teachers often ask when an injury is considered to be an “injury on duty” for the purpose of being covered by WorkplaceNL. Section 61 of the Act states that: *Where the injury arose out of the employment, it shall be presumed, unless the contrary is shown, that it occurred in the course of the employment, and where the injury occurred in the course of the employment, it shall be presumed, unless the contrary is shown, that it arose out of the employment.*

Therefore, any job-related duty/responsibility that has been assigned to a teacher (mandatory) or that the teacher has agreed to assume (voluntary) will be reviewed by WorkplaceNL to determine if it was arisen out of and in the course of the teacher’s employment in the event that the teacher was injured while carrying out said duty or responsibility. Teachers should be aware that they are considered

by the NLTA to be acting in the course of employment whenever they are involved in school-related activities, including extracurricular activities which involve supervision of and travel with students outside of the regular school day or during weekends or school holiday periods. Any time an injury occurs during an activity involving a teacher and student(s) for which the teacher’s involvement, whether mandatory or voluntary, is linked to his/her role and responsibilities as a teacher, said injury may be considered to be work-related and, therefore, compensable by WorkplaceNL.

Given the current salary cap upon which workers’ compensation benefits are calculated, most teachers will experience as much as a 45% to a 60% reduction in their net or “take home” pay when in receipt of these benefits. This substantial reduction in take home pay can often lead to financial hardships for individuals and/or families.

WorkplaceNL Benefits

The Act determines that the benefit level for all employees who are injured on duty will be 80% of net wages, with maximums established as indicated below. As well, as previously referenced, the legislation states that employers, including school districts, may not pay an injured employee an amount in excess of that which the employee is entitled to under the Act.

The legislation defines “net” wages as gross wages minus EI, CPP and Income Tax deductions. Any other deductions from the employee’s regular pay (e.g. group insurance premiums, pension premiums) will continue to be deducted from the WorkplaceNL benefit levels at the usual rates. While the benefits are set at the above percentage levels, teachers should be aware that the maximum insurable gross pay effective January 1, 2018, used in the calculation of benefits is \$64,375 per annum (\$2,475.96 bi-weekly). Thus, any teacher beyond Certificate V (Step 5), Certificate VI (Step 2) or at any step on Certificate

VII of the provincial salary scale will be negatively affected by the cap on maximum insurable gross pay. The 80% benefit will be calculated on the maximum insurable gross pay and not on the teacher's actual gross pay, if the actual gross is greater than \$64,375 annually. This means teachers who make more than \$64,375 will receive a bi-weekly benefit of **approximately \$1,400 after taxes**. This *does not* include pension and group insurance deductions to which you are still responsible to pay. Considering all of this, the take home salary after taxes, pension, insurance and any other deductions is very limited, which highlights the importance of LTD top up.

It is important to reflect on what this would mean for you. Assuming your current salary is above \$64,000 annually, your take home bi-weekly salary if in receipt of WorkplaceNL benefits alone would be approximately \$1,400 minus pension (11.4% of your normal salary), minus all group insurance deductions and minus any other additional deductions.

Teachers receiving WorkplaceNL benefits for lost earnings will continue to receive these payments, with the deductions noted above, issued by the Teacher Payroll Division, not by WorkplaceNL, through direct deposit. A teacher on Injury on Duty leave will be considered to be in receipt of full salary for the purpose of all benefits under the Collective Agreements. Any teacher who is in receipt of WorkplaceNL benefits at the end of a school year will have their regular bi-weekly salary reinstated for the period during which school is closed for summer vacation. If a teacher is required to continue on WorkplaceNL benefits at the beginning of the following school year, then the teacher's income at that point in time will revert to the amount calculated at WorkplaceNL rates.

Long Term Disability (LTD) Top Up Benefit

Any teacher who has Long Term Disability (LTD) insurance coverage through the NLTA Group Insurance program and has lost time at work due to a workplace injury, will be entitled to receive a "Top Up" Benefit through the LTD coverage once they are in receipt of WorkplaceNL benefits for lost earnings. The LTD Top Up Benefit is non-taxable and will pay teachers the difference between 85% of their regular net income and the WorkplaceNL benefit received. Under the LTD Top Up Benefit program, net income is defined as gross salary, less Income Tax, Employment Insurance premiums, and Canada Pension Plan contributions. In order to qualify for this benefit, the teacher must be a member of the LTD benefit plan under the NLTA Group Insurance program and must complete the applicable application. Applications are available from the NLTA office.

