



facebook.com/nlta.nl.ca/

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION
T H E



twitter.com/NLTeachersAssoc

Vol. 66/No. 3

January/February 2023

bulletin

**RECRUITMENT.
RETENTION.
RESOURCES.**



Features

- 8 Executive Director's Message**
BGM and the Importance of NLTA Governance Leadership
by Stefanie Tuff
- 9 Programs & Services**
Financing a Year of Deferred Salary Leave
- 10 Accommodation: The Basics**
by Mirian Sheppard
- 12 School Closures for Weather and Other Reasons: Important Information for NLTA Members re Substitutes, Attendance, and Leave**
by Emily Caines
- 14 Living Well**
Sleep Health: An Essential Component of Self-Care
by Kenda Riggs
- 16 An Interview With...**
Baie Verte Branch President Mark Thorne
- 19 Of Special Interest...**
DHH/BVI Special Interest Council

Departments

- Up Front with the NLTA President* 3
- On Location News* 4
- News and Events* back cover

Happy New Year and welcome back after what we all hope was a restful holiday break. Your Association began the new year with a social media campaign designed to highlight the hidden realities that exist in your schools and classrooms. We will continue to advocate strongly on your behalf for proper resourcing in your schools and a concrete plan for recruitment and retention.



In this issue of *The Bulletin* you will find some useful information from our EAP team on your sleep health. We introduce you to one of our Branch Presidents and a new NLTA Special Interest Council. You will also find important information about school closures and details about a new wellness tool for teachers – *Wellness4Teachers*.

Thank you to everyone who has contributed and once again, I encourage anyone who has something they want to share with their colleagues, send us a submission!

Take care,
Jennifer

THE
bulletin

Published five times a year (September-June) by the Newfoundland & Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1; Tel: 709-726-3223; 1-800-563-3599; www.nlta.ca

Editor

Jennifer Tulk
jtulk@nlta.ca

Submission Deadlines:

March/April: March 1

Editorial Assistant/Advertising

Michelle Lamarche
mlamarche@nlta.ca

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

Design • Printing • Distribution

John Bishop, Elliott Green

ISSN-1189-9662



UP FRONT WITH THE NLTA PRESIDENT



Morale is a state of mind. It is steadfastness and courage and hope. ~ George C. Marshall

Colleagues/Friends,

As I was recently making my way through Rutger Bregman's *Humankind: A Hopeful History*, the following quote struck me: "I'm often reminded of what a Chinese politician said in the 1970s when asked about the effects of the French Revolution of 1789. 'It's a little too soon to say,' he allegedly responded."

As with any significant event, experience or 'paradigm shift', the impacts will only become apparent with time. When applied to our current existence in this province as educators, we know that any decisions now will continue to reap benefits for decades and generations to come. Any comprehensive strategy to address the human resourcing, student composition, and COVID-19 recovery needs within our education system will take time and focus. Your Association has and will continue to advocate loudly to our policymakers and 'holders of decisions', that now is the time for a documented vision for action.

Now to shift gears, as a means of providing an update on significant items for us at the current time:

Recruitment, Retention, & Resources – With the start of a new calendar year, and little movement by Government to date to initiate a comprehensive recruitment and retention strategy for the province, the NLTA has launched a social media campaign titled #HiddenRealityNL. Through various social media platforms, direct quotes from our members on the frontlines are being shared to demonstrate the impact of vacant positions and teacher shortages. On a daily basis, our staff and I receive anecdotal information from our members regarding their experiences on the ground. These stories need to be heard. Please support this online cam-

aign to build awareness and understanding of our school-based experiences.

Collective Bargaining – Your Negotiating Team continues its efforts in negotiations with the employer. The goals are to: 1) Protect our contract; and 2) Seek and solidify gains where at all possible. You will have had the opportunity to see our opening proposals as well as those of the employer; please stay attuned to our 'Bargaining Brief' memos as they are released via email and posted to our web page.

2023 NLTA BGM – Our primary democratic and decision-making event for the Association is scheduled this coming spring from April 11-14 in St. John's. Your elected leaders from our Branches, Special Interest Councils, and Provincial Executive will be coming to the table to debate and vote upon strategies to address the issues that are real to you on the ground in your schools.

SmartFind System – For months prior to the holiday break, your Association worked with NLESD to make the neces-

sary changes to the system with the intentions of increasing consistency within our schools and providing our members with stability within the hiring process. Utilizing significant quantities of input from you, we were able to deconstruct some of the barriers while embracing the benefits of the SmartFind System. That said, any member experiencing continued difficulties should make their concerns known to the NLESD.

For your information, our media presence over time can be viewed anytime on the NLTA website at the following link: <https://www.nlta.nl.ca/nltapresident-trent-langdon-2/>.

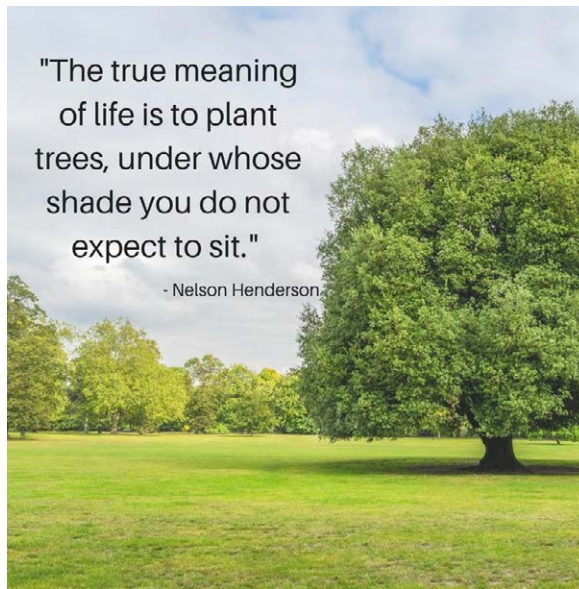
As we make our way through the winter months and hopefully an early spring, please continue to make your perspectives known as our knowledge of the frontlines is our greatest asset.

Morale does not come easily, nor naturally. Respect is felt when the employer and policymakers identify public education as an essential and developmental service that requires financial investment, is rooted in long-term objectives, and addresses the needs of the people on the ground. This, combined with our own steadfastness and self-advocacy, will lead to improved morale within our ranks.

Yours in Solidarity,

"The true meaning of life is to plant trees, under whose shade you do not expect to sit."

- Nelson Henderson



PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

NEWFOUNDLAND & LABRADOR

2021-22 NLTA scholarship winners announced

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2021–22. They are: Annastatia Brooks (Indian River High), child of Mike Brooks, Springdale; Riley Cadigan (Gonzaga Regional High School), child of Mary Sullivan, Logy Bay; Mattie Cull (Cloud River Academy), child of Hollis Cull, Roddickton; Abigail Hammond (Holy Trinity High School), child of Walter Hammond, Torbay; Jillian Kitchen (St. Michael’s Regional High), child of Angela Kitchen, Bell Island; and Kailey Reid (Laval High School), child of Ronald Reid, Placentia.

