

**Newfoundland and Labrador
Teachers' Association**

**Annual Report
2001-2002**



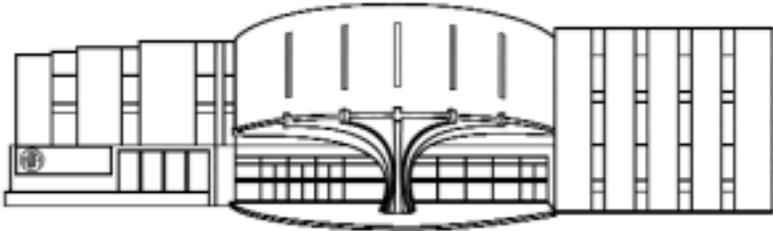
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President's Message



Winston Carter
President

It has been a very important year for teachers in this province. The major priority for the year was concluding a collective agreement. Negotiations proceeded first with the assistance of a conciliation officer and then to the conciliation board stage. Eventually, post-conciliation talks led to a collective agreement which was accepted by a 71 percent vote of the membership. The new agreement was signed on April 19.

This round of collective bargaining saw major gains in salaries, administrative allowances and pension indexing. The compounded salary increase will be 18.9 percent by March 2004. Allowances for school principals and vice-principals will also increase by the above percentage. There will be a partial indexing provision that will be included in the Teachers' Pension Plan, effective September 2002, for all retirees whose pension benefits are integrated with the CPP.

Within the context of these gains I would be remiss if I did not acknowledge the many working and learning disparities that still remain within our current system. These issues will continue to demand our immediate attention for the rest of this school year and into the next.

As our student enrolment continues to decline, our teaching force keeps on eroding at an alarming rate. The demographics of this sparsely populated province clearly illustrate that in order to sustain a competitive education system, both provincially and within the greater global marketplace, our teacher allocations must equate with programs, instead of student enrolment. Furthermore, long-term planning and greater stability within our education system can only be achieved through a reduction and freeze on the number of teaching units that can be removed from the system over a predetermined period of time.

For the past number of years we have been identifying the problems and trying to get the message across that we cannot reduce the number of teachers and reduce funding to education, and maintain the same quality system. There are now substantially fewer teachers, larger classes, more combined classes, more examples of limited program offerings and fewer resources.

Teacher workloads have increased dramatically and are now beyond sustainable limits. Increasing demands in the areas of individualized curriculum and instruction, enrichment programs, supplementing resources, providing supporting documentation for Special Needs children, and larger class sizes (to name but a few) are combining with declines in teacher allocations, support services and school resources to create intolerable work situations.

Teacher allocations, the shortages of teachers, and recruitment and retention of teachers have been some of the main priorities of the NLTA for the last number of years. The Newfoundland and Labrador Federation of School Councils has also been instrumental in addressing these issues.

During 2002-03 I look forward to forging ahead in meaningful discussions with all of our partners in education. We must continue to ensure safe, healthy learning environments in which all children in Newfoundland and Labrador are afforded the opportunity to reach their fullest potential. We must focus our efforts on the personal, professional and pedagogical issues affecting teachers. We will continue this focus on teacher-centered priorities during the coming school year.

I trust this Annual Report will be an important resource for teachers who wish to know more about the work performed on their behalf. I thank you for your support during my first year of office and I look forward to meeting many more of you in the coming year.

Executive Director's Message

The 2001-02 Annual Report is intended as a summary and a review of the efforts undertaken by the Newfoundland and Labrador Teachers' Association on behalf of its members during the past year.

This has been an extremely active and busy year for your Association. The major priority for the year, as identified by the Executive in August 2001, was concluding a collective agreement. That priority occupied much of our attention during the Fall and into the Spring of 2002, as negotiations, which had begun in January 2001, continued. Eventually, after moving to the conciliation officer and conciliation board stages, post-conciliation talks led to a tentative agreement which was ratified by the membership on March 22. In that agreement, we have realized the first significant salary increases for teachers in more than a decade.