Experiencing an injury that requires a teacher to miss work for any period of time is not what anyone wants, and the stress of this may be increased by having to comply with and face the financial realities of the WorkplaceNL claims process and compensation regime. NLTA staff are available to provide information and assistance in navigating the WorkplaceNL system to teachers who are injured on the job.

I am getting close to retiring. Should I opt out of my Long Term Disability Insurance?

Given the impact that lost time injury has on the amount of income that an injured teacher would receive, we strongly advise ALL insured members to maintain their LTD coverage until they retire or until they reach age 60, whichever occurs first. LTD coverage and benefits cease at age 60. Also, a teacher who retires in June of any year will only pay LTD premiums to the end of June and will not have any further LTD premiums deducted from their summer holdback pay during July and August.

I opted out of the Long Term Disability Insurance in the past. Can I re-apply?

YES. If you are a teacher who previously opted out of Long Term Disability Insurance, we would strongly encourage you to re-apply in order to have insurance, if possible, on your income beyond the expiration of paid sick leave, as well as for the added protection and benefits associated with an injury on the job. This is especially important for teachers who are at an early stage in their careers.

Any new teacher under age 60 who is hired into a permanent, term or replacement contract is automatically enrolled in the LTD policy. For those who previously opted out of LTD coverage and need to re-apply, applications are available by contacting the Plan Administrator, Johnson Inc. at 1-800-563-1528. Completed applications will be forwarded to the underwriter of the policy and approval or rejection of the application will be determined by medical staff based on medical evidence provided and/or requested. If you wish to have more details regarding the coverage and benefits associated with the LTD policy or if you have any additional questions or inquiries, please feel free to contact Johnson Inc. at the number stated above.

For inquiries to WorkplaceNL call 709-778-1000 or 1-800-563-9000 or to access additional information visit their website at www.workplacenl.ca.

Darrin Pike is an Administrative Officer in Programs and Services at the NLTA.



Update on Changes to EI Maternity and Caregiving Benefits and Leaves

by IAN CREWE

In December 2017, the federal government implemented a number of changes to the Employment Insurance (EI) Program. One of the most significant changes is a new option for parents to access EI maternity and parental benefits over an 18-month period as opposed to 12 months. Further details regarding this new option (and others) are outlined below. **It should be noted that there may be different implications for teachers depending on which Collective Agreement they fall under (Provincial versus Labrador West).**

EI MATERNITY BENEFITS

EI provides temporary income support to replace lost employment income to individuals who are off work due to pregnancy and childbirth, and caring for a newborn or newly adopted child.

EI maternity benefits currently provide up to 15 weeks of benefits to EI-eligible birth mothers, including surrogates, related to childbearing and to support physical and/or emotional recovery during the weeks surrounding the birth. As of December 3, 2017, these benefits are payable as early as 12 weeks (previously 8 weeks) prior to the expected week of birth of the child. This will provide pregnant employees with more flexibility to better take into account their personal, health and workplace circumstances when choosing when to begin receiving their maternity benefits.

Maternity benefits will continue to be paid at the current benefit rate of 55% of average weekly earnings, up to a maximum of \$547 per week in 2018.

EI PARENTAL BENEFITS AND LEAVES

EI parental benefits currently provide up to 35 weeks of income support to EI-eligible parents (biological and adoptive parents) who leave the workforce to care for a newborn or newly adopted child. Parental benefits are offered per family and may be shared – they can be taken at the same time or separately by eligible opposite-sex and same-sex parents.

Previously, parental benefits could be accessed during the 52 weeks following the week of birth of the child or placement of a child for adoption. Now,

for children born or placed for adoption on or after December 3, 2017, eligible parents may choose to claim the standard parental benefit, as originally provided in the *Employment Insurance Act*, or an extended parental benefit which provides a lower benefit rate over a longer duration (up to 18 months).

Standard parental benefit

The standard parental benefit entitles eligible applicants to receive EI parental benefits over a period of up to 12 months, at the current benefit rate of 55% of average weekly earnings, for up to 35 weeks, to a maximum of \$547 per week in 2018.

These weeks of benefits are payable in the period that begins the week in which the child or children of the claimant are born or the child or children are placed with the claimant for the purpose of adoption, and end 52 weeks later.

Extended parental benefit

The extended parental benefit entitles eligible applicants to receive EI parental benefits over a period of up to 18 months, at a lower benefit rate of 33% of average weekly earnings, for up to 61 weeks, to a maximum of \$326 per week in 2018.

