



NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION
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bulletin

TEACHERS CHANGE LIVES

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September/October 2026

We
must **all**
keep our
schools
safe.



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Welcome back! I hope everyone had a chance to enjoy the summer and is settling into the 2026-27 school year.

It's going to be an important year for the NLTA, with the election of President and Vice-President this fall and the 2027 Biennial General Meeting taking place in the spring. Be sure to stay connected and keep up to date with NLTA communications so you don't miss important information or deadlines.

In this issue, we're highlighting our new school safety campaign, along with important information from Programs and Services, including what to do if you experience violence in the workplace. We're also featuring an inspiring article about the Teaching Together program.

And, as always, we want to hear from you. If you have an event or something happening in your school that you'd like to share, please send it along.

All the best,

Jennifer



THE bulletin

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ATTENTION! NEW TEACHERS

Information for New Teachers is available on the NLTA website at www.nlta.nl.ca.

Click "Member Services" and then "Beginning/Early Career Teachers"

If new teachers wish to receive any of the information on the website on a flash drive, please email: newteachers@nlta.ca



UP FRONT WITH THE NLTA PRESIDENT



Retention and recruitment. Class size and composition. School violence. The hidden realities in our system that are so difficult to describe but so many of us experience daily. Each and every member who welcomes me to their schools share stories of the complex classes that they teach. They are not complaining. Members are frustrated. Stories are shared with a sense of failure as they describe the students who they cannot reach. This school year has already highlighted stories in the media indicative of shortcomings in the system. No stories have been more telling those that highlighted our current retention and recruitment and school violence issues.

While government attempts to convince the public that our schools are completely staffed, we know the difference. Schools that do not have all of their allocated positions filled are working in coverage mode and this is not good enough. This equates to teachers not having the time to dedicate to their own assignments in a meaningful way. Which translates to students not receiving the pro-

gramming that parents feel they are receiving. The public is starting to understand this reality and they are supporting educators. It is the role of government, as elected leaders of the province, to develop a plan to help us out of our retention and recruitment crisis. The NLTA is willing to speak, but we are at a point where we need to see action. People are at their breaking point and we are going to lose more educators. Government needs to be prepared for our actions if things do not change.

The big announcements from government this Fall involved the re-introduction of provincial assessments. They continue to miss the mark. If a collective approach from our government departments is not taken to make our workspaces safer by addressing youth violence and systemic dysregulation, we can evaluate all we want, it will still not result in a bright future for our province. If class sizes remain large, we are still unable to meet the needs of our learners. The role of the NLTA is to advocate for better working conditions and we need to know your

realities. The violent incident tracker is one tool to communicate your lived experiences. Some of the entries shared anecdotally have been appalling. We need to stop normalizing workplace violence and call the trauma that we are experiencing for what it is. Providing us with this experience is crucial. Contact dlambe@nlta.ca to describe the things that are leading to feelings of ineptitude when it comes to meeting the needs of your students. By the same token, if there are measures that are being taken to help you achieve success, they need to be shared as well. Communication with decision-makers cannot be effective if we cannot provide factual dialogue to support change. And we need to be having conversations, now more than ever. And we need to unify as a membership to show support for one another when conversations yield little to no progress.

THE 2025–27 NLTA PROVINCIAL EXECUTIVE



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NEWS

NORTHERN PENINSULA

2026 NLTA Medal Award Winner



Congratulations to Patrick Breen, recipient of the 2026 NLTA Medal Award!

After serving in the Royal Canadian Air Force, Patrick returned home to pursue a career in teaching. Today, he teaches Core French and Technology at French Shore Academy on the Northern Peninsula and is a strong advocate for Technology Education and skilled trades.

The NLTA congratulates Patrick on this award!

ST. JOHN'S

Retired Teacher Receives Dr. John P. Williams Award



At 83 years old, retired teacher Elroy Hynes continues to inspire his community through his dedication to running and physical fitness. A longtime participant in the Tely 10, Hynes has completed the race nearly 30 times, including last year's race, which he finished in an impressive 84 minutes at age 82.

Born and raised in Ferryland, Hynes began his teaching career in the late 1950s. Hynes was recognized with the Dr. John P. Williams Award for his spirited and enthusiastic participation in the Tely 10 and for the example he continues to set through his resilience, perseverance and commitment to fitness.

NEWFOUNDLAND & LABRADOR

Roots of Empathy Baby Celebration

President Dale Lambe joined Roots of Empathy in May 2026 for their annual Baby Celebration. The event serves to highlight and appreciate the efforts of volunteer facilitators, families, babies, teachers and administrators, who all play a crucial role in the Roots of Empathy programs. The NLTA is a proud sponsor of the NL Roots of Empathy Program.



Roots of Empathy's tiny teachers help students learn lessons about emotions, empathy and kindness.

CONCEPTION BAY SOUTH

CBS Branch Cornhole Tournament

In June 2026, Conception Bay South Branch members wrapped up a busy school year with a fun and successful cornhole tournament, enjoying some relaxation and friendly competition.



SPRINGDALE

Remembering Terry Fox

Meraj Shavanas is a grade 5 student at Indian River Academy. While learning about the courage, bravery and perseverance of the Great Terry Fox, Meraj was inspired to try a new form of art – portraits and created this fantastic drawing. He did this in one evening. His smile says it all! We are so proud of his creativity, and his work is now proudly displayed in our Library Learning Commons.



ST. JOHN'S

Bishop Abraham Students Receive Memorial Award

Three Bishop Abraham Elementary School students were recognized with the first annual Officer Joe Gullage Memorial Award for Kindness and Compassion for the 2025-26 school year. Joe Gullage was a police officer with the Royal Newfoundland Constabulary in St. John's for 41 years and was the president of the Royal Newfoundland Constabulary Association.

Gracie Baker, Jonathan William, and Eli Greene were each presented with a plaque and a \$200 cash prize in recognition of their kindness and compassion. A commemorative plaque will remain at the school and be updated annually with the names of award recipients. Congratulations!



Joe Gullage's daughters Cheryl and Maria presented the award to the winning students at Bishop Abraham.

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Our Schools Must Be Safe Places for Everyone

by Ian Crewe

I would like to start this message by saying that I truly believe there is a lot of wonderful positive stories coming out of most, if not all our province's schools. That said, like many teachers, school administrators, parents and members of our school communities, I was deeply disturbed by the video that has recently circulated on social media showing a student being assaulted.

First and foremost, our thoughts are with the student who was harmed, and with that student's family, friends and school community. No young person should have to experience violence, intimidation or humiliation at school or anywhere else.