This past year has also been a significant one for me personally. On November 1, 2001, I was pleased and honored to officially take office as Executive Director. In that position, I am privileged to be following in the footsteps of individuals of intellect, experience and vision who have been my predecessors in this position – individuals such as Wayne Noseworthy, Wayne Russell and Bill O'Driscoll; individuals with whom I have worked closely and for whom I have the greatest respect. My pledge and commitment to you is that I will strive to provide the type of leadership and support that our teachers and our Association deserve.

As a result of the change in the Executive Director's position, other changes have occurred at the Administrative staff level. Mr. Lloyd Hobbs, who has been an Administrative Officer on the NLTA staff since 1997, has been appointed Assistant Executive Director and a new Administrative Officer, Ms. Stefanie Tuff,

was hired to fill the vacancy in the Benefits and Economic Services Division.

The other priorities for this school year have continued to occupy our time and attention as we strive to provide a comprehensive program of services for teachers that is second to none in the country. The myriad of issues affecting the quality of teachers' work lives and their ability to provide the best possible educational opportunities to our students, have continued to be a major focus for the Association. These issues will continue to occupy your Association's time and energy through its liaisons with other educational stakeholders and through the positions it takes on educational matters as it continues its role as the major advocate for teachers and for education.

I trust that this annual report provides you with relevant information to enable you to review the work of the Association on behalf of teachers over the past year. Your entire Administrative and Support staff at 3 Kenmount Road are committed to providing you with the highest possible level of service and representation. As 2001-02 draws to a close, let us look back with pride at what we have been able to accomplish and look forward with anticipation to the challenges of the future.



Edward Hancock
Executive Director

Organizational Structure

Decisions are made and implemented at various levels within the organizational structure of the NLTA – from elected office at the Provincial Executive Council to Branch Presidents in the field. The following provides an update of work performed this year by Provincial Executive, Joint Council and the NLTA Standing Committees.

Provincial Executive Council

The Constitution and By-Laws place full and complete authority for the direction of the Association between Conventions with the Provincial Executive Council. The Executive is elected biennially at Convention and consists of 12 members, inclusive of the president and vice-president. In addition, the immediate past-president, by virtue of the position, is an executive member for the year immediately following his/her term of office. The decisions and recommendations of Provincial Executive are reflected throughout this Annual Report.

Joint Council

The Joint Council is comprised of Branch Presidents and members of Provincial Executive. It began as a liaison/discussion group and has now evolved into a decision-making body that assists in directing the work of the Association between Conventions. Governance of the Association, in reality, has become a shared responsibility of the Biennial Convention, Joint Council, and Provincial Executive. Joint Council usually meets twice during a school year.

Standing Committees

Communications/Political Action

The Communications/Political Action Committee is responsible for making

recommendations to the Provincial Executive Council on all issues relating to communications and political action. This year's committee oversaw the "Keep Education Great" campaign, revised the Political Action manual, provided advice on the Atlantic campaign "The Power of Learning", and provided input into various communications issues. They were charged with the responsibility of monitoring the development of the NLTA web site and improvement in response to teacher needs. Like last year the Education Week Committee was a sub-committee of the Communications/Political Action Committee and the staff consultant reported to both committees.

Curriculum

The Curriculum Committee maintains responsibility for the Association's involvement in all matters related to curriculum programming. The Committee continues to monitor the implementation and resourcing of new curriculum and meets with Department of Education officials on a regular basis. The Committee has also coordinated the NLTA's response to a number of curriculum issues. A major focus during the current year has been criterion referenced testing and public examinations. In order to identify concerns in these assessment/testing areas, teachers were surveyed. The results of these surveys formed the basis of a number of recommendations for the Department of Education.

Equity Issues in Education

The Equity Issues in Education Committee is responsible for monitoring and advising NLTA's Executive Council on issues relating to equity in all areas of the teaching profession and opportunities available to students. Through the Equity Program for Students,

Organizational Structure cont'd

five projects were funded which targeted the issues of multi-cultural awareness, exposure to career options by students in rural and remote communities and preventing the marginalization or exclusion of stu-

dents when schools consolidate. The Committee continues to explore the under-representation of females in leadership positions and creating an awareness of the particular equity issues faced by substitute teachers.



