

PROCESSING OF RESOLUTIONS TO THE 2021 BGM

A total of 16 resolutions were submitted from branches and special interest councils. The resolutions were categorized under two main headings – Association and Programs and Services – and published in the Convention issue of *The Bulletin* accompanied by the name of the branch/council which submitted the resolution.

All resolutions were then assigned to various standing committees which developed recommendations for the Executive on each of the resolutions. (The recommendations follow the listing of each resolution in the **2021 Resolutions tab** of the Convention kit.)

As per current policy, a motion to accept all resolutions which are recommended to be carried or carried as amended will be placed before the delegation at the commencement of the debate on resolutions. Delegates wishing to debate these motions should request that they be removed from the block motion.

For resolutions or proposed by-law changes submitted to the BGM by a branch or special interest council, a registered delegate for that branch/council will be given the privilege of moving the resolution and speaking to it. The right to close the debate will also be granted to the mover.

All speakers to each motion at the Convention will be limited to three minutes per speaker. When three speakers have spoken in succession on one side of a motion, a call will be made for a speaker on the other side and, if there is no speaker, then the vote would take place after the mover of the original motion has had the opportunity to close debate.

Due to the 2021 Convention taking place virtually, all voting will be conducted electronically. This should avoid the need for division calls, but the Scrutineers Committee will oversee the voting process.

Resolutions From The Floor may be presented for consideration during Convention only if these resolutions have a direct bearing on, or relevancy to, business discussed at Convention. These must be submitted to the Resolutions Committee via the electronic motion form. The link to this form will be provided in advance of the start of Convention. The committee will review and edit these resolutions as necessary, and steer them through Convention on the last day. At that time, the resolution must be brought to the floor by the person who moved it. If that person is not in attendance as a delegate at that time, then the resolution will not be placed before the Convention. If the original seconder for the motion is not in attendance, then the person moving the resolution must request an alternate seconder from the delegates in attendance in order to place the motion on the floor.

Resolutions that do not meet the criteria of *Resolutions From The Floor* will be processed by the Resolutions Committee as New Business Resolutions. New Business Resolutions are addressed at the end of the BGM schedule, time permitting.

CATEGORY A – ASSOCIATION

Award Nominations Deadline

1. That the NLTA change the deadline for submission of nominations for awards from January 15th to February 15th. **(Humber)**

Explanatory Note:

To give Branches and individual teachers more time to have a general meeting to discuss nominations for awards. The January 15th deadline is difficult to engage teachers immediately after the Christmas holidays.

Executive's Recommendation: DEFEAT

Rationale for Executive's Recommendation:

As per Association policy, the deadline of January 15 applies to nominations for the following awards: Bancroft, Barnes, Allan Bishop, and Special Recognition. It should be noted that the timing of decisions on award recipients is sensitive in a BGM year given the requirement in policy to announce these to the membership two weeks prior to BGM. The start date for BGM fluctuates from year to year, based on when Easter falls and there has to be enough time for Committee recommendations and Provincial Executive decisions to occur in between the nomination deadline and the two weeks prior to the start of BGM. In a year when Easter is early, sometimes in late March, there is less time after January 15 for this important work than in a year when Easter is later in April, so policy needs to allow for enough time in either scenario. As well, there is no reason that a Branch needs to wait until January 15 to submit nominations. Awards information, including deadlines, criteria, nomination forms and reminders, are communicated well in advance, usually fairly early in the fall (for 2020-21, information was first sent to Branches in October 2020).

CATEGORY A – ASSOCIATION (CONT'D.)

Recorded Votes During Executive Meetings

2. That the NLTA take recorded votes during provincial executive meetings, for all executive motions pertaining to the membership and that these votes be recorded in the provincial executive minutes. **(St. John's Centre)**

Explanatory Note:

We believe the NLTA needs to be more transparent to its membership and allow members to see how the elected provincial executive voted on issues/concerns/motions. The intent is not to have general motions recorded (ex. Adopting the agenda)

Executive's Recommendation: DEFEAT

Rationale for Executive's Recommendation:

What is sought in this resolution is, in effect, that roll-call votes be taken on all motions "pertaining to the membership".