These weeks of benefits are payable in the period that begins the week in which the child or children of the claimant are born or the child or children are placed with the claimant for the purpose of adoption, and end 78 weeks later.

Parents who plan to share the benefits will need to choose the same parental benefit (standard or extended) when applying for EI benefits and indicate how many weeks they each plan to take. Parents will be able to receive the benefits at the same time or separately. The choice of standard or extended benefits by the first claimant who completes the EI application's selection (on a complete application) will be binding for the two claimants.

It is important to understand that, once parental benefits have begun being paid on a claim, even as little as \$1, the parent's choice of standard

or extended benefits will be irrevocable and not subject to reconsideration or appeal under the *Employment Insurance Act*.

Current Collective Agreement language (Provincial – Article 17, Labrador West – Article 28) provides for unpaid maternity/parental/adoption leave, with service and seniority accrual, for up to one full school year (39 weeks while school is in session). Under the Provincial Collective Agreement, teachers wishing to avail of the extended parental benefits, and be off work for more than one full school year, would have to request an additional period of general unpaid leave in order to extend their leave. As per Article 19, general unpaid leave does not count for service or seniority accrual. For teachers covered by the Labrador West Collective Agreement, Article 47 allows for application for an extended parenting leave (up to a maximum of two years of leave), but service and seniority will only accrue for a maximum of 39 weeks (one full school year).

Both provincial school districts have indicated to the NLTA that they will honour requests for additional unpaid leave from teachers who wish to avail of the 18-month extended parental benefits option. However, teachers should be aware that periods of leave beyond one school year will not be recognized for service or seniority accrual.

EI CAREGIVING BENEFITS

The EI program currently offers two caregiving benefits: the Parents of Critically Ill Children benefit, available to parents caring for a critically ill child; and the Compassionate Care benefit, available to individuals providing end-of-life care to a family member. As of December 3, 2017, there is additional support for eligible caregivers who leave work to care for a family member: the Family Caregiver benefit for adults. The suite of caregiving benefits is grouped into two categories: Family Caregiver benefits (for adults and children) and Compassionate Care benefits.

Family Caregiver benefit for adults

As of December 3, 2017, the new Family Caregiver benefit for adults allows eligible employees to receive up to 15 weeks of benefits to provide care or support to an adult family member 18 years of age or older who is critically ill (i.e. whose life is at risk as a result of illness or injury and has experienced a significant change in their baseline state of health).

Family Caregiver benefit for children

Up to 35 weeks of benefits will continue to be available while providing care or support to a child under 18

years of age who is critically ill (i.e. whose life is at risk as a result of illness or injury and who has experienced a significant change in their baseline state of health).

As of December 3, 2017, this benefit, formerly known as the Parents of Critically Ill Children benefit, has been renamed the Family Caregiver benefit for children. Eligibility has been extended to any eligible family member providing care to the child, rather than being limited to parents. The definition of family member now includes relatives beyond the immediate family and individuals who are not relatives but are considered to be like family. For example, an aunt or uncle could be eligible to receive the benefit to provide care to a critically ill child. These changes were introduced to accommodate the needs of diverse family situations and provide enhanced flexibility and access to this benefit.

Medical doctors and nurse practitioners will be allowed to sign a medical certificate to certify that a child is critically ill, rather than only specialist medical doctors.

Claimants can share these Family Caregiver benefits either concurrently or separately, and receive their benefits when most needed within a 52-week period.

Compassionate Care benefit

The Compassionate Care benefit provides up to 26 weeks of benefits to eligible employees who are away from work to care for or support a family member who has a serious medical condition with a significant risk of death in the next 26 weeks.

If the health condition of the family member deteriorates, caregivers are able to combine the Family Caregiver benefit with the existing Compassionate Care benefit.

Effective December 3, 2017, a medical certificate signed by a medical doctor or nurse practitioner will be acceptable when applying for the Compassionate Care benefit.

For all the special benefits referenced above, employees must have at least 600 hours of insurable employment during the 52-week period immediately preceding a claim in order to be eligible for benefits. For teachers, this amounts to the equivalent of 75 paid teaching days (in NL, one full day of teaching is reported as 8 hours of insurable employment for EI purposes).

For questions, information and advice on individual circumstances, teachers should contact an Administrative Officer in Programs and Services at the NLTA.

Ian Crewe is an Administrative Officer in Programs and Services at the NLTA.