Finance and Property

The Finance and Property Committee is comprised of Executive members only. Its purpose is to control and monitor all spending of the Association and to maintain all property of the Association. Activities of the committee for the past year included the monitoring of the investments of the Association and preparing draft budgets for 2001-02 and 2002-03 for approval at the 2001 Biennial General Convention.

Group Insurance

The Group Insurance Committee consists of a seven person Board of Trustees, appointed and answerable to the Provincial Executive of the Association; representatives from Johnson Incorporated as Plan Administrator and consultant; and a staff member of the NLTA who performs the administrative and financial duties assigned by Trustees, and acts in an advisory capacity to the Committee.

For the major areas of the Committee's activities over the past year, see the section on Group Insurance, under Benefits and Economic Services, later in this report.

Membership Benefits and Services

Now in the first year of its two year term, the Membership Benefits and Services Committee is currently located in the St. John's area. This committee is responsible for overseeing issues related to Branch Operations and Benefits and Economic Services. As in previous years, it made recommendations to Executive on candidates for the Bancroft and Special Recognition Awards. The Committee has also recommended changes to Association Policy on eligibility for awards and is currently exploring issues surrounding the resolution made at the last Biennial General Meeting regarding the "shop steward" model of union representation.

Professional Issues in Teaching

The Professional Issues in Teaching Committee makes recommendations to Provincial Executive on professional development issues. The committee makes decisions respecting the Barnes Award, the Centennial Fund projects and Project Overseas. It also develops guidelines for any new programs to be administered through the Professional Development Division and oversees the work of the PD Division and its programs. While it continues the work associated with its ongoing mandate, a concerted effort has been made during the past year to review and revise all of the procedures and protocols for application/nomination to our professional programs.

Administration

The Administration Division oversees the operation of all programs of the Newfoundland and Labrador Teachers' Association. Administration has responsibility to coordinate the work of all divisions within the NLTA and to ensure that the organization is responsive to the needs of its members.

The President and the Executive Director represent the Association on various boards and liaison groups – nationally, with the Canadian Teachers' Federation (CTF) and the Conference of Atlantic Provinces Teacher Organizations (CAPTO) and, internationally, through Education International (EI). Provincially, the President and Executive Director represent the NLTA in liaison meetings with organizations such as the Department of Education and other government departments and agencies, the Newfoundland and Labrador School Boards Association, the Newfoundland and Labrador Association of Directors of Education, Memorial University of Newfoundland, the Newfoundland and Labrador Federation of School Councils and the public sector unions.

The members of the division are responsible for the overall functioning of the Biennial General Meeting (Convention), the Provincial Executive Council, and Joint Council.

Highlights for the President's and Executive Director's Offices for 2001-02:

- Initiated a series of visitations to schools and branches throughout the province by the President, at times accompanied by Administrative Staff members.
- Along with the Communications Officer, carried out a major publicity and media campaign highlighting teacher concerns and educational issues in general.



**Winston Carter,
President**

- To ensure continuity during the crucial stages of contract negotiations, maintained the Executive Director's involvement as Chief Negotiator for the completion of this round of negotiations.
- Established, with the Provincial Executive and Administrative Staff, Association priorities for the 2001-02 school year.
- Continued ongoing liaisons with other educational agencies, including the Department of Education, NLSBA, MUN and NLADE.
- Attended meetings of the Executive of the Conference of Atlantic Provinces' Teacher Organizations (CAPTO) and the CAPTO Annual Meeting.
- As the NLTA's Director on the CTF Board, the President attended all meetings of that Board. He also served as a member of the CTF Finance Committee.
- Supported the efforts of CTF in various policy areas such as Teacher Supply and Demand and the General Agreement on Trade in Services (GATS).
- Attended the annual meeting and conference of the American Educational Research Association (AERA), New Orleans, April 2002.
- Represented the Association on the Advisory Group on Teacher Supply and Demand, which is comprised of representatives from the Department of Education, NLSBA, NLTA, and MUN.
- Continued involvement with the development of the Virtual Teacher Centre.
- The Executive Director served as staff consultant to the Ad Hoc Committee on Province-Wide Voting for President and Vice-President and assisted the Committee in the preparation of its recommendations to Executive.

