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NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

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bulletin

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EDUCATION WEEK 2023



BETTER TOGETHER • MIEUX ENSEMBLE

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Another successful Education Week is in the books – **Better Together/Mieux ensemble** was another opportunity for your Association to show the importance of a well-resourced, publicly funded education system. Thank you to everyone who participated, especially the Communications/Political Action/Membership Engagement Committee who decided the theme and structure of the week; our Special Interest Councils who provided teaching resources for the week; and our members who took time to plan special events and activities throughout the week.



Coming up in April is another key event for your Association – Convention 2023. Please stay tuned to all communications from your Association leading up to and after convention for updates from this major decision-making forum.

Take care,
Jennifer

THE bulletin

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Committee Member Sought for NLTA Group Insurance Committee



The Group Insurance Committee is seeking expressions of interest from teachers in Central NL who would be interested in serving as a Manager for 2023-24.

If you are interested in serving as a Manager, please contact Melanie Jaster, Senior Administrative Assistant, Programs and Services at 726-3223 or 1-800-563-3599, ext. 233 or mjaster@nlta.ca by **May 19, 2023**.

Please include in your message your name, address, email address and telephone contact number(s).

UP FRONT WITH THE NLTA PRESIDENT



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

Colleagues/Friends,

I hope as the warmer temperatures and longer evenings come into view that you are finding health and strength within your personal and professional journeys. It has undoubtedly been a long and arduous year thus far with teacher shortages and excessive student-teacher ratios impacting your daily practice. Thank you for your continued efforts on behalf of your colleagues and students. The challenges you are facing are being conveyed and communicated, whether it be in meetings with government officials and senior staff of the school districts, via any media opportunity that can be secured, and at the collective bargaining table. Please keep sharing your thoughts and opinions with us as it provides anecdotal validity to our messaging and overall advocacy on the “Hidden Reality” that currently exists in this province.

On a sombre and quite disconcerting note, we were reminded in mid-March of how susceptible our school communities are to violence and external community forces. I know you stood with your colleagues at Prince of Wales Collegiate as they rallied to support their school community during this highly unsettling and worrisome incident. Your Association offered supports as needed and will continue to do so throughout the recovery period.

The unfortunate piece is that as educators, we have all experienced (and in some cases directly felt), the impacts of violence and aggression in our schools. Through the years, the NLTA has worked to strengthen protections, increase the requirements of the employer to prevent and respond to incidents, and assist individual members as issues have arisen; this remains a top priority for our staff and your Provincial Executive. You have personally contributed to ‘safe and inclusive schools’ initiatives

within your own buildings, knowing that the need is high and community pressures heavy.

As a means of leading the push toward safer schools (and ultimately safer workplaces) throughout our province, your Association has been engaged for several months in spearheading a ‘School Safety Coalition’ made up of representatives from government departments/agencies, public K-12 education stakeholder organizations, and community groups, with a collective interest in building safer schools. The goal would be to explore and gain a better understanding of the underlying issues and factors that impact the safety of students and staff in our schools, and to facilitate and advance an informed and proactive approach to the prevention of violence and safe school environments for all.

Proposed objectives of the School Safety Coalition:

- To promote discussion and information-sharing related to the primary safety issues facing public schools within Newfoundland & Labrador, while respecting the context of regional differences and experiences.
- To promote reciprocal learning, consultation and exchange on policies and actions that are intended to enable and sustain safe and supportive school environments.
- To make recommendations on and secure commitments for the actioning of tangible and practical strategies to both respond appropriately to and prevent incidents of violence and other safety challenges in K-12 schools.
- To grow the evidence-base by fostering research and data collection, including proper evaluation and monitoring, and developing shared approaches to measuring results and impact.

To date, introductory meetings have been held with Minister of Education

(Hon. Dr. John Haggie), Minister of Justice and Public Safety (Hon. John Hogan), Minister of Children, Seniors, and Social Development (Hon. John Abbott), Chief of Police – Royal Newfoundland Constabulary (Chief Patrick Roche) and RCMP (Chief Supt. Pat Cahill).

All parties thus far have been open to further discussions with initial interest in the concept. We are in the process of securing meetings with other decision-makers and groups with the intentions of a larger group meeting when organization is complete.

As educators, we know that safety within our schools is a community concern and responsibility. The NLTA is making efforts to ensure that all are at the table and processes are in place to allow tangible steps to be taken moving forward.

Yours in Solidarity,



Knowing fully that you cannot always see or hear our media presence, a listing (with links) of our media coverage can be viewed on the NLTA website at the following link: www.nlta.nl.ca/nltapresident-trentlangdon-2/.



Morale does not come easily, nor naturally. Respect is felt when the employer and policymakers identify public education as an essential 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.

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

ST. JOHN'S

NL music teacher nominated for Juno Award



Susan Evoy
(photo credit: John Evoy)

Each year since 2005, the MusiCounts Teacher of the Year Award recognizes and honours an exceptional Canadian music teacher's impact both on students at their school and the broader music education profession.

Ms. Susan Evoy was nominated for a MusiCounts Teacher of the Year Award this year. Ms. Evoy is a music educator at St. Teresa's Elementary and Waterford Valley High School, where she teaches string orchestra, concert and jazz band to students in grade 5 and 10-12. She also teaches Trad Band (traditional music) at Waterford Valley High School.

The NLTA is proud of Susan's achievements and to be recognized on a national stage is a testament to her commitment and dedication to her students and their musical education.

BURGEO

Pink Day at Burgeo Academy

Due to a busy schedule, Burgeo Academy held their annual Pink Day celebrations this year on February 28. Opening Ceremonies were held in the morning and included events such as "The Story of Pink", Burgeo Mayor's proclamation, raising of the school flag, as well as The Barnyard Game and a relay race where students were challenged to find and eat all the pink marshmallows.

A series of student activities were then held at six stations and took 20 minutes each to complete. These activities included a Pinkie Promise Banner (hand painting with a friend), Let's Destress (stress ball making), I Spy Friendship Water Bottles, Guided Self Massage (with scented body cream), Pink Day Acrostic Poem (alphabet) and a Selfie Snapchat Corner (war against a bullying app).

Pink cupcakes were served at recess for all students and staff members wore pink toques which were donation by the local HELP Committee.



Students and staff at Burgeo Academy participate in Pink Day activities.

During the afternoon, teachers and students faced off against each other in a hockey game at the local arena, while others participated in a general skate. Board games were also held in the heated upper deck observation room.



Enjoying an afternoon of games at the local arena.

Pink Shirt Day is celebrated each year to highlight the importance of kindness and to stand up to bullying.

Burgeo Academy celebrates Education Week

Students and staff at Burgeo Academy celebrated Education Week from March 13-17 with each day of the week encompassing a different theme.