We also need to recognize the impact incidents such as this have on teachers and other school staff. Teachers come to school every day to teach, support, encourage and protect their students. They build relationships, de-escalate difficult situations, respond when students are in crisis and do everything they can to create safe and caring classrooms. They should never be expected to manage serious violence without the resources, support and authority necessary to do so safely.

The circumstances surrounding this incident are still being investigated, and it is important that we allow the appropriate authorities to complete that work. We should not speculate about the individuals involved or the circumstances beyond what has been established. But we can, and must, talk about the larger issue.

School safety cannot be the responsibility of teachers alone.

Teachers cannot and should not be expected to solve the growing challenges of violence, aggression, social media, mental health, family circumstances and youth behaviour simply by working harder. The NLTA has been sending the message that "It is Not OK" for several years. There was also a conscious decision and effort in the Association's back-to-school messaging to emphasize the importance of "safety" in our schools and the role that we all have to play in promoting the issue of safety for all.

Government has a responsibility to provide the resources necessary to make schools safe.

That means sufficient staffing, appropriate student supports, access to mental health professionals and other specialists, effective violence prevention measures, meaningful consequences for serious behaviour, and clear protocols that allow school administrators and staff to respond effectively when safety is threatened.

It also means listening to educators who are on the front lines every day. Teachers and school administrators know what is happening in our schools. They know where supports are lacking. They know when classrooms are becoming increasingly difficult to manage. And they know the difference that additional resources can make.

Government must listen to that expertise and act on it.

Parents and guardians have a critical role as well.

Schools cannot be expected to teach respect, responsibility and appropriate behaviour in isolation from what children experience and learn outside the school environment. The majority of students' time is, in fact, spent outside of the school environment.

Parents and guardians have an essential role in reinforcing expectations around respect, violence, bullying, intimidation and responsible use of social media. When a student records an assault, shares it online or encourages others to participate, the consequences extend far beyond the original incident. A child who has already been victimized can be subjected to a second wave of humiliation when images or videos are circulated. Parents and guardians must talk with their children about this. Our children need adults, at home and at school, to send a consistent message that violence is never entertainment.

We need to support our teachers.

It is important that, when incidents like this occur, the public does not immediately ask, "Where were the teachers?" I have seen that question asked in several posts and it is simply not fair to expect teachers/school staff to be in all places at all times. Not only is it not

fair... it is simply not possible.

The better question is, "what supports did we provide to the teachers and school staff responsible for keeping students safe?"

Our members should not be placed in situations where they are expected to physically intervene in dangerous circumstances without appropriate training, staffing and support. They should not be expected to be counsellors, social workers, security personnel, administrators and teachers all at once. And they should not be blamed for broader societal problems that have found their way into our schools.

Teachers are part of the solution, but they cannot be the entire solution.

We need a shared commitment to safer schools.

The NLTA will continue to advocate for the resources and policies our members need to maintain safe and positive learning environments. It is a message the Association brings to meetings of the School Safety Coalition, collective bargaining and any other meetings that allow for advocacy for teachers and the students they teach. We will continue to raise concerns as long as our members tell us that existing supports are insufficient. And we will continue to work with government, NLSchools, CSFP, parents and other partners to find practical solutions. But partnership also means being clear about responsibility.

Government must provide the resources.

Parents and guardians must reinforce expectations and support positive behaviour. School leaders must have the tools and authority to respond. And teachers must be supported, not blamed, as they do their part.

Every student deserves to feel safe when they walk through the doors of a school. Every teacher deserves to feel safe when they walk into a classroom. And every parent deserves to know that their child is learning in an environment where safety, respect and dignity are taken seriously.

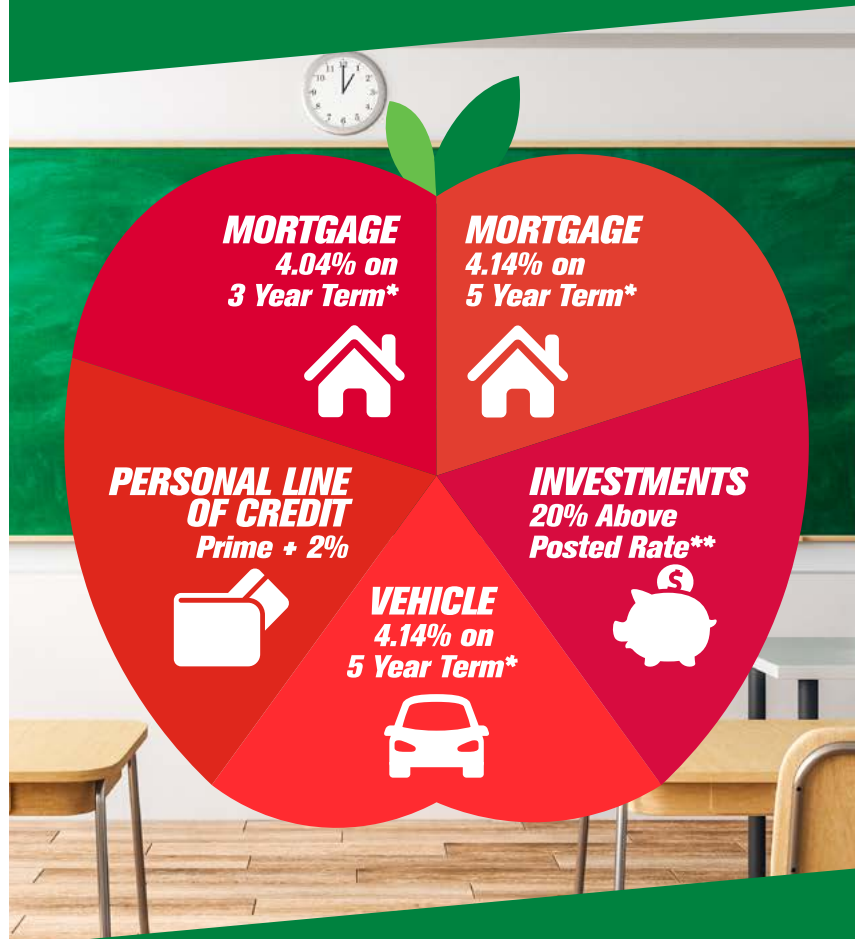
The events surrounding the recent video should remind all of us that creating safe schools is not a responsibility we can pass from one group to another. It is a shared responsibility. It is also a responsibility that requires real resources, real leadership and real action.

Our teachers are ready to do their part. But they should not have to do it alone.

Ian Crewe is the Executive Director of the NLTA.

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Violence in the Workplace

Basic Advice and Guidelines for Teachers

by Miriam Sheppard

Incidents of work-related violence are a significant source of concern for NLTA members. Aggressive and sometimes violent student behaviour is an unfortunate reality that teachers sometimes face in their professional lives.