As per NLTA policy,

All meetings of the Executive are to be governed by "Advice on the Conduct of Meetings" published by CTF, and supplemented by "Robert's Rules of Order".

Carrying this resolution would require a change in policy as the *Advice on the Conduct of Meetings* document states, with respect to voting, that the chair will,
... call upon those in favour of the motion to raise their right hands. He/she will then call upon those opposed to do the same.

In addition, *Robert's Rules of Order* also states that a vote by raising of hands is the "usual method" of voting for small assemblies. The chair cannot have a vote taken by roll-call unless that is required by the rules (which it currently is not) or by a vote of the assembly (motion to have a particular vote taken by roll-call).

According to *Robert's Rules of Order*, motions and the ultimate decision on them should be in the meeting minutes, and roll-call votes require the names of those voting on each side of a motion to be recorded:

All main motions which are moved during the course of a meeting (excepting only those which are withdrawn by the maker) should be recorded in the minutes. ...

Other items that should be in the body of the minutes are these:

Votes:

- For all motions that should be included in the minutes, usually only the fact that a motion was “adopted” or “lost”, but if a count was ordered, also the number of votes on each side; ...
- For roll-call votes, the names of those voting on each side and of those answering “present”;

Current practice for the conduct of the business of Provincial Executive is that all motions made and the results of votes taken on them at Executive meetings are recorded in the meeting minutes, including the more transactional decisions such as adopting the agenda, etc. As things stand currently, the minutes always show “how” Executive voted (carried or defeated) on all motions (“issues” and “concerns” are not voted upon unless a motion is made in relation to same). NLTA Provincial Executive meeting minutes are, and have traditionally been, much more detailed than is typically seen (or required by *Roberts Rules of Order*) for decision making bodies that follow parliamentary procedure. As well, all members are regularly informed of significant decisions taken through the *Executive Notes* publication.

The following factors are relevant in considering this motion:

- there is little clarity on what motions “pertaining to the membership” means, other than to exclude something like a motion to approve the agenda. This could include everything besides truly transactional decisions and would therefore be very difficult to administer – is it intended to apply just to motions on collective bargaining decisions; to motions on lobbying initiatives; to motions to determine award recipients; etc. ?
- roll-call votes take up significantly more time and having to take and record a roll-call vote for every Executive decision that is not transactional in nature would significantly decrease the amount of time available during Executive meetings for the conduct of Association business. In *Advice on the Conduct of Meetings*, it is clearly stated that, “The purpose of rules of order is to ensure that the business of a meeting is accomplished efficiently and without waste of time.” *Robert’s Rules of Order* further states that, “A prime value of parliamentary procedure is that it provides processes through which an organization, large or small, can work out satisfactory solutions to the greatest number of questions in the least amount of time.” Current policy and practice of voting by show of hands on most motions is consistent with this guidance.
- any member of Executive can, at any time, move to have the vote on any particular motion conducted by way of roll-call if they feel the matter being decided warrants this approach.
- cabinet solidarity is a foundation of good governance in a parliamentary system. Accordingly, NLTA Provincial Executive members are part of a collective body that operates from a team approach. Executive members are not elected to represent only a certain aspect or interest group; they are expected to carry out their roles and make decisions based on what they feel is in the best interests of the membership as a whole. The ability, and indeed obligation, to express different views and fully debate issues before a decision is made, and to then stand by the decision made by Executive is key to effectively carrying out this important responsibility. This is consistent with the guidance from the *Advice on the Conduct of Meetings* and *Robert’s Rules of Order* that “show of hands” voting should be the usual standard, with roll-call votes possible upon a motion to do so.

A canvassing of other provincial teacher organizations regarding their rules/practices in this regard was carried out. No other organization indicated that recorded/roll-call votes are regularly used – most said that they are never used, while a couple reported that this approach has only ever been used rarely and selectively, for matters of great importance. All responses indicated that a show of hands or verbal yea/nay was the standard practice for voting. The Elementary Teachers’ Federation of Ontario advised that a similar motion came to their AGM in 2018 and was defeated based on considerations similar to those noted previously: Executivemembers are entrusted by the general membership to make prudent decisions in the best interest of the Federation; time consuming and impractical leading to less time for debate at meetings.

