

# RESOLUTIONS TO THE 2019 BIENNIAL GENERAL MEETING

## CATEGORY A – ASSOCIATION

### Teachers at BGM as Observers

1. That the NLTA reserve a pool of funds to permit teachers in their first two years to attend BGM as observers. The number of teachers and the application process would be determined by Provincial Executive. **(Appalachia)**

#### **Explanatory Note:**

While Education students may attend BGM, it is also important to involve those teachers just starting their career. An early involvement and understanding of all aspects of the Association will hopefully increase engagement. While teachers are able to attend BGM as delegates and alternates, it is felt that an additional invitation should be extended to new and interested teachers to attend as observers.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA reserve a pool of funds to permit **early career** teachers ~~in their first two years~~ to attend BGM as observers, **subject to review after BGM 2021**. The number of teachers, **eligibility criteria**, and the application process would be determined by Provincial Executive." Then **CARRY AS AMENDED**.

#### **Rationale for Executive's Recommendation:**

Based on hotel rates for BGM 2019 and costs incurred during BGM 2017, the estimated average cost per BGM attendee is \$1,570.66 (hotel, travel, meals, etc.). The overall cost would depend on the number of observers approved to attend. The amendment suggested is meant to address a concern that the "first two years" descriptor is open to interpretation. Does it mean the first two years of active membership or does it mean the first two years in a regular teaching position? By inserting the reference to "early career teachers" and adding "eligibility criteria" it is felt Provincial Executive would be able to ensure a fair and transparent selection process.

## CATEGORY A – ASSOCIATION (CONT'D.)

### MUN Education Students Attend Joint Council

2. That the NLTA extend an invitation to Memorial University Education students to attend a Joint Council meeting and to cover reasonable taxi fare to attend such a meeting. The number of students and amount of funds available would be determined by Provincial Executive. (**Appalachia**)

#### **Explanatory Note:**

Extending the invitation to future teachers to become informed about the workings of the Association will increase their knowledge and hopefully their interest in being more involved members.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA extend an invitation to Memorial University Education ~~students~~ **student representatives** to attend ~~a~~ **one** Joint Council meeting **per year** and to cover reasonable taxi fare to attend such a meeting. The number of students and amount of funds available would be determined by Provincial Executive." Then **CARRY AS AMENDED**.

#### **Rationale for Executive's Recommendation:**

Based on the October 2018 invoice, the additional hotel-related costs (coffee breaks, luncheon, social) to attend a Joint Council meeting is approximately \$103.85 per attendee. Assuming a two day meeting and the MUN attendees would not require hotel rooms, we would estimate an \$80 per day round trip cab fare per attendee (assumes they are not cabbing from MUN) for a total estimated cost of \$263.85 per attendee. Total overall cost would depend on number of MUN students approved to attend. By amending to reference student representation, it was felt the same model allocating faculty society presidents to attend BGM could be used.

## CATEGORY A – ASSOCIATION (CONT'D.)

### Branch Alternate to Attend Joint Council

3. That the NLTA reserve a pool of funds for 2019-2021 such that branches can apply to fund one alternate per branch to one Joint Council meeting over the two-year period. This would be a two-year trial and would be evaluated in 2021 as to its effectiveness and the results presented at the 2021 BGM. (**Appalachia**)

#### **Explanatory Note:**

One potential way to engage teachers is to offer them the opportunity to attend a Joint Council Meeting every two years. While there is a cost involved, the Association is currently in a positive financial position and can well afford such an opportunity. Alternates at a Joint Council Meeting would first be done on a trial basis to survey its benefit to the Association.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA reserve a pool of funds, **not greater than \$80,000** for 2019-2021 such that branches can apply to fund one ~~alternate~~ **observer** per branch to one Joint Council meeting over the two-year period. This would be a two-year trial and would be evaluated in 2021 as to its effectiveness and the results presented at the 2021 BGM." Then **CARRY AS AMENDED**.

#### **Rationale for Executive's Recommendation:**

The estimated cost to have additional teacher observers attend a Joint Council meeting is \$1,569.05, having all 49 branches have alternates attend over the two-year period would have a total cost of \$76,884 (\$19,221 per meeting, spreading the alternates evenly over the four meetings). Estimated costs include hotel rooms, per diems, additional hotel costs and the teacher leave cost estimates. The first proposed amendment establishes a maximum fund. The second addresses a concern that some branches should not have alternates when others would not. Having observer status would not allow for participation in the debate or vote of Joint Council. It would be strictly an opportunity to observe the Joint Council process.

## CATEGORY A – ASSOCIATION (CONT'D.)

### Longer Term for President and Vice-President

4. That the NLTA explore the positive and negative consequences of having the NLTA President and Vice-President serve longer terms, rather than the current two-year term. Once findings are produced they are to be presented to the NLTA membership.  
**(Appalachia)**

#### **Explanatory Note:**

The current two-year term of NLTA President and Vice-President may not be the most beneficial term length for the Association or for those serving in these positions. A longer term may encourage a wider selection of candidates for these positions, provide stronger consistent leadership, and save the NLTA money.

**Executive's Recommendation: CARRIED**

#### **Rationale for Executive's Recommendation:**

The cost saving associated with longer terms would be minimal. There will be a discussion on adopting electronic voting to elect the President and Vice President at this BGM. Depending on the term length proposed (i.e. three-year term) there would be savings related to relocation costs (\$10,000 budgeted) (every three years vs. every two). The move to a term length greater than the current two may have tax implications; currently CRA considers a position of two years or less to be temporary and assuming all other conditions are met provided housing or a housing allowance is not considered a taxable benefit. While the Association could apply to CRA for an exemption, there is no guarantee this would be granted and any housing or allowance provided would be considered a taxable benefit.

## CATEGORY A – ASSOCIATION (CONT'D.)

### Funding Alternates to BGM

5. That the NLTA fund costs for an alternate delegate to attend a Biennial General Meeting from any branch. (Ganovia)

#### **Explanatory Note:**

This explanation is two-fold. First, yes a large branch has more delegates than smaller branches, hence the reason why having an alternate for small schools made sense. But, let's say, a branch with 20 members is represented by one vote, but if that member can't make it, then someone is there to fill in. For my branch, Ganovia, we have 262 members and 3 delegates. That means each delegate represents approximately 87 members each. If one delegate cannot make it, there is no one to represent those 87 people. Therefore, 20 members have more voting rights than the 87 members from a large centre. This seems unfair. Second, an alternate only has voting power if a delegate cannot attend. The vote ratio does not change. We are looking for membership engagement and most of us know here at BGM that being a part of these meetings gives a whole new perspective of the NLTA and is a great learning experience for all teachers.

#### **Executive's Recommendation: DEFEAT**

#### **Rationale for Executive's Recommendation:**

The total estimated cost to have all 49 branches have an additional funded alternate attend BGM would be \$76,962.33. This would mean an additional cost of \$36,110 per BGM. There would likely be additional costs from Eastern Audio for additional microphones, etc. Parking, which is already a point of concern at BGM, would be aggravated. If the Sheraton were unable to accommodate the additional alternates in the existing meeting space there would be additional costs associated to moving BGM to the Convention Centre and Delta Hotel. Additional hotel rate for all delegates would be \$14 per night plus \$14 per day for parking. Currently, if a branch delegate is unable to attend BGM, the branch can select another delegate to attend in their place. Branches continue to be able to fund an alternate out of branch funds. Delegates for each branch represent all members of the branch, not only a group of members. If there is a concern about a branch not being able to exercise all of its voting rights, a suggestion would be a motion from the floor that would entitle any delegate to exercise all or some of the branch voting cards in the absence of a delegate. This is the practice used at the Canadian Teachers' Federation and the Canadian Association for the Practical Study of Law in Education general meetings.

## CATEGORY A – ASSOCIATION (CONT'D.)

### Restructuring of Joint Council

6. That the NLTA do an internal review to restructure Joint Council to create a more accurate representative model. (**Ganova**)

**Explanatory Note:**

The current model only implements regional representation when it should consider demographic representation. Some at my branch feel young teachers were not represented in the last contracts and feel Joint Council is the most important body that makes the majority of decisions.