**“I liked that
it was very
interactive.”**

Beginning Teachers Conference

On November 23 and 24, 2017, twenty-six beginning teachers from all areas of Newfoundland and Labrador attended a conference tailor-made for them. The event was organized by the NLTA in partnership with both the Newfoundland and Labrador English School District and the Conseil Scolaire Francophone Provincial and Memorial University's Faculty of Education. Topics covered included: How Do We Engage?; NLTA – Benefits/Finances; Indigenous Education and Teaching on the Labrador Coast; Classroom Management Challenges; Professional Reading; Your First Year; and Personal/Professional Balance.



**“The information and topics discussed
were all extremely relevant to the
needs of beginning teachers.”**



“I enjoyed being surrounded by people who are at the same point in their career as I am. I especially liked learning activities I could use in my classroom, the technology presentation and finally understanding my salary, pension and benefits.”



"I really loved learning so many new and engaging games and activities to use with my students. I also really enjoyed the information about pension and salary."

"I liked that it provided answers to questions I had about insurance, retirement, and pay."

"The teaching strategies and activities I learned. I am excited to try them all in my classroom."



"I really enjoyed the interactive activities, especially considering they were strategies we can bring back to our class and use in our teaching."



Teacher Burnout: What You Can Do

by GAIL CARROLL

What do we mean when we talk about teacher “burnout”? And what should we be able to recognize in our own experiences of and reactions to stress so that we can be aware of the need for positive intervention and prevention strategies?

Teachers at various points in their careers may be affected by increasing workloads, expectations and stress. Work-life balance is becoming more and more challenging to achieve and teachers who seek support from the Employee Assistance Program (EAP) often report feeling ill equipped to handle the challenges they face. We often hear concerns such as: *University did not prepare me for the many realities that I face each day; This is not what I expected; I am just starting my career and I am not sure that I can survive this year!; I am mid-career and I am not sure that I can spend another year teaching! What can I do?*

In March 2017, *The Globe and Mail* published an article on teacher burnout in Canada. The following are a few highlights from this article:

- Teachers are taking early retirement, going on stress leaves and quitting young.
- The Canadian Teachers’ Federation report that we lose many teachers (30%) in the first five years of their careers.
- More and more teachers report just going through the motions of their job each day.
- Many teachers are leaving because they can’t meet the expectations or take the pressure. (Larry Booi – President of the Alberta Teachers’ Association).
- The province of Quebec reports that teachers seem to be in the same state in December that you would expect to find them in in April or May! Extremely tired!
- Ontario reports that burnout seems to be especially severe. Mental health issues were cited by nearly 50% of the teacher claims on LTD.

In Newfoundland and Labrador, mental and nervous disorders continue to be the top trending diagnostic category for Long Term Disability benefits, currently at 40% of all new claims. (This percentage can fluctuate up or down each year.)

So what is happening in the profession that is causing this significant reaction of stress and burnout amongst teachers? The following is a list of concerns we hear from teachers:

- Teachers have to be many professions, not just a teacher.
- The employer’s expectations of teachers are increasing, with more and more duties and responsibilities being added each year.
- Parents and the public have higher and higher expectations of teachers including, but not limited to, demands for increased contact and immediate responses via email, text, telephone and in person meetings.
- There is more integration of special needs students often without the extra supports needed to make this successful for both the student(s) and the teacher(s).
- Demanding new curriculum and pilot courses.
- Increases in student behavioural issues in schools.
- An increase in mental health issues in all student populations.

Students may be coming to school with numerous challenges and teachers may be coming to school feeling challenged and tired, which in turn impacts students. Work-life balance is a demanding challenge for teachers at all points of their career. Teachers are in the classroom all day and then often stay late to prepare for the next day to mark tests, papers and/or projects, etc. This often carries over into their home lives as many report getting supper for their families, rushing through their own children’s activities and homework and then settling in for many more hours of work, often going to bed quite late without enough time for a good sleep to recharge their batteries. Many report difficulties sleeping due to anxiety about finishing their work, and the stress of not completing it keeps them awake. Teachers often go to school tired, which has an effect on their students and also on the quality of their own lives. If teachers are just going through the motions to get through a school day, that same reality may be present in their family life as well, preventing them from experiencing the joy of their work day as well as their life outside of school.

How do you know you are being affected by teacher burnout? What are the signs to watch for?