Monday was "Colors Day" and students came to school dressed in select colors, depending on their grade level (K/1 – Red; 2/3 – Green; 4/5 – Blue; 6/7 – Yellow/Orange; 8/9 – Purple; SH – Pink). Needless

ON LOCATION

to say, it was a rainbow of colors and a great start to a fun-filled week of activities.



Students enjoy coloring sheets during Education Week activities at Burgeo Academy.

Tuesday was the ever popular “PJ Day” as well as “Apple Day” where the Snack Ladies provided students with apple snacks (smoothies, apple slices, etc.). K-7 students also paired up in the school hallway and library for Buddy Reading and a Marine Biologist from the Department of Fisheries and Oceans stopped by the school to give a presentation to students in Grades 6-12.



Students share their love of reading during Education Week.

Wednesday was all about getting active with Gym Games for K-5 students and a “Summer Day” theme where students wore shorts, tanks and cool shades.



Creating Newfoundland buttons during Education Week celebrations.

PAID ADVERTISEMENT

READY FOR A BIG ADVENTURE?

FREE TRAVEL!



APPLICATIONS ARE NOW OPEN FOR YOUTH EXCHANGES THIS SUMMER & FALL

WE'LL COVER THE TRAVEL COSTS FOR YOUR WHOLE GROUP!



WWW.EXPERIENCESCANADA.CA/EXCHANGES/



Students dress up as mummies at the "Newfie Christmas Corner".

In an effort to spread joy to others in the community, on Thursday, 11 students from Grades 8 and 9 spent time making a craft with one of the 16 seniors at the South West Seniors Centre as part of their "Adopt a Grandparent" program. Other students dressed according to the first letter of their name, and all students enjoyed a slice of pizza compliments of Foodland.

The week culminated in a celebration of Newfoundland and Labrador culture. Newfie snacks were served ((bologna, molasses bread, dried salt fish, peppermint 'nobs, Purity Syrup, Jam Jams, hard bread etc.) and live traditional music was provided by local musician Travis Durnford. The day also included

a "Newfie Christmas Corner" where students dressed up as mummies and a "Craft Corner" that supplied coloring sheets and a Newfoundland Button.

All in all, it was a very active and busy week enjoyed by students and staff!



Local musician Travis Durnford entertains students and staff with some traditional music.

Burgeo Academy's Adopt a Grandparent Program

Burgeo Academy's Adopt a Grandparent Program started about 6 or 7 years ago, with each grade taking turns one afternoon a month to visit with the local seniors and complete a craft and enjoy a "mug up" with the residents.

"This was the first year the students were able to visit due to Covid restrictions," said Burgeo Academy teacher Wayne Vivian, "so everyone was excited."




Students and seniors create Paddy's Day fridge magnets.

ST. JOHN'S/MOUNT PEARL

2022 Waterford Valley Branch NLTA scholarship winners

This year's 2022 Waterford Valley Branch NLTA Scholarships were awarded to Kelly Sheppard




TEACHER APPRECIATION WEEK CONTEST **WINNERS**



LEARY'S BROOK JUNIOR HIGH



WOODLAND ELEMENTARY

JJ CURLING ELEMENTARY

CABOT ACADEMY



ON LOCATION

(daughter of Shirley Sheppard, teacher at St. Matthew's School) and Claire Murphy (daughter of Nicole Murphy, teacher at Mary Queen of the World Elementary). Each of these \$500 scholarships were awarded to a Grade 12 graduate (graduated June 2022) who achieved the highest academic average, as provided by the Department of Education, and whose parent teaches in a Waterford Valley Branch school. Scholarship presentations took place on January 24, 2023 at O'Donel High School. Awards were presented by Kim Brown, President of the Waterford Valley Branch.



Kim Brown, President of Waterford Valley Branch, makes presentation to scholarship winner Kelly Sheppard.



Kim Brown makes presentation to scholarship winner Claire Murphy.

TORBAY

Correction Notice

In a news story on page 4 of the January/February 2023 Bulletin titled "Christmas Cards for Soldiers", Hannah Delaney, Vice-Principal Jennifer Snow and Principal Don Emberley were inadvertently identified as working at Holy Trinity High. It should have stated that they all work at Juniper Ridge Intermediate in Torbay. We apologize for this error.

 A large, colorful advertisement for the Art Gallery of Ontario (AGO). The top half features a man with a beard and glasses, wearing a blue and white patterned shirt, smiling and holding two raccoon puppets. The background is a vibrant, abstract design with large, overlapping shapes in shades of pink, green, and blue. The word "AGO" is written in large, white, bold letters in the upper right corner. Below the man, the word "AGO" is written in very large, bold, pink letters, with "Art Gallery of Ontario" written in smaller, light blue letters underneath it. The bottom half of the advertisement has a solid blue background. The words "VIRTUAL SCHOOL PROGRAMS" are written in large, bold, yellow letters. Below that, "FUN, FREE AND ONLINE" is written in white, bold letters. At the bottom, the text "Live Art Sessions every weekday. Sign up today at [AGO.ca](https://www.ago.ca)" is written in white.



The Importance of Reviewing Your Group Insurance Benefit Statement

by John Veitch

Each year, all active, retired and survivors of deceased teachers are mailed a copy of their Group Insurance Benefit Statement directly from Johnson Inc., the NLTA's Group Insurance Plan Administrator.

Although we recognize that members are very busy, we strongly advise you to take a few minutes to read what is contained on that sheet to save you or your family possible problems in the future. These benefit statements contain important information regarding your mailing address, the current insurance policies that you have been automatically enrolled in or have personally applied for, the amount of coverage you have within each of the various policies, the type of coverage you have (single or family), and the name of the primary beneficiary you have named to your life insurance policies.

It is critical that you take the time to review the information included on your benefit statement to ensure that you have the necessary coverage to protect you and your family in the event that something were to happen. It is also important to understand that if you wish to change your coverage or your beneficiaries, you must notify Johnson Inc. officials of such changes. Failure to enquire or to notify Johnson Inc. of any benefits or changes can have devastating consequences to you and/or members of your family.

Insurance is one of the main elements of a sound financial plan that protects you and your family. It is advisable to review your insurance coverage and beneficiaries any time there is a significant change in your life. All of this information should be reviewed periodically to ensure your insurance coverage aligns with your broader financial planning.