**Executive's Recommendation: DEFEAT**

**Rationale for Executive's Recommendation:**

Joint Council is an important element of the overall NLTA governing structure. It has the ability to make advisory motions, approve policy changes by Executive and make recommendations on tentative agreements accepted by Executive. The current structure is built upon the principle that all branches have an equal vote at Joint Council and that Joint Council comprises only NLTA Provincial Executive and Branch Presidents. Branches represent all teachers in a branch and every teacher has the opportunity through branch meetings and elections to have their voice heard. If the intent of the motion is to re-examine the representative structure of Joint Council, the first step should include a review of branch viability.

## **CATEGORY A – ASSOCIATION (CONT'D.)**

### **Number of Terms a President Can Be in Office**

7. That the NLTA determine the feasibility of changing the maximum number of terms of office for the President of the Association from two to three terms. **(Green Bay)**

**Explanatory Note:**

There should be ample opportunity for the membership to vote for a President who wishes to run for a third term in office.

**Executive's Recommendation:** NO POSITION

**Rationale for Executive's Recommendation:**

A similar resolution to BGM 2017 was defeated.

## CATEGORY A – ASSOCIATION (CONT'D.)

### Administrative Officer Information Package

8. That the NLTA develop an information package for NLTA members who are striving to work at the NLTA as future Administrative Officers that would include, but not limited to expectations of qualifications, education and experience. **(St. John's Centre)**

**Explanatory Note:**

The purpose of this package would be to assist current NLTA members to be successful candidates in job competitions.

**Executive's Recommendation: DEFEAT**

**Rationale for Executive's Recommendation:**

Currently, the desired qualifications, skills and experience are provided to all potential candidates through the job advertisement. In addition, all NLTA policies and the collective agreements are available through the NLTA website. Information on recent arbitration decisions are printed in *The Bulletin* and available online. In cases of candidates selected for interviews who are unsuccessful, an in-person debriefing on their responses to questions, along with NLTA expectations, are made available to candidates following the selection process. In some cases individuals have used these meetings to learn what steps they should take to be successful.

This would require assigning an Administrative Officer to develop the information requested and to identify those interested in pursuing a career as an Administrative Officer. There is also a concern the supplying of such packages would have on the interview process and the ability of Executive to assess each candidate.



## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Engagement Committee

10. That the NLTA strike a committee to solicit ideas/suggestions from teachers on how they wish to be informed and engaged in the union. (**Appalachia**)

#### **Explanatory Note:**

Teacher engagement is always an issue. We need to hear from teachers on best methods to inform them and what they are seeking from our organization.

#### **Executive's Recommendation: DEFEAT**

#### **Rationale for Executive's Recommendation:**

There had been an Ad Hoc Committee on Teacher Engagement that later became an NLTA Standing Committee. The committee had the mandate to address the emotional, practical and professional connection of teachers to the Association as a means of promoting growth, maintaining momentum (with consideration to the geographical, generational, pedagogical and individual needs of teacher) and building engagement by:

1. obtaining input and suggestions regarding membership engagement from various teacher audiences;
2. providing input and making suggestions to Provincial Executive on areas of membership engagement;
3. reviewing and monitoring activities in the area of membership engagement.

Consultation sessions were held with Joint Council to gather information on Membership Engagement in March 2014. All standing committees had input into the consultation sessions. An Action Plan was developed for Membership Engagement. A survey of the membership took place in 2014 on Membership Engagement. The Membership Engagement Committee grappled with the best approach to membership engagement and made some recommendations to Provincial Executive.

In February 2017 the following motions were passed by Provincial Executive:

1. That at the end of the term of the 2015-17 Membership Engagement Committee that the mandate and work of the Membership Engagement Committee be incorporated into the Communications/Political Action Committee and the name/mandate of that committee be revised to be Communications/Political Action/Membership Engagement.
2. That the 2017-19 Provincial Executive give consideration to having Membership Engagement as one of the Priorities for the NLTA when priorities are selected at the August planning meeting of Provincial Executive.

The 2018-19 Communications/Political Action Committee have discussed membership engagement and recently recommended a Teacher Recognition Program which was accepted by Provincial Executive. Other NLTA standing committees have also made recommendations concerning teacher engagement.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Removal of the Word “Pervasive”

11. That the NLTA lobby government to remove the word “pervasive” from all of their documents due to the negative connotation. (With the exception of a PDD diagnosis as it is a medical term) **(Special Services Council)**

#### **Explanatory Note:**

The word “pervasive” as defined by the Collins English Dictionary is an adjective that means something, especially something bad, that is pervasive, is present or felt throughout a place or thing. The Oxford Dictionary defines “pervasive” as an adjective (especially of an unwelcome influence or physical effect) spreading widely throughout an area or a group of people. We are not sure that there needs to be any further rationale for wanting this removed. The word was used in a news story this past year related to the missing funds/materials from the NLESD. “AG finds ‘pervasive’ financial rule breaking and oversight problems at NLESD”. There are much friendlier terms to use when talking about some of the most valuable students in our education system.

#### **Executive’s Recommendation: CARRY**

#### **Rationale for Executive’s Recommendation:**

In discussions between the NLTA and officials at the Department of Education & Early Childhood Development (EECD), it is clear that EECD is having the same discussion, to eliminate the use of the term “pervasive”. EECD “special services staff” no longer officially refer to students as having “pervasive needs.” Instead, they are looking at the possibility of replacing the term with “complex needs” when appropriate. Complex Needs in the Draft RTL Policy states:

***Complex Needs:** The challenges a child or youth is experiencing with such frequency, intensity, and/or duration that it adversely affects the health, learning and/or safety of self and/or others. These challenges occur across multiple domains (academic, behaviour, mental health, family relationships and/or physical health) and settings.*

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Teacher Access to Prescribed Curriculum Resources

12. That the NLTA lobby the NLESD and the Department of Education to ensure that teachers have access to the prescribed curriculum resources across all subject areas and grade levels and that, where necessary, these resources be delivered to schools for teachers to have access to these materials in order to effectively implement the curriculum. **(Music Council)**

#### **Explanatory Note:**

It has come to the attention of the Music Special Interest Council that new schools that have opened over the past number of years are operating without necessary curriculum resources in some subject areas, particularly music. New schools have been working together with administrators, the NLESD as well as the Department of Education to find a resolution to this ongoing concern but are yet to receive any printed resources as outlined in the curriculum. This applies to schools with various configurations, for example K-6, K-7 as well as 5-8 schools. This has caused great concern and frustration for teachers who are seeking a timeframe on when to expect resources with no answer in sight.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA lobby the NLESD and the Department of Education to ensure that teachers have access to the prescribed curriculum resources across all subject areas and grade levels and that, where necessary, these resources be delivered to **all** schools (**existing and new**) **by the school opening date** for teachers to have access to these materials in order to effectively implement the curriculum." Then **CARRY AS AMENDED**.

#### **Rationale for Executive's Recommendation:**

All teachers require curricular resources to be delivered in a timely fashion.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Update Special Services Language, Roles and Responsibilities

13. That the NLTA lobby the government for an updating of all special services language, roles and responsibilities. (**Special Services Council**)

**Explanatory Note:**

The Department of Education website previously had a section that explained roles and responsibilities, as well as definitions. The website was not only helpful for teachers, but was also very helpful for families who are trying to navigate their way through the education system.

**Executive's Recommendation:** REFER TO EXECUTIVE

**Rationale for Executive's Recommendation:**

Although committee members acknowledged that updated language on the EECD website would be useful for all stakeholders, the committee recognized that there is significant work being done in this area as part of the Premier's Task Force action plan. The committee thought it advisable in this instance to wait for further developments from PTF. Since teachers are part of the working groups and NLTA is represented, there are opportunities to advocate for clear communication strategies.