- Have stopped socializing at work. No longer go to the staff room for coffee or other breaks or attend social functions for work.
- Leave is increasing. May need to take a day here or there to re-charge your batteries or just to rest and feel better.
- Energy is becoming lower and it is becoming increasingly difficult to get through a school day.
- Planning has become more challenging because of low energy, feeling like there is a lack of time and inability to focus and/or concentrate.
- Feelings of negativity. It is becoming increasingly challenging to look to the positive. Have started to complain more.
- Feeling like your joy and passion for teaching has gone and you wonder if you can get it back.
- You have stopped taking care of yourself, i.e., eating more fast food and/or skipping meals, skipping your regular routines like going to the gym.
- Loss of your sense of personal accomplishment.
- Difficulty regulating your emotions.
- Isolation, depression and anxiety.
- Complete exhaustion – may be off on sick leave or Long Term Disability.
- Looking at leaving the profession and exploring alternate work or careers.

There are positive things you can do if you recognize any of these signs in yourself. It is important to get help as soon as you experience any of the signs or symptoms – the earlier, the better! Call your EAP, visit your family physician and take action!

Some of the proactive steps teachers can take to prevent burnout are:

- Take good care of yourself. Begin with ensuring you are getting enough rest and down time.
- Try to eat healthy and plan for your meals. When you can't plan, skip the drive-through and go for options like some of the prepared meals that many supermarkets are now offering. You can get a healthy dinner and just pop it in the oven.
- Build little positive things including activity into your day, for example, a short walk around your building at lunch or recess – activity helps us release stress and build resilience. Or try out some mindfulness techniques, such as a short meditation that only takes 3-4 minutes (see www.nlta.nl.ca/guided-imagery/).
- Understand what you can control and what things you cannot.
- Be kind to yourself! We all make mistakes and face challenges. Instead of putting yourself down, ask yourself what you learned from the mistake or the challenge.

- Build a network of support. Take breaks with friends and colleagues you enjoy spending time with.
- Be patient with yourself. We cannot be all things to all people. Set limits and boundaries on your time and what you can reasonably do.
- Take time when you are not feeling well to take care of yourself and give your body and mind a chance to recover.
- If you cannot meet expectations in a given time frame, be sure to seek assistance. Do not be afraid to ask for help!
- Remember what made you want to be a teacher.
- Celebrate all successes – even the little ones!

Burnout and high levels of stress are often indicators of larger, systemic issues. Learn to build your own resilience by understanding yourself. Know your own triggers and when to take action to prevent burnout.

Gail Carroll is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Gail (ext. 242), gmcarrroll@nlta.nl.ca or Judy Beranger (ext. 265), jmberanger@nlta.nl.ca.

PAID ADVERTISEMENT



MASTER OF EDUCATIONAL TECHNOLOGY **MET** LEARNING INNOVATION ONLINE

*You know where you're going.
The online MET graduate program meets you there.*



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education

Discover more:

met.ubc.ca

@UBCMET



Autism Society NL: What Do They Do?

by KENDRA LANE

“I didn’t know ASNL did that!” Staff at Autism Society NL continue to hear this statement on a regular basis. Maybe it’s because we are involved in so many different things, or maybe it’s because we are hiding up in the trees! In either case, we are committed to ensuring that our community members know who we are, what we do, and how we can help. To help increase understanding of the many ways we can support educators, either in their roles as teachers, family members, or even individuals on the spectrum, here are some FAQs.

What is ASNL?

ASNL is a provincial non-profit, charitable organization dedicated to fostering the development of individualized, lifelong, community-based supports and services for persons with Autism Spectrum Disorder (ASD). ASNL is committed to the promotion of acceptance, independence, productivity and opportunities for inclusion in all facets of life for persons with ASD and their families.

How did it begin?

ASNL began as an advocacy group in 1982. It was a time when there were no supports or services available to individuals with ASD. Thanks to the tireless efforts of families, professionals and community advocates, the Elaine Dobbin Centre for Autism opened in 2006, in St. John’s, as a place where individuals with autism, and their families, could access programs and supports following diagnosis and into adulthood. ASNL receives some grant funding from the provincial government but continues to operate primarily through fundraising initiatives.

Where is it located?