Advice Regarding Life Insurance Policies

The NLTA Group Insurance Plan contains five life insurance policies: A1-Basic Life; A2-Voluntary Life (Member); A3-Accidental Death and Dismemberment; A4-Voluntary Accidental Death and Dismemberment; and A5-Spousal Life. For each of these policies, it is important that the insured member name both a "Primary" beneficiary (name

usually appears on Benefit Statement), as well as a "Contingent" beneficiary(ies) (names do not always appear on Benefit Statement, but are filed at Johnson Inc., if previously named). The main reason for naming both a primary and contingent beneficiary(ies) is in case of the death of both the member and the primary beneficiary at the same time. By not naming a contingent beneficiary, the value of the life insurance policies would be payable to the estate of the member and would be subject to the appropriate probate and estate taxes before any beneficiary would be entitled to receive the benefit. If, however, the member had named a contingent beneficiary(ies), then the value of the life insurance policies will be made payable to the beneficiary(ies), tax free, without passing through the member's estate.

Since all insurance policies that are applicable to each member are available online, we strongly recommend that you access Johnson's customer website – My Insurance, by going to www.johnson.ca/affinity/nlta. To obtain information about the coverage available to you or to make any changes to your current coverage, you can also contact Johnson Inc. at 737-1528 or 1-800-563-1528. Further information about the NLTA group insurance program, including benefits and premiums, is available on our Group Insurance website: <https://groupinsurance.nlta.ca/>

If you have any questions regarding the NLTA's Group Insurance program, please contact an Administrative Officer of the NLTA at 726-3223 or 1-800-563-3599.

John Veitch is an Administrative Officer in Programs and Services at the NLTA, jveitch@nlta.ca.

ARTICLE 22: THE THREE-WEEK PAY PERIOD GAP

Teachers who have come into the profession in the past six years may be surprised to learn that this coming August 2023, they will experience a three-week gap between pay periods. Teachers who have been in the system prior to 2017 (the last time the three-week gap occurred) know the importance of financially preparing for that extra week. The last pay period for the current 2022-23 school year will occur on Thursday, August 17, 2023. The first pay period of the 2023-24 school year will be Thursday, September 7, 2023.

In the 1988-90 collective agreement teachers agreed through collective bargaining to change the method by which they receive their pay. Prior to the 1980s teachers were paid semi-monthly with payment made on the 15th and last day of each month. The new method of calculating payment allowed teachers to be paid bi-weekly, with the exception being those years in which there would be 27 pay periods.

Clauses 22.01 and 22.02 of both the Provincial Collective Agreement and the Labrador West Collective Agreement read as follows:

22.01: Annual salary and allowances shall be paid in twenty-six (26) equal installments. In a school year in which payment in accordance with Clause 22.02 would yield twenty-seven (27) pay periods, the final pay period in August will be eliminated and each pay period in the subsequent year will occur one week earlier.

22.02: Teachers shall receive their pay cheques every second Thursday. If a holiday falls on Thursday, teachers will be paid on the last teaching day prior to that Thursday. If a holiday falls on Thursday during the months of July and August, teachers will be paid on the last banking day prior to that Thursday.

The two questions most often asked by teachers when the three-week gap occurs is **why does it occur** and **how often will it occur?**

Why?

Teachers have agreed through collective bargaining to have their salaries paid in twenty-six (26) equal instalments, as per the clauses referenced above. These 26 intervals of 14 days only account for 364 days, resulting in a missing day each year and two days in a leap year. These missing days eventually accumulate on the calendar creating a year in which there would be 27 pay periods. Rather than having a teacher's salary divided into 27 equal pay periods in those years, resulting in a net loss in bi-weekly pay of approximately 3.7 percent, it was considered better to negotiate an alternative. The alternative was that the final pay period in August would be eliminated and that each pay period for the subsequent school year would be advanced one week earlier. This has resulted in the situation where teachers actually begin receiving payment prior to the first day of classes in some school years.

How Often?

In a regular 365 day year the first pay period in September occurs one day earlier each year. This means that it would normally take seven years for the 27 pay period situation to repeat itself. However, when we consider the impact of a leap year every four years it means that the cycle repeats itself every five or six years depending on when the leap year occurs. The next time the cycle will repeat itself will be August 2028.

Over the years teachers have repeatedly expressed concerns about the inconvenience and hardship the three-week gap creates. Through the years attempts have been made to make changes to Article 22 through the collective bargaining process. To date these efforts have not resulted in changes to the current provisions.

If you have any questions regarding the three-week pay period gap, please contact an Administrative Officer in Programs and Services with the NLTA at 1-800-563-3599 or mail@nlta.ca.

| AUGUST 2023 | | | | | | |
|-------------|-----|-----|-----|------|-----------------------|-----|
| SUN | MON | TUE | WED | THUR | FRI | SAT |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | PAY PERIOD ELIMINATED | |

| SEPTEMBER 2023 | | | | | | |
|----------------|-----|-----|-----|------|-----|-----|
| SUN | MON | TUE | WED | THUR | FRI | SAT |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

THE REDUNDANCY/REASSIGNMENT AND LAYOFF PROCESS (FOR TEACHERS AND TEACHER AND LEARNING ASSISTANTS)

As the “Spring Staffing Season” approaches, both teachers and teaching and learning assistants (TLAs) should familiarize themselves with the process of redundancy/reassignment and layoff. The information provided below outlines this process and offers advice on what teachers and TLAs should do in the event that they are affected. While the process is essentially the same for both job classifications, there are some subtle differences that are noted throughout the information provided. Finally, whenever an individual is in doubt or has questions, they are always encouraged to contact an Administrative Officer at the NLTA.

May 7th is the **DEADLINE** for teachers to be notified of layoff.
May 28th is the **DEADLINE** for TLAs to be notified of layoff.
ALL teachers and TLAs should be familiar with the process for redundancy/reassignment and layoff as outlined under Article 9 of the Provincial Collective Agreement (Article 47 of the Labrador West Collective Agreement).

Article 9 outlines the process that school districts are required to follow as they prepare and finalize staffing plans for the 2023-24 school year. The Collective Agreements can be accessed under “Publications” on the NLTA website at www.nlta.ca.

Teachers and TLAs should be informed of and take steps to ensure that the redundancy process is properly followed in their circumstances.

During any year in which there is a reduction or a realignment of teaching and/or TLA units in a school, a position(s) in a school may be designated as redundant. The actual removal of a position(s) can be accommodated through one of two means: i) through the natural attrition process, created by retirements or resignations and the school district’s decision not to fill the vacancies that have been created; or ii) through the redundancy/reassignment/layoff process, as outlined in Article 9. Even when the number of retirements and/or resignations are equal to or greater than the number of units that are scheduled to be removed from a school due to redundancies, it is still possible that redundancies may occur for programming reasons. Redundancies in a school can have implications not only for teachers and TLAs in that particular school, but also in neighboring schools as well.