The committee acknowledged the usefulness of the previous website and acknowledged that the area of special services is receiving significant attention as part of the action plan of the PTF.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Improve Methods of Reporting for Special Needs

14. That the NLTA lobby government to improve methods of reporting for special needs students that are more dignified for students and more user friendly for the teachers.  
(Special Services Council)

#### **Explanatory Note:**

Students who are on a functional curriculum often work on some of the same life skills for their school careers. Teachers updating on the sometimes slow progress of these students is demeaning to the students. For example, Jack working on spelling J-A-C-K is a necessary skill if the student's name is Jack for a variety of reasons. However, updating the progress or lack thereof multiple times a year for years on end seems insensitive. There may not be a need for posting on each individual objective in a functional curriculum but rather a positive anecdotal report could be more positive.

#### **Executive's Recommendation: DEFEAT**

#### **Rationale for Executive's Recommendation:**

The committee expressed some concerns that more anecdotal reporting might contribute to increased workload expectations for teachers. The committee felt that there are currently adequate opportunities for positive reporting. Committee members felt that it would be more advisable to adjust the outcomes when they are unmet by students on a functional curriculum. This would reduce the need for repeated negative reporting and protect the teacher against questions about why students are not progressing.

The committee recognized that there is a continuing problem of taking children off the prescribed curriculum in order to provide a functional curriculum. This requires the teacher to demonstrate that the student is incapable of meeting regular curricular objectives. The committee noted similar concerns for the process of moving students to the general curriculum in high school. In that respect, the committee acknowledged that the process of moving students seems to lack dignity at times, but felt the actual reporting of the program provides opportunities for positive comments.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Hiring of Itinerant French Special Education Teachers

15. That the NLTA lobby government to hire itinerant French special education teachers to address the needs of our students who struggle with their second language instruction. **(Special Services Council)**

#### **Explanatory Note:**

The allocation of an itinerant French Immersion teacher would alleviate the frustration and stress from our teachers allowing them to become more productive in their classrooms and able to cope with the high demand of needs that are sitting before them. It would allow teachers to have a contact/liaison to discuss concerns face to face while allowing strategies to be implemented for kids of learning difficulty. In turn, students would enjoy staying in the second language classroom and would avail of the learning styles that they so deserve while enrollment would remain intact and increase in our primary, elementary and junior schools.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA lobby government to ~~hire~~ **create** itinerant French special education ~~teachers~~ **allocations** to address the needs of our students who struggle with their second language instruction." Then **CARRY AS AMENDED**.

#### **Rationale for Executive's Recommendation:**

The committee felt that any efforts to hire more people for the education system would be positive. They recognized the changing nature of French Immersion classrooms and the committee felt that there is a need for additional supports. The committee suggested a change to the language of the resolution to reflect that EECD does not actually do the hiring of teachers.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Hiring of Occupational Therapists

16. That the NLTA continue to lobby government to hire occupational therapists for the school system. (**Special Services Council**)

**Explanatory Note:**

There are high numbers of students in the school system with sensory needs that require occupational therapy consults and monitoring. The waitlist at the Janeway is long.

**Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA continue to lobby government ~~to hire occupational therapists~~ **for occupational therapist allocations** for the school system." Then **CARRY AS AMENDED**.

**Rationale for Executive's Recommendation:**

The committee fully supported the spirit of the resolution. They noted that the current procedures for getting occupational therapist supports are time-consuming and felt that students would be much better served if there were OT positions directly in the education system. Committee members noted a need to change the wording of the resolution to recognize that EECD provides allocations, but does not hire teachers.

The committee noted the success of the NLTA in its efforts to protect Speech Language Pathologists and Educational Psychologists. The committee expressed hope that this success could lead to the inclusion of additional groups, including Occupational Therapists, in the future and was supportive of these efforts. The proposed changes to the language of the resolution simply reflect that EECD creates allocations and the Districts hire teachers. The committee noted that the resolution acknowledges the efforts of the NLTA in this area.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Committee on Special Education

17. That the NLTA lobby government to form a committee with the Department of Education, NLTA staff member, NLESD representative, and a special education teacher from junior high, and high school to discuss problems and issues with special education, and to work together to problem solve these concerns for our students. (Primary and Elementary are currently being addressed through the PTF). **(Special Services Council)**

#### **Explanatory Note:**

There appears to be many communication issues between the entities involved in education. By forming a committee that is working with common goals, some consistency within the system may be found.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "Be it resolved that the NLTA lobby government to form a committee with ~~the Department of Education, NLTA staff member, NLESD representative, and a special education teacher from junior high, and high school~~ **representation from EECD, NLTA, NLESD, CSFP, and currently practising special education teachers from primary, elementary, junior high, and high school** to discuss problems and issues with special education, and to work together to problem solve these concerns for our students. ~~(Primary and Elementary are currently being address through the PTF).~~" Then **CARRY AS AMENDED.**

#### **Rationale for Executive's Recommendation:**

The committee agreed with the resolution and thought that all stakeholders should have a voice. For that reason, the committee supported the resolution, but felt that it would be preferable to have representation from all levels of the school system, including primary and elementary. This would allow for richer information and more continuity throughout the system. The committee added 'currently practising' to ensure that the realities of today's classroom would be represented in the discussions of such a committee.

The committee noted that there used to be a committee with a similar purpose and thought that this would be helpful in the future. They thought that having primary and elementary representatives involved in current working groups was helpful and that having representation from higher levels would build on this success.



## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Special Education Training

18. That the NLTA lobby government to ensure that all teachers and administrators in the education system have completed some training in Special Education. (**Special Services Council**)

**Explanatory Note:**

With the inclusion model there are higher numbers of students in our classrooms with diverse special needs who may be on IEP and ISSPs. Without having an understanding of special education core aspects and terminology, it is very difficult to meet the needs of the special needs students in the classroom and in the building.

**Executive's Recommendation: DEFEAT**

**Rationale for Executive's Recommendation:**

The committee acknowledged that all teachers have to deal with much more diverse classrooms than previously. However, the committee felt that there were several potential negative implications of this resolution. The committee thought it could lead to reduced protection for redundancies for Special Education/Instructional Resource teachers if all staff had training in special education. The committee thought that not all members would wish to have a requirement for additional training. There were additional concerns that having all teachers trained in special education might lead to reduced IRT allocations. The committee also felt that such an initiative might increase workload for classroom teachers.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### CPI Training

19. That the NLTA lobby the Department of Education to provide the leave time and training so that all new teachers (as a part of teacher orientation), and any existing teachers who have expressed an interest, have CPI training at the beginning of each school year.  
**(Appalachia)**

#### **Explanatory Note:**

The culture and climate of the school and student body makeup is continually changing, made up of a variety of behavioural and mental health needs. CPI is not merely the physical aspect of necessary holds in emergency situations, but also a complete mindset change and a toolbox of useful strategies to use with students of all types, not just those with extreme physical behaviours. Teachers need every advantage available to them when dealing with a continually changing school environment and student climate. CPI training gives insight and allows teachers to support their co-workers in behavioural situations.

#### **Executive's Recommendation: DEFEAT**

#### **Rationale for Executive's Recommendation:**

The committee felt that many teachers (new or already established) would not want this as it would likely place an expectation on them that they be required to use such CPI techniques since they would have the training. There was an Elementary Teachers' Federation of Ontario recommendation made to its members re the same concept and possible resultant expectations. The committee also raised the concern that there is a cost/retraining for teachers to stay certified every two years.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Virtual PD from Home

20. That teachers be given the option to complete virtual PD from home. **(Taylor's Brook)**

**Explanatory Note:**

Many teachers in rural schools travel in from other communities and the internet service at their homes is often much better than that at the schools. It is not uncommon for teachers doing the PD at school to have connectivity issues so it would seem to make more sense to sign in from a reliable source.

In January, one of our teachers was scheduled for PD and the school closed for weather. When he asked if he could do it the next day, he was told that the sub time would come out of our school bank as the sub was already booked, but if he wanted he could sign in from home. Many teachers that attended the PD that day were also connected from home because the weather closures were many.

If this is the case during “special circumstances”, why not make it an option on any day?

**Executive's Recommendation: DEFEAT**

**Rationale for Executive's Recommendation:**

The committee felt that if the resolution passed it might set a precedent and open the door to a requirement to complete PD on days of weather-related closures. The committee noted that the NLTA advocates against increasing requirements for teachers to work at home and that such a decision might weaken its arguments. The committee also raised concerns about social justice issues where some teachers might have access to resources at home, but others might not. There were also concerns about security issues, like encryption and a belief that the employer should provide resources and equipment required for work.