Administration cont'd

- Participated in the planning for the hosting of the CTF Annual Meeting in St. John's, July 11-13, 2002.
- Prepared agendas and oversaw details for the functioning of the Provincial Executive Council and Joint Council meetings.

Table Officers

Table Officers consist of the President, Vice-President and two members at large elected by their colleagues within Provincial Executive.

The mandate of Table Officers includes making recommendations to Executive on issues such as: appointment of NLTA representatives to various committees and groups; establishment and composition of committees; and revisions to policy and programs. The committee also prepares agendas for Provincial Executive, Joint Council and Biennial General Meetings; and handles routine business between Executive meetings.

Table Officers also act as a staffing committee of the Executive Council for the purpose of filling vacant senior staff positions and appointments.

Some of the issues undertaken by Table Officers during the 2001-02 year were as follows:

- Continued liaison with the Retired Teachers' Association of Newfoundland and Labrador (RTANL) to discuss ongoing and future long-term relationships between the NLTA and the RTANL.
- Reviewed policies relating to Association operations.
- Monitored and made decisions upon cases with respect to professional relations inquiries and membership discipline.
- Considered and recommended approval of revisions to the Job Action Policy Handbook.

- Continued formal liaison with Johnson Inc., particularly in relation to special funding arrangements for Association programs.
- Considered and approved agendas for Provincial Executive and Joint Council meetings.
- Monitored progress and activity concerning the Association priorities for 2001-02.
- Received and responded to correspondence from CTF relative to CTF policies and activities.
- Arranged and monitored NLTA's involvement in the Strategic Partnership Initiative with the provincial government through the Federation of Labour.

Branch Operations

The main focus of the branch operations program is providing of services to teachers through the Association's local branch structure. This involves all aspects of branch organization, including official registration of the 52 local branches and allocation of funds as per Association policy, review of yearly branch audits, registration of substitute teachers, processing requests regarding the Association's membership categories, and the operations of school board-teacher liaison committees. Responsibility for branch operations is assigned to the Assistant to the President.

Highlights for 2001-02:

- Prepared over 350 retirement scrolls and pins for teachers retiring during the 2001-02 school year.
- Processed nominations for the Bancroft and Special Recognition Awards presented annually by the Association. This year's recipients of the



Doug Willard, CTF President, addressing Joint Council meeting.



Edward Hancock, Executive Director



Thomas Kendell



Patrick Pittman



Geoffrey Booth



Paul Le Blanc

Bancroft Award are Thomas Kendell and Patrick Pittman; the recipient of the Barnes Award is Geoffrey Booth; and the recipient of the Special Recognition Award is Paul Le Blanc. These recipients, along with the 2003 recipients, will be honored at an awards luncheon during the 2003 BGM.

- Received nominations from branches for School Board-Teacher Liaison Committees for 2001-02 and, in consultation with the Membership Benefits and Services Committee, appointed committees. The school board-teacher liaison structure includes one committee for each of the 11 school districts in the province plus a separate committee operating under the Labrador West Collective Agreement. To date, the majority of committees have met at least twice and positive comments have been received from both NLTA and school board members involved in the process.

Association Priorities for 2001-02

Provincial Executive identified four main priorities for the Association for the 2001-02 school year. After extensive discussion and planning at a meeting in the summer of 2001, Executive decided that the priorities for the year would be: concluding a collective agreement; quality of work life; membership involvement; and communications. An update on each of the items follows with a brief description of actions to date. More information on various details of the priorities may be found in later sections of this report.

Concluding a Collective Agreement

Actions to date include:

- A tentative agreement was reached in March and was accepted by a 71% vote of the membership on March 22, 2002.

The new Provincial Collective Agreement was formally signed on April 19, 2002.

- Membership communications was continuous throughout the year with *Bargaining Briefs* issued on a regular basis, articles in *The Bulletin*, a *President's Digest* and a special communiqué to all members. Branch meetings were held, and after the tentative agreement was reached, a special meeting of Joint Council took place to formulate a recommendation to the membership.

- The President maintained a high level of visibility prior to and during the negotiations process.

