

# REPORT ON RESOLUTIONS FROM THE 2019 BIENNIAL GENERAL MEETING

[NOTE: Action on each resolution is printed in **bold** text following the resolution.]

## CATEGORY A: ASSOCIATION

### Teachers at BGM as Observers

1. That the NLTA reserve a pool of funds to permit early career teachers 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. (**Appalachia**)

CARRIED AS AMENDED

**The eligibility criteria and application process as determined by Executive are: the number of early career teachers permitted to attend BGM as observers is capped at five (5). These five teachers should be in their first three years of teaching, in good standing with the Association, and ideally come from one of the five following regions: Metro St. John's, Avalon, Central, Western and Labrador. Should requests to attend not be received from a particular region the space would then be made available to a region that has made more than one request. Should the number of attendance requests received be greater than the number of available spaces, the selection of eligible applicants would be made by random draw. Early career teachers would apply by completing an online application form indicating their years of teaching, school, and community. However, for BGM 2021, with the uncertainty surrounding public health guidelines, the number should be set at zero.**

**Rationale: With the uncertainty regarding the ability to host an in-person BGM and the possible physical distancing restrictions that may need to be in place should BGM go ahead in person for 2021, it would be best to defer the actioning of any decisions that would increase attendance until the following BGM. Ultimately, Executive did decide to hold BGM 2021 virtually. The draft budget for 2022-23 has included an additional \$10,000 to accommodate early career teacher attendance, as per the criteria/process.**

### MUN Education Students to Attend Joint Council

2. That the NLTA extend an invitation to Memorial University Education student representatives to attend 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. **(Appalachia)**

**CARRIED AS AMENDED**

**The number of Memorial University Education student representatives that would be invited to attend one Joint Council meeting per year will be equivalent to the number invited to attend BGM. The amount of funding available would be limited to the cost of return taxi fare per meeting day plus the incremental cost of attendance at coffee breaks, provided meals and socials per attendee. Any invitations would not be extended until the 2021-22 fiscal year.**

**Rationale: The number of invitees and invitation criteria would be consistent with that used for BGM. With the uncertainty regarding the ability to host in-person Joint Council meetings and the possible physical distancing restrictions that may need to be in place should Joint Council meetings go ahead in-person for 2020-21, it would be best to defer the actioning of any decision that would increase attendance until the 2021-22 fiscal year.**

### **Branch Alternate to Attend Joint Council**

3. That the NLTA reserve a pool of funds, not greater than \$80,000 for 2019-2021, such that branches can apply to fund one 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. **(Appalachia)**

**CARRIED AS AMENDED**

**This resolution was actioned by Corporate Services, with funds approved in 2019-21 Budget.**

**The MBS committee is responsible for the evaluation of this resolution in 2021. The committee considered possible evaluation components. The following were completed:**

- **Information was collected regarding the number of observers who attended and the cost, keeping in mind that the pandemic may have skewed the take up rate for this initiative.**
- **Branch presidents were surveyed to assess which branches accessed this initiative, and why/why not?**
- **Observers were surveyed about their experience.**

**14 observers from different branches across the province (7 in December 2019 and 7 in March 2020) availed of this opportunity, at a total cost of \$1,0248.33.**

These 14 observers were surveyed to ascertain their response to this initiative as well as any degree of change in their engagement with the Association. Branch presidents were also surveyed to assess the reasons for their Branch availing of the initiative, or not.

On March 4, 2021, Provincial Executive carried the following motion as recommended by the MBS committee that, given the pandemic interruption in this initiative and evaluation, this trial should continue for a further two years: *That regarding BGM Resolution 3 (2019), that the NLTA reserve a pool of funds, not greater than \$80,000 for 2021-2023, such that branches can apply to fund one 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 2022-23 as to its effectiveness.*

### 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)

CARRIED

The following positive and negative consequences were identified:

Positive:

A longer term could:

- allow more time for the President to acquire skills which they may not be required to have in their role as a teacher.
- provide the President more time to establish working relationships with elected government officials, which can take time to foster.
- provide the President more time to develop useful relationships with members of the media.
- provide for greater continuity of leadership at the Provincial Executive Council.
- result in an increase in membership identification and comfort with the President.

Negative:

A longer term could:

- result in complacency by the President on membership issues.
- result in less interest and fewer opportunities for leadership change and renewal.
- The current terms for the President and Vice-President coincide with the terms of office for the Provincial Executive Council. Increasing or changing the terms of office for President and Vice-President could result in off-cycle vacancies on Provincial Executive, should Executive members run for either office.

- A longer term of office may create tax issues for office holders who temporarily relocate to St. John's while still maintaining a home elsewhere in the province. According to Revenue Canada, housing subsidies may not be considered temporary if provided for more than two years at a time.

This information was published in the Nov/Dec 2020 edition of The Bulletin.

## Funding Alternates to BGM

5. That the NLTA fund costs for an alternate delegate to attend a 2021 Biennial General Meeting from any branch and special interest council with results to be presented at BGM. (Ganovia)

### AMENDED AND REFERRED TO EXECUTIVE

This resolution was referred to Executive and Amended and Carried as follows:

That the NLTA **investigate the cost associated with funding** ~~fund costs for~~ an alternate delegate to attend a **2021** Biennial General Meeting from any branch and special interest council with results to be presented at BGM **2021**.

**Rationale:** With the uncertainty regarding the ability to host an in-person BGM and the possible physical distancing restrictions that may need to be in place should BGM go ahead in person for 2021, it would be best to defer the actioning of any decision that would increase attendance until the following BGM. Ultimately, Executive did decide to hold BGM 2021 virtually. See funding analysis attached.

## CATEGORY B: PROGRAMS AND SERVICES

### Engagement Committee

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

### CARRIED AS AMENDED

This resolution was actioned via a survey to the entire membership. See synopsis of survey results attached.

## 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)**

CARRIED

This resolution was actioned via several communications with Department of Education officials (emails and phone calls). Agreement was reached with Student Support Services representatives that all future Department of Education documents would reflect same – namely, that the term “pervasive” would not be used in any future iteration of Department documentation. This has, in effect, already occurred with much of the information/documentation related to Student Support Services (at the Department level) having been changed with the implementation of recommendations from the report of the Premier’s Task Force on Improving Educational Outcomes.

## 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 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. **(Music Council)**

CARRIED AS AMENDED

This resolution is a matter of current Association policy regarding curriculum materials and proper/timely resourcing of new program initiatives (PD2-4 B). NLTA staff have communicated via email, phone calls and letters with Department officials to reinforce this position. Specific instances/issues brought to the attention of NLTA are addressed individually with the Department at that time).

## 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)**

REFERRED TO EXECUTIVE

This resolution was referred to Executive and carried.

The required action has been underway and ongoing since the implementation of the recommendations put forth in the report of the Premier's Task Force on Improving Educational Outcomes. The NLTA has representation on various committees and working groups related to this matter, including those involved in the development and implementation of the draft Responsive Teaching and Learning Policy. The NLTA has successfully advocated to have this policy kept in "draft" status throughout this process to allow for recommendations regarding policy modifications to occur. The NLTA has also surveyed members in Phase RTL implementation schools regarding the draft policy and has communicated the findings of these surveys to the Department and the school districts. Another survey involving all Phase schools is planned for the spring of 2021.

### 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)

REFERRED TO EXECUTIVE

This resolution was referred to Executive and was amended and carried as follows:

That the NLTA lobby government to improve **(through consultations with stakeholders)** methods of reporting for special needs students that are more dignified for students and more user friendly for the teachers.

Work on actioning this resolution has been ongoing via NLTA representation and involvement on committees and working groups established in relation to both the draft RTL Policy development/implementation and the development of the new online Student Information System.

### Hiring of Itinerant French Special Education Teachers

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

CARRIED AS AMENDED

NLTA staff have engaged with Department of Education and NLESD staff, via correspondence and conversations, to advocate for this approach. The Association's consistent and ongoing efforts to push for an independent review of the Teacher Allocation Model are also supportive of the intent of this resolution.

## Hiring of Occupational Therapists

16. That the NLTA continue to lobby government for occupational therapist allocations for the school system. (Special Services Council)

CARRIED AS AMENDED

The Association's consistent and ongoing advocacy efforts to push for an independent review of the Teacher Allocation Model are supportive of the intent of this resolution.

The Collective Bargaining Committee considered this resolution in developing the opening proposals for the most recent round of negotiations. For strategic reasons, the Committee decided not to include a specific proposal for an OT allocation at this time due to prioritization of the need to secure continued protection for current specialized positions/classifications, specifically speech language pathologists and educational psychologists. This priority is due to the concerns related to Recommendation #10 from the report of the Premier's Task Force.

## Committee on Special Education

17. That the NLTA lobby government to form a committee with representation from EECD, NLTA, NLESD, CSFP, and currently practicing 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. (Special Services Council)

CARRIED AS AMENDED

NLTA staff have engaged in discussions with the Department of Education and school districts to advocate for the establishment of this committee. The Department has suggested that the draft RTL Policy and associated committee/working groups and structures would/should address this issue at the K-6 level. The NLTA has indicated this may not be the case and that in any event, this would not address the matter for 7-12. Further discussion on this issue is being pursued.

## CPI Training

19. That the NLTA lobby the Department of Education to provide the leave time and training so that teachers who have expressed an interest, have CPI training at the beginning of each school year. **(Appalachia)**

CARRIED AS AMENDED

**This resolution has been actioned via a number of communications (phone calls, emails and a letter) with Student Support Services officials at the Department of Education.**

## Primary French Immersion Cap Size

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

CARRIED AS AMENDED

**The Association's consistent and ongoing advocacy efforts to push for an independent review of the Teacher Allocation Model are supportive of the intent of this resolution.**

**The Collective Bargaining Committee considered this resolution in developing the opening proposals for the most recent round of negotiations. The Committee proposed hard class size caps for all grade levels, with no distinction or differentiation between English and French immersion classes. Proposals regarding specific class size caps, in keeping with NLTA policy, were developed by the Committee and approved by Provincial Executive. These proposals were made under Article 30 for the Provincial Collective Agreement opening proposals (Article 18 for the Labrador West Collective Agreement opening proposals).**

## Elimination of Paper Copies of Report Cards

25. That the NLTA lobby the school districts and the Department of Education to eliminate paper copies of report cards for grades 7-12 unless requested by the parent or guardian, but continue to print a copy of final reports for the purposes of cumulative records. **(Ganovia)**

CARRIED AS AMENDED



NLTA staff have advocated for this in several meetings and via email correspondence with school district and Department of Education officials. Efforts to further this matter will be ongoing.