Any teacher or TLA who has been notified (on or before May 7 or May 28, respectively) by their school administrator or school district personnel that their position is redundant and that they will be reassigned or laid off for the following school year should consult with the designated Administrative Officer in Programs and Services responsible for their school district/region. (The NLTA number is 726-3223 or toll free at 1-800-563-3599.) The school district assignments for each Administrative Officer are listed below:

| | | | | | |
|--|------------------------|--------------------|-----------------|----------|-------------------|
| NL English School District: | Avalon Region | Avalon East | John Veitch | ext. 244 | jveitch@nlta.ca |
| | | | Darlene Johnson | ext. 241 | djohnson@nlta.ca |
| | | Avalon West | Emily Caines | ext. 226 | ecaines@nlta.ca |
| | Central Region | Central | Deana Hatcher | ext. 270 | dhatcher@nlta.ca |
| | | Burin | Bob Johnston | ext. 239 | bjohnston@nlta.ca |
| | | Vista | Bob Johnston | ext. 239 | bjohnston@nlta.ca |
| | Western Region | | Miriam Sheppard | ext. 230 | msheppard@nlta.ca |
| | Labrador Region | | Gabriel Ryan | ext. 232 | gryan@nlta.ca |
| Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador | | | Gabriel Ryan | ext. 232 | gryan@nlta.ca |

Steps in the Redundancy Process

The following are the steps in the redundancy process which teachers and TLAs should ensure are applied to their circumstances (clause numbers noted are from the Provincial Collective Agreement but the provisions and process described are also provided for in the Labrador West Collective Agreement and apply in the same manner within the Labrador West bargaining unit):

Step 1:

Clause 9.01: Defines seniority as the total length of time employed as a teacher in Newfoundland and Labrador, and identifies May 7 (May 28 for TLAs) in the school year as the date of calculation of seniority for the purpose of reassignment and layoff for that year.

Each teacher and TLA should ensure that their placement on the school district’s seniority list accurately reflects their entire teaching service in the Kindergarten to Level III public school

system in the province. Time taught outside the province or outside of the Kindergarten to Level III public school system cannot be credited as seniority. If there are discrepancies between a teacher's calculation of seniority and the school district records, it is the teacher's responsibility to notify the school district as soon as it is discovered. School districts must post seniority lists in all schools by no later than January 31 of each year, listing teachers' and TLAs' accumulated seniority as of December 31.

Step II:

Clause 9.02 (Clause 9.03 for TLAs): Where it is determined by the school district that a teaching position or TLA position in a school is being declared redundant, the senior teachers (or TLAs, as the case may be) shall be reassigned to the remaining positions within the school that they are capable of filling. Subject to capability, the seniority based priority for redundancy/reassignment purposes shall be as follows:

- (a) tenured teachers;
- (b) teachers on a one-year probationary contract;
- (c) teachers on a two-year probationary contract;
- (d) teachers on probationary contracts in accordance with Clause 7.05. (not applicable to TLAs)

This effectively means that the junior teacher (or TLA) should be the person reassigned outside of the school unless the junior person is teaching something that no other more senior person is capable of teaching while still fulfilling the programming needs of the school. **It is VERY important to note here that reassignment is distinct within the separate job classifications of teachers and TLAs respectively – teachers CANNOT be reassigned to TLA positions, and TLAs CANNOT be reassigned to teaching positions through the redundancy/reassignment process.**

Step III:

Clause 9.04(a) (9.05(a) for TLAs): A teacher (or TLA, as the case may be), who is not reassigned in accordance with Clause 9.02 (Clause 9.03 for TLAs), shall have priority, based upon seniority, subject to capability, to vacant teaching or TLA positions or positions held by junior teachers or TLAs, in the following order of priority:

- (i) within the community;
- (ii) within the nearest community, within the school district, where such a position exists.

A teacher who is reassigned and notified in writing in accordance with Clause 9.12(b) (Clause 9.13(b) for TLAs), has five (5) working days following their notification to notify the school district of their acceptance or rejection of the reassignment. **It is VERY important to note again that reassignment is distinct within the separate job classifications of teachers and TLAs**

respectively – whether within or outside of their own school, teachers CANNOT be reassigned to TLA positions, and TLAs CANNOT be reassigned to teaching positions through the redundancy/reassignment process.

Step IV:

Clause 9.04(c) (Clause 9.05(c) for TLAs) states that, notwithstanding Clause 9.11, any teacher or TLA who refuses reassignment in accordance with Clause 9.04(a) (Clause 9.05(a) for TLAs) in any particular year shall not be entitled to further consideration for reassignment in that year. A teacher or TLA who refuses reassignment in accordance with Clause 9.04(c) (Clause 9.05(c) for TLAs) can apply for transfer to vacant positions during the remainder of the school year and will be considered along with others who have applied for transfer to the same position. If the individual is unsuccessful in obtaining a transfer to another permanent position before the end of the school year, the teacher or TLA shall be deemed to be laid off and placed in recall, subject to Clause 9.10, as of the end of the school year (see Step V below).

NOTE: With respect to Clauses 9.02 and 9.04 (Clauses 9.03 and 9.05 for TLAs), in determining capability to fulfill the requirements of the job function, the school district shall consider the overall ability of the teacher to perform the functions of the position in accordance with the currently modern standards required for the position. As per Clause 9.07, reassignment shall be to a comparable position, where possible.

Step V:

Any teacher or TLA who is declared redundant and not reassigned (including those who refuse their reassignment), is deemed to have been "laid-off" and placed in recall. Any teacher or TLA placed in recall shall be offered any vacant comparable positions that arise during the subsequent three (3) years following the layoff before such positions are advertised (Clauses 9.11, 9.12 and 9.13). For the purpose of recall, a layoff does not take effect until the end of the contract year (the last day of school for teachers and TLAs). **It is VERY important to note here that recall is distinct within the separate job classifications of teachers and TLAs respectively – teachers who have been laid off CANNOT be recalled to TLA positions, and TLAs who have been laid off CANNOT be recalled to teaching positions.**

It is the responsibility of the individual teacher or TLA to inform the school district of their interest in and availability for recall in the subsequent three years following layoff.

If you have any questions or need further information contact mail@nlta.ca or 726-3223 or toll free 1-800-563-3599.

School District Teacher Online Profiles:

In determining a teacher's capabilities, in accordance with the collective agreements, the school district does rely upon the information contained in a teacher's online profile. It is important, and strongly recommended, that all teachers create, review and update if necessary the information in their online profile to ensure that it is complete, accurate and reflective of their teaching experience and qualifications to date.