The committee felt that giving choice to teachers is generally positive and that there may be reasons why such a proposal would be beneficial in specific circumstances. However, the potential negative implications outweighed the positive aspects in the view of the committee. They noted that such a move might also suggest that the NLTA is supportive of teachers doing work from home with their own resources.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Primary French Immersion Cap Size

23. That the NLTA lobby the NLESD and the EECD to revisit the primary French Immersion cap size such that it is in line with the primary English class cap. (**Appalachia**)

**Explanatory Note:**

The French Immersion cap is higher than the English class cap. While French Immersion is a parental choice for their child, such a program decision should not create extra large classes that impact student learning.

**Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA lobby the NLESD and the EECD to revisit the ~~primary~~ French Immersion cap size such that it is in line with the ~~primary~~ English class cap. Then **CARRY AS AMENDED**."

**Rationale for Executive's Recommendation:**

The committee fully supported this resolution. They proposed a change in the language of the resolution to broaden its scope. The committee supports all efforts to reduce class size.

The committee did not see any reason to limit the resolution to the primary level. Efforts to reduce class size at all levels should be encouraged. The changing nature of French Immersion classes was recognized as another argument to support this resolution.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Reformat K-6 Report Card

24. That the NLTA lobby the Department of Education to alter the report card format for K-6 report cards. (**Ganova**)

#### **Explanatory Note:**

Revamping the report card format would allow for parent comprehension of the success of their child. Once the level of success is clearly communicated to parents, if necessary, early assessments and interventions could be identified to ensure students' success and confidence. Primary/Elementary teachers feel that the report cards are too broad and do not reflect student success or lack thereof. One outcome in Mathematics is Numbers. This outcome is very broad and a student may understand one topic of Numbers but not another. For example, the students know how to add decimals but cannot multiply them. These suggestions include:

- Online reporting such as PowerSchool so parents can keep up on any changes to their child's learning in real time.
- Space for success of specific curriculum outcomes and grade level benchmarks should be identified on the report card. This could be completed using a course specific drop down menu. This aims to allow for parents to understand where the child is successful and where the student can be assisted.

#### **Executive's Recommendation: DEFEAT**

#### **Rationale for Executive's Recommendation:**

The committee felt that passing this resolution could add to the workload for teachers. There was concern that adding space for more specific outcomes could increase reporting responsibilities. They noted that there are already several outcomes per subject area for each term. The committee believed that explanatory comments and interviews help inform parents/guardians presently.

The committee noted that presently, teachers are not permitted to identify specific reading benchmark levels. They did not think that further delineation of outcomes would make reports more informative for parents.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Elimination of Paper Copies of Report Cards

25. That the NLTA lobby the NLESD and the Department of Education to eliminate paper copies of report cards unless requested by the parent. **(Ganova)**

#### **Explanatory Note:**

With PowerSchool access, paper copies of report cards seem redundant. There should be a system where report cards can be printed when requested by a parent who does not have computer access, otherwise students and parents have full access to grades and comments at all times. This would also be environmentally friendly.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA lobby the NLESD and the Department of Education to eliminate paper copies of report cards unless requested by the parent **or guardian, but continue to print a copy of final reports for the purposes of cumulative records.**"

Then **CARRY AS AMENDED.**

#### **Rationale for Executive's Recommendation:**

The committee was favourable to the resolution, but determined there was a need to change the language to reflect the role of cumulative records. Cumulative records are the permanent, official record for students at present and offer protection for teachers in many circumstances.

With the change in language, the committee felt that this offered choice to parents/guardians and would reduce the time and resources required for printing. The committee also recognized the positive impact on school copying costs.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Cleanliness of School Buildings

26. That the NLTA lobby EECD/NLESD for higher standards of cleanliness in school buildings. (St. John's Centre)

#### Executive's Recommendation: AMEND AND CARRY

**AMEND** to read: "That the NLTA lobby EECD/NLESD for ~~higher standards of cleanliness in school buildings~~ **increased allocations for maintenance staff in school buildings and that every effort is made to ensure sufficient staffing levels.**"

Then **CARRY AS AMENDED.**

#### Rationale for Executive's Recommendation:

The committee proposed amended wording because the intent of the resolution is to improve cleanliness. The committee felt that the best way to achieve this goal is to hire more maintenance staff. There were some concerns that the original wording was too general and could lead to higher expectations for teachers and possibly increased responsibilities for administrators.

The committee noted that problems often arise when maintenance staff are missing and not replaced. For that reason, the committee added the comments about ensuring sufficient staffing levels.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Equitable Access to Digital Resources

27. That the NLTA advocate that either the Department of Education and Early Childhood Development or the school district develop, maintain, and provide free access to a Virtual School Library Learning Commons for all Newfoundland and Labrador students, using a model similar to that provided by the Toronto District School Board:  
[www.tdsb.on.ca/library](http://www.tdsb.on.ca/library). (**Teacher-Librarians Council**)

#### **Explanatory Note:**

At present, some school libraries provide access to virtual school library learning commons, i.e. school library websites that connect students to freely available and also subscription resources such as research databases, digital creation tools, and means of making global connections. Leveraging the digital world is a key tenet of Michael Fullan's Deep Learning model but at the current time, students in K-12 in our province do not have equitable access to these resources. Some schools can afford the subscriptions, many cannot. As we know, bulk purchasing of digital resources is often much cheaper.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA advocate that either the Department of Education and Early Childhood Development or the school district develop, maintain and provide free access to a Virtual School Library Learning Commons, ~~using a model similar to that provided by the Toronto District School Board: [www.tdsb.on.ca/library](http://www.tdsb.on.ca/library)~~ **and equitable access to digital resources** for all Newfoundland & Labrador students." Then **CARRY AS AMENDED**.

#### **Rationale for Executive's Recommendation:**

The committee agreed with the request for greater access to resources and stressed the importance of providing equity for all students. Although they agreed that was the spirit of the resolution, the committee wished to add "equitable access" to strengthen the language.

The committee did not see the need to restrict the model to the one proposed and decided to strike that reference from the resolution. They also expressed the need for greater support for learning resources generally in the education system.



## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Report Card Drop-Down Menu

28. That the NLTA lobby school districts to allow Primary/Elementary teachers to use the drop-down comments available in PowerSchool or provide them with a bank of approved comments to use for report cards. **(Conception Bay South)**

#### **Explanatory Note:**

Report card writing for Primary/Elementary teachers can take up a great deal of time. First, due to the nature of the way students in these grade levels are assessed and the need to use the 4 point rubric to report their achievement. Second, due to the inconsistency of what to include in the comments section and the amount of time it takes administrators to proofread each report card.

Allowing Primary/Elementary teachers to use the drop-down comments available in PowerSchool would eliminate the need for administrators to approve wording and proofread every report for typos/grammatical errors. Teachers should be provided with a digital bank of pre-approved comments to cut and paste if not approved to use the PowerSchool comments.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA lobby school districts to allow Primary/Elementary teachers to use ~~the~~ drop-down comments ~~available in PowerSchool or provide them with a bank of approved comments to use~~ for report cards." Then **CARRY AS AMENDED**.

#### **Rationale for Executive's Recommendation:**

The committee felt that reporting is a significant workload issue for teachers. A list of available comments might reduce the time needed to complete reports. The committee thought this could make reporting more consistent within and across schools. The proposed change in language was intended to address concerns that 'approved comments' might be too restrictive.

The committee felt that the comment section is stressful and time consuming for teachers, although they acknowledged the valuable information that the comments can provide. The committee thought that this resolution would not limit teachers' ability to make comments and could be helpful in some circumstances.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Assistive Technology Accommodations

29. That the NLTA lobby school districts to ensure that each student who requires a specific device to meet their assistive technology accommodations has their own dedicated device for use at school, outside of any group sets of devices available to all other students.  
**(Conception Bay South)**

#### **Explanatory Note:**

Often times, students requiring assistive technology to meet their documented accommodations do not receive a device that is specifically reserved for only that student. Instead, teachers must plan work and/or assessments around availability of a “set” of devices. If technology such as Chromebook or an iPad is listed on a student’s Record of Accommodations Form, that student should have a device that is dedicated solely for their use within the school building.