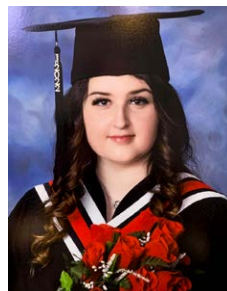
The scholarships are awarded annually to dependents of active, retired, disabled or deceased members of the NLTA and are valued at \$1,000 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.



Annastatia Brooks



Riley Cadigan



Mattie Cull



Abigail Hammond



Jillian Kitchen



Kailey Reid

TORBAY

Christmas cards for soldiers

This past holiday season, Holy Trinity High (HTH) in Torbay participated in their 4th annual Christmas cards for soldiers initiative. HTH once again partnered with Juniper Ridge Intermediate in Torbay under the leadership of Ms. Hannah Delaney and the administration there, as well as Mrs. Kelly McCarthy at Paradise Intermediate.



Ms. Hannah Delaney (center) with Juniper Ridge Intermediate Vice-Principal Jennifer Snow and Principal Don Emberly.

Thanks are extended to Mr. Kevin Martin who originally began this campaign. Mr. Martin is an active military member with the IT Department as well as the Commanding Officer of 2615 Army cadets in Victoria. A very special thank you is also extended to Mr. Keith Connors (Social Studies



Mr. Keith Connors, Social Studies Department Head, and Mr. Kevin Martin, current soldier and a Skilled Trades educator at Holy Trinity High.

ON LOCATION

Department Head at HTH), Ms. Delaney and Mrs. McCarthy for their continued efforts towards this important initiative and for organizing this project at their perspective schools every year.

All cards were either store bought or hand made and the amount of pride in our Canadian soldiers was obvious. To see our youth express their gratitude for military service was simply outstanding.

ST. JOHN'S

Bell Let's Talk Day

The NLTA recognized Bell Let's Talk Day on January 25, 2023. President Trent Langdon had this message for members: "Today and everyday it's important to focus on your own mental health and well-being. As educators, you have compassion and kindness towards your students and each day help nurture their well-being. Please remember to extend that same kindness to yourself and your families as well. Take good care of yourself, take time for self-care and reflection, reach out if you need support and always remember EAP for Teachers is available if you need it."

For more mental health and wellness resources or more information on EAP for Teachers, please visit www.nlta.ca/employee-assistance-program/



EAP Coordinators Lori Hewitt and Kenda Riggs during Bell Let's Talk Day.

CANADA

Bank of Canada Museum Award for Excellence in Teaching Economics

Open to teachers from Grades 6 to 12 who have creatively explored economic concepts or topics in the classroom. Elementary and high school awards will be given out. For more information visit www.bankofcanadamuseum.ca/learn/museum-award-teaching-excellence/. Deadline is March 12, 2023.

Every **Breakfast**. Every **Child**. Every **School Day**. For **Every** Child's Future

It is with gratitude that we thank you for the positive, direct impact you are having on the lives of children in Newfoundland and Labrador.

Kids Eat Smart Foundation serves over 40,000 meals in our 275 Kids Eat Smart Clubs in Newfoundland and Labrador, *every school day*. We accomplish this with the generosity of our partners and donors, and with the dedication of **you**, our principals, and teachers along with staff and volunteers, who help our children learn, grow and be our very best.

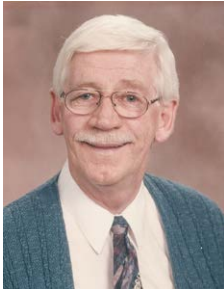
We know in Newfoundland and Labrador, 1 in 4 children under the age of 18 live in food insecure homes, and that is why our Kids Eat Smart Clubs are so important, as this could be the only meal of the day for some children and youth.

Research shows there is a direct correlation between having access to healthy food at school and better educational outcomes for our children. Together, we ensure every school-age child in our province has access to food at school, at no cost to families, creating opportunities for a stronger, brighter future.

For more information on Kids Eat Smart, visit www.kidseatsmart.ca or contact Celina Stoyles, Executive Director, at (877) 722-1996 or email cstoyles@kidseatsmart.ca.

PAID ADVERTISEMENT

WILLIAM JOSEPH (BILL) O'DRISCOLL
JANUARY 7, 1937 – DECEMBER 28, 2022



Bill O'Driscoll

Throughout his life Bill was a strong advocate in many areas ranging from education to politics. Education, educational pursuits and educational promotion were the guiding principles of his life and career.

At the early age of 14, Bill graduated with an Electoral High School Scholarship from St. Anne's High School in Conception Harbour. He went on to study at St. Bon's for Grade XII and at Memorial University and the University of Ottawa.

Bill's teaching career took him to Roncalli High School Avondale and Gonzaga High School in St. John's.

Bill served as the Executive Director of the Newfoundland and Labrador Teachers' Association from 1971-1984. In that role, he was a strong negotiator in the development and establishment of an up-to-date pension plan for teachers as well as in developing a Credit Union oriented for teachers' benefits. He was also involved in the negotiation of the first Collective Agreement and in framing the legislation that was to become the NLTA Collective Bargaining Act. Bill was made an Honorary Member of the NLTA in 1993.

Following his MBA studies, Bill took the leadership role of Superintendent of the Catholic School System of Newfoundland until his retirement.

With his quiet and unassuming demeanor, Bill always felt it was important to give of his knowledge and time by serving on various committees and associations ranging from sports, to health, to finances, to administration, etc. He has left a legacy of kindness, community spirit and generosity.

(Submitted by the O'Driscoll Family)



Peggy Sacrey

PEGGY SACREY, 1967-2022

- *Fair is not equal; it's getting what you need.*
- *If it is easy, you already know it. A challenge means you are learning!*

These were the mantras that Peggy Sacrey followed each day as she taught her students for more than 20 years.

Peggy Sacrey (nee Wiseman) was born on November 3, 1967, one of three children for Bruce and Ivy Wiseman in Clarenville, NL. Upon graduating from Clarenville High School in 1985, she went on to complete her Bachelor of Arts/Education at MUN (1990), and later returned to MUN to complete her Masters in Education (Leadership).

Peggy began her teaching career at Grande La Pierre and Baie Verte, and then moved on to teaching ABE in Ming's Bight. Eventually, she began teaching at Bishop White School, Port Rexton. With the exception of one year at Clarenville Middle School, Peggy remained at Bishop White for 13 years prior to her untimely passing.

Peggy was a master teacher who made learning come alive for students. From growing a class garden to incubating ducks' eggs, Peggy's classroom was full of excitement and her students loved to be there!

Peggy emphasized the importance of literacy to her students. Her classroom was filled with a plethora of books to engage students and pique their interest.

Peggy was a woman of many talents. She was an avid gardener and a creative artist. She loved traveling and would put her storytelling talents and love of laughter to great use when she returned home. A lifelong learner, she never backed down from a challenge – from technology to home renovations – Peggy could do it all!