CATEGORY A – ASSOCIATION (CONT'D.)

Online Bulletin

3. That the NLTA offer The Bulletin in an online format only. **(St. John's Centre)**

Explanatory Note:

Going to online only will lessen the carbon footprint of the NLTA and will save money in printing and mailing costs. With COVID we are being told to try not to share any physical resources. I know in some schools The Bulletin is placed around staff room tables for teachers to take if they wish, so going online will lessen any risk associated with sharing resources. Monitoring membership engagement with The Bulletin could also be measured.

Executive's Recommendation: DEFEAT

Rationale for Executive's Recommendation:

A recent survey of the membership, conducted in December 2020, asked how members would prefer to receive The Bulletin. The response from the approximately 1,000 members who participated was:

- 74.22% of them wanted a digital only copy of The Bulletin;
- 16.85% wanted a print copy at school; and,
- 7.82% wanted both a digital and print copy of The Bulletin.

Currently, approximately 5,300 copies of The Bulletin are printed and mailed to schools 5 times a year based on requests for printed copies from school representatives.

Provincial Executive considered current requests from school representatives along with the recent survey results – including low survey participation and the fact that almost 25% of those who responded indicated a preference for the print version or both print and digital – and passed the following motion at their March 2021 meeting:

That the NLTA print and distribute paper copies of The Bulletin to schools and other member worksites in quantities as follows:

1 per every 10 NLTA members on staff, or fraction thereof, up to a maximum of 5 paper copies per school/worksites and subject to a minimum of 1 paper copy per school/worksites.

This change in practice to be communicated to members via school representatives and shall take effect for the May/June 2021 edition. Member feedback on this change shall be sought by the Communications/Political Action Committee at the beginning of the 2021-22 school year, with results to be reported to Provincial Executive prior to the 2021 Christmas break. The electronic version of The Bulletin will continue to be made available to all members.

CATEGORY B – PROGRAMS AND SERVICES

Allocation for SLPs specializing in Augmentative & Alternative Communication

4. That the NLTA lobby the Department of Education and school boards for additional allocations for, and the creation of an itinerant Speech-Language Pathologist (S-LP) position in each of the regions and Labrador West and French School Board, specializing in Augmentative & Alternative Communication (AAC). (**Speech Language Pathologists Council**)

Explanatory Note:

There is currently a pilot position in the Metro Region. She has three days per week to specifically focus on AAC issues across our province. She has consulted specifically on students and provided much needed professional learning amongst NLESD staff. It is working well and the feedback has been great. It shows the need to continue this and increase the numbers of this itinerant position across our regions to allow time for more adequate coaching.

Augmentative and alternative communication is a unique specialization. Setting up communication devices and communication software (e.g., proloquo2go) is both time consuming and requires a special proficiency that only a S-LP would be equipped to perform. With more and more students entering the education system with complex communication needs (i.e., Cerebral Palsy, Apraxia, .ASD, etc.), the need for S-LPs specialized in the assessment and implementation of AAC services is imperative.

Our intent is to ask for additional allocations to be created to service this ever-increasing need; not just move allocations around which is what is currently happening.

Speech-Language and Audiology Canada (SAC), our national professional association, developed a position paper specifically on AAC in 2015. The following excerpts support the aforementioned.

"First, national and international efforts to make society more inclusive continue to gain speed. The United Nations Convention on the Rights of Persons with Disabilities recognizes the importance of ensuring accessibility to effective means of communication, including AAC. Accessibility legislation now exists in Canada that specifically addresses communication needs." (SAC, 2015, p.1).

“Concurrently, the adoption of relatively affordable mainstream consumer technology, such as tablets and smartphones, for use as speech generating devices (SGDs) has transformed the field of AAC. Until very recently, the cost of an SGD was prohibitive for many families. Now, individuals who use AAC, along with their families, can often afford to purchase a tablet and communication software independently. This has led to an increase in the number of individuals with access to high-tech AAC systems (Niemeijer, Gosnell Caron, Marden, & Shaham, 2012). While this can be seen as empowering for families, it also increases the risk that technology will be selected in the absence of appropriate assessment or intervention planning. Regardless of the technology options available, or their cost, the importance of careful clinical decision-making cannot be overstated.” (SAC, 2015, p. 2).