The Provincial Government (NLSchools) and the Conseil Scolaire Francophone Provincial have employer policies relating to violence in the workplace. Further, pursuant to section 4 of the Occupational Health and Safety Act (OHSA), all employers in Newfoundland and Labrador must, within reasonably practical limits, provide a work environment that ensures the health and safety of its employees. In the school setting, this means that, with respect to students, parents/guardians or other individuals who are physically aggressive/violent, employers have a legal responsibility to ensure that the proper preventative measures, supports and training are in place to enable teachers to work without unreasonable threat to their own safety. What is necessary to ensure employee safety is case specific and depends on the nature of the situation.

The *Occupational Health and Safety Regulations, 2012* (Regulations) specifically address the issue of violence in the workplace as a health and safety concern. Section 22 of the Regulations defines violence as “the attempted or actual exercise of physical force to cause injury to a worker and includes threatening statements or behaviour which gives a worker reason to believe that the worker is at risk of injury.” Some teachers work closely with students who have behavioural challenges and have limited ability to regulate their own conduct. While the actions of the aggressors are not always within their control, an intent to act violently or to cause harm is not required to trigger the employer’s obligations. What is necessary to ensure employee safety is case specific and depends on the nature of the situation. Situations like this should be assessed and addressed on a “case by

case” basis, and NLTA Programs and Services staff are available to assist teachers experiencing violence in the workplace. However, the following guidelines can assist in ensuring that cases of violence are appropriately addressed:

- **Get the information you need:** Has the employer or school administration provided you with information about the possibility of encountering someone with a history of violent behaviour from whom you may experience injury? If you may be exposed to risk of violence at work, you are entitled to know the nature of the risk, the precautions that may be taken, and information related to the risk from persons who have a history of violent behaviour and whom you are likely to encounter in the course of your work.
- **Document, Document, Document:** Do you know how to report violent incidents? Promptly report and document all violence related incidents and accidents, regardless of the severity, to the school principal, manager or supervisor. Ensure that there are written records of the event in accordance with Employer and school reporting protocols. For example, you can file an OHS hazard report, with identifying student information redacted. You can also communicate to your administration, in writing, your concern for your safety, the safety of other employees, and others (such as students), in this specific situation. The NLTA can assist you in drafting appropriate correspondence.
- **Request the risk assessment(s):** Ask your administrator whether a risk assessment pertaining to the risk of violence in the workplace has been completed. If so, ask to see a copy. If not, ask when one will be done. Sometimes an already completed risk assessment needs to be updated, especially where there have been changes or a significant event. Ask how the specific hazard and risk have been assessed in this case, as well.

- **Examine the assistance provided:** If there is a risk of violence, the employer must implement procedures, policies and work environment arrangements to eliminate the risk to workers from violence, or to minimize the risk in cases where elimination is impossible. This may require assessment of facilities, equipment, human resources, and student programming. The age and cognitive ability of the student(s) in question will have an impact on the type of options that are appropriate in any situation. Consider: Have safety plans been developed for students whose behaviour poses a risk to your safety? Does following the existing safety plan protect you? Are the proposed measures reasonable and complete, and have they been implemented in a timely fashion? Seek employer support for matters that cannot be resolved at the school level despite administrator involvement; sometimes employer involvement is necessary to obtain required training, supports, resources or programming changes. As well, it may be necessary to consider different approaches when the risk of violence comes from the behaviour of a parent/guardian as opposed to a student.
- **Reflect on staffing:** Are there enough trained staff to support students to prevent escalations and follow safety plans? Are contingency plans in place in the event of an absence so that roles in safety plans and emergency plans are filled by other trained staff?
- **Consider incident response times:** Have you been provided with the tools and specific plans to summon assistance in various circumstances? Does assistance arrive quickly?
- **Use the Occupational Health and Safety Committee:** If a teacher believes that their workplace is unsafe, and school administration has been advised of these concerns, then a report can be made to the school Occupational Health and Safety Committee. In such cases, you can ask the committee to make a recommendation. The employer must respond in writing within 30 days following receipt of a recommendation from an OHS Committee.
- **Know your rights:** Ultimately, if you have reasonable grounds to believe that specific work circumstances pose an imminent danger to your health and safety and have brought this to the attention of your principal, you have the right, pursuant to the OHSA and the Regulations, to refuse unsafe work until remedial action has been taken. Advice and assistance from NLTA staff are available whenever an NLTA member has exercised or is considering exercising the right to refuse unsafe work.
- **Consider whether you need police assistance:** Some violence or aggression, including threats, may be considered criminal acts – if there is a question as to whether this is the case, or if you feel your personal safety is at risk, you should contact the police.
- **Would personal protective equipment (PPE) help?:** While not a complete answer to violence, PPE can be part of a solution. Have you been provided with appropriate and adequate PPE to protect you from injury from violence? Is it checked and cleaned regularly? Have you been instructed on its care, use and limitations?
- **Access the appropriate benefits:** In cases of workplace injury, WorkplaceNL benefits (including medical aid) may be appropriate – not sick leave. On application, a top up of WorkplaceNL benefits may be available to teachers who have long term disability coverage through the NLTA Group Insurance Plan, and who are injured at work.
- **Help us, help teachers:** The Association has developed a Violent Incident Tracking Form, which can be accessed under the forms listed on the NLTA website (www.nlta.nl.ca/forms/). We are asking teachers to use this form to document violent behavior and/or conduct in the workplace. Information provided through the Violent Incident Tracking Form is being used ONLY for internal collective bargaining research and ongoing advocacy, and the identities of teachers who use the form will not be disclosed. A contact to Programs and Services is still required for specific advice and assistance.
- **Call your Association:** Dealing with workplace violence can be complicated and stressful. Teachers and administrators who have questions or require assistance with concerns regarding workplace health and safety, including issues related to violence in the workplace, should contact an Administrative Officer in Programs and Services at the NLTA. Support is also available through the Employee Assistance Program for many stressful situations, including dealing with workplace violence.

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



Required Medical Documentation: New Arbitration Ruling

by Miriam Sheppard

****For privacy reasons, some parties are not identified, and some details are omitted.*

On July 2, 2026, your Association received the most recent ruling regarding a grievance referred to arbitration. This grievance considered three teachers' requests for medical exemption under Newfoundland and Labrador's mandatory COVID 19 vaccination policy [the Policy]. The Policy required all employees to be fully vaccinated against COVID 19 or to obtain an approved exemption. The employer denied the teachers' requests for medical exemption, and they were placed on leave without pay. The reasonableness of the policy was not in issue. Rather, the only issue was whether the employer's actions in denying the grievors' requests for exemption violated the discrimination provisions of the Collective Agreement and/or the *Human Rights Act, 2010*. The decision considered the articles in the Collective Agreement pertaining to leave without pay, discrimination, and management rights, as well as section 14 of the *Human Rights Act*, which prohibits discrimination in employment.