Peggy eagerly contributed to school life at Bishop White. She was also an active member of the NLTA and served as President of the Trinity, Trinity Bay Branch for many years. Her strong spirit and enormous impact will forever be remembered and will live on in the years to come.

Peggy was a committed wife, mother, and grandmother who was very much involved with her family. She loved sharing special occasions with her husband, Dennis, her daughter, Stephanie, and her step-grandchildren when they came to visit from Alberta.

Peggy was the epitome of strength, courage, and grace as she fought multiple myeloma. She will forever be an inspiration to everyone who knew her; we will always remember her dedication to her students, zest for life, infectious laugh, and love for family and friends. She was truly one of a kind!

(Submitted by Bishop White School)



Teachers' Mental Health Matters!

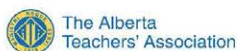
Wellness4Teachers is a free, daily supportive text message intervention based on Cognitive Behavioural Therapy (CBT), designed to address stress, burnout, anxiety, and depression, as well as build resilience and improve professional satisfaction among teachers.



Point your camera to the QR code to learn more.

If you have any questions about the Wellness4Teachers Program, contact the Principal Investigator, Dr. Vincent Agyapong, at 780-215-7771

To subscribe, text **“TEACHWELL”** to **1-844-618-1234**

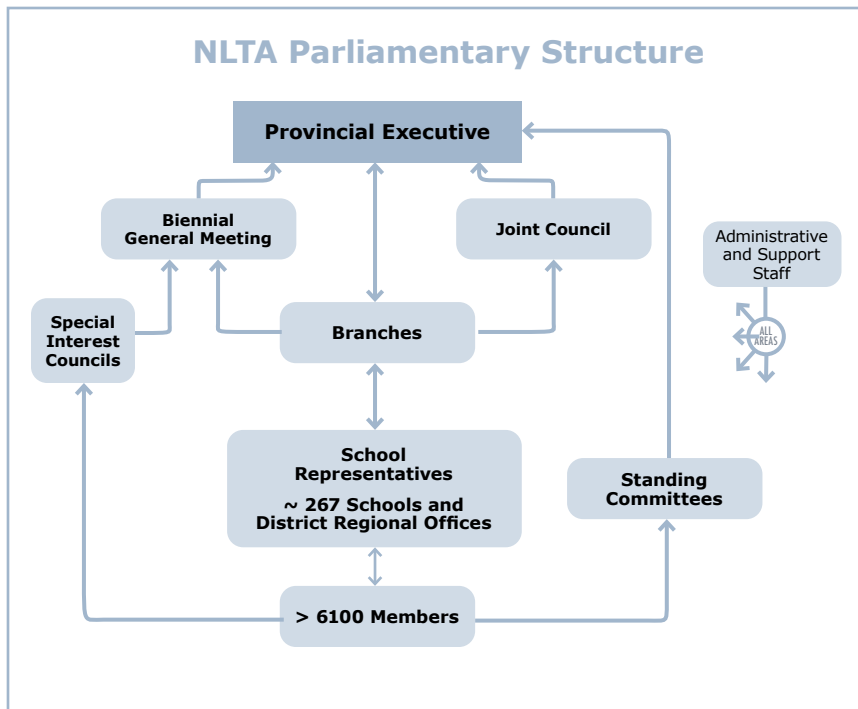




BGM and the Importance of NLTA Governance Leadership

by Stefanie Tuff

I have had the privilege of being a member of the NLTA staff team, in various roles, for more than 20 years now. One of the lessons I have learned along the way is the importance of strong, committed governance leaders – I am not referring just to the President or Provincial Executive members, but also to teachers who take on leadership roles within their local Branches and/or Special Interest Councils (SICs), school representatives, all who step up to sit on NLTA committees, and those who serve as delegates to the Biennial General Meeting (BGM). Teachers have many demands on their professional and personal time, so it is significant when they choose to give of their time and talents to support the democratic governance structures of their Association, which are illustrated here:



As you can see from the diagram, the NLTA BGM sits very close to the top of this structure. Given where we are within the two-year term of Provincial Executive, with BGM 2023 just a few months away, this is a good time to devote a few words to this significant governance event.

BGM is made up of approximately 116 voting delegates and alternates selected by 47 Branches and 16 SICs who, along with Provincial Executive, are responsible for making decisions on proposed changes to NLTA By-laws, resolutions brought to the floor of BGM, amendments to Association Policy statements, and approval of the budget. Delegates to BGM will elect the Provincial Executive Council for the next two-year term (2023-25) and honour the recipients of a number of NLTA awards. The BGM agenda also incorporates some time to socialize and network with colleagues, along with learning opportunities for attendees, including information booths, sessions on pensions and Group Insurance benefits, an address from the President of the Canadian Teachers' Federation, and a guest speaker. This year, in keeping with the theme for BGM 2023 – *Collective Strength, Collective Action* – we are excited to have Professor Jean-Noël Grenier from the Laval University Department of Industrial Relations confirmed as the keynote speaker. His address will focus on the importance of teacher unions as more than just bargaining agents but as a positive force for change in mobilizing in support of quality public education.

There are lots of reasons and opportunities for members to become involved in their Association and contribute to effective governance. I encourage members to consider BGM in this regard – attend a Branch or SIC meeting to discuss resolutions, put your name forward as a delegate or alternate, consider running for Provincial Executive, or if you are in St. John's from April 11-14, drop into the Sheraton Hotel to sit in on any of the open sessions. After the required shift to a virtual format in 2021, we are looking forward to returning to an in-person event.

Thank you to all NLTA members who voluntarily contribute to and support Association governance. To use a nautical analogy, while staff are responsible for reading the map and navigation, it is NLTA governance leaders who, in making decisions on policy and providing direction through priorities, determine the ship's destination and mission.

Stefanie Tuff is Executive Director of the NLTA.

Financing a Year of Deferred Salary Leave

The Deferred Salary Leave Plan (DSLSP) is available to any tenured teacher in a permanent position covered by the NLTA Collective Agreement. The terms of reference and other details of the DSLP are set out in Article 51 of the Provincial Collective Agreement (Article 57 of the Labrador West Collective Agreement). Members must note that federal taxation legislation requires employees to return to work after the period of leave for a time equal to the leave duration. Therefore, members are prohibited from taking the year of leave immediately prior to retirement. Many members find the DSLP an excellent means of financing a year of leave to pursue travel, enjoy family time, secure other employment, complete further studies or explore other interest(s) one might have.

Leave under the DSLP is fully credited for purposes of pension, seniority, salary increments and sick leave. **The deadline to apply for enrolment in the DSLP is April 30 of the previous school year.** So, a member wanting to start paying in to a DSLP in September 2023 would have to submit their application to the school district by the end of April 2023. The Deferred Salary Leave application and other information can be accessed on the provincial government website at www.gov.nl.ca/exec/tbs/teachers-payroll/#teachers.