The Elaine Dobbin Centre for Autism is the provincial headquarters for ASNL. It sits on Shamrock Farm, 8 acres of historic farmland in the centre of St. John’s, and adjoins the Health Sciences Centre, Janeway Children’s Hospital, and Memorial

University of Newfoundland. Servicing the Avalon Region, this property boasts two program buildings, an extensive library, and a greenhouse surrounded by a vegetable garden, flower bed, tree orchard, 11 berry gardens beds, and 36 community garden beds. Two social enterprises operate from this location: The Pantry Café & Catering and Good Roots Gardening. Each of these capitalize on the unique property to provide education, employment, work experience and training opportunities for individuals on the spectrum. ASNL also has regional staffed offices in Clarenville (Eastern Region), Grand Falls-Windsor (South Central Region), and Corner Brook (Western/Labrador Region) which operate as satellite sites and provide some programming, outreach services, advocacy, and supports to all other areas of the province.

What programs do they offer?

ASNL’s programs provide four areas of learning: Social Skills Development; Life Skills; Pre-Employment & Career Services; and Community Access. Social Skills programming serves individuals of all ages and aims to help those on the spectrum practice skills in a group setting and build relationships with peers. Life Skills programming provides leisure and socialization opportunities for those facing significant barriers to community integration. Pre-Employment and Career Services include provincially and nationally funded programs that target the barriers participants may face in their preparation for adulthood. Finally, Community Access programs provide a safe and supported way for individuals with autism of all ages to participate in leisure and recreation activities with peers in the community. While these programs are offered at the Elaine Dobbin Centre in St. John’s, where demand is greatest, there are select and/or seasonal programs offered through regional offices too. These offerings occasionally shift, depending on local interest and funding opportunities. A detailed up-to-date list of program offerings is always available on ASNL’s website.

What outreach services do they offer?

Outreach services are available from all ASNL offices. They include caregiver support groups, classroom/peer awareness sessions, navigational support and guidance, and general autism education sessions. ASNL's library services are also provincial in reach, through a mail-in system. Annual conferences and workshops encourage provincial involvement in professional development and training about ASD.

What else do they do?

Autism Society NL has a significant role advocating for appropriate supports and services to be made available to those affected by ASD at local, provincial, and national levels. Building a community that is educated about ASD is a high priority for ASNL; staff are consistently engaged with community members to build capacity for inclusion. Addressing barriers and working towards a more knowledgeable community is a key component of increasing accessibility.

The Autism Society recognizes the need for research-informed practice, and the importance of concerted research efforts in building better supports and services for this population. ASNL stays abreast of current research; engages in research activities itself, in partnership with Memorial University; and partners with provincial and national organizations to establish and offer evidence-based programs and services to those it serves.

How can I learn more?

To find out more about what ASNL has to offer you as a professional, parent, or person on the spectrum, please visit our website at www.autism.nf.net, follow us on Facebook or Twitter @AutismSocietyNL, email us at info@autism.nf.net, or telephone us at 709-722-2803. Become a Member today!

Kendra Lane is Director of Operations with the Autism Society NL and a certified TEACCH Practitioner. She can be reached at 709-722-2803, ext. 226 or klane@autism.nf.net.

PAID ADVERTISEMENT

CTRI

CRISIS & TRAUMA
RESOURCE INSTITUTE

NEWFOUNDLAND & LABRADOR

PUBLIC WORKSHOPS
WINTER-SPRING 2018

EXCEPTIONAL TRAINING AND RESOURCES-Mental Health, Counselling and Violence Prevention



Critical Incident Group Debriefing

St. John's: February 15

Critical Incident Group Debriefing is one of several methods that may be utilized to lessen the likelihood of participants experiencing symptoms of trauma and stress after a critical incident. While participants of this workshop will learn how to facilitate a group debriefing, they will also learn how to discern when group debriefing is not appropriate for a group.

Understanding Mental Health Concerns In Children And Youth

St. John's: March 8

This workshop is designed for education and social service providers, caregivers and anyone seeking a better understanding of the complexities that surround mental health with this population. Participants will be provided with a general overview of the common mental illnesses for children and youth, signs and symptoms, themes for treatment and the controversies that surround some of the diagnoses.

Cognitive Behavioural Therapy--Tools for Thinking Differently

St. John's: March 22

This workshop provides a strong foundational knowledge of the principles and strategies involved in using Cognitive Behavioural Therapy (CBT). Participants will gain an understanding of which populations tend to benefit the most from CBT, and will be equipped with many strategies and tools that can be practically applied in their work.

Depression--Practical Intervention Strategies

St. John's: April 23

This workshop reviews a variety of effective strategies that can be used to help an individual who is struggling with depression. Participants will learn practical strategies to help engage the depressed person on two levels: changing the negative relationship within oneself and changing interpersonal dynamics that perpetuate depression.