#### **Executive’s Recommendation: AMEND AND CARRY**

**AMEND** to read: “That the NLTA lobby school districts **and EECD** to ensure that each student who requires a specific device to meet their assistive technology accommodations has their own dedicated device for use at school, outside of any group sets of devices available to all other students.” Then **CARRY AS AMENDED**.

#### **Rationale for Executive’s Recommendation:**

The committee acknowledged that approved assistive technology is intended to be dedicated to specific students, but that this is not always the practice due to delays in processing requests. The committee wished to amend the resolution to reflect that EECD provides devices for students.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Additional Tech Support

31. That the NLTA lobby EECD/NLESD to hire more district tech support to deal with the mass amounts of technical supports needed in today's school environment – and to deal with the long wait times for such technical support. **(St. John's Centre)**

**Explanatory Note:**

Self-explanatory and an ongoing issue.

**Executive's Recommendation: CARRY**

**Rationale for Executive's Recommendation:**

NLTA receives regular calls and complaints about this issue. There are concerns about the long delays in getting work done and the impact on teaching and workload as a result.

The NLTA continues to advocate for teachers on this issue. The resolution is requesting hiring additional staff for this purpose. This would be helpful to teachers and administrators and not be seen negatively by members of another bargaining unit.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Administration Harassment on Social Media

32. That the NLTA lobby the NLESD to develop a strict policy to deal with issues of administration harassment on social media. (**Appalachia**)

**Explanatory Note:**

Administration harassment on social media is growing and getting more difficult to manage. The public and especially parents need to understand that this type of negative behavior is not appropriate and should not be tolerated.

**Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA lobby ~~the NLESD~~ **school districts** to develop ~~a strict and enforce~~ policy to deal with issues of ~~administration~~ harassment **of NLTA members** on social media." Then **CARRY AS AMENDED**.

**Rationale for Executive's Recommendation:**

No NLTA member should be subject to being harassed on social media (or any other medium). This is in line with both the Safe and Caring Schools Policy of EECED in addition to the Respectful Workplace Policy of NLESD.

The committee felt it would be appropriate to include all NLTA members in such a policy – not just administrators. The committee also felt that while current policy should cover this topic, the specific issue of harassment on social media is becoming more and more prevalent and as such, could warrant having its own unique policy or protocol for dealing with such behavior. The word "strict" was also omitted as it was seen as being redundant.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Student Assistant Duties

33. That teachers should not be expected to perform the duties of a Student Assistant on a regular basis. (**Appalachia**)

**Explanatory Note:**

With cuts in Student Assistant hours, an additional teacher or the administration is expected to supervise those students normally monitored by SAs during recess and lunch.

**Executive's Recommendation: DEFEAT**

**Rationale for Executive's Recommendation:**

There is a NL Court of Appeal ruling in a matter brought forward by NAPE re teachers doing the work/duties of student assistants. Application was made to bring the matter to the Supreme Court but was denied. The case essentially stated that in the absence of a student assistant (for whatever reason), a teacher could be required, indeed expected, to perform the duties normally associated with a student assistant.

There has been discussion with NLESD re protocol to follow when a student assistant is out and not able to be replaced with another student assistant. The protocol states that when this situation arises, the school admin should endeavour to reassign other student assistants in the building based on student need (portering, feeding, etc.) and only then when necessary, should a teacher be asked to perform the duties normally done by student assistants.

It was felt by the committee that the best way to address this concern is by advocating for more appropriate student assistant allocations.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Three-week Pay Gap

34. That the NLTA work with Teacher Payroll to develop a method such that those teachers who wish to avail of avoiding the three-week pay period be permitted to have an amount deducted from their cheque to offset the week without pay. This amount would be paid out during the third week of the three-week pay gap. (**Appalachia**)

**Explanatory Note:**

Teachers are still looking for ways to avoid the three-week pay gap. This may be a viable solution.

**Executive's Recommendation: DEFEAT**

**Rationale for Executive's Recommendation:**

As per Clause 22.01(b) of the Collective Agreement, a committee revisited this issue and was not prepared to make recommendations for change that would potentially be seen as negative by teachers (monthly or bi-monthly pay, reduced bi-weekly pay during a 27 pay period year, etc.) on a regular permanent basis as opposed to once every 5-6 years.

NLTA informs teachers well in advance as to when this occurs. The committee felt that personal/individual budgeting (in advance of the gap) would be one way for a teacher to deal with this. The committee also felt that having multiple options/methods for teachers to opt in/out of would not work given that there are already so many payroll issues. This could also be an additional workload item for school-based personnel in determining who is on what method of payment and dealing with issues that arise as a result.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Caps on IRT 1 and IRT 2

35. That the NLTA lobby government for a more organized approach to supporting inclusion and special education within the education system with specific caps on IRT 1 and IRT 2. **(Special Services Council)**

#### **Explanatory Note:**

There is a major lack of organization in the current system. Students are falling through the cracks with the inclusion model. They are being excluded by the inclusion model. Systems such as the prior categorical and non-categorical special education and pathways were well-structured systems that ensured that student needs were being met in a well-organized and supported manner, and the Instructional Resource teachers are not overwhelmed with work. Student caps on teacher caseload helped to lead to a more enhanced teaching and learning environment. While the current system is 'needs based', it is difficult to truly determine student need through the pervasive needs online documentation.

**Executive's Recommendation:** REFER TO EXECUTIVE

#### **Rationale for Executive's Recommendation:**

With the current roll out of the PTF recommendations (Phase 1 schools this year and Phase 2 and 3 schools in years to come) and with NLTA staff already on various levels of committees, it was felt best to refer this matter to Provincial Executive for consideration to see how things progress with the Phase 1 schools.

One of the teachers on the MBS committee is in a Phase 1 school and expressed her opinion that the matter of this resolution should be dealt with as the new RTL draft policy comes into place.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Cap on SLP Services

37. That the NLTA place a cap on SLP services. (**Special Services Council**)

**Explanatory Note:**

The caseloads of the SLPs in our province continue to grow. There is no doubt that all research today on speech and language focuses on the importance of early and intensive interventions. When SLPs are carrying hundreds of students on their caseload, how are they supposed to address the needs of students with diagnosed S/L concerns?

**Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA ~~place a cap~~ **lobby government for caps** on SLP ~~services~~ **caseloads**. Then **CARRY AS AMENDED**."

**Rationale for Executive's Recommendation:**

The Association regularly advocates for increased allocations for Speech-Language Pathologists. It has been referenced in opening packages in negotiations, the submission to the Premier's Task Force and most recently in the NLTA's pre-budget submission.



## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Administrator Protection

38. That there be a provision for slander against an administrator so that it can be addressed.  
(School Administrators' Council)

**Executive's Recommendation:** REFER TO EXECUTIVE

#### **Rationale for Executive's Recommendation:**

More information required. The question was also raised as to why only slander? Would libel also not be a concern? The thought here is that the intent of the Resolution is to lobby school districts to put in place a protocol for dealing with defamation of administrators. While this is a legal matter, the feeling of the committee is that the District should have some such protocol in place as many such matters are not seen to be significant enough to take legal action against.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### School Calendar Changes

39. That the NLTA include in the next opening proposals for contract negotiations that any changes to the school calendar by the board has to be communicated to teachers with a minimum notice of five working days. **(Ganova)**

#### **Explanatory Note:**

The Gander school system has PL days allotted during the school year called “system PL day” such that all schools are off for PL at the same time. This is beneficial for colleagues from different schools in the area to get together to discuss transitioning for students. For example, the two department heads from St. Paul’s Intermediate and Gander Collegiate meet up to discuss student needs, retention issues, testing issues, etc. This is also beneficial for the primary to meet up with the elementary, but due to a planned power outage, Gander Academy was forced to change their school calendar and have PL during the planned power outage and lose out on the system PL day. Teachers felt they were not given adequate time and were professionally disadvantaged.