- A public relations campaign was launched addressing the inequities among various professional salaries in the province as well as a comparison of salaries of teachers in Atlantic Canada. This campaign involved extensive use of radio, television and newspaper.

More information re the new Provincial Collective Agreement may be found in the Benefits and Economic Services section of this report.

Quality of Work Life: Classroom Issues – Workload

Actions to date include:

- Issues regarding inservice, resources, release time for new curriculum implementation, class size, supervision, preparation time, and administrative days were included in the opening proposals for negotiations.

- The Pathways Working Group continues to meet re monitoring of the implementation of Pathways. A Pathways brochure was distributed to parents.

- Individual assessments, referrals and interventions continue to be ongoing within the Employee Assistance Program. The program coordinators are continuing to explore avenues to make teachers more aware of the program and what it offers.

Administration cont'd

- A PD alliance has been established with the Department of Education, Memorial University of Newfoundland, school boards and the NLTA.
- The Virtual Teacher Centre was established in November 2001 and its goals continue to be implemented.
- Strategies have been developed to address/monitor the challenges of teacher supply and demand. NLTA has representation on the Provincial Advisory Group on Teacher Supply and Demand.
- Continued to advance the Teacher Induction Program to support beginning teachers. Planned and delivered sessions with principals, mentors and beginning teachers. The fifth institute to support this program was held May 2002 in partnership with the Department, Memorial University of Newfoundland, and school districts.
- The commitment re workload study was reaffirmed in the recent round of negotiations. It is hoped a workload study will materialize early in the 2002-03 school year.

Membership Involvement/ Identification with NLTA

Actions to date include:

- The “Handbook for New Teachers in Newfoundland and Labrador”, developed in conjunction with the Teacher Induction Steering Committee, was distributed to all school districts.
- Information for new teachers was and will continue to be included in *The Bulletin*.
- Branches were encouraged to hold new teacher seminars/receptions. School representatives were asked to assist new teachers in becoming involved in branch/Association activities.
- NLTA membership cards and business discount lists are being prepared.

- The 2nd Annual Teacher Recruitment Fair was held May 16 at Memorial University.
- The President has communicated directly to members with five years or less of teaching service re encouraging involvement in the Association.
- By the end of May the President had visited 105 schools in the province. This program will continue for the new school year.
- Guidelines have been established for a province-wide vote for President and Vice-President beginning in May 2003.

Communications: Internal/External Relations – Building Partnerships

Actions to date include:

- School representatives received a letter from the President and a gift of an NLTA notepad during the first week of November. As well, a Christmas card and gift were forwarded in December.
- The NLTA partnered with the Federation of School Councils in a PR campaign entitled “Keep Education Great”. The ads highlighted the issues in education and had parents speaking in support of teachers.
- A public relations campaign was carried out during negotiations to address various teacher issues. A post-campaign also aired in May until the end of the school year entitled “The Commitment Continues”.
- A media campaign was also prepared to run in the Atlantic provinces during the Fall of 2002. This campaign, entitled “The Power of Learning”, will focus on the economic imperative of education.



President on one of his school visits.



Teacher Supply and Demand

The NLTA is part of an inter-agency advisory group on Teacher Supply and Demand which also includes representation from the Department of Education, Memorial University of Newfoundland and the Newfoundland and Labrador School Boards' Association. That committee has developed an action plan which approaches this issue from several fronts. It should be noted that in some cases the NLTA fully supports and assists in carrying out these action plans; in other cases strategies have not been endorsed by the Association. The following is a list of new developments in the province with respect to this issue.

- The publication of a study from Memorial University by Dr. David Dibbon and Dr. Bruce Sheppard (now a District Director of Education) on Teacher Demand, Supply and Retention in Newfoundland and Labrador.

The following quotes from the Conclusion and Recommendations are of interest.

The truth behind the reputed shortage of teachers is that no overall teacher shortage exists in Newfoundland and Labrador at the present time.

This statement is made based on the empirical evidence of numbers of teachers available to teach and comparisons with demographic data such as number of live births, fertility rates, etc.