Teacher A suffered a flareup of a significant medical condition after receiving a different vaccine and feared a similar result if vaccinated against COVID 19. While the teacher provided a medical note to the employer stating they had a medical issue and required short term medical accommodation, their medical documentation did not explicitly state that they were medically unable to receive the COVID 19 vaccine. The employer denied the request for exemption on the basis of insufficient documentation, and Teacher A was placed on unpaid leave.

Teacher B was vaccinated with the first dose of the COVID 19 vaccine. Shortly afterward, they began experiencing severe allergic reactions, including large hives, facial swelling, and partial facial drooping. Believing the first COVID 19 vaccine caused this reaction, Teacher B sought a medical exemption to avoid the second vaccine dose. They obtained a

medical note from an emergency room doctor which documented their history of swelling and hives since receiving the first dose. However, both that doctor and an immunologist explicitly refused to sign the Employer's official exemption form confirming the vaccine was the definitive cause of the reaction. The immunologist told the teacher they could take the second dose with an increased dose of medication and prescribed an EpiPen. Left without a doctor's signature, Teacher B filled out and ticked the employer's exemption form themselves. The employer denied the request because the medical professionals consulted formally denied a medical exemption and would not sign the necessary forms, and the teacher was placed on unpaid leave.

“The Policy required all employees to be fully vaccinated against COVID 19 or to obtain an approved exemption.”

Teacher C had contracted a syndrome that attacks the immune system some years prior. They were advised by a neurologist in 2007 that they should avoid any pneumococcal or influenza vaccinations. When the employer denied the request for exemption, their family physician provided them with the letter from the neurologist from their file, which was in turn attached to their grievance. The neurologist had relocated out of the province, so they were no longer available. Teacher C's family physician completed the medical exemption form and submitted a letter which stated, among other things, that Teacher C was advised that there was minimal chance of the syndrome recurring if they were vaccinated.

The majority of the Arbitration panel confirmed that human rights jurisprudence has consistently held

that to establish a breach in such cases, an employee must provide medical evidence establishing that their disability actively prevented them from being safely vaccinated. Further, the *Human Rights Act, 2010* does not protect individuals who refuse a vaccine based on personal preference, fear, a desire to wait for more information, or an inability to obtain a definitive medical contraindication from a physician. It is not enough for an employee to assert that a condition *might be* harmed by the vaccine; there must be medical documentation explicitly stating that the employee is unable to take the vaccine because of their disability.

The majority found that, based on the medical documentation provided by them, Teachers A, B and C failed to establish that their disabilities prevented them from receiving the vaccine. The employer was legally justified in refusing the exemptions. The three grievances were dismissed.

This decision provides guidance regarding the sufficiency of medical documentation to support exemptions in the vaccine context. More generally, it illustrates the importance of clear and supportive medical documentation in cases where teachers take the position that their medical conditions require the employer to disrupt its operations or make exceptions for them based on their medical conditions. In the absence of clear medical support, such claims will not succeed.

Teachers with questions should contact an Administrative Officer in Programs and Services.

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

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Healthy Boundaries:

When a Teacher's Job Is Never Done

by Leslie Brown

School is back! It's a time for all things new—classes, students, routines. It is an excellent time for fresh starts and, perhaps, a renewed commitment to finding a healthy work-life balance.

This can be very challenging in the teaching profession. While you have good intentions to create a healthy work-life balance, there is that paper to prepare, that email to answer, that student you're worried about, that coworker who needs support... You get it. But, over time, that can compound, and a lack of clear work boundaries can be a fast track to burnout.

EdCan defines burnout as “*high work-related stress piled up over months or years, including mental, physical, and emotional exhaustion*” and it goes on to encourage “*promote working ‘smart,’ not working ‘long,’ and limiting after-hours work.*” (<https://www.edcan.ca/articles/reduce-stress-teachers/>). Teaching is often more than a career; for many, it is a passion. And when you care deeply about the work and the people you serve, the work can feel like it is never finished.

Boundaries in Teaching Are Hard

Teaching is relational work, not a collection of tasks. When unfinished tasks impact the people you care about, stepping away can be hard. Even when we know we need to stop, it can be difficult to shake the feeling that we're letting someone down. However, sometimes stepping away is exactly what needs to happen.

Easier said than done, right? It's hard to remind ourselves that boundaries are not about caring less. But quite the opposite. Boundaries allow you to work without work consuming your whole life.

Boundaries Are Not Walls

Boundaries can feel rigid. You're a teacher here to care for and support your students. Boundaries can seem at odds with that. But healthy boundaries don't have to look or feel rigid. A strong boundary is a decision about where your responsibility ends,

whether you have the capacity to take something on, or what you need to stay well.

We all have our reasons why boundaries are challenging and important. It could be your specific role, your desire to help, your compassion for students, your passion for the profession, or maybe even a bit of perfectionism. Below, we will explore things to consider when it comes to boundaries and work.

Technology

Technology has made it easier for work to follow us home. Emails, notifications and school-based platforms create a sense that we are always available. EdCan Network recommends intentionally planning for digital downtime and protecting time for non-work activities after working hours.

A boundary around technology doesn't mean not checking email outside work. Depending on the circumstances, that may not be realistic. It may simply mean making conscious choices around engaging in the moment. It could be something as simple as turning off device notifications to reduce distractions. Maybe it's choosing a specific time to check messages (and sticking to it). Perfection isn't the goal, but boundaries around technology can create more space between work and the rest of your life.

The Automatic Yes

Every yes uses capacity somewhere, and sometimes the trade-off is worthwhile. However, sometimes that yes can start to replace breaks, time with your family, sleep or the opportunity to decompress. Over time, it's easy to become stretched too thin, leading to feelings of overwhelm and fatigue.

Before you agree to something new, try replacing an immediate yes with:

“Let me check what I have on my plate and get back to you.”

By doing this, you take a pause. That pause gives you time to reflect on the impact of saying yes and

allows you to decide if you have the capacity (and interest) to take on the task.

From Caring to Carrying

The teaching profession is deeply relational; it is not just another task to get done. Caring about students and their families is part of what makes teaching, teaching. But there is a fine line between caring about someone and carrying what belongs to them. Research with Canadian educators found that “taking on the trauma of other people” was a significant part of the experience of compassion fatigue, while clear boundaries between school and home were associated with greater compassion satisfaction (Alberta Teachers’ Association, 2021).

This doesn’t mean you need to become less caring, or that you turn away students who need support. What it does mean is exploring and recognizing the limits of your role and your own capacity. You can listen, connect and support without becoming responsible for fixing what is happening. Sometimes a helpful question is simply:

Am I supporting this person, or have I started carrying something that isn’t mine to carry?