De-escalating Potentially Violent Situations™

St. John's: May 9

This workshop is designed to teach people to de-escalate potentially violent situations through assertiveness and interpersonal communication. Participants will develop a clear understanding of how to assess the potential for violence and respond with a diverse set of tools and strategies designed to defuse potentially violent situations.

Walking Through Grief--Helping Others Deal with Loss

St. John's: May 29

This workshop is designed to give helpers an increased awareness of the dynamics of grief and to provide tools and strategies to best support someone who is grieving. Cultural and popular understandings of grief and loss, and the influences these have on how we experience and work with grief will be explored.



To register or for
more information:

www.ctrinstitute.com
info@ctrinstitute.com
877.353.3205

LIVE STREAM WORKSHOPS

Participate in full-day,
live workshops from any
location.

For a list of workshops
being streamed in
2018 please visit our
website at:

www.ctrinstitute.com

Financing a Year of Deferred Salary Leave

The Deferred Salary Leave Plan (DSLSP) is available to any tenured teacher in a permanent position covered by the NLTA Collective Agreement. The terms of reference and other details of the DSLSP are set out in Article 51 of the provincial contract (Article 57 of the Labrador West Collective Agreement). Many teachers find the DSLSP an excellent means of financing a year of leave to pursue travel, family time, other employment, further studies, or any interest(s) one might have. Leave under the DSLSP is fully credited for purposes of pension, seniority, severance pay, salary increments, and sick leave. The plan is registered with the Canada Revenue Agency (CRA), which does not allow the year of leave to be taken as the last year before retirement. **The deadline to apply for enrolment in the DSLSP beginning in September is April 30 of the previous school year.** So, a teacher wanting to start paying in to a DSLSP in September 2018 would have to submit his/her application to the school district by the end of April 2018. The Deferred Salary Leave application and other information can be found under “Forms” on the NLTA website at www.nlta.nl.ca.

While the DSLSP provides an excellent opportunity for personal and professional rejuvenation, it is important to understand the economic realities of taking a deferred leave. NLTA Administrative Officers in Programs and Services are often asked what the “difference” is in take-home pay while participating in the DSLSP. We cannot provide specific financial details or advice

to members because each individual's situation is different and all financial matters, such as salary levels, income tax rates, CPP and EI contribution rates, etc. are subject to change. Accordingly, the information provided herein contains rough estimates only.

The following comparisons of net salary for a teacher on full salary versus the various DSLSP options are **rough calculations for illustrative purposes only**. Each individual teacher's situation will be different. The estimates are based on the salaries that were in effect as of September 2016, as per the collective agreements that are currently in effect. Taxes deducted vary for each teacher and they are approximations only, based on information provided by Teacher Payroll. EI and CPP deductions are based on 2018 formulae. All estimated figures are rounded to the nearest dollar. Teachers participating in the DSLSP continue to pay pension premiums based on the full, unreduced salary. EI premiums are paid on the full salary, but are not paid during the year of leave. Therefore, teachers may not be eligible for EI benefits in the year following the year of deferred salary leave, which may have implications for those wishing to take maternity leave right after a deferred salary leave.

Any further questions on the Deferred Salary Leave Plan should be directed to an NLTA Administrative Officer in Programs and Services at 726-3223 or 1-800-563-3599. Emailed inquiries sent to mail@nlta.nl.ca will be directed to appropriate Programs and Services staff for a response.

Full Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	70,391	81,531	92,234
Estimated Tax	13,554	17,162	20,685
Estimated EI	858	858	858
Estimated CPP	2,594	2,594	2,594
NLTA Fees	880	1,019	1,153
Pension Deduction	7,989	9,254	10,469
Estimated Net*	44,516	50,644	56,475

2/3 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	46,927	54,354	61,489
Estimated Tax	5,723	7,407	9,335
Estimated EI	779	858	858
Estimated CPP	2,150	2,517	2,594
NLTA Fees	587	679	769
Pension Deduction	7,989	9,254	10,469
Estimated Net*	29,699	33,639	37,464

3/4 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	52,793	61,148	69,176
Estimated Tax	7,343	9,718	12,167
Estimated EI	858	858	858
Estimated CPP	2,594	2,594	2,594
NLTA Fees	660	764	865
Pension Deduction	7,989	9,254	10,469
Estimated Net*	33,349	37,960	42,223

4/5 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	56,313	65,225	73,787
Estimated Tax	8,389	11,142	14,026
Estimated EI	858	858	858
Estimated CPP	2,594	2,594	2,594
NLTA Fees	704	815	922
Pension Deduction	7,989	9,254	10,469
Estimated Net*	35,779	40,562	44,918

* Estimated Net does **not** include an individual's insurances and other deductions.