EDUCATION WEEK 2023

Better Together/Mieux ensemble

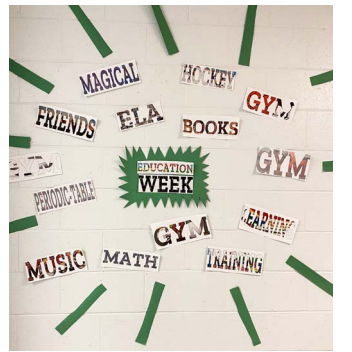
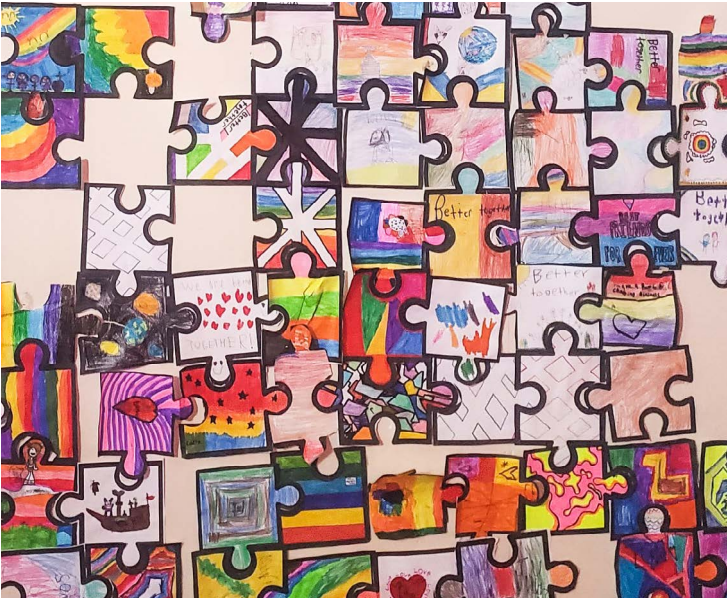
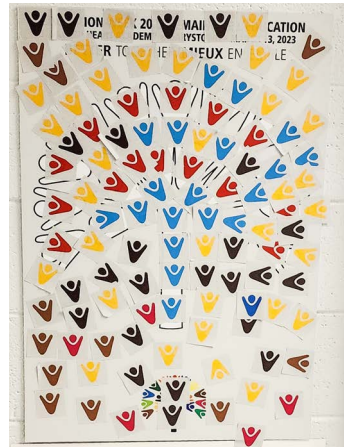
The Newfoundland and Labrador Teachers' Association celebrated Education Week 2023 from March 13-17 with the theme **Better Together/Mieux ensemble**. This year's theme represented the strength and celebration that comes from gathering and learning together. Never has it been more important to acknowledge the importance of a well-resourced, publicly funded education system to help students continue to learn and grow.

This year, to launch the week, President Trent Langdon visited Sacred Heart Academy in Marystown and read with Ms. Kelly

Rideout and Ms. Christine Avery's Kindergarten classes and signed a proclamation with Ms. Stacy Cribb's Grade 5 class. A special thank you to Principal Scot Strang, Assistant Principal Joshua Whittle and all the staff and students at Sacred Heart Academy for the visit!

Education Week has always been about celebrating education and the importance of learning and for over 85 years the NLTA has been proud to sponsor the week in Newfoundland and Labrador.





Ms. Crabbo Ava Landin
Rachy Liqm
Pepton Nathan
Korson

EDUCATION WEEK 2023
PROCLAMATION

Recognizing the value of education and its importance to your future and the future of our province and country...

Recognizing that our school is an important place of learning and that this school and everyone here is dedicated to helping you in your endeavour to learn and grow...

Recognizing that all people in school – students, teachers, support staff, volunteers – are unique individuals with something to contribute.

1. Sgt Strong
Principal of Sacred Heart Academy Marysboro
hereby proclaim the week of March 13 to 17, 2023 as Education Week in our school.

Mary Hailey Todd Faith
EWAN Lucy NIP william

Education Week Contest WINNERS

4 Schools

1. Labrador Straits Academy
2. Northern Lights Academy
3. Hazelwood Elementary
4. Woodland Primary

10 Teachers

1. Krista **YOUNG** (Sacred Heart Academy)
2. Melissa **HERRIDGE** (Donald C. Jamieson Academy)
3. Andrea **CLARKE** (St. Augustine's)
4. Amanda **CONWAY** (Immaculate Conception)
5. Beverly **BILLARD** (Octagon Pond)
6. Tracy **ROGERS** (Upper Gullies Elementary)
7. Laura **PARRELL** (New World Island Academy)
8. Debbie **SHORTALL** (Vanier Elementary)
9. Roxanne **ROBERTS** (Brookside Intermediate)
10. Kim **HURRELL** (Rennie's River Elementary)

CONGRATULATIONS! TO ALL WHO ENTERED



Water: The Importance of Staying Hydrated

by Kenda Riggs

“If there is magic on this planet, it is contained in water.” ~ Loren Eisley

“Pure water is the world’s first and foremost medicine.”

~ Slovakian Proverb

Water is an essential component of life, and staying hydrated is vital to our survival. It is interesting as the human body is actually made up of 60-70% water. Drinking plenty of refreshing clean water is a simple yet crucial part of maintaining good health. We need to consume water every day to perform at our very best. And even though many of us are aware that proper hydration provides amazing benefits for our mind and body, many people still drink less water than is required for their daily fluid intake. This means that many people are living chronically dehydrated on a daily basis. As a teacher, this can have serious impacts, not only on your overall health and wellbeing, but on how you feel physically, emotionally, cognitively, and psychologically, both inside and outside of the classroom.

What Does Water Do for You?

Simply put, water is excellent for you. It has many functions within the human body. For your body, water helps to regulate your internal body temperature, lubricates and cushions joints, supplies cells with oxygen and nutrients, gets rid of waste in the body, and helps to protect your spinal cord. It can help with digestion and circulation.

For your mind, water helps with providing clarity and focus on your thought processes, while enhancing cognitive performance and productivity. Lack of water to the brain can cause brain fog, exhaustion, sleep issues, stress, anger, and depression. It can also impact your short-term memory and the recall of your long-term memory. However, drinking water can improve one’s brain health by simply increasing blood flow and oxygen to the brain. Staying hydrated boosts your brain power!

Barriers to Proper Hydration

One of the biggest challenges identified by teachers is the lack of time to either get water or a water refill for themselves at work. With the busy schedules of the day, teachers may often forget to hydrate or may not get an opportunity to refill their water. However, this needs to be an important component of the day as research has shown that even mild dehydration can negatively impact us at work.

As dehydration will occur when we lose more bodily fluids than we are taking in, it is clear that hydration is a workplace necessity for teachers. When the body suffers from a water deficiency, the lymphatic system – which helps maintain fluid balance – will ensure that only essential cells stay hydrated at a cost to the less important ones. This causes the body to perform less efficiently. As dehydration sets in, some symptoms that you may experience include headaches, feeling weak or dizzy, fatigue, dry mouth, lips and eyes, feelings of confusion, and lack of focus.

It is also important to remember that when exposed to warmer temperatures, when being more physically active, or taking certain medications, you need more water to replenish your system as you can become dehydrated more easily.