#### **Executive’s Recommendation: DEFEAT**

#### **Rationale for Executive’s Recommendation:**

The committee felt this would be such a rare thing to have happen. There are more significant items that need to be negotiated before this is even considered. As well, while there was a specific scenario cited in the Branch rationale, there could be situations in which a change with little notice is what teachers in a particular school would want to happen. Further, the NLTA has a binding, with precedent grievance settlement in place which establishes the rules around when previously scheduled meetings and PL can proceed if/when school is closed for reasons such as power outages.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Substitute Sick Leave

40. That the NLTA include in the next opening proposals for contract negotiations that substitutes who have previous sick leave accumulation have access to these sick days as of the first day of the school year. Also, that a substitute can use sick leave before entering the school for that day. **(Ganova)**

#### **Explanatory Note:**

Substitutes have to work 50 substitute days before they can access their sick leave. This seems unfair for substitutes who have accumulated days. A substitute has to be on the school property to be entitled to their sick leave. This seems unreasonable.

#### **Executive's Recommendation: AMEND AND CARRY**

AMEND to read: "That the ~~NLTA include~~ **Collective Bargaining Committee consider for inclusion** in the ~~next~~ opening proposals for ~~contract~~ **the next round of** negotiations, **a proposal** that substitutes ~~teachers who have previous sick leave accumulation~~ have access to **previously accrued** ~~these~~ sick **leave days** as of their first day of **work in** the school year. Also, ~~that a~~ substitute **teachers should be given access to such** ~~can use~~ sick leave **days** ~~before entering the school for that day~~ **prior to commencement of employment for a contract as long as they are booked to work.**" Then CARRY AS AMENDED.

#### **Rationale for Executive's Recommendation:**

This would bring substitutes more in line with teachers who are in permanent and/or replacement contracts who can call in sick prior to commencing employment, for example, at the beginning of a school year.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Guaranteed Teacher Prep Time

41. That the NLTA lobby EECD/NLESD for guaranteed preparation time each day for all teachers. (St. John's Centre)

**Explanatory Note:**

With increased demands due to class size, class composition and inadequate personnel, teacher workload has increased with insufficient allowance for adequate preparation time.

**Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA **continue to advocate and** lobby ~~EECD/NLESD~~ for guaranteed preparation time each day for all teachers/**teaching and learning assistants.**" Then **CARRY AS AMENDED.**

**Rationale for Executive's Recommendation:**

This resolution is consistent with NLTA policy; however, the committee felt it important to continue this advocacy and lobby effort.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Need for Program Specialists to Support Teacher Librarians

42. That the NLTA advocate for the hiring of teacher librarianship program specialists as part of Phase 2 of the Education Action Plan. **(Teacher-Librarians Council)**

#### **Explanatory Note:**

Teacher librarians across Newfoundland and Labrador are excited and enthusiastic learners and professional practitioners, but are lacking the support of expert leadership in the field. As part of the Education Action Plan, many more teacher librarians have been and will be hired. Similarly to school-based reading specialists, schools with over 200 students now have a full-time teacher librarian, those with 51-199 have a half-time teacher librarian, and those with 50 or fewer have an allocation based on their population. However, five program specialists for reading were hired by region to support the school-based reading specialists. No similar hiring was done to support teacher librarians.

**Executive's Recommendation: REFER TO EXECUTIVE**

#### **Rationale for Executive's Recommendation:**

With the current roll out of the PTF recommendations (Phase 1 schools this year and Phase 2 and 3 schools in years to come) and with NLTA staff already sitting on PTF committees, it was felt best to refer this matter to Provincial Executive for consideration to see how things progress with the Phase 1 schools. This resolution is also in keeping with NLTA Policy re Learning Resource Programs as well as allocation increases in this area (see BES 35 7b(ii)).

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Equity for Small Schools

44. That the NLTA advocate for the provision of a 25% teacher librarian allocation in small schools (i.e. those with 50 or fewer students) in upcoming phases on the Education Action Plan. **(Teacher-Librarians Council)**

#### **Explanatory Note:**

As part of the Education Action Plan, schools with 50 or fewer students have an allocation based on their population at the 1:1000 ratio. We see this as an inadequate allocation. Reading specialists were provided to these schools at 25%.

#### **Executive's Recommendation: DEFEAT**

#### **Rationale for Executive's Recommendation:**

Current policy is that schools with 149 students or less would receive a .50 allocation for learning resources.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Class Size Caps

45. That the NLTA prioritize, in the next round of contract negotiations, a hard cap on class sizes of 20 students for kindergarten, 25 students for all other grade levels, and 10 students for multigrade classes. **(GranForLine/ Conception Bay South/ St. John's Centre)**

#### **Explanatory Note:**

With the recent concessions on our current contract, teachers are justified in requiring a work environment that meets the needs of their students in a meaningful way. If hard caps on class sizes became part of our contract, the government would be forced to hire more teachers to help our students. With the demanding workload and high number of students with exceptionalities, teachers need more teachers to bare the load. Multigrading does not always solve the problem. In many cases, multigrading is happening in class sizes of 20 plus and those teachers are required to do much more planning than a teacher that has one grade level. It is unfair to the teachers that are granted these positions. However, it is noted in extremely small schools avoiding multigrading with 10 or less students may be unpreventable.

Currently we do not have a set class size definition as part of our Collective Agreement. We need to protect teachers and students from the stress caused by classes that are already too large, before we can even take into account the composition of the class (academic/behaviour) as well as the physical space (size/layout) of the classroom.

This is an ongoing issue.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the ~~NLTA prioritize~~ **Collective Bargaining Committee consider including** in the **opening proposals for the** next round of ~~contract~~ negotiations, **a proposal for** a hard cap on class sizes ~~of 20 students for kindergarten, 25 students for all other grade levels, and 10 students for multigrade classes~~ **in all grades/configurations as per NLTA policy.**" Then **CARRY AS AMENDED.**

#### **Rationale for Executive's Recommendation:**

While this is current policy, the committee felt it important to suggest considering including this in the opening proposals for the next round of negotiations.

See PD16 #2 "Class size for the extended kindergarten program shall be a maximum of fifteen students to one classroom teacher and in no circumstances shall class size exceed fifteen students to one teacher. Where multigrading exists, e.g. (K-1, (K, 1, 2) etc., class size for the combined class shall be no larger than fifteen students for one teacher."

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Experience Equivalent to Qualifications

46. That the NLTA lobby the NLESD to require that experience be equivalent to qualifications during the hiring process. **(GranForLine)**

#### **Explanatory Note:**

In recent years, qualifications have taken precedent to experience during the hiring process. This has become problematic for many teachers. For example, teachers that have been teaching for 15 years in an elementary position but have secondary/intermediate qualifications are not making it through the filtering system when applying for elementary positions. Teachers that are more than competent and suitable for these positions are not being shortlisted, and thus are not benefiting from the current hiring process. If experience is considered equivalent to qualifications for redundancies and reassignments, then experience should also be considered for vacant positions.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the ~~NLTA lobby the NLESD to require~~ **Collective Bargaining Committee consider including in the opening proposals for the next round of negotiations, a proposal** that **teaching** experience be ~~equivalent to~~ **considered in the assessment of** qualifications during the hiring process." Then **CARRY AS AMENDED**.

#### **Rationale for Executive's Recommendation:**

Similar to the explanatory note, the committee agreed that teaching in an elementary classroom for multiple years (despite having secondary methods) should be a consideration for a teacher wishing to apply for an elementary position in another school. Hiring criteria are established in the Collective Agreement, so this would be an issue for negotiations.



## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Membership Vote Items

47. That the NLTA should abolish the tactic of presenting items to vote to the membership that only affect early career and future generations of teachers. **(Green Bay)**

**Explanatory Note:**

If the Association is to speak with one voice for all teachers, then all teachers need to be treated fairly and receive the same benefits. There should never be a feeling of them versus us, but the current system definitely feels divided when it comes to benefits and voice.