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

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

The following comparisons of net salary for a member on full salary versus the various DSLP options are **rough calculations for illustrative purposes only**. Each individual member’s situation will be different. The estimates are based on the salaries presented in Schedule C: Annual Salary Scale March 1, 2022 – August 31, 2022 in the Supplement to the Collective Agreement May 2021. Taxes deducted vary for each member, and these are approximations only. EI and CPP deductions are based on 2023 formulae. All estimated figures are rounded to the nearest dollar. **Members participating in the DSLP continue to pay pension premiums based on the full, unreduced salary. EI premiums are paid on the full salary, but are not paid during the year of leave.** Therefore, members may not be eligible for EI benefits in the year following the year of deferred salary leave which may have implications for those wishing to take maternity leave right after a deferred salary leave.

Infosheet #9 provides further information on the DSLP; this can be found in the Member Services section of the NLTA website. Any further questions on the Deferred Salary Leave Plan should be directed to an NLTA Administrative Officer in Programs and Services at 726-3223 or 1-800-563-3599. Emailed inquiries sent to mail@nlta.ca will be directed to appropriate Programs and Services staff for a response.

Full Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	73,242	84,833	95,970
Estimated Tax	12,484	15,989	19,359
Estimated EI	1,002	1,002	1,002
Estimated CPP	3,754	3,754	3,754
NLTA Fees	916	1,060	1,200
Pension Deduction	8,313	9,629	10,893
Estimated Net	46,773	53,399	59,762

3/4 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	54,932	63,625	71,978
Estimated Tax	6,819	8,811	11,149
Estimated EI	895	1,002	1,002
Estimated CPP	3,060	3,577	3,754
NLTA Fees	687	795	900
Pension Deduction	8,313	9,629	10,893
Estimated Net	35,158	39,811	44,280

2/3 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	48,828	56,555	63,980
Estimated Tax	5,271	6,874	8,536
Estimated EI	796	922	1,002
Estimated CPP	2,697	3,157	3,599
NLTA Fees	610	707	800
Pension Deduction	8,313	9,629	10,893
Estimated Net	31,141	35,266	39,150

4/5 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	58,594	67,866	76,776
Estimated Tax	7,818	10,184	12,790
Estimated EI	955	1,002	1,002
Estimated CPP	3,278	3,754	3,754
NLTA Fees	732	848	960
Pension Deduction	8,313	9,629	10,893
Estimated Net	37,498	42,449	47,377



Accommodation: The Basics

by Miriam Sheppard

Do you have a disability or family requirements that interfere with your ability to work? The *Human Rights Act* and the Collective Agreements require employers (the school districts) to accommodate human rights related needs of employees to the point of undue hardship. But what does this mean? What is involved in seeking accommodation?

The duty to accommodate requires employers to make modifications or provide the accommodation (supports, equipment, etc.) necessary (short of undue hardship) in order to allow an employee to fully and equally participate in the workplace. Accommodation requires “an individualized investigation of accommodation measures and an assessment of an employee’s needs.” [*Central Okanagan School District No. 23 v. Renaud*, 1992 CanLII 81 (SCC)] Every accommodation may look a little different, as accommodations should be tailored to the specific needs of the person seeking the accommodation. Some examples of accommodations in the teaching context might include:

- Jane has a knee injury and needs an adjustment to her supervision schedule so that she does not have to do outdoor supervision until she has recovered;
- Due to a medical condition, Marissa can no longer project her voice, and requires an amplification system to teach;
- Joe’s child has a serious illness requiring medical care in a different area of the province, and he needs to take a period of unpaid leave, or be transferred to a school closer to medical services, in order to access the necessary care for his child;
- Michael’s wife works offshore for weeks at a time and adequate child care services are not available in the area of the province where he lives and works; he therefore needs to reduce his hours to part time for a year, until his child is a bit older, in order to meet his legal parental duties; or
- Karen has a chronic medical condition and can no longer live or work in an isolated area because necessary medical care is not accessible in that area; she needs a transfer to a different position in a location within a certain commuting distance of the medical services she needs.

However, employers do not have to grant every request for accommodation. Sometimes employees cannot be accommodated, as to do so would cause the employer “undue hardship”. Undue hardship is a very high threshold as it requires the employer to prove excessive disruption of or interference with its business or operations, or undue expense. What circumstances would amount to undue hardship will vary depending on the details of each situation. Each case must be assessed and decided on its own facts, but meeting the “undue hardship” test may include a consideration of a number of factors, including:

- Financial cost;
- Safety;
- Size of the organization;
- Collective Agreement provisions;
- Interchangeability of work force and facilities;
- Morale of other employees.

The onus is on the employer to demonstrate that it has made reasonable attempts to accommodate an employee to the point of undue hardship. Employees also have a duty to cooperate in the accommodation process, which includes considering and implementing reasonable proposals advanced by the employer.

Teachers seeking accommodation **MUST** provide appropriate documentation to support the request. With respect to medical accommodation, for example, teachers would need to provide medical documentation to establish:

- that they have a medical condition that impacts on their ability to do their job (details of the diagnosis are not required);
- what functional limitations or restrictions on their abilities they have as a result of their medical condition and the likely duration of same (i.e. are the condition and/or limitations temporary or are they likely to be permanent); and
- that, in their physician’s opinion, working without the recommended accommodations would most likely lead to a worsening of their condition and a probable need to access sick leave.

Sometimes physicians may also comment on what adjustments/accommodations are medically required in order to enable the teacher to meet the demands

of their job without exacerbating their condition or causing their symptoms to worsen. Depending on the case, other types of medical documentation may be required.

Documentation will also be required to establish necessity of accommodation in other types of cases. For example, a teacher seeking family status accommodation on the basis of a family member's medical conditions must provide documentation relating to that individual's condition to support the claim for accommodation. Other reasonable documentation may be required in requests for family status accommodation in other types of situations. In general, the question to consider in a request for accommodation based on family status is: will the employee be unable to meet their legal obligations to care for a family member if an accommodation is not made?

The employer is only obligated to accommodate properly documented employee needs, not preferences or conveniences. Supporting documentation must establish what is necessary or required, not what is preferable or most convenient.

Requests for accommodation can be complex and are very fact specific to individual cases. Teachers are also reminded that, while requests for accommodation can be made at any time, requests for accommodation that involve transfer for the 2023-24 school year should be made to the Employer well in advance of the redundancy/reassignment season, if possible. As such, teachers considering such a request should contact the NLTA as soon as possible; teachers who are considering making any request for accommodation are encouraged to contact an Administrative Officer in the Association's Programs and Services Division for advice and assistance.

Further information on human rights and the accommodation process can be found at the Newfoundland and Labrador Human Rights Commission website at: <https://thinkhumanrights.ca/guidelines-and-faqs/>.

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

IMPORTANT INFORMATION FOR TEACHERS WHO MAY BE **CONSIDERING RETIRING AT THE END OF THE 2022–23 SCHOOL YEAR**

Please be advised of the following notice based on information from the Teachers' Pension Plan Corporation (TPPC):

This is a reminder that teachers planning to retire prior to the beginning of the 2023-24 school year should submit their resignation to the school district and their pension application to the Teachers' Pension Plan Corporation by **March 31, 2023**. As administrator of the pension plan, the TPPC has advised that federal government pension regulations may prevent retroactive payment to July 1 for any pension applications received between July 1 and August 31. Therefore, **it is important that you submit all documents by no later than June 30**.