Staying in your lane is not a lack of compassion; it allows you to keep caring without becoming depleted.

Sometimes Good Enough Is Good Enough

There are aspects of teaching that deserve your very best. But not everything requires the same investment of time and energy. Sometimes it is worth asking:

Does this need to be excellent, or does it need to be done?

That lesson plan may not need that extra hour of preparation, that resource may not need three extra revisions, or that email you just wrote may not be perfect, but it’s enough.

This may feel like you are lowering your professional standards, which can be difficult. But it really isn’t. Instead, remind yourself that it’s about using your capacity intentionally and asking whether the extra effort is adding value.

Protect Things Outside of Your Professional Life

What helps you feel like you outside of your professional role? Exercise, dinner with friends, walking the dog, reading, music, etc. Whatever restores you, make time for it. Ask yourself:

What do I want to protect outside of work this year? What boundary do I need to protect it?

Boundaries Aren’t Easy

If good boundaries haven’t traditionally been your thing, this will be hard. Setting a boundary does not always feel good. You may feel guilty, and you may worry someone will be disappointed. That discomfort does not mean the boundary was wrong.

In a helping profession, you may be accustomed to being highly available or responsible for others. In fact, for some, it may be a part of your identity. When something is unfamiliar, it is uncomfortable. Instead of taking the boundary off-ramp, get curious:

What am I worried will happen if I maintain this boundary? Is that based on what is happening, or what I imagine might happen?

Sometimes the hardest expectations to challenge are our own.

Boundaries Aren’t the Whole Answer

It is important to acknowledge that boundaries are not the solution to every cause of burnout and fatigue. Those things can also be driven by unreasonable workloads, insufficient resources and systemic pressures. Teacher well-being is not the sole responsibility of individual teachers. Workplace demands, resources and conditions matter.

Sometimes the problem isn’t that you need a better boundary. Teaching is a demanding role in a complex system. Sometimes, too much is being asked of you.

Boundaries are not going to fix all the challenges experienced in the workplace. They are one piece of a complicated puzzle. However, what they will do is help you be more intentional about what you take on, keep tabs on where your energy goes and notice when you’re becoming depleted.

Reflection

As you head into the new school year, it may be valuable to do some boundary planning. Below are some reflection questions that may help guide your thinking:

- 1.) What is important to me outside of work, and what boundary could help me protect time for it?
- 2.) When am I most likely to say yes when I’m already at capacity?
- 3.) What am I carrying right now that is not my responsibility to fix?
- 4.) Where could I let “good enough” be enough?
- 5.) What is one boundary I can implement to make work feel more manageable and sustainable this year?

The goal for this school year isn’t perfect balance or boundaries. It’s simply noticing sooner when work is asking for more than you can give and deciding what you want to do about it.

Reference

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Rodger, S. (2019, September 4). *How can we reduce stress and increase support for teachers?* EdCan Network. <https://www.edcan.ca/articles/reduce-stress-teachers/>

Leslie Brown is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance, please contact Lori Hewitt (733-3242), lhewitt@eapnlteachers.ca, Kenda Riggs (733-3265), kriggs@eapnlteachers.ca or Leslie Brown (733-3269), lbrown@eapnlteachers.ca.

Teaching Together in The Gambia

by Erin Dawe



Map of The Gambia.



The Gambia - Kaur, Week Two with Cathy from Sussex, NB, and Sukunda from The Gambia.



The Gambia - Kaur, Week Two.

Way back in 2004, I was teaching Grade Five French Immersion at Holy Trinity Elementary. One of my grade-level partners, Annette Dunn, had been selected to travel to Uganda that summer to participate in Project Overseas. I was intrigued when I heard about it and added the program to my career bucket list. It took me over 20 years before I finally applied to participate. By then, the program had been renamed Teaching Together.

Teaching Together, in its various forms, has existed through the Canadian Teachers' Federation (CTF-FCE) since 1962. When you apply to the program, you don't get to specify where you'd prefer to go. In January of this year, I received the call that I had been accepted and would be going to The Gambia* with three other teachers from across Canada! I was both excited and apprehensive, knowing I was in for a professional experience unlike any I had had before. I did some reading about The Gambia and learned that it is a tiny country in Western Africa, surrounded by Senegal, and known as "The Smiling Coast"—a fitting name for a country full of friendly and welcoming people!

Getting Prepared

Through several Zoom meetings and asynchronous training sessions from February to June, 46 Canadian educators prepared for journeys taking them to various locations in the Caribbean and Africa. Our team of four started communicating early through email and WhatsApp, getting to know each other before meeting in person. Our team consisted of our team leader, Cathy (a resource teacher from Sussex, NB, who had participated in Project Overseas in Barbados in 2012), Fadumo (a supply teacher from Ottawa), Lisa (a guidance counsellor from Iqaluit), and myself. We discussed required vaccines and medications for travel to Africa, and selected who would co-facilitate sessions on Alternative Discipline, Classroom Management, Leadership, and Communication.

The CTF-FCE sent two teams of four to The Gambia. We held a joint Zoom meeting with the second team, joined by Essa Sowe, Deputy General Secretary of The Gambia Teachers' Union (GTU), and Pa Daniel Mendy, Senior Program Officer with the GTU. This virtual session answered many of our questions as we prepared for the experience.

Ottawa Training

The CTF-FCE hosted all 46 educators in Ottawa for training sessions prior to departure. We were inspired by words from CTF-FCE leaders, gained helpful tips during sessions led by past Teaching Together participants, and engaged in role-playing activities focused on safety, conflict resolution, and avoiding risk while travelling abroad. These sessions highlighted that we were all coming into Teaching Together with different backgrounds and experiences, each bringing valuable contributions to the team and the ability to work through challenges productively. We also spent time discussing strategies for dealing with intense heat and homesickness. We had time to get to know one another a little better, and time for a little team building. The CTF-FCE provided us with mosquito nets (mine came to be known as my emotional-support mosquito nest!). We were well-prepared for our adventure!