**Executive's Recommendation: DEFEAT**

**Rationale for Executive's Recommendation:**

This is not a "tactic" or strategy of NLTA. Taking this position would essentially tie the hands of future negotiating teams and future Executives who ultimately decide when a tentative agreement gets brought forward. The committee would hope that in future rounds, any potentially divisive changes would be strongly contested; however, we cannot predict what proposals may come forward from government. The negotiating team and Provincial Executive have to have the authority, as per NLTA policy, to inform members on what may be the best agreement possible in any circumstance. The membership has the ultimate authority through the ratification vote process.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Branch Financial Officers Training

48. That the NLTA provide adequate training to branch financial officers. **(Waterford Valley)**

**Explanatory Note:**

Often branch financial officers do not know the financial protocols for submitting various items to the NLTA and may miss important deadlines for reimbursement. It was indicated that financial officers be given training to the seminars that school reps are given every  $\frac{3}{4}$  years in the area of financial protocols for being the branch financial officer.

**Executive's Recommendation:** REFER TO EXECUTIVE

**Rationale for Executive's Recommendation:**

This was thought to be a good idea by the committee. The committee is also aware that the program for school rep seminars is under review and this suggestion/resolution will be a consideration in that review process. A feedback session from Branch presidents on this topic occurred during the March 2019 Joint Council meeting.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Salary Increase in Opening Proposals

49. That the NLTA Collective Bargaining Committee include in the opening proposals for the next round of negotiations, a proposed clause that will provide for an increase in salary to match the rate of inflation. **(Conception Bay South)**

#### **Explanatory Note:**

Teachers have not received a salary increase in the past two contracts that has allowed for the increase in the cost of living caused by inflation, increased income tax, or to offset the provincial levy.

#### **Executive's Recommendation: AMEND AND CARRY**

**AMEND** to read: "That the NLTA Collective Bargaining Committee ~~include~~ **consider including** in the opening proposals for the next round of negotiations, a ~~proposed clause proposal~~ that will provide for an increase in ~~salary~~ **teacher salaries** ~~to match~~ **that at least matches** the rate of inflation." Then **CARRY AS AMENDED**.

#### **Rationale for Executive's Recommendation:**

The committee felt it was important to not limit any negotiated wage increase only to the level of inflation... hence, the insertion of the phrase "at least".

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### CDLI Teachers and PD Opportunities

52. That the NLTA lobby the NLESD such that CDLI teachers are provided the same professional development opportunities as per the Collective Agreement. (**Appalachia**)

**Explanatory Note:**

Currently, CDLI teachers are not offered the same professional development opportunities as other teachers with two days of school-based PD and one teacher developed PD day.

**Executive's Recommendation:** REFER TO EXECUTIVE

**Rationale for Executive's Recommendation:**

While this would appear to be a Collective Agreement issue, the committee felt that more information was required re the intent/spirit of the resolution.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Instructional Resource Teacher Allocations

54. That the Department of Education and NLESD reinstate Instructional Resource Teacher hours to meet the demands of the new policy on assessment that is being introduced to the schools. **(Waterford Valley)**

**Explanatory Note:**

Currently the number of Instructional Resource Teacher allocations are inadequate to meet the needs of the students of our province on a daily basis. Many students are not getting the extra help they need because classroom sizes are too big and with the cascade model, the students with the highest needs receive the most support. With the introduction of the new policy on student services, students will be receiving less support in terms of IEP programming and more responsibility will fall to the classroom teacher to provide adequate support. In larger classrooms this will mean that other students may not receive the adequate time they need for their learning needs.

**Executive's Recommendation:** REFER TO EXECUTIVE

**Rationale for Executive's Recommendation:**

Resolution was not clear re what "policy" is being referenced... new Assessment Policy? RTL policy? There have been no cuts to IRT allocations in the Teacher Allocation Model, and there is no indication from government that this is planned. The committee also recognizes that ongoing advocacy and lobbying for increased IRTs is current NLTA policy.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Substitute Pension Plan

55. That the NLTA lobby government to ensure that substitute teachers become eligible to pay into the Teachers' Pension Plan (TPP) and that they pay into the TPP at the same rate as teachers that are employed on a permanent or full time basis. **(Ganova)**

#### **Explanatory Note:**

Teachers currently pay into the Government Money Purchase Plan (GMPP) that is a defined contribution plan and not a defined benefit plan such as the TPP. Furthermore, substitute teachers pay into this plan at 5% premiums of their working salary that is matched by government. The TPP premiums are currently set at 11.35% that is also matched by government, i.e., a teacher under the TPP accrues one day of pensionable service for each day worked in the school year. Substitute teachers only accrue 44% of a teacher's pensionable service that is paying into the TPP. A substitute teacher that works a full school year would only accrue 85.8 days (or .44) of pensionable service into the GMPP during a given school year, whereas a teacher on a full time contract paying into the TPP would accumulate 1.0 pensionable service during that school year. It is unreasonable for substitute teachers to receive less contribution towards his/her pension plan per days service when all teachers are employed by the same employer.

**Executive's Recommendation:** REFER TO EXECUTIVE

#### **Rationale for Executive's Recommendation:**

- Committee agreed that in the long term, paying into the TPP plan up front is a better option than transferring from GMPP to TPP later.
- Substitutes would go from paying 5% to 11.35% of their salary. This is a significant change in net pay for substitutes.
- Employer matching would increase from 5% to 11.35% under TPP. This is a significant benefit to substitutes in the long term.
- Committee members had concerns with making a decision on behalf of all substitutes and felt that some opportunity to inform members and seek their input should be undertaken before a final decision is made on this.
- Currently, substitutes pay 5% premiums, matched 5% by the employer, into the GMPP. On transfer to TPP, those substitutes make up for the shortfall on the employee and employer sides as there is no further employer matching at time of pension transfer. At time of transfer, the teacher is therefore responsible for a 6.35% shortfall in their premiums (11.35% – 5%) and the 6.35% shortfall in the employer's premiums.

## CATEGORY B – PROGRAMS AND SERVICES (CONT'D.)

### Administrator Mental Health

56. That there be recognition of the importance of mental health for administrators and care be given to support. (**School Administrators' Council**)

**Executive's Recommendation:** REFER TO EXECUTIVE

#### **Rationale for Executive's Recommendation:**

More information is required to make a recommendation. There is a much bigger recognition of mental health now than in the past. Administrators need to be made more aware of EAP services and to take advantage of these services (they are confidential). It was recognized that administrators do face challenges that are unique to them. What is not clear in the Statement of Resolution are factors such as "recognition" by whom and "care" by whom and how this "care" would be quantified or demonstrated.

The NLTA has been in ongoing discussions with both the School Administrators' Council and the NLESD on the issue of Administrator Workload Intensification. A working group has been established to work on this issue. The NLTA has also put out a call for proposals in research regarding the social-emotional health of teachers and administrators.

## CATEGORY C: CURRENT POLICY RESOLUTIONS

### Teacher Survey Results

9. That the NLTA clearly communicate with its members the purpose and outcome of any survey of teacher opinion – pre and post survey, e.g. Length of the school year. (**St. John's Centre**)

#### **Explanatory Note:**

Feedback was received by our branch that there are teachers not satisfied with the “length of the school year” survey(s) from 2018. Although there was a majority, action was not taken and reasons for this were not clearly described in the email that accompanied the survey results.

#### **Executive's Recommendation: CURRENT POLICY**

#### **Rationale for Executive's Recommendation:**

As much information as possible concerning all surveys is provided to the membership. It is the decision of Provincial Executive to decide what information is to be released. The information that was provided concerning the length of the school year survey stated specifically the reasons why the survey was initiated and it was determined by Provincial Executive that no further action was to take place at that time. It is important that delegates understand that when the Association undertakes a decision-binding vote such as the election of President and Vice-President or a ratification vote, it involves a much more detailed process than a survey which is meant to gather information.



## CATEGORY C: CURRENT POLICY RESOLUTIONS (CONT'D.)

### Music Teachers' Ability to Tutor

21. That the NLTA lobby the NLESD to permit Music teachers to continue to provide music lessons to students in their schools without being held in conflict. (**Appalachia**)

**Explanatory Note:**

Current NLESD regulations would put music teachers in conflict with district policy as many teach privately. In many areas, they may be the only music teacher available, yet are not permitted to receive pay for private lessons.