## Cleanliness of School Buildings

26. That the NLTA lobby EECDD/NLESD for increased allocations for maintenance staff in school buildings and that every effort is made to ensure sufficient staffing levels. (St. John's Centre)

CARRIED AS AMENDED

Improving school cleanliness has been a regular feature of NLTA lobbying efforts, and focus on this issue has heightened since March 2020 and the onset of the COVID-19 pandemic. The Association has publicly questioned and challenged the adequacy of custodial staffing and in communications with both the Department of Education and school districts. Enhanced school cleaning protocols in accordance with direction from Public Health were introduced for the 2020-21 school year. NLTA staff have assisted individual members with concerns about school cleanliness, and addressed systemic issues with District staff that arose in this context. A policy grievance was filed against government alleging, in part, violation of employer OHS obligations specific to protocols in place for school re-entry during the pandemic – this matter is scheduled to go to arbitration in May-June 2021. General guidance information for members has been provided by the NLTA regarding teacher rights with respect to this issue in the pandemic context – this information has been reviewed and updated regularly. NLTA negotiated an MOA with the school districts which, in part, supports the proposition that responsibility for cleaning schools and classrooms cannot be downloaded to teachers. Environmental cleaning was one of several issues NLTA raised with Public Health officials. Clarification on school cleaning protocols, including frequency of cleaning washrooms, frequently touched surfaces including desks, equipment and manipulatives, etc. was sought from Board and Department representatives. Concerns were raised by the Association with respect to school cleaning protocols, janitors not being replaced and the shortage of casual/call-in custodians. In July 2020, the NLESD stated that absent custodians would be replaced in all instances, and that it would add 50 to 60 workers to its casual call-in list to avoid shortages when regular custodians are not available. In August 2020, the NLESD confirmed that some current school custodians would see their hours increased and additional custodians would be hired for some schools to account for increased cleaning protocols.

NLTA correspondence to both the NLESD and the Department has noted that the importance of school cleanliness has never been more evident and the cleanliness of schools is essential to preventing the spread of COVID-19. It also stated that the need for clean teaching and learning environments will not end with the COVID-19 pandemic and

requested that increased human resourcing for custodial staff be maintained even after the current public health emergency ends.

### **Equitable Access to Digital Resources**

27. That the NLTA advocate that either the Department of Education and Early Childhood Development or the school districts develop, maintain and provide free access to a Virtual School Library Learning Commons and equitable access to digital resources for all Newfoundland & Labrador students. **(Teacher-Librarians Council)**

**CARRIED AS AMENDED**

**This resolution was discussed at Curriculum Committee meetings. Concerns have been raised through advocacy communications with Department of Education officials regarding the inequitable distribution of resources across schools and the impact this has on access to resources by students and teachers. Leveraging at the Department and/or District levels would eliminate such differences between schools and further, between students. Correspondence was sent to the DOE Director of Programs and Services, followed up by several conversations. The Department noted that Library Learning Commons grants were provided to all schools with K-6 and that the development, maintenance, and provision of free access to a Virtual School Library Learning Commons as a digital learning community is the intended next step for the LLC in schools. The Department referenced examples from the Extending the Classroom Document and also noted they are working with the school districts to research online platforms and applications which may provide efficiencies and increased capacity within school libraries.**

### **Report Card Drop-Down Menu**

28. That the NLTA lobby school districts to allow Primary/Elementary teachers to use drop-down comments for report cards. **(Conception Bay South)**

**CARRIED AS AMENDED**

**Advocacy efforts have been made with school districts on this matter through communication (discussions and email correspondence) with NLESD Programs staff regarding options for comment banks that would improve efficiencies and consistency for K-6 reporting. To date, the District has not been receptive to this approach, maintaining that that K-6 report comments should be more specific/personal to each student. K-6 teachers typically have the same group of students for the majority of any given day**

(unlike 7-12 teachers who would often see a number of groups of students only once each per day).

## **Assistive Technology Accommodations**

29. 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. (Conception Bay South)

**CARRIED AS AMENDED**

**This resolution was discussed by the Professional Issues Committee, and NLTA staff have engaged in advocacy communications with both the Department of Education and the school districts on this matter. Since the onset of the COVID-19 pandemic, government and the school districts have announced a commitment to provide individual devices (Chromebooks) for all students. Supply/demand issues globally have led to some delays, but officials indicate that this will be done.**

## **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)

**CARRIED**

**This resolution was discussed by the Membership Benefits and Services Committee. The issue of inadequate tech support for schools is a regular concern for members. NLTA staff assist with individual circumstances as required, and the filing of complaints as per Clause 31.16 of the Provincial Collective Agreement (Labrador West Clause 50.17) can be helpful in that regard.**

**This issue was brought to School Board Teacher Liaison meetings in the 2019-20 school year (as well as previously). Correspondence to the NLESD and Department has noted that, as the teaching profession uses increasingly complex technology, we can anticipate the demand for such services to grow. It also advised the parties that NLTA members express concerns about long delays in getting work done, and the impact on teaching, learning and workload as a result. While the NLTA appreciates that the staff completing such work belong to another bargaining unit, the benefit for teachers of hiring additional staff was noted.**

## Administration Harassment on Social Media

32. That the NLTA lobby school districts to develop and enforce policy to deal with issues of harassment of NLTA members on social media. (Appalachia)

CARRIED AS AMENDED

This resolution was discussed by the Membership Benefits and Services Committee. There are existing collective agreement provisions that address this issue, the language in which has been successfully strengthened in the last two rounds of bargaining:

### ARTICLE 58: HARASSMENT

58.01 The Boards and the Association recognize the right of all teachers to work in an environment free from harassment and shall work together to ensure that harassment is actively discouraged. All reported incidents of harassment shall be thoroughly investigated as quickly and as confidentially as possible. The Employer agrees to take reasonable steps to ensure that the harassment stops and that individuals who engage in such behaviour are dealt with appropriately and/or disciplined. The Employer and the Association agree that victims of harassment shall be supported, and protected, where possible, from the repercussions which may result from a complaint.

58.02 For the purpose of this Article, harassment shall be defined as follows: Harassment of a sexual nature is unsolicited, one-sided and/or coercive behaviour which is comprised of sexual comments, gestures or physical contact that the individual knows, or ought reasonably to know, to be unwelcome, objectionable or offensive. The behaviour may be on a one-time basis or a series of incidents, however minor. Both males and females may be victims. Harassment of a personal nature is any behaviour or activity that endangers an employee's job, undermines performance, or threatens the economic livelihood of the employee, and may be based on race, colour, nationality, ethnic origin, social origin, religious creed, religion, age, disability, disfigurement, sex, sexual orientation, gender identity, gender expression, marital status, family status, source of income and political opinion or Association status.

29.07 The School Boards shall prior to the expiration of this Agreement undertake a review of and/or develop and implement policies regarding school violence and dealing with students and parents who have exhibited violent and abusive behaviour. In reviewing and/or developing these policies, the School Boards will seek input from the Association, school administrators and other personnel who are deemed to have a legitimate role in prevention, intervention and assessment activities.

(The same provisions appear in both the Provincial and Labrador West Collective Agreements.)

Both the NLESD and CSFP have policies in place that can be applied to cases of online harassment and abuse. NLTA has advocated, through correspondence to both the NLESD and CSFP, that available policy provisions and tools be robustly applied to protect teachers, and asked for an opportunity to discuss possible systemic ways to protect teachers from abuse before it occurs.

The NLTA has filed grievances in cases in which collective agreement provisions have been contravened, which included harassment/abuse via social media. One such case led to the establishment of a protocol between the NLESD and NLTA for addressing abuse. A grievance was also filed, and resolved, in a case in which that protocol was not properly implemented. NLTA staff have supported and represented members in engaging the harassment and abuse policies/protocols when faced with harassing and/or abusive parental and student behaviors, including via online conduct.

Harassment has been recognized as an occupational health and safety hazard under provincial legislation since January 2020. There are requirements for employers to provide training (to be completed by December 18, 2020) and an employer harassment prevention plan. NLTA staff put pressure on school districts, including making contact with government OHS officials, to force compliance with these requirements.

In November/ December 2019, an article, *Teacher Abuse: What a Member Can Do When Faced With Abusive Conduct*, was published in *The Bulletin*. The NLTA has developed a presentation, which is available for staff directed professional development, which addresses, among other things, harassment and abuse.

## 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)

REFERRED TO EXECUTIVE

The Association's consistent and ongoing advocacy efforts to push for an independent review of the Teacher Allocation Model are supportive of the intent of this resolution.

This resolution was considered by the Provincial and Labrador West Collective Bargaining Committees during their meetings and work to develop the opening proposals for the most recent round of negotiations. The Committees proposed an allocation of 100:1 for IRT 1 and a minimum of 500 IRT 2 teaching units for the province. This proposal was approved by Provincial Executive and was included in the Association opening proposals

under Article 30 of the Provincial Collective Agreement and Article 18 of the Labrador West Collective Agreement.

### Cap on SLP Services

37. That the NLTA lobby government for caps on SLP-caseloads. (Special Services Council)

CARRIED AS AMENDED

The Association's consistent and ongoing advocacy efforts to push for an independent review of the Teacher Allocation Model are supportive of the intent of this resolution.

This resolution was considered by the Provincial and Labrador West Collective Bargaining Committees during their meetings and work to develop the opening proposals for the most recent round of negotiations. The Committees proposed an allocation based on 40:1 with a maximum of 25 direct contact students per allocated position. Provincial Executive approved the language for inclusion in the Association's opening proposals under Article 30 of the Provincial Collective Agreement and Article 18 of the Labrador West Collective Agreement.