Under the Teachers' Pension Plan, eligible teachers can begin receiving their pension in the month following their resignation provided they have made the appropriate submission of application for a pension. Therefore, an eligible teacher who submits their resignation notice and pension application by June 30, 2023 will be eligible for a pension benefit in July 2023. However, a teacher who submits their resignation notice and pension application in July 2023 will not be eligible to begin receiving a pension until August 2023; a teacher who submits their documentation in August 2023 will not receive a pension until September 2023, and so on, depending on the month in which a teacher chooses to retire.

To be clear, March 31 is the resignation deadline for teachers planning to retire effective the end of the school year, as per Clause 12.02(c) of the Provincial Collective Agreement and Clause 48.02(c) of the Labrador West Collective Agreement. Teachers who have submitted their resignation to their school district and have submitted their pension application to the TPPC on or before March 31st will receive their entire summer holdback pay as a lump-sum payment and will begin receiving pension benefits by July 31.

If you have any questions regarding pension eligibility or pension administration, please contact the TPPC at 709-793-8772, toll free 1-833-345-8772 or email memberservices@tppcnl.ca. For further assistance contact an NLTA Administrative Officer in Programs and Services at 726-3223 or 1-800-563-3599 or mail@nlta.ca.

School Closures for Weather and Other Reasons

Important Information for NLTA Members Re Substitutes, Attendance, and Leave

by EMILY CAINES

Every year, particularly during the winter months, Programs and Services staff receive questions regarding NLTA members' rights and responsibilities when schools are closed for weather or other such reasons as per section 32 of the *Schools Act, 1997*. The following "Q & A"s address the most common inquiries that arise in these situations.

SUBSTITUTE PAY

Q. If a substitute is contracted to work at a school on a particular day or for a particular contract period but that school is subsequently closed due to inclement weather, lack of heating, or other similar causes, and the substitute is notified prior to arriving at the school, are they entitled to be paid for the day or days?

A. Yes. Once contracted to work, substitutes are entitled to receive pay for any day or part thereof, if school is closed pursuant to Section 32 of the *Schools Act, 1997*, regardless of whether they are contacted prior to arriving at the school – refer to Clause 49.04(a) of the Provincial Collective Agreement, and Clause 46.04(a) of the Labrador West Collective Agreement. Section 32 of the Act states that "a teacher in a school shall, for the purpose of determining payment of salary, be considered to have taught on a day or part of it when" the school is closed due to inclement weather, health reasons, repairs/renovations/construction, lack of heating, or if the school is declared uninhabitable because of fire, failure of the sewage system or other cause of a similar nature. For example, if a substitute teacher is contracted in advance and on the particular day in question the school is closed due to inclement weather, the substitute will still be entitled to be paid for the day, regardless if they are contacted by the school and informed of the closure. The substitute, like any other regular teacher or TLA on that staff, is deemed to have kept school on that day (or part thereof) for the purpose of salary.

Q. Would a substitute be entitled to receive pay if previously contracted services are cancelled for any reason other than those listed in Section 32 of the *Schools Act, 1997* and the substitute teacher is notified prior to reporting for duty at the school?

A. No. If the school remains open AND the substitute's services are no longer required AND the substitute is notified prior to reporting for duty at the school, then the substitute is not deemed to have kept school on that day and would not be entitled to be paid (refer to Clause 49.04(b) of the Provincial Collective Agreement and Clause 46.04(b) of the Labrador West Collective Agreement). For example, a substitute is contracted to work for a teacher or TLA who is scheduled to attend a professional development workshop. The day before the workshop, the PD is cancelled and the regular teacher/TLA will therefore be at work. As long as the substitute is contacted "prior to reporting for duty at the school" they would not be entitled to be paid. However, if the substitute is not notified prior to arriving at the school to work, then they are entitled to receive pay for the day in question.

ATTENDANCE REQUIREMENTS

Q. Can teachers/TLAs be required to be in attendance when schools are closed due to inclement weather?

A. It depends. Clause 28.03(a) of the Provincial Collective Agreement (Clause 16.03(a) for Labrador West) states:

- (i) When a school is closed pursuant to Section 32 of the *Schools Act, 1997*, the teachers shall not be required to be in attendance at school.
- (ii) Notwithstanding Clause 28.03(a)(i), the Board may require teachers to be in attendance for meetings and workshops.

The starting point is that attendance is not required when school is closed for weather-related reasons pursuant to section 32 of the *Schools Act, 1997*. However, in instances where a meeting or a workshop had been previously scheduled before the anticipation or occurrence of a weather related school closure, the District may require teachers to be in attendance for the meeting or workshop, provided that: it is safe for staff to attend given the circumstances prevailing at the time and location of the scheduled meeting or workshop; and, the site of the meeting or workshop has the physical resources appropriate to the nature of the meeting or workshop and meets all applicable health and safety requirements. To put it another way, when schools are closed due to weather, teachers/TLAs cannot be required to be in attendance unless **previously scheduled** meetings or workshops are proceeding **and** the prior scheduling of the meeting/workshop is unrelated to the weather event or warning for which schools are closed.

IMPACT ON LEAVE USAGE

Q. If I am off on paid leave (sick leave, family leave, etc.) on a day when school is closed for weather related reasons, will I still have to use/lose a day of leave?

A. It depends on the type of leave you are accessing. If you are off on sick leave and the school ends up being closed due to inclement weather and teachers are not required to be in attendance, then the day shall not be deducted from your accumulated sick leave – this is set out in Clause 15.09 of the Provincial Collective Agreement (Labrador West Clause 27.09). However, this **only** applies to sick leave. If you are absent on any other type of paid leave (family, compassionate, etc.) on a day when school is closed for weather and teachers are not required to be in attendance, then the day of leave would still be used and deducted from your total entitlement, as applicable for the category of leave in question.

Any questions can be addressed to an NLTA Administrative Officer in Programs and Services by calling 726-3223 or 1-800-563-3599, or via email to mail@nlta.ca.

Emily Caines is an Administrative Officer, Programs and Services, with the NLTA.

PAID ADVERTISEMENT



Johnson Insurance has worked closely with the NLTA to provide access to helpful services and products that take care of your home, car and travel insurance needs.