A simple test to evaluate if you are dehydrated or hydrated is the color of your urine. Dark yellow to amber urine may indicate dehydration, while a pale yellow means you’re properly hydrated.

Reasons to Drink More Water

Although this can change for different individuals depending on your health needs, the recommended daily water intake is six to eight glasses of water per day for adults.

Proper hydration is needed for your body to keep up with important health functions. In addition to

other health benefits of water already alluded to, it is important to drink water to:

- Maintain healthy skin.
- Aid in food digestion.
- Deliver oxygen throughout the body.
- Help maintain blood pressure.
- Prevent kidney damage.
- Keep good heart health.
- Produce necessary bodily fluids, such as tears and saliva.
- Think clearly.
- Boost brain performance.

Water is a healthy energy provider, and proper hydration helps maintain clear thinking and better concentration, improves memory, along with work productivity. Furthermore, consuming enough water hydrates your skin and hair, and flushes toxins out of your body. With respect to joint pain, as the cartilage in our joints contain approximately 80% water, staying hydrated helps joints stay well-lubricated. Water also keeps you feeling refreshed and can improve your overall mood. Finally, you need water for survival, as water allows nutrients and oxygen to travel to organs and cells.

Other Ways to Keep Hydrated

Consuming foods that are high in water content can help increase water intake. Fruits and vegetables such as apples, oranges, watermelon, cucumber, and lettuce are all great foods to eat to help increase water consumption.

Always keep a bottle of water with you during the day, so you are reaching for clear water to hydrate rather than sugary drinks or caffeine. If you don't like the taste of plain water, try adding a slice of lemon or lime to your drink of water.

Also, as a health and wellness strategy, try drinking a glass of water when you wake up, before each meal, and one hour before bed to replenish any lost fluids and to keep yourself hydrated while sleeping.

Many teachers will find that reminders on their phone can help with tracking and monitoring daily water consumption. There are free water apps for your Android or IOS device that you can download to help keep track of daily fluid intake.

And remember...

Make sure you are getting enough clean water into your body every day. Even mild dehydration can affect you mentally and physically. Although we know drinking water is essential to staying alive, it is often a neglected daily routine. Increasing your awareness around dehydration symptoms, being more mindful to how you are feeling and your water

consumption during the day, and keeping a water bottle near you at all times to help remind you to keep hydrated with clean water are important daily strategies to use.

On a final note... March 22, 2023 was recently observed as the United Nations World Water Day, a day dedicated to celebrating and highlighting the importance of fresh water, and to draw attention to water-related issues that humans face in almost every country. Those living in Canada who are able to have access to fresh water are very fortunate to have such accessibility to clean drinking water, so remember to keep hydrated. It is not only a necessity, but an important component of your self care.

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.



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An Interview With... **Educational Psychologist Tracy Drover**

Tracy Drover is a Psychologist working in the Western Region. She has worked in the Port aux Basques area for the entirety of her career including positions at Grandy's River Collegiate and Belanger Memorial. She has held the roles of substitute teacher, high school teacher, guidance counsellor and Psychologist. She completed her degrees at Memorial University including a Bachelor of Arts, Bachelor of Education (Secondary), Masters of Education in Counselling Psychology and then became registered as a Psychologist. She has worked in this role since 2002 and has accumulated 26 years experience in total. Tracy is a member of the NLTA negotiating team.

Q. Describe the important role Educational Psychologists play in the education system in this province?

A. As Psychologists in the school system, we are involved in everything pertaining to Student Support Services. One responsibility that takes up a great deal of my time is, of course, assessment. I have always enjoyed this part of my job. We get to work directly with students which could involve an investigation of cognitive skills, academic skills, adaptive functioning and so on. Through a combination of interviews with parents, teachers and the student, observations in various settings, file reviews and assessment results, we are able to possibly make a diagnosis of Specific Learning Disorders or Intellectual Disabilities and/or make suggestions to allow the student to have more success in the classroom. We are able to identify strengths and areas needing further development. The assessment can help guide programming decisions for the student. We review these results with the home and school. Being in the schools allows us easy access to students, their files, and information from teachers. It also gives us the ability to observe them in social and academic settings. With regards to

assessments, we also complete behavioral reports for those going to see pediatricians to further investigate diagnosis such as Attention-Deficit/Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD) or Anxiety. Often these assessments involve questionnaires completed by the home and school. Furthermore, in Western, we have children who are assessed by the Autism Assessment Team. We play a part here as well in assessing the students to determine cognitive ability and report observations. We also help the school complete an intake form regarding behaviors seen at the school level. Just a short time ago, many of us completed training in assessing students with Fetal Alcohol Spectrum Disorder (FASD).

Another role involves attending Student Delivery Team meetings in each school where we discuss the needs and progress of students and any important happenings within the school. These allow us to keep abreast of students having issues behaviorally or otherwise, assessment needs, allocation of services, programming changes, new students and any other issue that may emerge. We play a role in partial day programming for students, who for various reasons, are unable to attend school for the entire day. In cases of more extreme behavior, we also can be called upon to assess and/or help develop plans for students who may be re-entering school after being removed.

I work with School Counsellors with any challenges they may have regarding assessments and aid in the diagnosis piece when needed. We also consult on challenging students and ways to intervene. Additionally, I work closely with IRTs, especially if they are at the start of their career, in getting them familiar with paperwork and roles and responsibilities. We also consult regularly with the administration within the school. We intervene when there is a crisis or tragedy in a school or community. Recently, with Fiona wreaking havoc on our town, I was grateful for a team of Psychologists that were sent out to help support our teachers and students.

Consultations with doctors is another area in which we play a part. My partner in crime is the Speech Language Pathologist who also works in the area. We have gotten to where we can finish each other's sentences. I have had the benefit of working in the same area for a long time. It has been easier to establish relationships and expectations.

Q. You have been an educator for many years. Has the role of Educational Psychologist changed over the years, especially with the increased stress and anxiety in the system created by COVID-19 and other factors?