SAC. (2015). The Role of Speech-Language Pathologists with Respect to Augmentative and Alternative Communication (AAC). Retrieved from <https://www.sac-oac.ca/professional-resources/resource-library/sacposition-paper-role-speech-language-pathologists-respect>

Executive’s Recommendation: AMEND AND CARRY:

AMEND to read “That the NLTA lobby the Department of Education and school boards for additional allocations for, and the creation of, an associated itinerant Speech-Language Pathologist (S-LP) position in each of the regions, ~~Labrador West~~ and **the** French School Board, specializing in Augmentative & Alternative Communication (AAC).” Then **CARRY AS AMENDED**.

Rationale for Executive’s Recommendation:

The reference to Labrador West was removed following consultation with the Council after initial submission. Small changes made for clarity.

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

Speech Language Pathologist Allocations

5. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations a proposal that there be additional allocations of Speech-Language Pathologists (S-LPs) to obtain a ratio of 45:1 S-LPs for every caseload. **(Speech Language Pathologists Council)**

Explanatory Note:

Our caseloads are increasing and becoming more complex due to the severity of the communication disorders/delays. In addition, UDL and the multi-tier system of the RTL approach requires intensive support and coaching of which the SLP has unique knowledge and skills but often does not have the time to engage in effectively. Finally, family complexity adds an additional layer of responsibility on the SLP that is becoming more difficult to sustain.

The following excerpts come from Speech and Audiology Canada (2020). SAC Position Statement: The Role of Speech-Language Pathologists in Schools. Retrieved from <https://www.sac-oac.ca/sac-position-statement-role-speech-language-pathologists-schools>

“Research has shown that speech-language pathology interventions should be delivered in a manner and intensity sufficient to improve students’ learning and achievement. For example, the nature of the skill being acquired and the stage of learning influence whether the student would benefit from intense, concentrated practice or a more distributed intervention schedule (Justice, Logan, Schmitt, & Jiang, 2016; Brosseau-Lapr e & Greenwell, 2019). In addition, better outcomes result from interventions delivered by S-LPs than from classroom staff who may not be able to provide treatment of sufficient quality and intensity due to other instructional demands and lack of training (McCartney, Boyle, Ellis, Bannatyne, & Turnbull, 2011) (SAC, 2020, p. 4).”

“Other important considerations include speech-language pathology staffing levels, the availability of resources (such as classroom and curriculum-based materials), administrative support and space, and access to other speech language pathology service providers in the community. S-LPs also must consider caseload and workload demands, responsibilities assigned by school administrators, time required for travel between schools and the number of students in need of speech-language pathology services, as well as the complexity of their needs. In instances where organizational factors prevent the S-LP from providing effective services that meet the needs of students, SAC

recommends that S-LPs document and inform their supervisor and/or school administration of the impact of these factors on the speech-language pathology services provided (SAC, 2020, p. 4).”

SAC. (2020). SAC Position Paper on: Speech-language pathology service delivery models in schools. Retrieved from https://www.sac-oac.ca/sites/default/files/SAC-OAC_S-LP_In_Schools_Delivery_Models_EN_V1.pdf

Executive’s Recommendation: AMEND AND CARRY

AMEND to read “That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations a proposal ~~that there be additional~~ for allocations of Speech Language Pathologists (S-LPs) ~~to obtain a ratio of 45:1 S-LPs for every caseload~~ **as follows: Speech Language Pathologists shall be allocated based on a student to teacher ratio of 40:1 with a maximum of twenty-five (25) direct contact students per allocated position.**” Then **CARRY AS AMENDED.**

Rationale for Executive’s Recommendation:

Amended to be consistent with 2020 NLTA opening proposals for collective bargaining. Small changes made for clarity.