### Substitute Sick Leave

40. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations, a proposal that substitute teachers have access to previously accrued sick leave as of their first day of work in the school year. Also, substitute teachers should be given access to such sick leave days prior to commencement of employment for a contract as long as they are booked to work. (Ganova)

CARRIED AS AMENDED

This resolution was considered by the Provincial and Labrador West Collective Bargaining Committees during their meetings and work to develop the opening proposals for the most recent round of negotiations. The Committees proposed language, which was approved by Executive, in Article 49 of the Provincial Agreement and Article 46 of the Labrador West Agreement to permit substitute teachers to avail of previously accrued sick leave without the requirement to first accumulate 50 days of teaching in a school year. The Committees recognized that substitute teachers face several obstacles in accessing paid sick leave but chose to strategically focus on eliminating the requirement for 50 days of previous work in this round of negotiations. They did not include specific language to

allow access to sick leave before the commencement of work during a contract period at this time.

### Guaranteed Teacher Prep Time

41. That the NLTA continue to advocate and lobby for guaranteed preparation time each day for all teachers/teaching and learning assistants. (St. John's Centre)

CARRIED AS AMENDED

This resolution was considered by the Provincial and Labrador West Collective Bargaining Committees during their meetings and work to develop the opening proposals for the most recent round of negotiations. The Committees proposed language to ensure that all teachers and teaching and learning assistants receive scheduled preparation time of at least fifty minutes per day. This proposal was approved by Provincial Executive and was included in the Association's opening proposals under Article 29 of the Provincial Collective Agreement and Article 17 of the Labrador West Collective Agreement.

The Association's consistent and ongoing advocacy efforts to push for an independent review of the Teacher Allocation Model are supportive of the intent of this resolution.

### 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)

REFERRED TO EXECUTIVE

This resolution was referred to Executive and Amended and Carried, upon recommendation from the Curriculum Committee, as follows:

That the NLTA advocate for the hiring of teacher librarianship program specialists as part of ~~Phase 2~~ of the **implementation of the** Education Action Plan.

This resolution was discussed by the Curriculum Committee and carried by Executive with an amendment to broaden the timeline beyond Phase 2 of the EAP. The need for enhanced support for schools was raised and advocated during conversations with various Department officials. As part of the Education Action Plan (EAP), new Reading Specialist Program Specialist positions were created to support new Reading Specialist positions. Correspondence was sent to the Department seeking similar additional Program Specialist allocations to support the hiring of teacher librarianship Program Specialists to

support the growing demand resulting from 39 increases in Teacher Librarian allocations during implementation Phases 1, 2 and 3. The Department responded that the focus in the EAP has been at the classroom level and that Reading Specialist Program Specialists were not brand new positions, rather a reorganization of the former Literacy Numeracy Teacher (LNT) program. They noted that PL for school-based Reading Specialists and Teacher Librarians was facilitated by Reading Specialist Program Specialists. The Department acknowledged the concerns for inadequate resourcing raised by the Association and confirmed they would take this into consideration for the Spring budget and teacher allocations for the 2021-22 school year.

The Association's consistent and ongoing advocacy efforts to push for an independent review of the Teacher Allocation Model are supportive of the intent of this resolution.

### **Class Size Caps**

45. That the Collective Bargaining Committee consider including in the opening proposals for the next round of negotiations, a proposal for a hard cap on class sizes in all grades/configurations as per NLTA policy. (GranForLine/ Conception Bay South/ St. John's Centre)

**CARRIED AS AMENDED**

This resolution was considered by the Provincial and Labrador West Collective Bargaining Committees during their meetings and work to develop the opening proposals for the most recent round of negotiations. Hard class size caps were proposed for all grade levels: 12 for junior kindergarten and kindergarten and 20 for all other levels. When classes are combined, the proposed cap is 10 for primary and 15 for all other levels. These caps are in keeping with NLTA policy and the proposal was approved by Provincial Executive for inclusion in the opening packages under Article 30 of the Provincial Collective Agreement and Article 18 of the Labrador West Collective Agreement.

### **Experience Equivalent to Qualifications**

46. That the Collective Bargaining Committee consider including in the opening proposals for the next round of negotiations, a proposal that teaching experience be considered in the assessment of qualifications during the hiring process. (GranForLine)

**CARRIED AS AMENDED**



This resolution was considered by the Provincial and Labrador West Collective Bargaining Committees during their meetings and work to develop the opening proposals for the most recent round of negotiations. and proposed similar language for TLAs for this round of negotiations. The committees also drafted new proposal language to require shortlisting of qualified non-permanent applicants to be based on seniority. Provincial Executive approved these recommendations for inclusion in the opening proposals for Article 6 of the Provincial Collective Agreement and Article 42 of the Labrador West Collective Agreement. The committees made the strategic choice to focus on strengthening seniority language to broaden the importance of experience time for other hiring contexts (beyond transfers) and decided not to propose language around qualifications/experience equivalencies at this time

### Branch Financial Officers Training

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

REFERRED TO EXECUTIVE

The suggestion of additional training for branch financial officers was initially raised during Branch President Contact Sessions at the October 2018 and March 2019 Joint Council meetings. At that time, the NLTA was in the process of revamping the program for its School Representative Seminars, to become Branch Leadership Seminars. The decision was made by the Executive Director that a Finance Session would be included with the new format.

A presentation was developed and rolled out in the 2019 Branch Leadership Seminars. Unfortunately, due to COVID-19, the 2020 seminars did not proceed, but the intent is to continue in 2021.

### Salary Increase in Opening Proposals

49. That the NLTA Collective Bargaining Committee consider including in the opening proposals for the next round of negotiations, a proposal that will provide for an increase in teacher salaries that at least matches the rate of inflation. (Conception Bay South)

CARRIED AS AMENDED

This resolution was considered by the Provincial and Labrador West Collective Bargaining Committees during their meetings and work to develop the opening proposals for the most recent round of negotiations. Demands for higher remuneration were also

strongly expressed by members who responded to the Collective Bargaining surveys of September 2019 (Provincial) and February - March 2020 (Labrador West). The committee proposed changes to the annual and substitute salary scales to reflect annual increases of 4%, 3%, 3%, and 2% over the proposed term (4 years) of the next contract. The proposed changes also include dropping the first step on the salary scales and adding one at the end, with a commensurate increase. Both proposals were approved by Provincial Executive for inclusion in the Association's opening packages.

## **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)**

**REFERRED TO EXECUTIVE**

This resolution was referred to Executive and, upon review and recommendation from the Membership Benefits and Services Committee, was Defeated as the issue underlying the resolution had been successfully resolved.

### **Rationale:**

NLTA staff confirmed with NLESD that CDLI teachers would receive the PD time they were entitled to pursuant to the Collective Agreement in the 2019/20 school year. Any breaches of the agreement should be addressed via the established dispute resolution processes, including grievance/arbitration, if necessary

## **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. **(Ganovia)**

**REFERRED TO EXECUTIVE**

This resolution was referred to Executive and, upon review and recommendation by the Substitute Teachers' Committee, was Carried. It is worthy of note that a previous Substitute Teachers' Committee had not been in favour of this move. The current Committee fully considered and debated the pros and cons of the resolution, and reached a unanimous conclusion that the benefits of including substitute teachers within the TPP far outweighed any perceived negative factors. Furthering the intent of this resolution can only be achieved through amendments to the TPP plan text. NLTA appointees to the TPP

Joint Sponsor Body (JSB) have raised this matter with the TPP Corporation and the JSB and are advocating for the JSB to make this change to plan text to include substitute teachers in the TPP immediately whenever they work. No agreement has yet been reached at the JSB as there would be a cost to government, as well as substitutes, in terms of increased pension premium contributions (as compared to GMPP premium rates).

## **RESOLUTIONS FROM THE FLOOR**

- FL1 That the NLTA Collective Bargaining Committee consider for inclusion in the next round of Provincial Agreement opening proposals, one additional paid leave day per 100 teachers in a branch for branch presidents.

**CARRIED**

This resolution was considered by the Provincial and Labrador West Collective Bargaining Committees during their meetings and work to develop the opening proposals for the most recent round of negotiations. The Association has been mainly successful in having leave approved for branch presidents and the Committees decided that the risk of opening on this Clause outweighed the potential for gain at this time.

- FL2. That the NLTA Collective Bargaining Committee consider for inclusion in the next round of opening proposals, a proposal to enable teachers to access their sick leave without a medical certificate when a family member is ill, injured or receiving care from a medical professional.

**CARRIED AS AMENDED**

This resolution was considered by the Provincial and Labrador West Collective Bargaining Committees during their meetings and work to develop the opening proposals for the most recent round of negotiations. The Committees proposed changing the requirement for a medical note for use of sick leave to leave in excess of 10 consecutive days only (currently 4), with no per school year maximum, without reference to any specific reasons for accessing sick leave. The proposal was approved by Provincial Executive for inclusion in the Association's opening proposals under Article 15 of the Provincial Collective Agreement and Article 27 of the Labrador West Collective Agreement. The Committees recognized gains in recent negotiations in family leave provisions and unpaid leave for care of ill family members and decided not to make a specific proposal on family leave at this time. However, a proposal was included for paid leave for personal reasons.

- FL3. That the NLTA enable a delegate from a branch with no alternate to exercise the branch voting rights of absent delegate(s) from the same branch.

**REFERRED TO EXECUTIVE**

**This resolution was referred to Executive and, upon consideration and recommendation by Table Officers, was Carried. The need for this functionality was considered in decisions around the online voting platform selected once Executive decided it would be necessary to hold a virtual BGM.**

- FL5. That the NLTA lobby EECED and school boards to address the issue of inadequate and inconsistent workspace for assessors in the school environment.