A. I first worked as a substitute under the Port aux Basques Integrated School Board. We then went under Cormack Trail and then Western School District to now finally being a part of the Newfoundland and Labrador English School District. I worked in a part-time position for two years before getting a full-time position as a classroom teacher, and then in 2002 I accepted the position in which I am currently working. There has been much turnover in staff since I began. With change in staff often comes a change in responsibilities and how things are done. Also, we have seen big changes in service delivery in the last number of years. Years ago, I remember spending a great deal of time on documentation of children in order to receive IRT support. Following that, we had a big role in profiling. This involved working closely with the Service Delivery Team in each school and Powerschool to ensure the needs of each child were reflected to help determine allocation of services to that school. Currently, we are not playing as big a part in that and Powerschool has become more of a live system that is updated more frequently. Moving to our current model of Responsive Teaching and Learning has lessened the need somewhat of exceptionalities being identified as early. Students can now access many of the strategies that were previously referred to as accommodations without an assessment. Having said that, the need for assessment is still not eliminated by any means as it does help us get to the root of the problem and assist with programming for the child. COVID-19 had a big impact on student's learning and I believe we are still seeing the effects of this in some children. Young children in particular missed out on critical time in the classroom when foundational skills are learned. Our high school students went off to college and universities, some never having a final exam and now

(cont'd on page 18)

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facing 50% finals. The role of the psychologist has certainly branched out over the years. Formerly, we were looked at as mainly assessors, but now we have much more on our plates. There are more changes to come and you have to learn to be flexible and learn to go with it. It kind of feels like when you have mastered one way of doing things, they change it up just to make it interesting.

Q. You are currently a member of the NLTA negotiating team. What advice would you offer your fellow NLTA members who are considering becoming more involved with the Association? What do you see as the benefits as such involvement?

A. I was a little apprehensive when I was first asked to be part of the team, but I have thoroughly enjoyed the experience. I have learned so much through this experience about how negotiations work and also the contract itself. I have a copy in my desk and I have referenced it when needed, but to say I knew my rights as an employee would be a stretch. I am so much more knowledgeable about what is available to me as an Association member. I have enjoyed meeting and getting to know individuals within the Association and the other members of the negotiating team, each of whom brings a different perspective to the table. I will definitely encourage anyone who is considering getting involved to do so.

Q. What is your greatest achievement?

A. My greatest personal achievement would definitely be raising two wonderful young men, one of whom is working in Fort McMurray (making more money than me) and the other is in St. John's completing the Nautical Science program at the Marine Institute. Also, I have been married for 27 years, which is certainly a wonderful achievement and most days we still even like each other. Professionally, I would say my biggest achievement is becoming registered as a Psychologist. I loved teaching high school and while I was teaching and starting a new family, I started my Masters Program. This was a great deal of work and personal sacrifice, especially studying for the EPPP, (i.e. the exam required to become a registered psychologist) but well worth it. People have said to me over the years that I was lucky to finish my program and get a job working in my home community. To that I respond, luck had nothing to do with it. Sometimes it comes down to hard work and personal sacrifice. I remember being in St. John's doing courses

on campus when my son turned four and crying the whole day because I wasn't home and having to say to them for almost a year while I worked on becoming registered, "Mommy is studying, she'll be out in a little bit". It all paid off with a job that I love going to everyday.

Q. What motivates you to work hard?

A. No matter what I take on, my aim is to work hard to do my very best. I think this is intrinsic and has followed me through life. I want things done right and how I envision them to be. I will put in the hours to make this happen. What motivates me in my job is knowing how my work helps children better succeed. Much of our work is done behind the scenes, sometimes without many knowing that we were even involved. My motivation doesn't stem from the praise and appreciation that we receive, because often there is none. It comes from knowing that my work is making a student's life just a little easier or better.

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

A. During the summer, I enjoy camping and rides on the side-by-side. I also love travelling. We are actually taking a cruise this Easter. I love spending time with family and I often hold family gatherings at our home. I also enjoy baking and reading.

.....
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.

2022 NLTA Province-wide Vote Expenses

As per the financial guidelines established in Association policy on the Election of President and Vice-President by Province Wide Vote, candidates must disclose the sources and amounts of campaign financial contributions (monetary and “in kind”) and expenses for verification within 60 days of the election.

Subject to the audit of this disclosure, candidates are eligible for reimbursement from NLTA of the lesser of \$2,000 or forty percent of eligible campaign expenditures, or a prorated share of a maximum of \$10,000 if the eligible reimbursement for all

candidates exceeds this amount. Following verification, candidates’ campaign contributions and expenses are to be published to the membership.

The NLTA Electoral Committee is therefore providing this information by way of publication to the membership, in compliance with Association policy. All candidates in the 2022 province wide election for President and Vice President submitted their campaign financial disclosure within required timelines and these have been verified as follows:

| 2023-2025 Summary Statement of Income and Expenses | | | | | |
|---|-------------------|-------------------|-------------------------------------|------------------|----------------------|
| | Dale Lambe | Kelly Loch | Maureen Doyle-Gillingham | Sean Weir | Trent Langdon |
| Income: | | | | | |
| Financial Contributions | \$ - | \$ - | \$ - | \$ - | \$ - |
| Fundraising Income | - | - | - | - | - |
| In-Kind Contributions | - | - | - | - | - |
| Other | - | - | - | - | - |
| TOTAL INCOME: | - | - | - | - | - |
| Expense: | | | | | |
| Advertising | \$366.01 | \$205.00 | \$284.05 | - | \$200.00 |
| Fundraising Expenses | - | - | - | - | - |
| Meetings/Socials | 168.96 | - | - | - | - |
| Office Supplies | 79.10 | - | - | - | - |
| Postage | 46.06 | 297.44 | 600.00 | - | - |
| Travel | 52.28 | 237.00 | 417.33 | - | - |
| Unpaid Leave | 451.61 | - | - | - | - |
| TOTAL EXPENSES: | 1,164.02 | 739.44 | 1,301.38 | - | 200.00 |
| Campaign Surplus (Deficit) | \$ 1,164.02 | \$ 739.44 | \$ 1,301.38 | \$ - | \$ 200.00 |
| 40% - Reimbursable | \$ 465.61 | \$ 295.78 | \$ 520.55 | \$ - | \$ 80.00 |

NLTA Reacts to Budget 2023

The Newfoundland and Labrador Teachers' Association is not impressed that Budget 2023 did not include any funding to improve learning and working conditions for K-12 students and staff. The Budget is entirely silent on support for a comprehensive plan to address the hidden reality in schools across the province related to retention and recruitment of certified teachers and the ongoing challenges caused by inadequate human resourcing.

"The current difficulties in teacher recruitment and retention have long been looming; the issues cannot be a surprise to anyone. It is an ongoing struggle in many parts of the province, particularly in rural and remote communities but not limited to these areas. Substitute teacher shortages, and vacant positions in some schools, are not unusual in recent years. Our Association has been calling for a comprehensive strategy to address these challenges for some time," said Trent Langdon, President of the Newfoundland and Labrador Teachers' Association. "This government had an opportunity to show parents, students and educators that they know the

value of a well-resourced, publicly funded, public education system and are committed to investing in the future of our children. Unfortunately, the budget announcements do not present a strategy that demonstrates an understanding of the hidden reality facing students and school staff in this province."



President Langdon tells NTV News reporter Jodi Cooke that Budget 2023 lacks a vision for education.