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

Allowance for Speech Language Pathologists

6. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations, a proposal that allowances for Speech-Language Pathologists (S-LPs) be considered for inclusion at the same rate as School Psychologists. **(Speech Language Pathologists Council)**

Explanatory Note:

In order to be a S-LP in this province, you need to obtain a Master's Degree from an accredited university, pass a national exam after you graduate, provide proof of upholding skills by maintaining a specific amount of continuing education hours yearly in speech-language pathology and maintain licensure .S-LPs assess to provide diagnoses so exceptionalities can be assigned to help identify appropriate intervention strategies and programming. This is the same requirement of a School Psychologist who receives an allowance.

Executive's Recommendation: AMEND AND CARRY

AMEND to read "That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations, a proposal ~~that~~ **for payment of** allowances ~~for~~ **to** Speech-Language Pathologists (S-LPs) ~~be considered for inclusion paid,~~ at the same rate as **allowances for** School Psychologists." Then **CARRY AS AMENDED.**

Rationale for Executive's Recommendation:

Allowances for S-LPs have been sought in the last few rounds of collective bargaining, at the same rate as those paid to School Psychologists. Changes are made for clarity only.

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

Leave for Principals

7. That the NLTA lobby the district and the Department of Education to provide necessary leave time for principals whenever they need to attend informative meetings such as family of schools meetings or district wide meetings. (**Appalachia**)

Explanatory Note:

With concerns around increased workload for principals and the need to focus on wellness, principals should not be put in a position to choose between their families/personal time and scheduled leadership meetings with their families of schools or district wide meetings. These meetings should occur during regular work hours and all principals (teaching or non-teaching) should have the option to attend.

Executive's Recommendation: AMEND AND CARRY

AMEND to read "That the NLTA lobby ~~the district~~ **NLESD, CSFP** and the Department of Education to provide ~~necessary~~ leave time for ~~principals~~ **administrators** whenever they need to attend ~~informative~~ **Board and Department** meetings such as family of schools meetings or district wide meetings, **and that such mandatory meetings be held during the scheduled teacher workday.**" Then **CARRY AS AMENDED.**

Rationale for Executive's Recommendation:

Changes made after discussion with Branch president. The driving force behind this resolution is the increased number of meetings for administration after the end of scheduled working hours. Changes made to ensure clarity, include all administrators, clarify the type of meetings, and include the francophone school board.

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

Teacher Librarian Allocations and Learning Commons Grants

8. That the NLTA advocate for teacher librarian allocation improvements and library learning commons grants, similar to those found in the K-6 Education Action Plan, for grade 7-12 schools. **(Teacher Librarian SIC)**

Explanatory Note:

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

Executive's Recommendation: AMEND AND CARRY

AMEND to read "That the NLTA ~~advocate~~**lobby the Department of Education** for teacher librarian allocation improvements and library learning commons grants, similar to those found in the K-6 Education Action Plan, for grade 7-12 schools." Then **CARRY AS AMENDED**.

Rationale for Executive's Recommendation:

Change made for consistency of language with general NLTA language and to clarify the entity to be lobbied.

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

Teacher Duty

9. That the NLTA include in the next opening proposals for contract negotiations that duty not be required for a teacher. (**Ganova**)

Explanatory Note:

Duty has become a workload issue for teachers. There are teachers right now who go all day without a bathroom break because they are teaching all day and have duty in the morning, recess, lunch and at the end of the day. In no other profession will you see a loss of these rights. Solutions can be having parent volunteers come in to do the duty or paid monitors like Nova Scotia.

Executive's Recommendation: AMEND AND CARRY

AMEND to read "**That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations a proposal** ~~That the NLTA include in the next opening proposals for contract negotiations~~ **that supervision** duty not be required ~~for a~~ **of** teachers." Then **CARRY AS AMENDED**.

Rationale for Executive's Recommendation:

Amended for clarity and to reflect that the only party who can determine the contents of the opening proposals is the Collective Bargaining Committee (subject to approval by Provincial Executive).

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

Teaching Experience/Qualifications

10. That the NLTA include in the next round of contract negotiations language to make teaching experience equivalent to academic qualifications. **(GranForLine)**

Explanatory Note:

There are teachers who are currently teaching outside of their qualification area (ex. Intermediate/Secondary trained teachers in Primary/Elementary) who will not be successful in job competitions in the area they are currently teaching in despite being there for many years. For example, a teacher who has been teaching grade 4 for 10 years should be considered qualified to apply for a primary school position despite not having training in primary. Thus, if this teacher is in rural, and for family, education, or other reasons would like to transfer to a position in St. John's, they would be hampered. Further, an inexperienced teacher with the right qualifications may be successful over a highly experienced teacher in the same area. This is a little to no cost benefit to teachers that would strengthen our contract.