**CARRIED**

**This resolution has been actioned through a number of advocacy contacts, via discussions and email correspondence, with Student Support Services personnel at both the school district and the Department of Education. The response received was that the District would work to support finding a resolution for any staff who could not find an appropriate solution to any such concerns through working with administrators at the school level.**

- FL6. That the NLTA continue to lobby EECED and school boards to address the issue of recruitment and retention of school based speech-language pathologists in this province.

**CARRIED**

**This resolution has been actioned through ongoing communications with DOE and school district officials, with respect to SLP vacancies as well as teacher recruitment/retention issues in general and in various specialty areas. NLESD has begun maintaining postings for SLP vacancies for longer periods of time, and has moved to advertising difficult to fill positions beyond its own website over the past year. NLESD has also made some positions virtual to help provide a level of service in areas where recruitment for an in-person SLP has been challenging. The Association's opening proposals for the most recent round of negotiations included a proposal for a new allowance for SLPs, to recognize the specialized role, licencing and insurance requirements, and to make such positions more financially appealing.**

FL7. That the NLTA lobby EEC and school boards to provide all teachers with professional development opportunities during the workday to help ensure that they are familiar with the specific exceptionalities of their students.

**CARRIED**

**This resolution is in keeping with current NLTA policy (PD.H 5,6,10), which informs ongoing advocacy efforts with Department and school district officials. This resolution has been actioned via a number of communications with Student Support Services officials at the Department of Education, in tandem with lobbying related to Resolution 19 (see above).**

FL8. That any unfilled BGM funded delegate or alternate positions be offered to other branches and SICs as alternate positions.

**REFERRED TO EXECUTIVE**

**This resolution was referred to Executive and, upon consideration and recommendation by Table Officers, was Defeated.**

**Rationale:**

**Financially, this resolution may or may not be cost neutral, depending upon where a delegate or alternate vacancy occurs and where the new attendee comes from.**

**Operationally, it is common for branches not to identify their delegates and alternates prior to the completion of the BGM kit. In some cases branches and SICs do not identify their delegates or alternates until the week prior to BGM or later. It will be difficult for NLTA staff to coordinate unexpected alternates on short notice without potentially denying a branch or SIC of their delegate or alternate entitlements.**

FL9. That the NLTA give teachers a choice to receive digital or print copies of "The Bulletin".

**CARRIED AS AMENDED**

**Actioned via a survey to the entire membership. See synopsis of survey results attached. As well, all members currently have this choice as The Bulletin is available online and a certain number of print copies are mailed to each school based on the number of teachers on staff and the number requested by the School Representatives at the beginning of the school year.**

FL10. That the NLTA lobby government to require school districts to take a stronger approach in imposing consequences for students who exhibit extreme and/or chronic misbehavior or absenteeism.

REFERRED TO EXECUTIVE

**This resolution was referred to Executive and, upon recommendation from the Membership Benefits and Services Committee, was Amended and Carried as follows:**

That the NLTA lobby government to **require assist** school districts ~~to take a stronger in taking a holistic, interdepartmental~~ approach **to the complex issue of** ~~in imposing consequences for students who exhibit extreme and/or~~ chronic ~~misbehavior or~~ **student** absenteeism.

**The committee considered the matter and concluded that the issues of discipline and absenteeism can be quite different. Among other things, they considered, are these concerns province wide? If not, is it the proper subject matter of a provincial motion? What does a stronger approach to chronic absenteeism mean? Is it punitive? Is a punitive approach generally appropriate for absenteeism concerns?**

**The committee noted that with respect to the discipline concern, this may be more of an issue at individual schools, as opposed to provincial in scope. There was concern also with the vagueness of the resolution relating to discipline. The committee noted that consequences are also not the sole manner to deal with discipline issues. Sometimes it is a matter of support. While the resolution could be amended to reflect the need for additional and appropriate resources to support students, this is already current practice and policy of the Association.**

**With respect to the absenteeism aspect of the resolution, there was concern about taking a punitive approach. Real solutions to this complex issue require a holistic approach (not just more paperwork for teachers, as has been seen in the past.) The committee was in favor however of recommending an amendment as is seen above.**

**Recommendations 29 and 30 in government's Education Action Plan are related to the issue of chronic absenteeism and state:**

*29. EECD, in partnership with both school districts, ensure accurate recording of school attendance and develop a dropout prevention program for every school in the province, engaging the voice of youth.*

*30. EECD, in partnership with both school districts, develop a viable program for early school leavers to return to school.*

The NLTA has a representative on the committee responsible for Recommendations #29 and 30. The work of that committee continues.

Separate and apart from the work of that committee, the NLTA has taken the position with the Department that student chronic absenteeism is a critical issue that requires a holistic interdepartmental approach. The Department has indicated that they agree. In August of 2020, in response to NLTA inquiries, Department representatives advised that they had provided the Office of the Child and Youth Advocate (CYA) with an update regarding actions taken in response to the 2019 CYA report dealing with student absenteeism. The NLTA has been advised that the action plan will feature multi-disciplinary collaboration at all levels of the system and including community partners.

As well, on March 29, 2019 the Association made a submission to government on the *Schools Act 1997* as part of the Department's comprehensive review of the legislation. This was followed up by a face-to-face consultation. The Association's submission calls for improvements in several areas related to absenteeism, including consideration for the following:

- outline the rights, responsibilities and authority to address attendance issues through a progressive system of intervention and consequences (including penalties, issuing fines, etc.) including parental obligations to ensure child's attendance, including measures required and consequences imposed when failing to do so
  - alignment with School District's responsibilities (teacher, Director etc.) to reasonably secure a child's attendance, the measures required and the consequences to be taken in cases of suspected or confirmed neglect
  - add a requirement to refer to Children, Seniors and Social Development (CSSD), particularly for students in grades K-6 (in current legislation Director refers issue to police authority)
  - outline the penalties directly under a section for parents/caregivers to connect the consequences when duties are not carried out
- add a new section that imposes penalties on employers who hire school-aged children to work during school hours
- reduce the age of compulsory attendance from 6 to age 5 (recognition of Kindergarten programming), with exceptions to be approved by the Director of Education
- add a section requiring Health Authorities to share pertinent student information with schools when students enter school for the first time.

FL11. That the NLTA inquire with teacher organizations across the country to see what, if any, professional development in the capacity of leadership programs they offer to teachers interested in applying for such roles in the future.

**CARRIED AS AMENDED**

This resolution was actioned and information was requested from all other provincial teacher organizations. The information received is attached.

- FL12. That the NLTA hold private consultations with teachers that explain in detail the rationale behind the sick leave decision made in the 2006 Collective Agreement.

AMENDED AND REFERRED TO EXECUTIVE

This resolution was referred to Executive and was Amended and Carried as follows:

That the NLTA **engage in member only town hall meetings across the province and be prepared to** ~~hold private consultations with teachers that~~ explain ~~in detail~~ the rationale behind the sick leave decision made in the 2006 Collective Agreement **MOA**.

**Rationale:**

The use of member only town hall meetings would allow for open agendas that may or may not include discussions on the 2006 MOA depending upon member interest.

In preparation for the town hall meetings a detailed background document (attached) regarding the 2006 MOA was prepared for Provincial Executive. Town hall meetings were held from October 17, 2019 to December 12, 2019.

- FL13. That the NLTA lobby schools boards and EECD to ensure equitable access to curriculum professional development opportunities for teachers in small schools.

CARRIED

This was discussed at Curriculum Committee meetings. Programs and Services staff have met with Department of Education and school district officials to discuss this matter and advocate for equitable opportunities for NLTA members in small schools. In response to these concerns around small schools receiving different access to PL, the DOE noted that it is responsible for PL for new curriculum and new program implementation and that the expectation is that teachers responsible for new implementation will attend. They noted that this issue is not one that they were previously aware of, and they were not aware of any teachers who had been denied access to Department-led PL. The DOE relies on school districts to facilitate that process and noted that if teachers are being denied access to Department-led PL, they would want to be made aware of this. Since March 2020 and the onset of the COVID-19 pandemic and associated travel and gathering restrictions, District-led PL has been limited or offered solely online. As such, the prevalence of



**concerns related to teachers being denied leave to travel to attend PL may be less now and/or become clearer once such restrictions are lifted. Programs and Services staff will continue to advocate for equitable access to PL on behalf of teachers in small schools.**

## BGM 2021 RESOLUTION #5

NLTA

Extra Funded Delegates to BGM

### MOTION 5

AMENDED to read: "That the NLTA fund costs for an alternate delegate to attend a 2021 Biennial General Meeting from any branch and special interest council with results to be presented at BGM." (Ganova)

REFERRED TO EXECUTIVE

Number of Additional Funded Alternates 28 (16 branches & 12 SICs)

	Rate	# Nights	per Alternate	Total
2021 BGM Hotel Rate	\$ 190.00	3	\$ 570.00	\$ 15,960.00
Average Delegate Travel Cost BGM 2019			\$ 585.97	\$ 16,407.11

Addition BGM Costs based on BGM 2019

	Attendees	Cost	per Alternate	Total
Opening Reception	155	\$ 9,924.71	\$ 64.03	\$ 1,792.85
Luncheon	155	\$ 5,329.68	\$ 34.39	\$ 962.78
President's Banquet	260	\$ 30,801.49	\$ 118.47	\$ 3,317.08
Awards Luncheon	195	\$ 8,911.01	\$ 45.70	\$ 1,279.53
Branch Night	155	\$ 4,220.53	\$ 27.23	\$ 762.42
Coffee Breaks (4)	155	\$ 9,482.33	\$ 61.18	\$ 1,712.94
				\$ 42,719.40
			Estimated Cost per Attendee	\$ 1,525.69

Eastern Audio - additional microphones, etc.