Arrival in The Gambia - Week One

Our flight left Ottawa on the afternoon of July 8, and the eight of us arrived in Banjul, the capital of The Gambia, on the evening of July 9. As expected, it was very hot! We were met at the airport by representatives from the GTU, including Marie Antoinette Corr, the General Secretary, who presented us with hand-held fans that proved invaluable over the following weeks! Over the next few days, we finalized presentations with our co-presenters, participated in team-building activities, and adjusted to our host country in preparation for the upcoming two weeks. Our team spent the first week in the capital region,

while the second team traveled to another region. We worked with teachers who had less than five years of teaching experience, invited by the GTU to participate in Teaching Together. Alongside co-facilitated sessions by CTF-FCE and GTU teams, the GTU facilitated dedicated sessions on Gender Equity, Gender-Based Violence, Unionism, and Professional Ethics. Learning about a day in the life of a Gambian teacher was an eye-opening experience. With class sizes of 70 or more and school buildings constructed of cinder blocks with tin roofs, the reality of delivering curriculum differs greatly from my day-to-day teaching experience. On the first Friday, we held a cultural day where the four Canadian educators presented their respective regions to the cohort, and the local teachers shared their cultures with us. We learned about the Wolof, Mandinka, Fula, and Jola ethnic groups—ranging from wedding customs to rites of passage from boyhood to manhood.

The Gambia - Kaur, Week Two

On Saturday, July 18, our team of four, along with our driver, Ousman, traveled to Kaur, a town in the Central River Division of The Gambia. We repeated the core activities of our first week, though electricity was unreliable and temperatures soared to 45°C. We facilitated some sessions without air conditioning! Teachers traveled across their regions, some sleeping in rural schools to attend. Each day brought new moments of gratitude for the professional opportunities I have enjoyed and for the privilege of participating in Teaching Together. The week concluded with the Gambian and Canadian national anthems, the presentation of certificates to participants, and warm smiles from all educators.

Beyond the Classroom: A Shift in Perspective

In Canada, we can easily get caught up in measuring educational success by technology integration, test scores, or state-of-the-art facilities. Seeing Gambian students walk miles in intense heat for the privilege of sitting in a crowded classroom, often with mud floors and basic facilities, made me really see the life-altering gift that education truly is. In the daily busyness of school life, it is easy to forget our purpose. With Teaching Together, you not only get all that perspective, but you also get the side benefit of seeing plants and animals that we don't see in Newfoundland and Labrador! There were all kinds of birds, monkeys, and crocodiles, along with beautiful trees and flowers that have my photo reel filled up with memories to last a lifetime!

Considering Applying for Teaching Together?

My advice to you is simple: go for it. Stepping outside your educational comfort zone challenges your perspective, proves you can handle difficult situations (my aforementioned emotional-support mosquito nest!), and reconnects you with the heart of teaching. If you have any questions about the program, please contact me at erindawe@nlschools.ca.

*We learned while in The Gambia that to avoid confusion with Zambia, it is the custom to use “The” when speaking of the country.

Erin Dawe is the Assistant Principal at École Mary Queen of Peace School in St. John's where she spent many years teaching Early French Immersion. She holds a B.A., B.Ed., M.A., and a Graduate Diploma in Educational Leadership Studies. She is an advocate for life-long learning and has benefitted from various opportunities for professional learning throughout her career, with Teaching Together being a highlight.



The Gambia - Kaur, Week Two with Adama and Sukunda from The Gambia.



Arrival in The Gambia - Week One attending a senior high graduation.



The Gambia - Kaur, Week Two, Leadership session.



The Gambia - Kaur, Week Two.



Early Signs of Psychosis in High School-Aged Teenagers

by Zachary Giovannini-Green

Psychotic disorders are a series of related disorders that often first appear in youth in the last years of high school, with the most debilitating of these disorders being schizophrenia. The Schizophrenia Society of Newfoundland and Labrador (SSNL) is a provincial not-for-profit charity in the province that supports those living with schizophrenia and related disorders, as well as the families of those affected. The SSNL, supported by Bell Let's Talk, launched a project earlier this year to raise awareness and promote accurate and helpful information about the early symptoms of psychosis. This program has three intended audiences for high schools across the province: students, teachers and other teaching staff, and school counsellors. To reach these diverse audiences, posters, brochures, and online content have all been specially created using the experience of individuals working in fields including education, special education, social work, and mental health advocacy.

Early Psychosis in High School-Aged Children

Psychosis is defined as a state of delusional beliefs, perceptual disturbances, or disorganized thoughts that can precede the onset of a psychotic disorder. It is during the last years of school that the initial symptoms of psychosis can appear, including an increase in irritation and anxiety, and social withdrawal from family and peer groups. These behaviours challenge the families and friends of youth and increase the risk of youth leaving school and developing substance use disorders. The combination of these factors creates a situation where adequate access to appropriate care becomes a persistent issue for these youth.

Signs and Symptoms of Early Psychosis

The onset of active psychosis is usually preceded by a period referred to as the prodromal phase, which typically lasts one to three years. The prodromal phase often begins in the mid to late teens and

may be identified by a range of psychological, cognitive, and behavioural symptoms that are not readily diagnosable as a single disorder. Matthew Tsuda and colleagues at the Centre for Addictions and Mental Health in Toronto released a guide on this topic. According to their work, the symptoms or the prodromal phase are varied but may include: 1) reduced concentration, 2) disorganized thoughts, 3) reduced motivation and decreased interest in usual activities, 4) social withdrawal, 5) sleep disturbance, 6) suspiciousness, irritability, anxiousness, and depressed mood, 7) deterioration of performance at school or work, and 8) preoccupation with ideas that appear bizarre or disturbing to others. While these symptoms individually do not necessarily indicate the onset of psychosis, when appearing together, or when they mark a significant change in a student, they can be cause for concern. Given their daily contact with students in their classes, teachers are often the best-placed staff in schools to notice changes in their students.

Common Risk Factors for Psychosis and its Disorders

One factor whose close association with the onset of a psychotic disorder has been particularly well studied is the use of cannabis. A 2018 article by Maria Ortiz-Medina and colleagues identified the specific risk factors associated with the development of psychotic symptoms in cannabis users. These include: 1) being under 15 years of age at first use, 2) frequent use, and 3) consuming cannabis products with high levels of THC. This information is particularly relevant since cannabis use is relatively common in this age range. A 2022 survey by Health Canada showed that 37% of youth aged 16-19 years old had used cannabis in the last 12 months.

Alongside the use of cannabis, chronic stress caused by childhood trauma is also associated with a greater risk of developing a psychotic disorder, as seen in a 2019 article written by David Popovic and colleagues. Genetic heritability is also a factor for consideration in

terms of risk. The lifetime prevalence of schizophrenia in the general population in Canada is widely accepted as being approximately one percent. However, a 2019 article by Simona Stilo and Robin Murray found that identical twins have a risk rate for schizophrenia estimated at roughly 45%.

Why is This Important Information for Teachers?

Schools serve as the first point of formal identification, referral, and early intervention for youth who are beginning to display challenging behaviours, including psychosis. As such, adults who work in these environments and interact with students on a daily basis are uniquely positioned to recognize any changes or disturbances in patterns of behaviour. These changes or disturbances can then be noted and, if they begin to form a pattern, be brought to the attention of the relevant personnel so an individualized support plan can be created.