With Johnson, NLTA members have exclusive access to:


 up to **\$800.00**
in savings when you
 bundle home & car insurance*

YOUR GROUP CODE FOR DISCOUNTS: 61

Call Johnson today at **1.855.616.6708**



Johnson Insurance is a tradename of Johnson Inc. ("Johnson" or "JI"), a licensed insurance intermediary. Home and car policies underwritten exclusively, and claims handled, by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by UAC in NL/NS/NB/PEI. Travel insurance products are underwritten by Royal & Sun Alliance Insurance Company of Canada ("RSA"). Valid provincial or territorial health plan coverage required. Travel Assistance provided by Global Excel Management Inc. The eligibility requirements, terms, conditions, limitations and exclusions which apply to the described coverage are as set out in the policy. Policy wordings prevail. JI, UAC and RSA share common ownership. *As of March 1, 2021, \$800 combined savings available on home and car insurance if the following discounts are applicable: conviction free, multi-line (home and auto), multi-vehicle, long term, member (home and auto), select in NL, NS, PE, and winter tire in NB, NL, NS. Dollar savings may vary otherwise.



Sleep Health: An Essential Component of Self-Care

by Kenda Riggs

“Sleep is the best medication.”

~ Dalai Lama

With the new year upon us, many teachers often think about ways to do things differently or how to become a healthier version of themselves. Common new year's resolutions tend to center around self-care and having a more balanced lifestyle. Many of you will make new year's resolutions with a goal of having better work-life integration in your lives. However, as teachers, you are empathic individuals, whereby teaching is your vocation. These goals should be viewed as part of your overall health and wellness, rather than a resolution to be conquered. Although well-intentioned, schedules and increased demands of work and family responsibilities can often interfere with long-term follow through with new year's resolutions or intentions. This can often result in a sense of failure or letdown. As you recognize the importance of self-care and being the healthiest version of yourselves, some of you may continue to do good self-care because it is integrated into your lives. For others, self-care may be one of the first areas to go when stress builds.

Sleep Health

Sleep health is an essential component of self-care and is the foundation for good health. Sleep is important as it provides physical energy restoration, improved information processing, mood regulation, strengthens the immune system, and cleanses the brain of toxins. It is important to recognize that sleep for the mind and body is a necessity of life, and it is just as important as food. Sleep and rest can help your body fight diseases and illnesses, and help you get well faster. Sleep is also necessary for learning and memory.

With the layers of accumulative personal and professional stressors in the early winter months of teaching, it can be very easy to become fatigued with exhaustion, and many teachers often report sleep interruption as being one of the impacts they experience because of stress. Research has shown that if your sleep is interrupted, it can have a profound effect on performance, and can

compromise your immune system. Sleep deprivation can negatively affect focus and concentration and can lead to mistakes happening. Lack of sleep can make you feel more emotional and irritable, and you often cannot think clearly resulting in brain fog. Ultimately, stress can impact your quality of sleep, which directly affects your overall quality of health and well-being. Therefore, a sustainable goal that is important to integrate into your routine for health and wellness should focus on adequate sleep.

Improving Sleep Health

Good regular sleep habits are important to have on a nightly basis, so that in times of increased personal or professional stress, sleep disturbances or insomnia related to stress does not become a chronic problem. In addition to trying to find ways to reduce the stress you are experiencing, here are some helpful tips to improve your overall sleep health and wellness.

- **Waking the Same Time Each Day** (even on weekends and holidays)

Sleeping in makes it harder to fall asleep the following night, therefore, this behavior can completely change your sleep routine. Even though it may initially feel good to 'catch up' on missed sleep the first day, your sleep schedule becomes altered which impacts when you do have to return to a regular workday with an early rise.

- **Bright Light in the Mornings**

Light helps with alertness, as it resets your circadian rhythm which are the times you naturally want to wake up and go to sleep. Natural light through opening your curtains or blinds in your windows when you awake, momentarily stepping outdoors to breathe in the fresh air, or using an energy light while getting ready in the mornings can help.

- **Avoid Naps or Over Consumption of Caffeine/Energy Drinks**

For most people, it is not harmful to consume up to 400 mg of caffeine per day. However, overconsumption of caffeine can cause health

problems such as restlessness, shakiness, and insomnia. It is important to remember that it is normal to feel sleepy mid-afternoon. If you give yourself time, the afternoon lull will pass. Drink cold clear water to cleanse your system and to feel alert.

• **Release Your Thoughts**

Worry thoughts can consume us. Take a few minutes to write them out, journal in the evening or before bed, and take a few minutes to organize your 'to-do' list in your planner. You can also talk with a supportive partner, friend, family member, or counsellor. Activities such as yoga, mindfulness and meditation can help with relaxing your mind, and helps with staying present and in-the-moment.

• **Schedule 'Down Time' Before Bed**

Your body and mind need time to prepare for sleep. In the 60-90 minutes before bed time, engage in activities that are sedentary and relaxing. This means putting aside electronics such as iPhone or iPad, taking a warm bath, or listening to an audiobook or calming music. Train your mind to calm and settle before going to sleep.

• **Create a Comfort Haven**

Make your bedroom a comfortable place with dim lighting, and ensure your bed is comfy and cozy. A weighted blanket on your bed can help. Your bedroom should be a place of calm, quiet and relaxation. Ensure you do not bring any work into your bedroom, as this can cause your mind to wind up versus down. Ensure there is no television on and organize your clothing and belongings. For some, a soothing sound machine can provide calming background noise to help with sleeping.

• **Don't 'Try' to Sleep**

The more we try to sleep, the more frustrated we get and the harder it becomes to fall asleep. Lying awake watching the minutes and hours on a clock pass, while feeling exhausted and unable to sleep, is not helpful. Instead of trying to fall asleep, get out of bed and go to another room to do something quiet and sedentary, like listening to soft music, an audio book or podcast, meditation, or do some deep breathing until you feel sleepy.

When Sleep Disruption Becomes Chronic

Most times, with focused intervention and deliberate sleep health self-care, sleep disruption can resolve on its own. However, if insomnia continues for more than a two-week period, you should get help by contacting your physician. If sleep disruption continues to persist with insomnia for more than three months, other clinical interventions should be explored. Chronic sleep deprivation causes inflammation, decreases immunity, and increases

the risk of chronic diseases. It can also cause hormonal difficulties, as well as lead to long term mood disorders like depression and anxiety. It is important to seek help. As well, if you have trouble with breathing at night, you could have a condition called sleep apnea, which can cause loud snoring and excessive drowsiness during waking hours. It would be important to seek medical consultation in this circumstance.

Under the EAP for Teachers program, there are therapists who specifically deal with chronic insomnia, prolonged sleep disruption, or sleep disorders. If the strategies for improving sleep health are not helpful for you, there may be an underlying cause to your sleep issue that needs to be explored.

Kenda Riggs is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Kenda Riggs (ext. 265), kriggs@nlta.ca or Lori Hewitt (ext. 242), lhewitt@nlta.ca.

References

- www.mdpi.com/1660-4601/14/11/1347
- <https://drsheilagarland.com/>
- www.psychologytoday.com/ca/blog/frazzlebrain/202208/why-we-need-sleep

“Prioritizing sleep is good self-love.”

~ Danielle Laporte



Is your Stress Level Set to High?