\$ 920.00

Total Cost Estimate

\$ 43,639.40

%age of 2021 BGM Budget  
[\$300,000]

14.55%

\* Should motion be approved a budget adjustment would be required

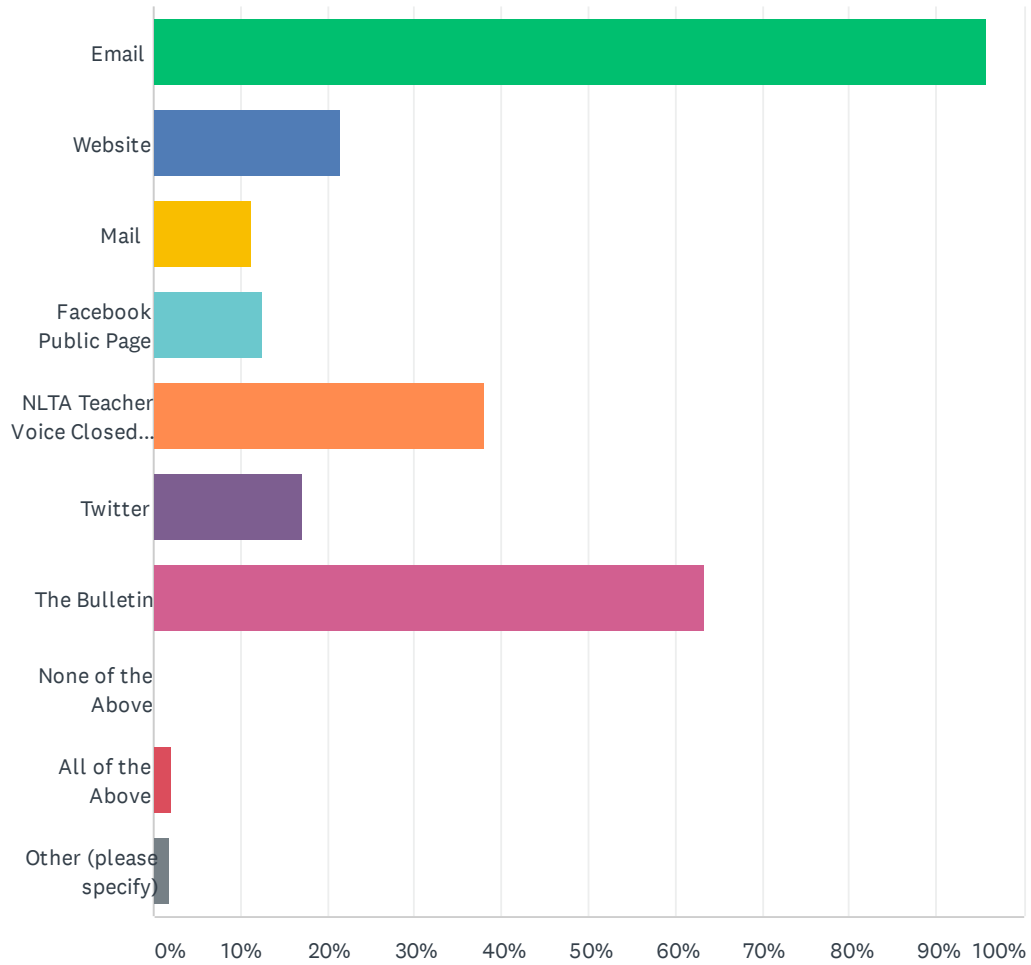
**Sheraton is able to accommodate the additional delegates**

Additional Potential Costs not include in the above estimate.

- Potential Offsite Parking/Shuttle Costs

Q1 The NLTA currently uses The Bulletin, mail, email, website, Facebook and Twitter to provide information to the membership. How do you currently receive information/updates from the NLTA? Please check all that apply

Answered: 997 Skipped: 1



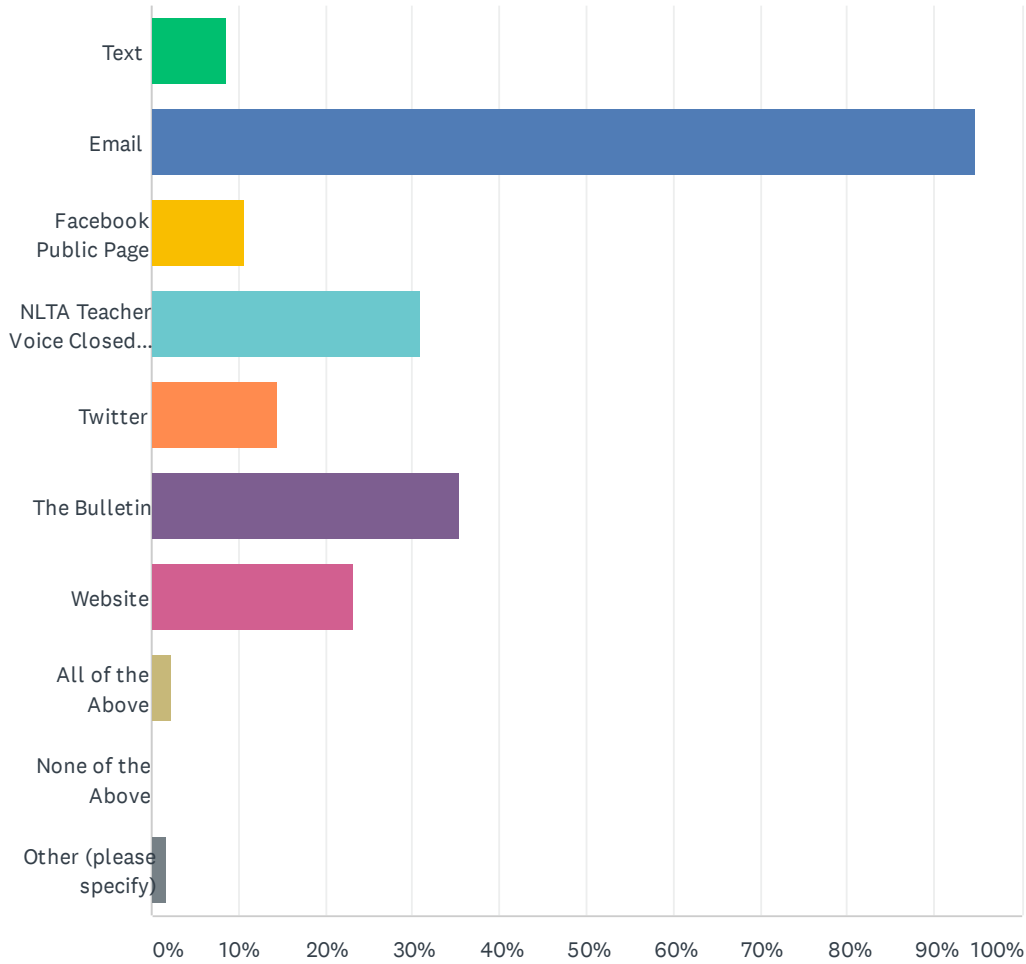
## BGM Resolutions

ANSWER CHOICES	RESPONSES	
Email	95.79%	955
Website	21.46%	214
Mail	11.33%	113
Facebook Public Page	12.54%	125
NLTA Teacher Voice Closed Facebook Group	38.11%	380
Twitter	17.25%	172
The Bulletin	63.29%	631
None of the Above	0.10%	1
All of the Above	2.01%	20
Other (please specify)	1.91%	19
Total Respondents: 997		

#	OTHER (PLEASE SPECIFY)	DATE
1	Through school rep, too	12/15/2020 5:26 PM
2	School Rep	12/15/2020 4:27 PM
3	Branch President and NLTA Rep	12/12/2020 4:16 AM
4	Teacher rep	12/10/2020 4:10 PM
5	*Please address the lack of professionalism on the Teacher Voice Facebook group. It is very concerning.	12/10/2020 11:14 AM
6	The Bulletin online with email link	12/10/2020 7:45 AM
7	school rep	12/10/2020 6:41 AM
8	School NLTA Rep	12/9/2020 7:56 PM
9	Appointed staff rep via email	12/9/2020 7:23 PM
10	Branch work/involvement	12/9/2020 5:48 PM
11	Teacher voice is a toxic environment. It must be monitored as it is destroying our professional image as teachers/administrators.	12/9/2020 5:20 PM
12	Colleagues	12/9/2020 4:54 PM
13	It's time to get rid of the paper bulletin! Every school I've been in they go directly into the garbage! What a terrible waste of our money!!	12/9/2020 4:50 PM
14	Media (news or news articles on Facebook)	12/9/2020 4:10 PM
15	School rep	12/9/2020 4:06 PM
16	School rep	12/9/2020 3:56 PM
17	Staff rep	12/9/2020 3:45 PM
18	other staff	12/9/2020 3:40 PM
19	NLTA School Representative	12/9/2020 3:39 PM

## Q2 How would you like to receive information/updates from the NLTA?

Answered: 997 Skipped: 1



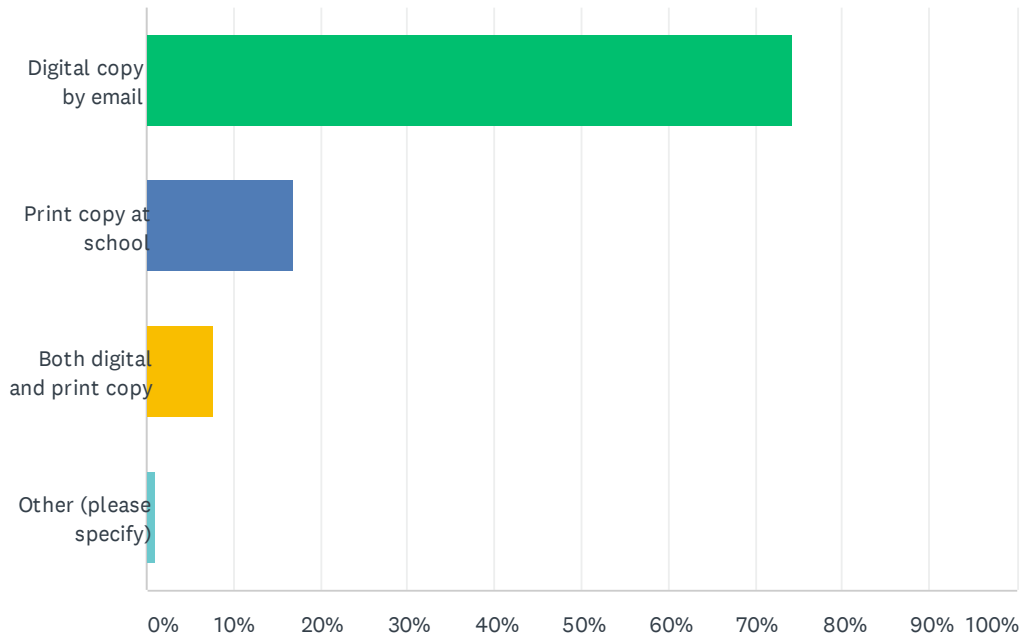
ANSWER CHOICES	RESPONSES	
Text	8.63%	86
Email	94.78%	945
Facebook Public Page	10.73%	107
NLTA Teacher Voice Closed Facebook Group	30.89%	308
Twitter	14.34%	143
The Bulletin	35.31%	352
Website	23.17%	231
All of the Above	2.21%	22
None of the Above	0.10%	1
Other (please specify)	1.60%	16
<b>Total Respondents: 997</b>		