Class size and composition remain a significant concern for the NLTA. Schools need smaller class groupings and increased allocations to provide the critical supports many students need in order to enable access to the same learning opportunities as their peers. No action has yet been taken by government to determine if/how certain recommendations from the report of the Teacher Allocation Review Committee will be implemented, and the Association is looking forward to fulsome and meaningful consultation as a significant stakeholder in that process.

Parents, students and educators have watched as an action plan has been developed and implemented to address healthcare issues in this province. We do not dispute the importance of health care and access to reliable services for residents of this province. But, investment in education, an acknowledged determinant of health and other social/economic outcomes, should come hand in hand with this as an adequately resourced public K-12 system can only serve to foster and support the positive impact of improvements in health care.



President Langdon speaks with Paddy Daly and Linda Swain of VOCM News on Budget Day, March 23.



President Langdon spoke with reporters, including CBC News, outside the House of Assembly reacting to the lack of education spending in Budget 2023.

“Government cannot afford to ignore the fact that many of our schools are frequently in triage mode,” said President Langdon. “I hear from members daily about re-deployment of staff such as guidance counsellors, reading specialists, IRTs, TLAs, administrators, etc. to cover for absent colleagues and to attend to basic personal care needs of students due to inadequate student assistant allocations; combining classes in larger spaces such as the gym or cafeteria just to provide adequate supervision and ensure student safety; cancelling certain instructional areas such as music and physical education to re-deploy specialist teachers to regular classrooms; and sometimes the cancellation of classes for certain groups due to lack of staff. This is the hidden reality that the NLTA has been talking about.”

Budget 2023 announcements for K-12 education do nothing more than maintain an already inadequate status quo and account for increasing student enrollment, and this is not good enough.

RECRUITMENT.

RETENTION.

RESOURCES.

The Association continues to call for a comprehensive strategy to address the hidden reality in schools across the province related to retention and recruitment of certified teachers and the ongoing challenges caused by inadequate human resourcing. Strategic investments to ensure a quality, responsive and resilient public education system are key to our province’s long-term growth and prosperity. We continue to advocate for:

- Reduction in class size caps;
- Improved allocations and other measures to address issues around class size and composition;
- Additional supports to enable students with special needs, mental health, language barriers and trauma to access the same opportunities as their peers, including increases to allocations for school counsellors, instructional resource teachers, school psychologists, speech language pathologists, and other specialized supports;
- Increases in teaching units for school administration and school counsellors;
- The creation of full-time positions for substitute teachers such as were temporarily introduced for the 2020-21 school year;
- Employer supports for teacher health and well-being;
- Meaningful action to address the retention and recruitment of certified teachers;
- Adjustments to the draft Responsive Teaching and Learning Policy to address teacher workload concerns and the sustainability of this initiative; and,
- An increase in the student assistant budget.

O'Donel Students and Staff Making Strides To Eat Healthier

by Sheldon Marsh

When staff and students at O'Donel High School in Mount Pearl learned about the updated Provincial School Food Guidelines (SFG) in January of 2022, it is safe to conclude everyone was anxious. School administration completed the mandatory professional learning modules and subsequently, presented the news to staff, the school council, and the student council. Some changes had to be implemented immediately such as terminating barbeques and bake sales, two major fundraisers and school spirit events. The student council had already met and planned events and initiatives for the remainder of the 2022-23 school year, so plans would have to be adjusted.

School administration were quick to form a "SFG Committee", which was composed of selected members of the student council as well as staff members. This committee quickly decided that a "glass half full" approach to the policy was required – and quickly! While students on the committee brought forth questions and concerns to be discussed, like all proficient citizens would when dealing with a new

policy, it was astonishing how quickly they transformed into leaders through their actions and voice.

The student council, with Valentine's Day fast approaching, quickly pivoted to "Bubbly For Your Bae" instead of "Can of Crush for Your Crush". While the revenue was a little less than in past years, the event went off flawlessly and the same meaning was shared between students and staff.

As well, committee members immediately started compiling a list of food items that could be sold and served in the school. This was coordinated by the Family Studies teacher, with assistance from both staff and students. All groups are continuing to add to the list as new items are discovered, ensuring that they are nut free and that there are some gluten free options. In fact, the school's Nutrition classes will be visiting local supermarkets this semester in search of items that fall under the healthy choices category as well as those that can be sold or served based on nutrition criteria. The goal is for staff and students to have an easily accessible list of items that can be sold or served for years to come.

The school was quick to reach out to the larger O'Donel Community in search of donations of money or foods that are allowed in schools. The response was amazing as random parents/guardians started showing up to the school with fruit and dairy products. This was instrumental in fueling our "Fun Smoothie Fridays", which students have come to expect and love. It is important to note that this initiative is an add-on to our vibrant Breakfast Program which now showcases more and more healthier options.

The school has also formed positive relationships with local food suppliers such as TRA Newfoundland Limited. This company has been amazing since January, supplying the Breakfast Program and other areas of the school with various fruit options. Anecdotally speaking, we can confirm that students are really enjoying these options and are coming to expect them around the school on a regular basis.



SFG Committee members wash and prepare trays of fruit.

Our Family Studies teacher, in conjunction with the student council, spearheaded a “Food Tasting Event” whereby they purchased and prepared an array of healthy options for students to “test”. Student council members brought around foods such as pumpkin seeds, cereals, crackers, and applesauce for students to try and evaluate. The results were analyzed to help the staff and the student council decide on options that the students favored moving forward.



SFG Committee members offer up healthy food choices to their fellow students.

While several challenges still persist, school administration are getting positive feedback from the School Nutritionist and School Health Promotion Liaison Consultant from actions by staff and students to date. The school has been connecting with other schools who were part of the 2019-2020 pilot as they seek other constructive pointers and/or suggestions.

While it is easy for students, especially, to look left and right at what other schools are still doing via Twitter or word of mouth, school administration wishes to commend its students and staff for their leadership on a policy that is somewhat difficult to navigate. One administrator added that, “so far, this policy has helped his students grow as citizens and to execute the Six Global Competencies as part of the Deep Learning Model”.

Sheldon Marsh is Principal of O'Donel High School in Mount Pearl.

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NEWS & EVENTS

Dates to Remember

April 2023

- Apr 11-14 NLTA Biennial General Meeting
- 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

May 2023

- May 5 **Deadline:** CONTACT 2023 applications

- May 5 **Deadline:** DSS 2023 applications
- May 7 **Deadline:** Notice by Board of teacher layoffs
- May 18 **Deadline:** PD Fund applications
- May 28 **Deadline:** Notice by Board of TLA layoffs

June 2023

- June 9-10 NLTA Provincial Executive Meeting
- June 15 **Deadline:** PD Fund applications

July 2023

- July 31 **Deadline:** NLTA Scholarship applications

CONTACT 2023

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