WE ARE
Employee
Assistance
HERE TO HELP YOU
We offer a full
range of services

TELEPHONE ACCESS:
709-733-3265; 709-733-3242
OR TOLL-FREE 1-800-563-3599
EMAIL: EAP@NLTA.CA

**Employee
Assistance
Program**
for teachers

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION



An Interview With...
**Baie Verte Branch President
 Mark Thorne**

Mark Thorne is currently working as a STEAM Content Developer with CDLI with his office located at MSB Regional Academy in Middle Arm on the Baie Verte Peninsula. In 2018 he became the President of Baie Verte Branch, and prior to this he served several terms as the Communications Officer on the local Executive. Mark graduated from Memorial University and began his teaching career in Little Buffalo, Alberta, but returned to Newfoundland and Labrador after three years. He substituted in the Grand Falls area for a year but has lived on the Baie Verte Peninsula for the last 11 years, working in all but one of the five schools on the Peninsula. He has taught a variety of courses over his 15-year career but has mainly focused on ELA and Social Studies.

As an introduction to the membership in his role as Branch President, Mark answers a series of questions.

Q. What is your main priority as President of the Baie Verte Branch?

A. As President of the Baie Verte Branch my main priority is to make sure that the membership in my area have a voice amongst the teachers of this province. Given that our Branch is so far from the NLTA head office, sometimes teachers can feel a disconnect between themselves and the work being done by the Association, and I see it as my responsibility to advocate on their behalf whenever a member brings an issue forward or an opportunity presents itself. I see one of the biggest priorities for myself as President, as well as our local Executive, is to be there to listen, support and encourage the membership in our area. Over the years, this has come in a variety of different ways, whether that's through regular email contact, general meetings, or social functions and everything else in between! I try to make myself as available as possible to the

membership by having a virtual open-door policy for members to reach out if they have concerns, questions, or even just to be a sounding board to what they're going through.

Q. What do you see as the biggest challenge/opportunity for NLTA Branches in this province, specifically your branch which represents schools in a rural area of Newfoundland and Labrador?

A. I think the biggest challenge for NLTA Branches in general must absolutely be member morale. As we all know, these last few years have been incredibly difficult for teachers in Newfoundland and Labrador, and although schools may now be open more consistently, expectations on teachers have never been higher. Many teachers are exhausted and feeling burned out as they struggle to stay on top of the demands of their positions as well as a myriad of other issues. This obviously creates a big challenge for NLTA Branches as they try to contend with the challenges that face their members on a daily basis. It can really be difficult to hear the struggles and frustrations that the members are experiencing on the Baie Verte Peninsula and know that there's nothing in my power, in that moment, to make things better for them. Another challenge facing small rural Branches like Baie Verte is Association isolation. As I've mentioned, given our location sometimes our members feel like they're isolated or disconnected from the happenings of our Association. They might feel like their voices aren't heard or that the decisions being made will only impact the bigger centres.

Fortunately, it's not all doom and gloom and there are many opportunities for NLTA Branches big and small. Perhaps the greatest opportunity within Branches across the Province actually stems from one of the challenges I mentioned. As members across the province feel the isolation I discussed, many are

AN INTERVIEW WITH ...

becoming more engaged in NLTA operations at their local levels. It allows those of us who sit on the local executives to recognize and identify members who are interested in taking a more active role. We can help foster and encourage those members to take on leadership roles at their school and branch level, as well as encourage members to become more familiar with those things that the Association is doing for them. I think another opportunity for smaller Branches like ours is the luxury of knowing most, or all of the members of the Branch. I feel confident in saying that I personally know most of the members of this Branch and will often stop and have a chat with them to check on how they're doing and how their year is unfolding. Some of the larger Branches may not have that same level of familiarity with their members simply due to the actual size of their Branch. In my opinion, this adds a personal touch as members can sometimes be hesitant to reach out to the NLTA because they don't know the person they're contacting. Having a face to go with a name can really go a long way for some members.

Q. What role do you see the NLTA Branches having in supporting members?

A. NLTA Branches have a very important role in supporting their members in several key areas. First and foremost as a liaison between the membership of our Branch and the Association in the broader community. It is the responsibility of the Branch to advocate for their members, and for anyone who has had an opportunity to attend a Joint Council or a BGM, they can attest to the diverse experiences and issues shared by Branch Presidents from across the province. Providing a voice for the members of a Branch is incredibly important. I also feel that NLTA Branches have a role in supporting the mental health and wellbeing of their members. Sometimes that could be through hosting social functions, retirement events, or offering prizes or treats to show the membership that they're appreciated. Sometimes a gesture, even a small one, can really make a difference in a person's day.

Q. What do you consider your greatest achievement?

A. At this point in my life I think my greatest achievement would have to be my education. Education should always be an achievement for

(cont'd on page 18)



SCHOOL PROGRAM

BRING THE OLYMPIC SPIRIT TO YOUR CLASSROOM!

Discover the Canadian Olympic School Program Library with over 100 FREE resources at olympic.ca/education



people of course, but I think I mean how my education has opened the door for me to be a life-long learner. I know that might sound hokey (eye roll and groan worthy) but when I think back to all the things that my education, and being a teacher have allowed me to do, it genuinely fills me with a sense of achievement. My education has given me the opportunity to meet and work with many wonderful colleagues, who I have learned and grown from. I have had the privilege to get to know some wonderful students over the years, and they have given me so many great laughs and good memories. I have learned how to roll with the punches and to try and, as difficult as it may be, see things as opportunities and challenges instead of failures and setbacks in the dynamic and ever-changing world of a teacher. I have worked in multiple provinces, sat on various committees, worked with our Association, taught in many schools, and have experience in just about every course possible from grades K-12. When I graduated high school almost 20 years ago, I didn't have much direction and the only thing I knew for certain was that I didn't want to be a teacher. Here I am now, 15 years into this career, and I can't imagine myself doing anything else. Teaching isn't for everyone, but it can get into your blood. If that's not an achievement, then I'm not really sure what is.

Q. What motivates you to work hard?

A. I would have to say that my family motivates me to work hard. My wife, Amanda, and I have a blended family with three wonderful children, Sophie (11), Lily (9) and George (8). Both of us have been teachers for a number of years and we see the impact that schools and teachers can have on our children. Knowing the impact that these things can have on my kids really motivates me to do my best in everything I do. I try to push myself so that I can be an example for my kids and can be someone that my family looks up to and can rely on. Their support gives me the strength and motivation to really apply myself in my work and personal life. Knowing that I have such a strong support network at home makes the hard days less difficult and makes me want to share all my triumphs with them. I know that when any of us succeed, we all succeed. That's the only motivation I'll ever need.