Executive's Recommendation: AMEND AND CARRY

AMEND to read "That **the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations a proposal** ~~the NLTA include in the next round of contract negotiations language~~ to make teaching experience equivalent to academic qualifications." Then **CARRY AS AMENDED**.

Rationale for Executive's Recommendation:

Amended for clarity and to reflect that the only party who can determine the contents of the opening proposals is the Collective Bargaining Committee (subject to approval by Provincial Executive).

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

Technology and Software Professional Learning

11. That the NLTA lobby the Department and District to offer PL on basic training in technology and software. A survey should be completed to determine the individual needs of a member. (**Ganova**)

Explanatory Note:

Many teachers are having difficulties around the technology that is being enforced in schools. Sometimes basic issues that occur can be easily remedied if staff were trained. This is more important now because of the implementation of online learning and the advancement of student use of technology in the classrooms.

Executive's Recommendation: DEFEAT

Rationale for Executive's Recommendation:

The Committee felt that the wording of the motion (specifically "basic training in technology and software") left too much to interpretation. The committee felt that to suggest an amendment could alter the spirit of what was being proposed. Questions that were raised included:

- What sort of software?
- Software for what use? Teaching and learning? Installation of drivers on a computer?
- With such training provided, would this lead to higher expectations (workload) of a teacher?
- Is the type of training being suggested possibly the work of another bargaining unit?

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

Professional Learning During Working Day

12. That the NLTA lobby NLESD to offer PL only during the working day. (**Ganova**)

Explanatory Note:

We are finding that PL that could benefit members and students is now commonly being offered after working hours. Members feel let down by the District because students who would benefit from their training only can result from taking our own time. It really is unfair to expect work done during personal time above what we are already expected to do.

Executive's Recommendation: AMEND AND CARRY

AMEND to read "That the NLTA lobby NLESD **and CSFP** to offer **district led** PL only during the working day." Then **CARRY AS AMENDED**.

Rationale for Executive's Recommendation:

The committee members felt that this resolution would resonate with many members (including themselves). There was some discussion/caution around the fact that our own NLTA Special Interest Councils offer valuable PL opportunities outside the workday (evenings and weekends), but at the same time, committee members did feel that many teachers were feeling pressure to attend the district led/initiated PL being offered outside of the workday despite the fact that it is optional/voluntary. One other change made to include the francophone school district along with NLESD.

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

NLTA Video Workshops

13. That the NLTA investigate the feasibility of creating informational videos for certain sections of the workshops offered by Program and Services (eg. financial planning, wellness, social media, etc). (**Appalachia**)

Explanatory Note:

With the elimination of in-person NLTA PD sessions on these important topics due to COVID and the uncertainty of when these sessions would be permitted again, it may be more productive to create short videos on specific topics and post them on the NLTA site. The intent of these videos is not to replace in-person sessions.

Executive's Recommendation: AMEND AND CARRY

AMEND to read "That the NLTA investigate the feasibility of creating **and promoting** informational videos for certain sections of the workshops offered by Program and Services (eg. financial planning, wellness, social media, etc)." Then **CARRY AS AMENDED**.

Rationale for Executive's Recommendation:

The committee felt that this was a good idea but noted that if/when such videos are produced/created, there should be a concerted effort to make sure that they are appropriately promoted in as many ways as possible so that members are made aware that they do exist.

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

Equitable Access to Digital Resources

14. That the NLTA advocate that either the Department of Education or School Districts develop, maintain, and provide free access to a Virtual School Library Learning Commons for all Newfoundland and Labrador students, using a model similar to that provided by the Toronto District School Board: <https://www.tdsb.on.ca/library/>. (**Teacher Librarian SIC**)

Explanatory Note:

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

Executive's Recommendation: AMEND AND CARRY

Amend to read: "That the NLTA **continue to** advocate that ~~either~~ the Department of Education **and** School Districts develop, maintain, and provide free access to a Virtual **School** Library Learning Commons **in order for teachers and students to have equitable access to resources for all schools for all Newfoundland and Labrador students, using a model similar to that provided by the Toronto District School Board: <https://www.tdsb.on.ca/library/>.**" Then **CARRY AS AMENDED**.