NEWS & EVENTS

ATLANTIC REGIONAL MUSIC EDUCATION CONFERENCE

May 2018

Halifax, Nova Scotia. Hosted by the Music Education Associations in Atlantic Canada. More information to follow.

CANADIAN ASSOCIATION OF PRINCIPALS (CAP) 2018 CONFERENCE

May 15-18, 2018

Delta Hotel, St. John's. The NLTA School Administrators' Council is hosting CAP 2018. Theme: *Navigating Uncharted Waters: Keeping An Even Keel*. Further information: www.capnl2018.ca or @CAPNL2018.

NL COUNSELLORS' & PSYCHOLOGISTS' ASSOCIATION CONFERENCE & AGM

October 24-26, 2018

Capital Hotel, St. John's. More information to follow.

Dates to Remember

February 2018

Feb 11-17 Education Week

Feb 11-17 Teacher/Staff Appreciation Week

Feb 14 Janeway Day in the Schools

Feb 15 **Deadline:** PD Fund applications

March 2018

Mar 8 NLTA Provincial Executive Meeting

Mar 9-10 NLTA Joint Council Meeting

Mar 15 **Deadline:** PD Fund applications

April 2018

Apr 1 **Deadline:** Johnson Bursary Applications

Apr 15 **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP

Apr 19 **Deadline:** PD Fund applications

Apr 27-28 NLTA Provincial Executive Meeting

Apr 30 **Deadline:** Deferred Salary Leave Applications

Apr 30 **Deadline:** Year-end resignation from contract

May 2018

May 7 **Deadline:** Notice by Board of layoff

May 17 **Deadline:** PD Fund applications

Canadian Association of Principals (CAP) National Conference 2018

Delta Hotel, St. John's, NL

May 15-18, 2018

The NLTA School Administrators' Council is very excited to be hosting the upcoming National Canadian Association of Principals Conference. This opportunity to welcome administrators from across the country is one we take with much pride and excitement.

Registration is now open so please go to www.capnl2018.ca/registration for a detailed breakdown of what registration includes to be a part of this great professional development event.

www.capnl2018.ca

@CAPNL2018



NAVIGATING UNCHARTED WATERS: KEEPING AN EVEN KEEL

invest in our kids

We know that Teachers Change Lives Every Day.

But we also know that teachers in our province have been asked, year after year, to do more with less.

Classrooms have become more complex, yet they are being supplied with fewer resources.

Newfoundland and Labrador needs to face the future with evidence-based decisions – because, in the big picture, investing in education actually saves us money.

That idea is the inspiration behind a new initiative from the NLTA called Invest In Our Kids.

There's an overwhelming consensus in the research: investing in education gives us returns in every other area of society too.

When each student in our schools gets a better education, they go on to earn a better living, and contribute to building better communities.

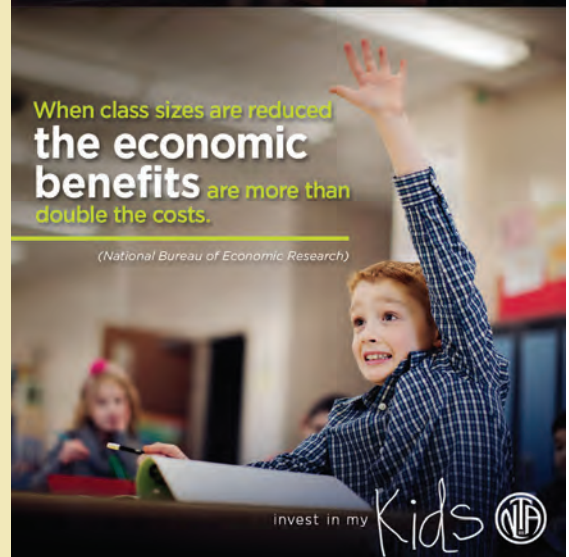
The decisions we make as a province affect all of us – and we believe they should be based on evidence and open discussion.

That's why we're building an online library of research and resources, so that anyone can get informed or get active, helping to shape a stronger future for our province.

Because we think the best way forward is to Invest In Our Kids.

Don't you agree?

Dean Ingram
NLTA President



www.investinourkids.ca