Q. Which historical figure do you most identify with?

A. This is a very tough question. I wasn't really quite sure how to approach this question, as comparing myself to some great figure of history just made me very self-conscious. Instead, I'll talk about a figure that I admire, and I don't know how historical they may be considering they're still alive. I've always admired Patrick Stewart, both for his career and activism. Obviously, when people hear his name they immediately think of Captain Jean-Luc Picard of the Starship Enterprise, and I'd be lying if I said that I didn't do the same thing. I remember watching the show as a boy (and again several times as an adult) and being fascinated that this "adult" still held such wonder about the universe, and what's out there just waiting to be discovered. I believe it shaped how I see the world today, because in a way I knew that even when I "grew up" I didn't have to give up the wonder that kids had. I remember discovering his wealth of work in theatre as a member of the Royal Shakespeare Company and being fascinated how one person could so easily portray the lives of so many different people. I suppose that's the gift of all good actors though, but something about him always resonated with me. His work with various charities and organizations is admirable and something that can't be overlooked as well. He has a quote which I think of often, and definitely impacts how I see the world today, "It is what you do from now on that will either move our civilization forward a few tiny steps, or else... begin to march us steadily backward." Whether he's Patrick Stewart the man or Captain Picard the character, what's not to admire?

Q. What do you like to do in your free time?

A. I love playing games with my friends and family, although I can get pretty competitive with particular games! I love to read and am part of a local book club. I love to listen to music, but who doesn't? If I can see a good show live, that's always a great time. I also like to play my instruments when I find time, much to the chagrin of my family I'm sure! I enjoy spending time with those close to me, and if it involves coffee, that's all the better! Having friends over to watch a Raptors game is always a lot of fun, even if the team is coming up short. Traveling whenever I get the chance is always an adventure that I enjoy.

.....
If you would like to suggest someone in your school community that you think the entire membership should get to know a little more, send your suggestion to jtulk@nlta.ca.

OF SPECIAL INTEREST...

DHH/BVI SPECIAL INTEREST COUNCIL

Who are we?

Our SIC is composed of Itinerant Teachers for the Deaf and Hard of Hearing, Classroom Teachers for the Deaf and Hard of Hearing, Teachers for the Blind and Visually Impaired and Auditory Verbal Therapists.

Who can become a member?

Anyone who is a certified Itinerant Teacher for the Deaf and Hard of Hearing, Classroom Teacher for the Deaf and Hard of Hearing, Teacher for the Blind and Visually Impaired or Auditory Verbal Therapist can become a member of our SIC whether or not you are currently employed in the field. We also accept students who are enrolled in the Masters program or professionals completing the Auditory Verbal Training. If you are interested in joining our SIC, please email DHHBVlexecutive@gmail.com.

Why become a special interest council?

We are such a small group and our skill set and expertise is so specific that despite wanting to join an SIC, we didn't quite fit anywhere. Our membership strives to provide the best service to our students. In order to do that, we first need to be able to network with our peers. More often than not, you are the only DHH, BVI itinerant or AVT in your building and even if there are others, you could go weeks without seeing a colleague as we are in different schools. This can be very isolating. An SIC allows us the opportunity to network across the province. Second, we felt that as a cohesive unit, we could seek out and participate in PL that was specific to our roles, that was up to date in the latest technologies and teaching techniques, and that made us feel inspired. Finally, our voice is so small and we are so unique that we felt the need to bring awareness to our field. It is vital to the success of our students that

schools are aware of the services we provide and how to avail of them. We also felt that visibility might create more interest in the field and motivate more teachers to train to become Itinerant Teachers for the Deaf and Hard of Hearing, Classroom Teachers for the Deaf and Hard of Hearing, Teachers for the Blind and Visually Impaired or Auditory Verbal Therapists.

What are our goals?

Our main goal is to provide applicable PL to our members in topics that interest and inspire them. We also want to give a voice to our members and to highlight for everyone the important work that we do.

How can you connect with us?

Email: DHHBVlexecutive@gmail.com

Twitter: NLTA Teachers for the DHH/BVI SIC
[@dhhbviSIC](https://twitter.com/dhhbviSIC)

Website: <http://www.nlta.ca/dhh-bvi-sic/>

This SIC may be small, but we are mighty, and the work that we do is invaluable to the success of our students. We are proud of our students and their accomplishments and their ability to rise above their hearing loss or visual impairment and the challenges they face and we are proud to be their teachers.

Executive:

Kelly Cribb – President

Jacqueline Kelly – Vice President

Kerri Peet Somerton – Secretary

Kelly Manning/Jaime Brazil – Treasurer

Laura Downton – Communications

SPECIAL INTEREST COUNCILS OF THE NLTA

A Great Way to Get Involved in Your Association

Special Interest Councils are professional learning communities dedicated to life-long learning and the ongoing professional growth of NLTA members. Their mandate includes offering a range of professional development programs, including conferences, institutes, focus groups, teleconferences, and e-learning initiatives. Councils communicate with their membership using a variety of current technologies. As part of their mandate, the councils will respond to curriculum and program concerns,

develop position papers on critical issues, work with government on curriculum development and advise the NLTA on matters of importance.

Please make every effort to be an active member of special interest councils that are of interest to you. If you wish to become a member of one of our 16 existing councils, you have only to contact the president of that council (www.nlta.ca/sics/) and you will be sent the necessary membership information.

2023 BGM Deadlines

February 12, 2023

- Proposed By-Law changes must be sent to all branches
- All nominations for Provincial Executive for publication in the Convention issue of *The Bulletin* must be postmarked or hand delivered to the NLTA Office
- Names of elected delegates and alternates to Convention should be forwarded to the NLTA Office for printing in *The Bulletin*
- Resolutions to Convention must be received at the NLTA Office

March 12, 2023

Mailing of Convention issue of *The Bulletin*

April 12-14, 2023

Biennial General Meeting

April 13, 2023

Final deadline for receipt of nominations for Provincial Executive

Dates to Remember

February 2023

- Feb 14 Janeway Day in the Schools
Feb 16 **Deadline:** PD Fund applications

March 2023

- Mar 1-2 NLTA Provincial Executive Meeting
Mar 3-4 NLTA Joint Council Meeting
Mar 13-17 Education Week
Mar 16 **Deadline:** PD Fund applications
Mar 31 **Deadline:** Centennial Study Award applications
Mar 31 **Board Deadline:** Notice for retirement at end of school year

April 2023

- Apr 15 **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 20 **Deadline:** PD Fund applications
Apr 30 **Deadline:** Year-end resignation from contract
Apr 30 **Deadline:** Deferred Salary Leave applications



Teacher/Staff Appreciation Week February 12-18, 2023 SOCIAL MEDIA CONTEST



The NLTA wants to help celebrate and highlight the contributions of our members during the NL Federation of School Councils' Teacher/Staff Appreciation Week.

All week on Twitter, from **February 12 -18**, we encourage all school community members to show their appreciation for the teachers and administrators in their schools by telling us how they are making a difference for and having a positive impact on their students and colleagues.

Use **#NLTeachersRock** and make sure to tag the NLTA (@NLTeachersAssoc) and identify your school to be entered for a chance to **win one of four prizes of \$500** to go to four schools to help celebrate and recognize their awesome staff! A random draw will take place among all schools that tweet and tag the NLTA.

PRIZES will be drawn Monday, February 20 and winners will be announced on Twitter.



Education Week 2023

March 13-17

Better Together • Mieux Ensemble



More information will be forwarded to schools in the coming weeks.

13

14

15

16

17