Rationale for Executive's Recommendation:

The committee agreed with the request for greater access to resources and stressed the importance of providing equal access to all teachers, students and schools of all sizes. The committee agreed that the spirit of the resolution was the same as that of Resolution #27 to the 2019 BGM and wished to reincorporate the previous wording, adding reference to "equitable access". The committee removed the word "School" feeling that a Virtual Library Learning Commons better described the initiative as a common, shared resource rather than a school-specific one.

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

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

Gender Inclusive Language

15. That, when gender is not relevant to the intended purpose or meaning within a message, the NLTA will actively promote and lobby the Department of Education, NLESD, and CSFP to use gender-inclusive language. This would include, but is not limited to, existing and emerging policies, and other written forms of communication (ie. memos, forms, surveys, etc.). **(Gender and Sexual Diversity SIC)**

Explanatory Note:

The NLTA already uses gender-inclusive language. BGM motions packages refer to individual students, parents, and teachers using the singular “their”. However, some policies, procedures, memos and forms contain the outdated “his/her” pronoun. The use of the binary “his/her” excludes and erases non-binary identities - possibly acting as a microaggression toward teachers and students who identify as non-binary. Such microaggressions can create unsafe work and learning environments for teachers and students through the passive “othering” of the LGBTQ2S+ community. However, there is a recognized challenge when using gender-inclusive language for people who speak, write and read in French - whereby grammatical structures do not allow for ungendered language. Rather, while communicating in French, a thoughtful approach which avoids gendered subjects is suggested whenever possible.

Executive’s Recommendation: AMEND AND CARRY

AMEND to read “That, when gender is not relevant to the intended purpose or meaning within a message, the NLTA will ~~actively promote and lobby~~ **use gender-inclusive language and will lobby** the Department of Education, NLESD, and CSFP to use gender-inclusive language. This would include, but is not limited to, existing and ~~emerging~~ **future** policies and other written forms of communication (~~ie. e.g.,~~ memos, forms, surveys, etc.)” **Then CARRY AS AMENDED.**

Rationale for Executive’s Recommendation:

Changes have been made in consultation with the SIC to clarify the intent of the resolution. As the SIC notes, gender-inclusive language is an important concern.

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

LGBTQ2S+ Representation in Curriculum

16. That, by reviewing and updating a wide variety of subject and grade level curricula, the NLTA lobby the Department of Education to purposefully include meaningful and authentic LGBTQ2S+ representation within existing and emerging prescribed curriculum resources. (**Gender and Sexual Diversity SIC**)

Explanatory Note:

The acronym LGBTQ, as defined by the Collins English Dictionary, is lesbian, gay, bisexual, transgender, and queer/questioning (one's sexual or gender identity). This acronym is an umbrella term that encompasses many identities; as LGBTQ2S+ people use a variety of terms to identify themselves, and there are numerous identities that are not directly referenced in the LGBTQ acronym. While the province supports LGBTQ inclusion in the safe and caring schools policy (2013), specifically in procedure 7, Guidelines for LGBTQ Inclusive Practices, this support is not reflected in curriculum outcomes or resources, (particularly in grades K-9). Further, the GSDSIC believes an “inclusion by vague” approach is too common within education; whereby (1) individualized beliefs and situational factors may permit omission of certain groups, and (2) actualized support for marginalized groups becomes limited. Research into LGBTQ2S+ targeted support has generally shown that programming needs to be specific and intentional for the community in order to be effective.

Executive’s Recommendation: CARRY

Rationale for Executive’s Recommendation:

The social and emotional well-being of all students is fundamental and integral to learning. However, a substantial percentage of prescribed curriculum resources are exclusionary in language and/or content. In order to ensure a learning community that is accepting and inclusive of all students, curriculum resources must include meaningful and authentic LGBTQ2S+ representation.