## BGM Resolutions

#	OTHER (PLEASE SPECIFY)	DATE
1	Digital Bulletin	12/11/2020 10:59 AM
2	Teacher rep	12/10/2020 4:10 PM
3	Try Using synchronous webinar formats to update members on a regular basis	12/10/2020 10:38 AM
4	Perhaps a digital version of The Bulletin? I do love the format and I enjoy reading it. I live in a region that doesn't have the capability to recycle paper and it just seems wasteful when they can't be recycled.	12/10/2020 10:06 AM
5	The NLTA Facebook page became very toxic for me. I felt that it was very negative and some of the comments were very inappropriate	12/10/2020 9:54 AM
6	I would be fine with the Bulletin being a virtual document of that saved money	12/10/2020 8:53 AM
7	mail	12/10/2020 8:13 AM
8	school rep	12/10/2020 6:41 AM
9	A human	12/9/2020 8:07 PM
10	School NLTA Rep	12/9/2020 7:56 PM
11	A digital copy of the Bulletin will suffice	12/9/2020 7:56 PM
12	Electronic version of bulletin	12/9/2020 7:13 PM
13	Electronic bulletin instead of paper copy!! Save trees!	12/9/2020 4:12 PM
14	other staff	12/9/2020 3:40 PM
15	I love the bulletin but I often don't have time to read it. I browse bits and pieces. I'd love to have digital bulletin with snapshots like Twitter but then link to the full article.	12/9/2020 3:40 PM
16	NLTA School Representative	12/9/2020 3:39 PM

### Q3 How would you prefer to receive your copy of The Bulletin?

Answered: 997 Skipped: 1

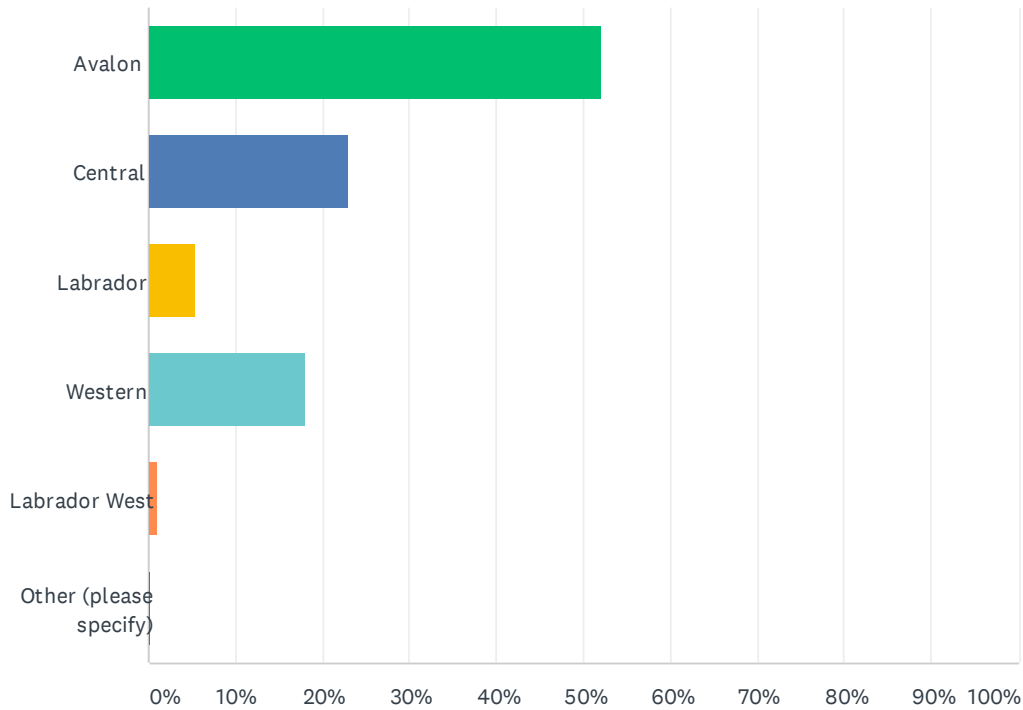


ANSWER CHOICES	RESPONSES	
Digital copy by email	74.22%	740
Print copy at school	16.85%	168
Both digital and print copy	7.82%	78
Other (please specify)	1.10%	11
<b>TOTAL</b>		<b>997</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	paper copy provided as has been	12/10/2020 12:14 PM
2	email with a few print copies available at school. Do not need an individual copy	12/10/2020 11:40 AM
3	print only important info	12/10/2020 6:41 AM
4	I personally don't care but I know several teachers at my school throw them away.	12/9/2020 9:50 PM
5	By Mail to Home	12/9/2020 9:22 PM
6	Not at all.	12/9/2020 8:57 PM
7	Print at home, I'm on deferred	12/9/2020 8:15 PM
8	None, waste of my union fees which are already too high.	12/9/2020 6:28 PM
9	By request only	12/9/2020 3:57 PM
10	I don't read it at all - if it MUST continue, I would prefer digital only - please stop wasting so much paper!!	12/9/2020 3:55 PM
11	No copy necessary	12/9/2020 3:38 PM

## Q4 In which region of the province do you currently work?

Answered: 995 Skipped: 3



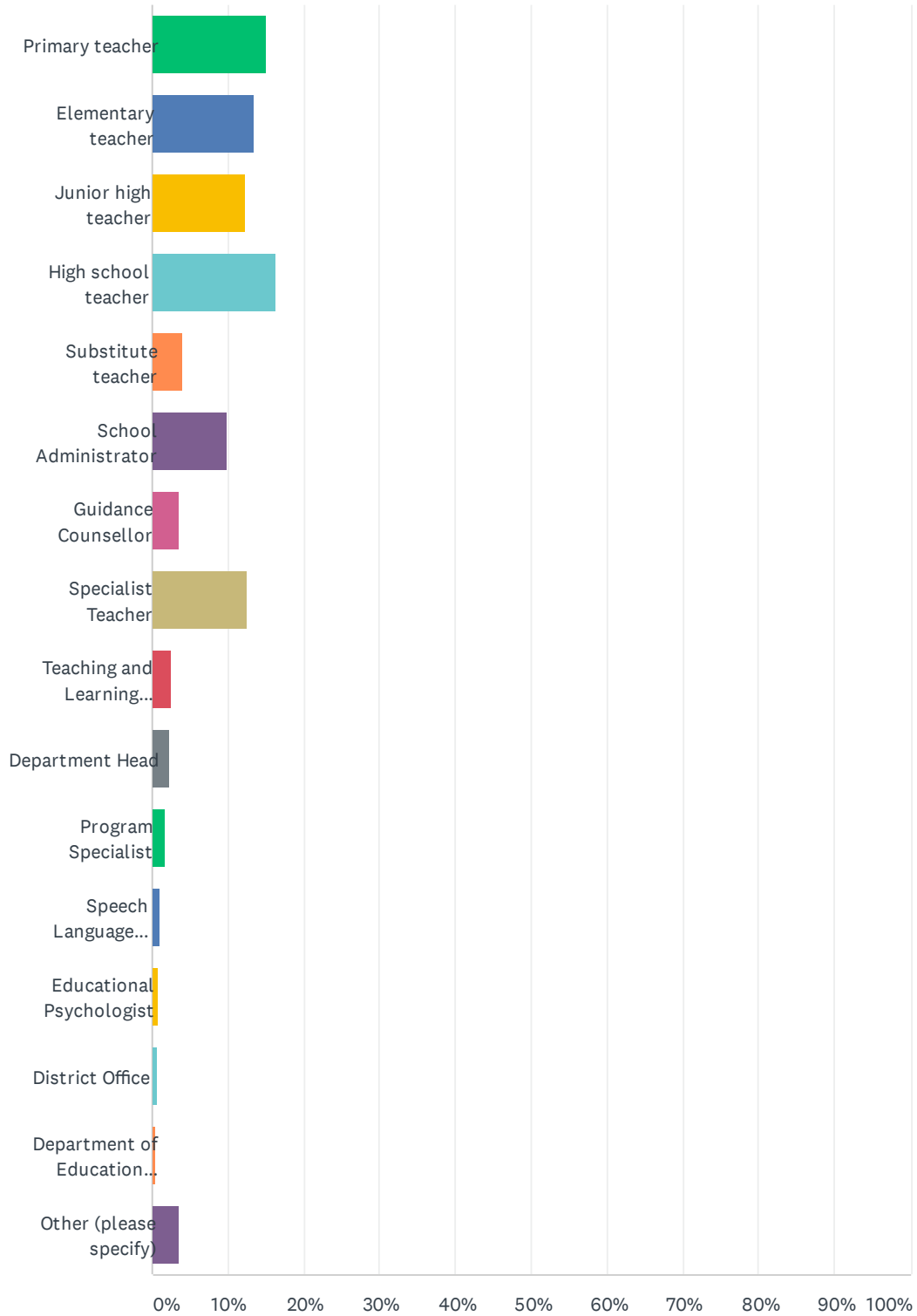
ANSWER CHOICES	RESPONSES	
Avalon	52.06%	518
Central	23.02%	229
Labrador	5.53%	55
Western	17.99%	179
Labrador West	1.11%	11
Other (please specify)	0.30%	3
<b>TOTAL</b>		<b>995</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	On Medical Leave	12/9/2020 9:22 PM
2	What difference does this question make?	12/9/2020 8:57 PM
3	IRT	12/9/2020 4:38 PM