...in Newfoundland and Labrador the problem of teacher supply and demand is somewhat paradoxical – we are experiencing both an oversupply and under-supply at the same time.

This statement is made based on the mismatch of those available – many primary and elementary trained – and the actual jobs available, which are often in areas of specialization, especially at the high school level. There continues to be

a problem of recruitment in rural and remote areas of the province.

- The hosting of a session at Memorial University's Faculty of Education, November 28, 2001. A representative from the School Boards highlighted the hiring opportunities in the province. NLTA displayed and hosted an information booth (with 200+ student visits), and the Department of Education featured a session on procedures for teacher certification.

- In December 2001, the Minister of Education announced a new policy which would allow retired teachers to be hired for emergency supply in term contract positions in Newfoundland and Labrador. "Emergency" must be demonstrated by the Board, i.e. that they have been unsuccessful in recruiting qualified, active teachers.

- The 2nd Annual Teacher Recruitment Fair was held May 16th at the St. John's campus of Memorial University. Information booths were set up by school districts, the NLTA, the Department of Education, Faculty of Education at Memorial University, and other educational partners. The Fair profiled job opportunities and related information for students, teachers, and others interested in entry into the profession. Approximately 400 individuals attended this year's Fair.

Benefits and Economic Services

The Benefits and Economic Services Division of the NLTA is dedicated to providing services to members in the area of teacher welfare and collective agreement administration. Key to these services are collective bargaining, group insurance, employee assistance, legal aid and professional relations dispute resolution. As well, representation is given in the areas of appeal to teacher certification, employment insurance and workers' compensation.

All staff are available upon request to visit schools to assist teachers in dealing with teacher welfare issues. Information is provided through *The Bulletin* and the *BES Bulletin* and is available on the NLTA Website. Any teacher requiring assistance should make immediate contact with an administrative officer in the Benefits and Economic Services Division.

Collective Bargaining

Provincial Collective Agreement

In the Spring of 2002, a new provincial collective agreement was reached with a 71 percent ratification vote. While no major improvements were attained in the area of workload, major gains were made in salaries, administrative allowances, and pension indexing. In a three year agreement retroactive to September 2001, teachers will see raises of 5 percent in September 2001 and then 2.5 percent raises in September 2002, March 2003, September 2003 and March 2004. The school year has been lengthened by five days (from 190 to 195 days) including three days of teacher PD/in-service, and there will be a further 2.6 percent salary increase in September 2002 to reflect the five-day increase. Combined, the compounded salary change will be 18.9 percent by March 2004. Administrative allowances for school principals and vice-principals will also increase by the above percentages but

there will be a further 31 percent increase in the "per classroom" portion of these allowances beginning September 2002. Further, a partial indexing provision will be included in the Teachers' Pension Plan, effective September 2002, for all retirees whose pension benefits are integrated with the CPP.

Labrador West Collective Agreement

As with the Provincial Collective Agreement, the Labrador West Collective Agreement expired on August 31, 2001. The local executive, through its Collective Bargaining Committee, consulted with the teachers in the local area and prepared a set of Opening Proposals for the upcoming round of negotiations. Due to the similarities between the Labrador West and the Provincial Opening Packages, talks were held in abeyance with the Provincial Government and Labrador School Board until negotiations surrounding the Provincial Collective Agreement were completed. With the signing of the Provincial contract, the Labrador West negotiations began on May 21, 2002 with an early exchange of Opening Packages. The dates of May 27-28 and June 5-7, 2002 were scheduled for face-to-face discussions in Labrador West.



The Provincial Collective Agreement was signed on April 19, 2002 at the NLTA Boardroom.

Labrador Benefits Package (Schedule J)

The NLTA and five other unions (NAPE, CUPE, NLNU, RNCA and AAHP) are in the process of renegotiating with Treasury Board a new collective package of benefits for members working in Labrador. The old agreement expired on March 31, 2002.

Leading up to the reopening of negotiations NLTA appointed a Labrador representative to serve on the negotiating team and it polled its members on the desired improvements to the new package. These are being incorporated into the overall opening package and negotiations took place in Happy Valley-Goose Bay in late May 2002.