Bibliography and Further Information

A full list of references, as well as further information and resources on this topic, can be found on the SSNL website: <https://ssnl.ca/learn-the-signs>.

Zachary Giovannini-Green is a postdoctoral fellow in the Faculty of Medicine at Memorial University. He recently graduated with a PhD in Clinical Epidemiology studying the variables that affect the diagnosis and treatment of youth in Newfoundland and Labrador living with psychotic disorders. His current research is aimed at understanding the barriers and pathways to care for youth in the province who live with chronic mental illness. To aid in this, he has partnered with the Schizophrenia Society of Newfoundland and Labrador (SSNL) to develop this awareness campaign, supported by a Bell Let's Talk Grant. In addition, he is working with the Children and Youth in Alternate Care (CAYAC) clinic based in the Janeway Hospital to develop a model supporting youth in care with mental health needs transitioning to adult services.

School Safety... We All Have a Part to Play

by Jennifer Tulk



The NLTA launched a school safety campaign on the first day of the 2026-27 school year, encouraging families and school communities to talk with children about safety and reminding everyone that we all have a role to play in creating safe, respectful schools.

In a radio message to mark the start of the school year, NLTA President Dale Lambe encouraged parents, guardians and school communities to have conversations with children about safety, respect and kindness, emphasizing that teachers, families and communities are in this together.

Through the end of September and into early October, the NLTAs digital campaign reinforced these messages, encouraging families to model respectful behaviour at home, talk with children about safety at school and elsewhere, and promote kindness and inclusion in their schools and communities.

The campaign also encouraged people to visit www.SafeSchoolsNL.ca to learn more and take action to support educators and safer schools. This includes speaking up for change with government and reinforcing a simple but important message: violence has no place in our schools.

Help us keep the message of the campaign going throughout the school year, everyone has a part to play in making schools safer places for students and educators to learn and work.

Jennifer Tulk is the Communications Officer at the NLTA.



Teachers' Pension Plan Corporation: A Decade of Dedication

This year marks an important milestone for the Teachers' Pension Plan Corporation (TPPC), as we celebrate our 10th anniversary. The TPPC was created as part of the Teachers' Pension Plan's (TPP or Plan) reform process and the 2016 Joint Sponsorship Agreement between the Government of Newfoundland and Labrador and the NLTA, on behalf of its members. Established to provide independent governance, investment stewardship, and administration of the Plan, our purpose from day one was clear: to provide retirement security and outstanding service to you, our members.

While many things have changed over the past decade, our commitment has not. We remain focused on ensuring the long-term sustainability of the Plan while helping you navigate every stage of your pension journey.

Retirement Security

Since its inception, TPPC has taken a strategic, long-term approach to investing the Plan's funds. This has helped ensure the Plan's financial health so we can deliver a guaranteed, lifelong pension for all members in retirement. As a result, the Plan ended 2025 in a strong financial position, with a funded ratio of 129% and over \$7 billion in assets available for benefits. This means the Plan has the resources it needs to pay pensions now and in the future.

While financial strength is essential, retirement security is about more than numbers. It is also about helping you understand your pension so you can make informed decisions throughout your career and into retirement.

Supporting Members

Our members are at the heart of everything we do, and we are proud to support more than 18,000 Plan members throughout Newfoundland and Labrador. We understand pension information can sometimes be complex and feel overwhelming. That's why we focus

on providing easy-to-understand information and resources through newsletters, presentations, and our website.

Even though these channels make it easier for you to access resources, we believe a conversation is sometimes the best way to answer your questions and provide the clarification you need. Whether by phone, email, or in-person, we encourage you to contact us whenever you have questions or need support.

Digital Solutions

Over the past decade, we have invested in digital tools that provide convenience and flexibility for accessing your pension information. Through myPENSION, our secure online portal, you can review annual statements, use retirement planning tools, update personal details, and access your pension information at any time. myPENSION complements the personalized support we offer, so you can stay informed and make decisions with confidence.

Looking to the Future

Ten years ago, pension reform laid the foundation for a strong and sustainable future for the TPP. As we celebrate this milestone, we reflect on the progress made, the Plan's financial strength, and the meaningful relationships we've built with our members.

As we look ahead, our focus remains unchanged: providing retirement security and outstanding service to our members. We are grateful for the trust and confidence placed in us over the past decade, and we look forward to building on this strong foundation while supporting our members in the years ahead.

Understand your pension today.

Retire with confidence tomorrow.

The **Teachers' Pension Plan Corporation** is your lifelong partner, by your side at every step of your journey from early career to your well-earned retirement.



Learn more about your pension plan and the benefits to you and your family at tppcni.ca.



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WILLIAM "BILL" GERARD CHAISSON**MAY 29, 1964 – JULY 9, 2026**

Bill, a beloved father, brother, principal, educator, colleague and friend, passed away on July 9, 2026, in Corner Brook. He was the son of Margaret and Bill Chaisson, brother of Dan (Sheila), Linda (Len), Tony (Joan), Ann, and Walter (Jack), and the father of Sarah, Gregory (Erin) and Emily (Jordan).



Bill will be fondly remembered for his extraordinary passion for education and for the people whose lives he touched.

For 39 years, Bill dedicated himself to teaching. He brought enthusiasm, knowledge, compassion and genuine joy to his work. Education was more than a profession to him; it was a calling. Bill was an amazing mentor and advocate for teachers of the province, especially teachers in the Humber Branch which resulted in him being the recipient of the Bancroft Award. As a branch president, provincial executive member, and SAC member, Bill devoted countless hours to representing and advocating for teachers. Bill gave generously of himself throughout his career.

Bill was an exceptional friend and he gave so much love to the people he cared about, and I was fortunate to be one of those people. His wit and sense of humour could brighten any room that he entered. He had an enormous presence. Bill had a remarkable ability to make people laugh, but perhaps even more remarkable was his ability to make people feel seen, heard and valued. Whether you had known him for years or had just met him, he had a way of making you feel that you mattered.

As group insurance chair and manager, Bill was dedicated to supporting teachers who were navigating difficult situations. His willingness to share his wealth of knowledge was admirable. He answered questions, offered guidance, listened to concerns and supported colleagues. Bill genuinely cared for others and his true legacy lives in the people who he influenced.

Although Bill was profoundly dedicated to the teaching profession, his greatest

accomplishment was his three children, Sarah, Gregory, and Emily.

Bill will be remembered as a person who spent his life making a difference. May his memory continue to inspire us to teach with passion, serve with compassion, stand up for one another, and always be a wonderful friend.

Bill will be deeply missed, fondly remembered, and forever appreciated. Rest in peace my beautiful friend.