# Q5 Which of the following best describes your current teaching position?

Answered: 997 Skipped: 1



## BGM Resolutions

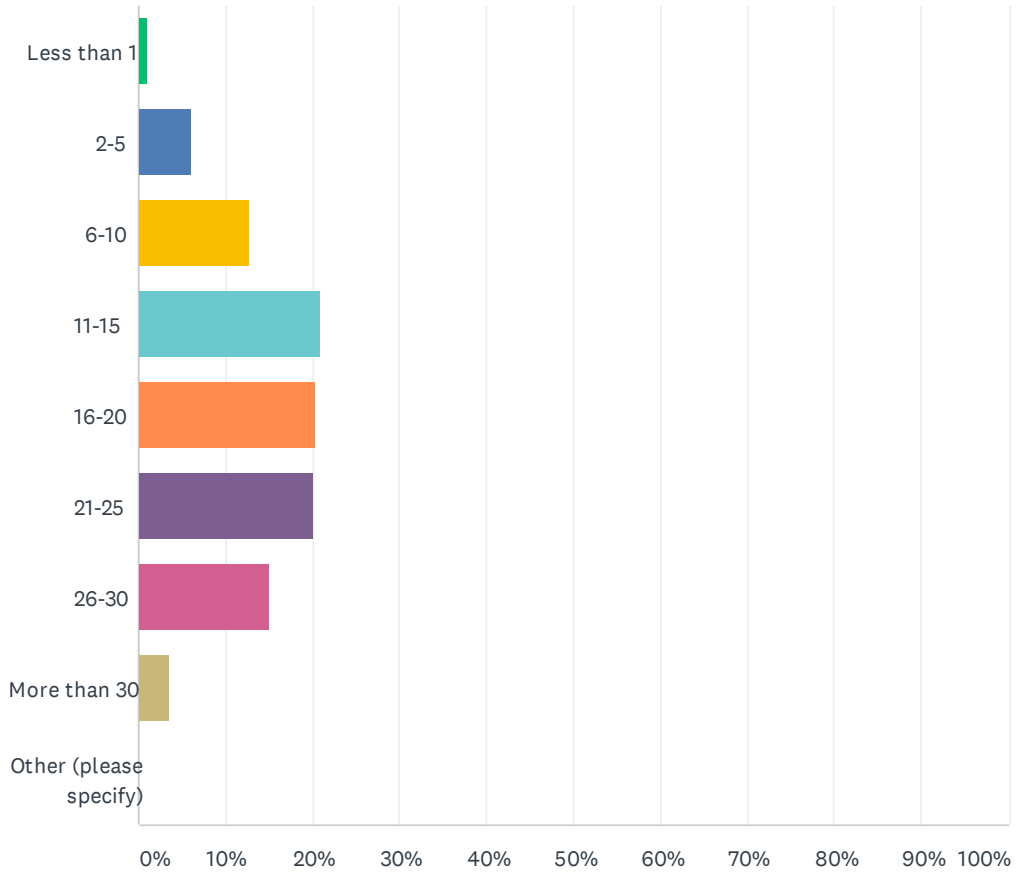
ANSWER CHOICES	RESPONSES	
Primary teacher	15.05%	150
Elementary teacher	13.34%	133
Junior high teacher	12.34%	123
High school teacher	16.35%	163
Substitute teacher	3.91%	39
School Administrator	9.73%	97
Guidance Counsellor	3.61%	36
Specialist Teacher	12.54%	125
Teaching and Learning Assistant	2.51%	25
Department Head	2.21%	22
Program Specialist	1.71%	17
Speech Language Pathologist	1.00%	10
Educational Psychologist	0.90%	9
District Office	0.70%	7
Department of Education (secondment)	0.50%	5
Other (please specify)	3.61%	36
<b>TOTAL</b>		<b>997</b>

## BGM Resolutions

#	OTHER (PLEASE SPECIFY)	DATE
1	Instructional Resource Teacher	12/15/2020 8:42 PM
2	IRT (K-3)	12/15/2020 6:32 PM
3	IRT	12/15/2020 11:03 AM
4	Physical Education Specialist High School Athletic Director/Department Head	12/14/2020 11:50 AM
5	IRT	12/13/2020 6:03 PM
6	IRT	12/10/2020 9:43 PM
7	Student assistant	12/10/2020 3:33 PM
8	Itinerant Teacher	12/10/2020 12:05 PM
9	IRT- This should have been a choice above...	12/10/2020 11:53 AM
10	Instructional Resource Teacher	12/10/2020 11:26 AM
11	IRT junior and senior	12/10/2020 11:24 AM
12	Teacher Librarian	12/10/2020 11:23 AM
13	IRT	12/10/2020 11:15 AM
14	Retired substitute	12/10/2020 11:10 AM
15	Instructional Resource Teacher	12/10/2020 11:02 AM
16	deaf and Hard of Hearing	12/10/2020 10:56 AM
17	Instructional Resource Teacher	12/10/2020 9:02 AM
18	Admin/Teacher	12/10/2020 8:26 AM
19	Instructional Resource Teacher	12/10/2020 6:41 AM
20	Teaching Administrator	12/9/2020 9:19 PM
21	???	12/9/2020 8:57 PM
22	IRT Teacher	12/9/2020 7:57 PM
23	K to 12 teacher (teach all grades)	12/9/2020 7:27 PM
24	IRT	12/9/2020 7:07 PM
25	IRT	12/9/2020 6:55 PM
26	IRT	12/9/2020 6:36 PM
27	Retired	12/9/2020 4:40 PM
28	IRT	12/9/2020 4:19 PM
29	Instructional Support Teacher (Primary)	12/9/2020 4:06 PM
30	Teacher-Librarian	12/9/2020 3:58 PM
31	Principal	12/9/2020 3:48 PM
32	IRT	12/9/2020 3:48 PM
33	instructional resource teacher	12/9/2020 3:43 PM
34	Teaching Principal	12/9/2020 3:41 PM
35	IRT	12/9/2020 3:40 PM
36	Instructional Resource Teacher	12/9/2020 3:40 PM

## Q6 How many years have you been teaching?

Answered: 996 Skipped: 2

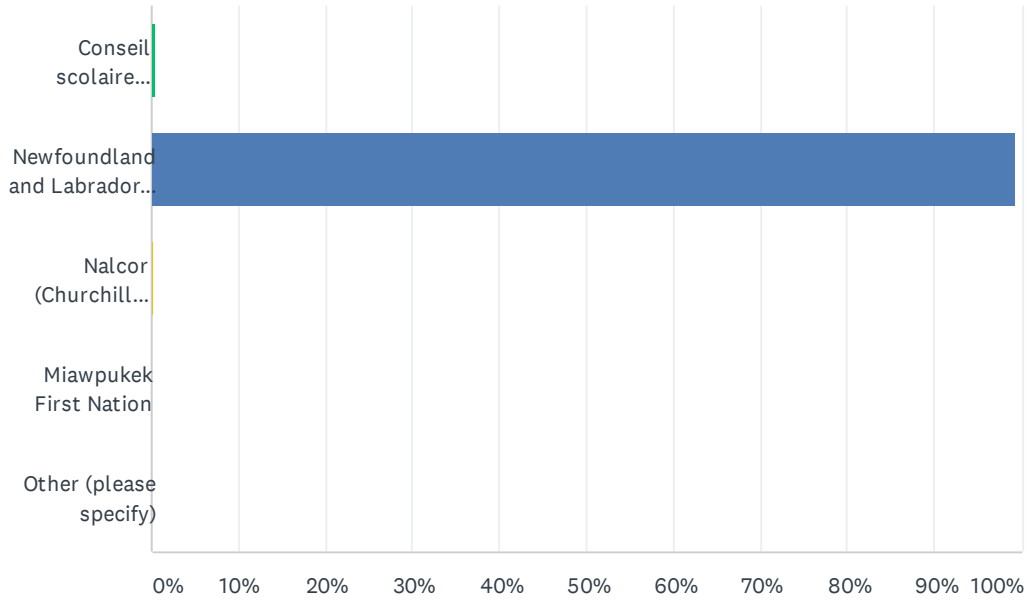


ANSWER CHOICES	RESPONSES	
Less than 1	1.10%	11
2-5	6.12%	61
6-10	12.75%	127
11-15	20.88%	208
16-20	20.38%	203
21-25	20.18%	201
26-30	14.96%	149
More than 30	3.61%	36
Other (please specify)	0.00%	0
<b>TOTAL</b>		<b>996</b>

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

## Q7 For which employer do you work?

Answered: 995 Skipped: 3



ANSWER CHOICES	RESPONSES
Conseil scolaire francophone provincial	0.40% 4
Newfoundland and Labrador English School District	99.30% 988
Nalcor (Churchill Falls)	0.20% 2
Miawpukek First Nation	0.00% 0
Other (please specify)	0.10% 1
<b>TOTAL</b>	<b>995</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Another question that is designed to remove anonymity.	12/9/2020 8:57 PM

**BGM 2019 Resolution FL11:**

**AMENDED** to read: “That the NLTA inquire with teacher organizations across the country to see what, if any, professional development in the capacity of leadership programs they offer to teachers interested in applying for such roles in the future”. (Churchill Falls/St. John’s Centre) **CARRIED AS AMENDED**