Collective Agreement Administration

Daily administration of the Collective Agreements is one of the main functions of the Benefits and Economic Services Division. Teachers wishing to understand their rights within the collective agreement or wanting to enforce these rights, regularly contact the Association to discuss matters with administrative officers.

The services provided in such interactions include interpretation of the agreement, legal assistance, assistance with the grievance and arbitration process and mediation efforts with the school boards.

The new provincial collective agreement signed in April 2002 is in the process of being published for distribution to teachers and can also be accessed on the NLTA web page. A new Labrador West agreement is being negotiated as this report is being prepared.

Pensions

Over the past year, the Association has continued to be directly involved in representing teachers' interests on pensions

and the general administration of the plan. This includes negotiating a pension indexer in the 2001 contract, communicating information to the membership on the pension plan, presentations at the Pre-Retirement Seminars, working through the Pensions Administration Committee to ensure consistent management and administration of the plan, and interceding on teachers' behalf with Department officials when difficulties arise. The 2001 contract provides a 3-month window of opportunity expiring July 31, 2002 to purchase periods of pensionable service lost to job action in 1983 and 1994. The NLTA is also represented on the Pensions Investment Committee which oversees the investment of the province's pooled pension fund.

During the past year, the NLTA/ Government Pensions Administration Committee has continued to examine and discuss a number of ongoing issues related to the administration of the Teachers' Pension Plan. These issues include interprovincial reciprocal transfer agreements, substitute service and the substitute teacher pension plan, processing of disability pension applications, integration of the TPP with CPP and indexing of pension benefits.

A detailed actuarial valuation of the Teachers' Pension Plan as at August 31, 2000, was completed in March 2001. This report indicated a funded ratio on a going-concern basis of 30.8% at August 31, 2000. This compares with a funded ratio of 17.2% as at August 31, 1997. The improvement is a result of special payments, and changes made in the 1998 collective agreement. An unfunded liability of approximately \$1.7B still exists. The funded ratio reaches its maximum of 32.7% in 2004 and then declines to 0% by 2016 at which time

Benefits and Economic Services cont'd

the fund would be exhausted unless further interventions are taken.

Group Insurance

A Group Insurance review was conducted by Trustees and the entire NLTA Group Insurance Plan was put to market tender in the Spring of 2001. Plan specifications were sent to 32 of the major insurers underwriting group insurance programs in Canada who were invited to bid on our insurance policies. In July 2000, the results of this process were used as the basis for the annual renewal of our insurance policies with the underwriters whose bids were successful. This information and the details re decisions made were relayed to the membership throughout the year.

During the Fall of 2001, Trustees surveyed the post-65 retired teachers covered under the Basic Life Plan regarding an increase in coverage from \$10,000 to \$15,000 at a premium rate of \$20.55 per month. The result of the survey was positive and the increase in insurance coverage became effective January 1, 2002.

A total outstanding deficit on all options of approximately \$1.5M still exists. Trustees continue to struggle to maintain benefits in the face of rising drug costs and an aging insured group. Unfortunately, premium rate increases in the Health, Life and Long Term Disability plan options are likely to occur each year for the indefinite future in order to maintain these benefits.

In September 2000 premium increases were required in Health and Long-Term Disability to offset the buildup of further significant deficits during the 2000-01 school year. The government, however, refused to fund its share of the increase of the health premiums. The Association filed for arbitration under Article 26 of the Collective Agreement. The government

also refused to fund its share of a 2001 increase in the health premiums pending the outcome of the arbitration. In February 2002, the arbitration board ruled in favour of the NLTA. Government has appealed this award to the courts and a court hearing was held on May 23, 2002. We are awaiting the Court ruling. The Group Insurance Trustees are also seeking payment of interest on the outstanding amounts since September 2000.

Grievance and Arbitration

The procedures for grievances and arbitrations are set out in Articles 31 and 32 of the Collective Agreement. In their daily activities of teaching, the vast majority of teachers do not become familiar with these provisions; therefore, members rely on advice and assistance from the staff of the BES Division when resolving disputes through these methods. During the last year, 49 new grievances were initiated of which the largest number (12) related to disciplinary action taken against teachers, while 11 dealt with employment issues and seven dealt with allowances. These numbers show a slight overall decrease from last year. Fifteen grievances were moved to arbitration during the year, of which nine are awaiting hearings, three were resolved in favour of teachers during the arbitration process, two were decided in the teachers' favour by the arbitration panels, and one resulted in a ruling against the grievors.