**Executive's Recommendation: CURRENT POLICY**

**Rationale for Executive's Recommendation:**

The NLTA Code of Ethics acknowledges that "A teacher does not accept pay for tutoring his/her own pupils in the subject in which the teacher gives classroom instruction." Although music teachers may be in a position where they teach a student, the Association would not consider private lessons to be tutoring.

This is current policy of the NLTA. The NLTA has been engaged in regular communication with EECD, and especially NLESD, on this issue since it came to the attention of the Association. The NLTA has raised the issue with senior NLESD staff and it has been brought to the Board for consideration. The committee noted that this type of concern would also apply to teachers who offered powerskating or other outside activities which had nothing to do with the school relationship.

## CATEGORY C: CURRENT POLICY RESOLUTIONS (CONT'D.)

### Teacher's Right to Tutor Privately

22. That the NLTA lobby the NLESD to permit teachers to privately tutor students in their school that they do not teach without being held in conflict. (**Appalachia**)

**Explanatory Note:**

Current NLESD policy does not allow teachers to privately tutor students in their school that they do not teach. This leaves students in many areas with no available tutor.

**Executive's Recommendation: CURRENT POLICY**

**Rationale for Executive's Recommendation:**

The NLTA Code of Ethics acknowledges that "A teacher does not accept pay for tutoring his/her own pupils in the subject in which the teacher gives classroom instruction." Students in some areas might not have access to a tutor outside of the teachers in their school. The Association does not consider it a breach for a teacher to tutor other students in his/her school.

Again, this is current policy of the NLTA. The NLTA continues to communicate its concerns about this issue to EECDD and NLESD senior staff. The NLTA continues to advocate in individual cases on behalf of teachers and is actively lobbying at the highest levels of NLESD to effect a change in policy on this matter. The committee expressed general concerns that the application of the conflict of interest policy has had negative impact on morale and a feeling of frustration with the District.

## CATEGORY C: CURRENT POLICY RESOLUTIONS (CONT'D.)

### Access to Board Owned Property

30. That the NLTA engage in conversations with NLESD about the intent of the “conflict of interest” policy, particularly directive 12, being applied in a manner that restricts the use of “Board-owned property of any kind (including facilities and/or materials) for activities not associated with their official capacity of an employee with the District”. (**Health Education Council**)

#### **Explanatory Note:**

The “conflict of interest” policy is being used to restrict teachers and staff from using health-related facilities and equipment. However, it is common knowledge that employees who are healthy are better positioned to perform “official capacities of an employee”. As such, teachers and staff should be permitted (and encouraged) to access facilities and/or materials at their place of employment that support teacher/staff health and well-being, when not being accessed by public/community groups.

It has been relayed to teachers that part of the reasoning for restricting access to health facilities and equipment is that school board employees should not have unfair advantage over the public in accessing these facilities and equipment in a public building. This argument is faulty given that students are also accessing these facilities and equipment. While the argument can be made that this is to support curriculum outcomes including the health and well-being of students, the same can be said of teachers and staff in that the use of these facilities and equipment also contributes to teachers supporting curriculum outcomes as they are better positioned to perform “their official capacity of an employee with the District” as healthy and well professionals.

#### **Executive’s Recommendation: CURRENT POLICY**

#### **Rationale for Executive’s Recommendation:**

This is current policy of the NLTA. The NLTA has had repeated communication with EECD and the District on this matter. It has also been raised at meetings with NLESD senior staff and the Association continues to advocate for changes to this policy.

## CATEGORY C: CURRENT POLICY RESOLUTIONS (CONT'D.)

### Special Education Department Head Position

36. That the NLTA continue to lobby government for a paid Special Education Department Head position. (Tentative Agreement). Should this be passed, the roles and responsibilities need to be defined. **(Special Services Council)**

**Explanatory Note:**

The special services department is one of the busiest departments in the school, with work demands that change in what can be a momentary basis due to testing, student need, administration/board/department need. Due to the lack of paid department heads, many schools have issues with organization surrounding special education. Many schools have a 'volunteer' performing the role of the department head, while their counterparts in other subject areas are receiving a bonus for their department head designation.

**Executive's Recommendation: CURRENT POLICY**

**Rationale for Executive's Recommendation:**

The Association was successful in getting recognition of a Department Head for Student Support Services in the recent tentative agreement which was subsequently ratified by the members. The work in developing the roles and responsibilities will be ongoing with the Premiers' Task Force working group.

## CATEGORY C: CURRENT POLICY RESOLUTIONS (CONT'D.)

### Junior and Senior High School Libraries

43. That the NLTA advocate for enhancements similar to those found in the Education Action Plan to teacher librarianship and school libraries in grade 7-12 schools. **(Teacher-Librarians Council)**

#### **Explanatory Note:**

Students in junior high and high schools across Newfoundland and Labrador need access to high quality school library programs and skilled teacher librarians. As evidenced in the report of the Premier's Task Force on Improving Educational Outcomes, too many students in our high schools struggle with reading and basic math, choose less academically demanding high school courses, have insufficient knowledge of career opportunities, post-secondary study options, and fundamental life skills, drop out of school, and have mental health needs and academic challenges and are not receiving the support they need to succeed. All these issues are especially relevant for many indigenous students and for immigrant students. As teacher librarians, we believe that the future of Newfoundland and Labrador's economic success depends on growing a generation of young people who are highly-educated, technologically savvy, and globally interconnected. Fostering growth in tech industries that aren't dependent on urban location will be assisted by greater investment in growing a multi-literate population. Through phase one of the Education Action Plan, K-6 school libraries across Newfoundland and Labrador have seen additional support, with teacher librarians in these schools developing engaging learning experiences that stimulate students' interests in reading, writing, coding, creating, and innovating solutions to authentic problems.

#### **Executive's Recommendation: CURRENT POLICY**

#### **Rationale for Executive's Recommendation:**

NLTA has a detailed policy found in Professional Development Policy E10-11 that covers the Learning Resource Program for K-12.

## CATEGORY C: CURRENT POLICY RESOLUTIONS (CONT'D.)

### CDLI Teachers and School Closures

50. That CDLI teachers not be expected to work from an alternate site if their worksite is closed due to weather, water, power, etc. (**Appalachia**)

**Explanatory Note:**

Currently, CDLI teachers are expected to work from home when their worksite is closed. While their teacher responsibility is different than other teachers, they should not be expected to try and work from a closed school or use their own equipment to work from home.

**Executive's Recommendation: CURRENT POLICY**

**Rationale for Executive's Recommendation:**

To the knowledge of the committee and staff present, CDLI teachers are not expected to work from an alternate site if their worksite is closed due to weather, water, power, etc.

This was an issue that was raised by CDLI teachers this current school year and dealt with by NLTA Programs and Services staff. The end result was a written confirmation from the District that this was not an expectation of CDLI staff.

## CATEGORY C: CURRENT POLICY RESOLUTIONS (CONT'D.)

### Posting of the Seniority List

51. That the NLTA monitor and actively engage the NLESD to ensure that the seniority list is posted on time and is accurate. (**Appalachia**)

**Explanatory Note:**

Too often the seniority list is not posted on time and is not accurate. Teachers submit changes but the list does not always change. Teachers who change schools have been inadvertently dropped from the list.

**Executive's Recommendation: CURRENT POLICY**

**Rationale for Executive's Recommendation:**

This is mandated in the Collective Agreement. NLTA staff regularly assist teachers with issues related to errors on the list and are constantly advocating to have the "production" of the list done in a manner that produces the smallest number of errors possible.

## CATEGORY C: CURRENT POLICY RESOLUTIONS (CONT'D.)

### Administration and Guidance Allocations

53. That the NLTA continue to lobby EECD/NLESD for better administration and guidance allocations. **(St. John's Centre)**

#### Executive's Recommendation: CURRENT POLICY

##### Rationale for Executive's Recommendation:

This is something constantly being advocated for by the Association — both via collective bargaining, budget consultation submissions, media statements and other avenues for advocacy as per NLTA policy.



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**MOTION RE RESOLUTIONS TO BE  
PRESENTED TO DELEGATES AT BGM 2019**

That the following resolutions be accepted as per  
the Executive recommendations to Convention:

Resolutions 1-4, 11-12, 15-17, 23, 25-29, 31-32, 37, 40-41, 45-46, and 49.