<b>Aspiring Applicant Leadership Professional Development: Pan-Canadian Review</b>	
Organization	Does your organization offer professional development opportunities for aspiring applicants for your members? Comments (if any)
Alberta Teachers Association	No. Such an approach would be an inefficient use of time when considering the low number of opportunities that present themselves. Such a program could unfairly raise expectations for those members who complete the professional development.
British Columbia Teachers Federation	No.
Elementary Teachers’ Federation of Ontario	Yes
Manitoba Teachers Society	No. Aspiring applicants would normally pursue their own self-directed professional development to better prepare for future career opportunities.
New Brunswick Teacher’s Federation	No
New Brunswick Teachers’ Association	No
Newfoundland and Labrador Teachers’ Association	No
Northwest Territories Teacher Association	No
Nova Scotia Teachers’ Union	No
Ontario English Catholic Teachers Association	Yes. Program is more designed for members wishing to become involved in the Association’s governance activities.
Ontario Secondary School Teachers’ Federation	Yes. But it is only for equity seeking groups and focussed on involvement in governance roles.
Prince Edward Island Teachers’ Federation	No
Quebec Provincial Association of Teachers	No Reply
Saskatchewan Teachers’ Federation	No Reply
Yukon Teachers’ Association	No



# MEMORANDUM

**Office of the Assistant Executive Director**  
**October 10, 2019**

**To: Provincial Executive**

**From: Stefanie Tuff, Assistant Executive Director**

**Re: Backgrounder – 2006 Collective Agreement MOA**

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This memorandum is provided in response to the following motion which was carried by Provincial Executive at their August 2019 meeting:

*All members of Provincial Executive will be provided with a detailed backgrounder regarding the rationale behind the sick leave decision made in the 2006 Collective Agreement MOA.*

## **Bargaining Context**

The NLTA served notice to begin bargaining a new Provincial Collective Agreement in November 2003 (the collective agreements in effect at that time expired on August 31, 2004). The new Williams Progressive Conservative government had just been elected in October 2003. The economic outlook for the province was poor – soon after being elected, Premier Williams announced the province's debts were so burdensome that he had no choice but to cut spending and freeze wages. Based on a projected \$840 million budget deficit for 2004, the government announced sweeping cuts, including the cancellation or delay of several projects, a public sector wage freeze and roll-back of benefits, and a plan to eliminate 4,000 public sector jobs. Later that year the Williams government compressed health and education boards for the stated reason of improving the efficiency and cost-effectiveness of the delivery of services.

In response to government's hard line in negotiations, 20,000 public sector employees represented by NAPE and CUPE went on strike on April 1, 2004. The strike lasted for nearly a month, at which point Premier Williams reneged on a campaign promise and legislated employees back to work. As a result, these bargaining units were forced to accept a concessionary contract which reduced sick leave accrual for new employees to one sick day for each month worked per year. Striking workers took their picket lines down on April 27 as a "day of mourning" for the "death of collective bargaining" in the province. In this poor labour relations climate, considering the province's economic situation and the outcome of the NAPE/CUPE strike, the Association made the decision to not actively pursue negotiations during 2004.

It is also relevant that the funding level of the Teachers' Pension Plan (TPP) at this time was 26.4% and, based on actuarial assessments at the time, was due to run out of money in less than ten years (by 2014). Previous governments had repaid the unfunded liability incurred up to August 31, 1990, including interest and carrying costs. As government had fully reimbursed all outstanding funds plus interest to the TPP, the Collective Agreement provided that unfunded liabilities incurred after that date were to be shared equally between government and teachers.

On January 31, 2005, it was announced that the federal and provincial governments had renegotiated the Atlantic Accord. Then NLTA President Fred Douglas immediately wrote the Minister of Finance and the Premier recommending that government apply a lump sum contribution to the TPP unfunded liability. With the Atlantic Accord settlement and the improved economic outlook for the province over the winter/spring of 2005, NLTA Executive decided to begin the negotiating process in the fall of 2005.

## **Negotiations**

Negotiations proposals were exchanged between the NLTA and the employer on November 8-9, 2005, with further talks planned for January 2006. By this time, former President Fred Douglas' suggestion to put a significant portion of the Atlantic Accord money toward unfunded pension plan liabilities was being publicly discussed by the Auditor General and the Premier.

On December 6, 2005, government approached the NLTA to discuss the possibility of placing a significant lump sum payment into the TPP to stabilize the Plan's funding, provided NLTA was prepared to accept collective agreement provisions on duration of agreement, salaries, sick leave and group insurance consistent with other public sector employees. Provincial Executive met on December 8, 2005 to consider government's proposal and gave approval to hold further talks on these five items. Provincial Executive was mindful of the specific Collective Agreement language stating that responsibility for all pension shortfalls was to be shared equally between teachers and government. Teachers' share of the pension liabilities at that time would have amounted to over one billion dollars.

Discussions continued (more than 20 sessions) to develop the framework for a potential agreement and specific contract language. Despite the potential for a large, unilateral payment by government towards the TPP unfunded liability, Provincial Executive refused to consider sick leave provisions equivalent to one sick day accrued for each month worked, as was imposed for other public sector employees. On February 14, 2006, Provincial Executive reviewed the proposed Memorandum of Agreement (MOA) which provided new teachers with 1.2 sick days per month worked, and passed a motion that it be recommended for acceptance by Joint Council. Joint Council met on February 17, 2006 to consider the MOA and voted to recommend to the membership that the MOA be accepted.



## **Memorandum of Agreement**

The basis for the MOA was that Government would make an immediate lump-sum payment to the TPP of \$1,953,000,000 in return for NLTA accepting collective agreement provisions on salaries (0%, 0%, 3%, 3%), sick leave, group insurance (employer contributions at same level as for other public sector groups), and duration of agreement (four year deal) consistent with other public sector employees. The main concession in the MOA was on sick leave – for any teacher who had no teaching experience in the province prior to September 1, 2006, new sick leave provisions were implemented, giving new teachers 12 days of sick leave per year, with the ability to accumulate a 20 year maximum of 240 days. Teachers with teaching experience in the province prior to September 1, 2006 were not subject to these changes.

The infusion of the \$1,953,000,000 brought the TPP funding level to 90% from its previous level of 26.4%. Actuarial assessments at the time indicated that this step would maintain the funding level at a minimum of 85% until 2033 and beyond, in contrast to the previous prediction that the TPP would be exhausted by 2014. Government’s opening position was to have the retirement provisions of the TPP made consistent with the Public Service Pension Plan, thereby eliminating “30 and out” as a pension eligibility trigger. The NLTA fought those proposals, which were ultimately dropped. The Association’s primary goal with respect to the TPP funding crisis was to achieve retirement security for its members without reductions in eligibility triggers or benefits, and without placing any burden on members to contribute towards the unfunded liability.

With respect to the changes in sick leave for new teachers post September 1, 2006, as previously noted, government initially insisted on “parity” with the rest of the public sector – sick leave accrual at the rate of one day per month (12 days per year), to a maximum of 240 days over 20 years. Since teachers’ work year is 195 days, or ten months, government’s position was that teachers should accrue only 10 days per year (one day per month), to a maximum of 200 days over 20 years. The NLTA flatly refused this, risking that government would allocate the \$1.953 billion to other debt-reduction priorities and not the TPP. Government ultimately agreed to 12 days per year for teachers (1.2 days per month), to a maximum of 240 days over a 20 year period. While still a significant concession, this was a better deal for new employees than that which NAPE and CUPE ended up with after a month-long strike.

The 2006 MOA was assessed by the Association to be the best deal that could be achieved for teachers in the environment and context of the day. The information and actuarial assessments at that time evidenced an opportunity, with the Atlantic Accord money, to address a serious problem – pension plan funding – that had been hanging over teachers and negotiations for decades, to the benefit of all current and future teachers. The ratification vote was 87% in favour of accepting the MOA.

## **The MOA and Pension Reform**

The equity market crash of 2008 negatively affected the stability of funds and investments around the world, including the NL TPP. This was an event of global impact that could not have been predicted in March of 2006 when the MOA was recommended to and ratified by NLTA members. Pension reform began in many jurisdictions to address unfunded liabilities in pension plans.

The NLTA entered into pension reform negotiations with government in 2014 with the TPP estimated funding ratio at 62%. While the \$1.953 billion contribution to the TPP as a result of the 2006 MOA did not achieve the long term funding stability that had been predicted at that time, it was critical in enabling the Association to enter into reform discussions from a much stronger position than would have been possible had the MOA not been ratified. If the Atlantic Accord money had not been paid into the TPP, NLTA would most likely have been forced to negotiate pension reforms for a plan that was less than 25% funded (post 2008) and with an even bleaker outlook than the fund being exhausted by 2014. It is important to keep in mind that, even with the \$1.953 billion contribution, the 2008 market crash took the TPP from 90% funded in 2006 to 52.5% in 2012. Action would have been required much earlier – before markets recovered and before investment returns and the provincial economy improved between 2012-15 – had the 2006 MOA not occurred. Simply put, without the \$1.953 billion infusion into the pension plan in 2006, it is unlikely that the type of pension reform achievable in 2015 would have resembled the retirement benefits that all teachers can now rely upon.

Pension reform for teachers did not impact retirement eligibility triggers. Premium rate increases were shared with government, and the increase in salary averaging (from best 5 to best 8 years) was spread fairly across the membership. Unlike the Public Sector Pension Plan deal, the Pension Reform Agreement negotiated by the NLTA did not create a divide between future and current teachers. The promissory note from government, guaranteeing additional contributions to the TPP of \$1.862 billion over 30 years, would have been less achievable had pension reform negotiations taken place earlier (closer to 2008) when oil prices were lower and the outlook for the provincial economy was not as favourable.

Ultimately, TPP reform resulted in a better deal for teachers than for other public sector employees in NL, and maintained a defined benefit pension plan for all current and future NLTA members, unlike the move to target benefit plans that occurred in other provinces, such as New Brunswick and PEI.

## **Conclusion**

The NLTA leadership in 2006 understood that the economic climate and bargaining context of the day was such that reductions in sick leave could not have been avoided, even with job action. However, they saw and seized upon the opportunity to further the goal of stabilizing the TPP on a long-term basis for teachers. This journey, in the end, took longer than anticipated due to factors that could not have been foreseen at that time. However, there is no doubt that pension reform in 2015 would not have been achievable as it was ultimately negotiated without the foundation that was in place as a result of the 2006 MOA.