Love, Tracey Payne

MARY MORIARITY (NEE MCGRATH)**MARCH 1, 1950 – JULY 2, 2026**

It is with profound sadness that we remember Mary Moriarity (nee McGrath) who passed away on July 2, 2026, following a courageous journey with Multiple Myeloma.



Mary's life was rooted in faith, family, kindness, and service. She especially loved teaching and the young people whose lives she touched. For Mary, teaching was more than a career—it was a calling. With patience, compassion, and warmth, she helped others learn, grow, and recognize their potential, creating an environment where everyone felt respected and valued.

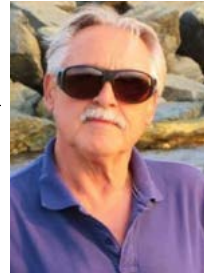
Her influence extended far beyond the classroom. Through her example, Mary taught kindness, generosity, perseverance, and faith. Former students, colleagues, and friends will remember not only the knowledge she shared, but also the encouragement and care she offered so freely. Her greatest legacy is found in the many lives she helped shape.

Outside of teaching, Mary enjoyed sewing, gardening, volunteering, and her church, but above all, she cherished her family and friends. Her faith gave her strength and peace throughout her life, and she was always ready to lend a helping hand or offer a kind word.

Mary is lovingly remembered by her husband of 54 years, Andy; her daughters, Lisa and Lynn; her extended family; and her many nieces, nephews, cousins, friends, colleagues, former students, and community members.

Mary will be remembered as a dedicated

educator who taught with her heart. Her gentle spirit, unwavering faith, and commitment to others will be deeply missed, while the lessons she shared will continue to live on.

EARL ROBERTS**FEBRUARY 6, 1951 – AUGUST 12, 2026**

The family of Earl Donald Roberts, age 75, of Corner Brook, Newfoundland, is saddened to announce his peaceful passing on August 12, 2026, at the Corner Brook Long Term Care Centre.

Born in Twillingate on February 6, 1951, Earl was the eldest son of Hector and Lillian (Anstey) Roberts. He grew up enjoying the outdoors, hockey, and life in Twillingate before moving with his family to Corner Brook. He attended Herdman Collegiate and Memorial University of Newfoundland, where he earned his education degree. On June 17, 1972, Earl married Barbara Isaacs, and together they raised their children, Julie and Ryan.

Earl spent his career doing what he loved most: teaching, coaching, and encouraging young people. As a physical education teacher at Templeton Academy and later C.C. Loughlin Elementary School, he made his gymnasium a place where every child could belong. Former students continued to greet him long after retirement, a reflection of the lasting impact he had on many lives. Outside the classroom, Earl loved Newfoundland's rivers, woods, and trails. He was a passionate salmon angler, skilled salmon fly tyer, cross-country skier, hiker, and one of the original members of the Blow-Me-Down Cross-Country Ski Club.

Above all else, Earl was a devoted grandfather. He will be lovingly remembered by his wife Barbara; children Julie (Matthew) and Ryan; grandchildren Alice and Suzy Roebottom; sister Elaine Sterling; brother Harvey Roberts; and the many family members, friends, students, and outdoor companions whose lives he touched.

He was predeceased by his parents, Hector and Lillian Roberts, and his sister Doreen Roberts.

MELANIE MARION THOMAS
NOVEMBER 15, 1991 –
JUNE 2, 2026



It is with broken hearts that we announce the sudden passing of Melanie Marion Thomas on June 2, 2026, at the age of 34.

Melanie was predeceased by her father; Wayne, grandparents; Shirley and Nelson Hunter, and grandfather; Thomas Hannon.

Leaving to mourn with fond and cherished memories are her loving husband; Steven, her precious and adorable daughter; Rosalie, brother; Mark, mother; Linda, grandmother; Jean, father-in-law and mother-in-law; Ann-Marie and Trevor, sister-in-law; Lana (Des), brother-in-law; Dylan (Jess), niece; Mila, and nephew; Jameson, her long time best friend; Christina Loder, bonus mom; Joyce Rose, goddaughter; Maria Canning, and her four fur babies; Lucy, Tali, Duncan, and Penelope. Also leaving to mourn is a large circle of aunts, uncles, cousins, friends, and coworkers.

Melanie's greatest pride and joy was her beautiful daughter, Rosalie. Her face would light up at the mere mention of her name, and she spoke of her with such immense love and admiration. Rosalie was the center of her world and mommy's little best friend. Melanie loved her family the most, and made sure everyone was always taken care of. Her passion for teaching was like no other. Melanie took such pride in her job as an instructional resource teacher, and she cherished every student like they were her own. Melanie's most recent teaching position was at Forest Park Primary, where she spent her days with her supportive coworkers, and the sweetest group of students that she considered to be her kids.

Melanie also had her own little business called "String of Pearls," which was another great passion of hers. She loved being creative, knitting and making crafts, but loved gifting her creations even more. Melanie had the purest and most genuine heart when it came to giving. It always brought her such joy to give to others and to see the happiness it gave them. Melanie was such an easy-going person with a zest for life and steadfast loyalty to her friends.

She took time to enjoy the big and small moments. She was a social butterfly, a huge animal lover, and enjoyed a good cup of tea. Crocs were another one of Melanie's favorite things. It was a rare occasion to see her without them. Even during the winter months, she was prepared with her fluffy crocs. Melanie left a lasting impact on every person she met. Her beautiful smile lit up the room and her love for others had no limits. Overall, Melanie was the brightest light in the lives of everyone. She will be deeply and sorely missed by all who knew her.

The family would like to extend warm thanks to all who have shown such love and support over the past little while. It truly is a reflection of the lives Melanie touched.

In Memoriam Submission Guidelines

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased.

In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher.

Please submit to: **Melanie McDonald**, Editorial Assistant,
The Bulletin, mmcdonald@nlta.ca,
 Newfoundland and Labrador Teachers' Association.

Please be sure to include a contact name, mailing address, telephone number and email address.



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Celina Stoyles

Celina Stoyles
Executive Director

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WEDNESDAY, OCTOBER 7, 2026



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AND CLOSSES DECEMBER 18, 2026,
AT 3:30PM (NST)

IMPORTANT ASSOCIATION DEADLINES

NOMINATIONS FOR PRESIDENT AND VICE-PRESIDENT

The Electoral Committee will receive
nominations for the office of President
and Vice-President up to 30 days before
the date of the province-wide election.

**OCTOBER 28th
FOR PRESIDENT**

**NOVEMBER 18th
FOR VICE-PRESIDENT**

.....
**Province-wide vote for
President and Vice-President**

The election for President will
take place the week of
NOVEMBER 23-27, 2026

The election for Vice-President
will take place the week of
DECEMBER 14-18, 2026