Teachers who are considering filing a grievance should review Articles 31 and 32 of the Collective Agreement and contact an administrative officer in the Benefits and Economic Services Division for assistance within the time-lines given.



Employee Assistance Program for Teachers

Teachers within the education system continue to face many ongoing challenges and stressors both personally and professionally. The Employee Assistance Program (EAP) is available to teachers to assist in maintaining and/or regaining a sense of well-being. These efforts take two major directions: the supportive counselling role and the proactive health promotion component called the Wellness Program.

The counselling component of the Program is designed to assist teachers experiencing personal or work-related problems that could affect work performance. When these are addressed early, other complications may be prevented. The counselling services offered include: problem assessment and referral; partial funding of private counseling; and crisis intervention. The proactive component deals with support for individual lifestyle and decision making processes which promote the positive development of all aspects of health. This is achieved through: individual contacts and direction; knowledge building or skills development workshops on wellness issues; special promotional events; and distribution of wellness materials.

During the twelve-month period from September 1, 2000 to August 31, 2001 the EAP managed a total of 305 cases. In the previous school year 387 cases were handled. The most frequently presented issues involve health and relationships; however, financial, drug and career issues are also common. It is important to note that the Program is available to teachers dealing with any issue of concern to them.

The EAP Coordinators continue to offer Wellness Workshops to school staff groups, NLTA branches and school boards. During the past school year 23 workshops were held, reaching 600 NLTA members. Topics included: Stress Management; Balanced Living; Grief; Time Management; Communication; Assertiveness; Wellness Planning; Personal Empowerment; and Meeting the Transitions of Change. Wellness workshops are available to all members of the NLTA and are designed to meet the needs of each group.

Legal Assistance

Free legal assistance is available to any Association member providing the request arises from a situation that is contingent on the person's role as a teacher and prior approval is given. During the past 12 months, there were 58 requests for legal assistance referred to the Association's solicitors. Sixteen of these related to allegations of physical and sexual assault, 12 of which were ultimately dropped with no charges being laid against the teachers in question. The Association has also responded to questions regarding child protection, defamation, employment issues, disciplinary matters and other similar concerns.

The Association's Legal Aid Policy also encompasses representation for teachers at various levels of appeal with other agencies. Employment Insurance rulings remain the major area of appeal, accounting for about 40% of the cases for which legal assistance was granted during the past year. The majority of these appeals are currently on hold pending the hearing of a precedent setting case by the Federal Court of Appeal.

Any teacher who requires legal assistance in relation to a situation that is contingent

Benefits and Economic Services cont'd

on his/her role as a teacher should contact the Association immediately for help. A copy of the Legal Aid Policy is provided to members whenever assistance is requested and is also available on the NLTA web site.

Professional Relations/ Disciplinary Procedures

Assistance and advice is regularly provided to members who experience difficulties in their professional relationships with colleagues. Presentations have also been made to school staffs on the Code of Ethics and professional relations. Five requests for assistance in professional relations have been dealt with this past year.

Employment Insurance

The 1998 version of the "Teachers' Guide to Employment Insurance" has been updated to reflect recent changes in EI regulations and rulings. The revised edition of this publication has been printed and is now available to teachers.

In 2001, major changes to the maternity and parenthood leave provisions of the Employment Insurance Act allowed a parent up to one year of EI benefits. As well, the qualifying period was reduced to 600 insurable working hours and only one two-week waiting period applies, even if both parents split the leave.

While the maternity/parenthood benefit changes were definite improvements, we have continued to experience difficulty in obtaining summer EI benefits for term contract teachers who gain employment for the following September. Employment Insurance appeals make up the majority of cases for which legal assistance is provided to teachers. Many of these appeals are currently on hold pending the hearing of a test case by the Federal Court of Appeal. We hope that the resulting decision will

strengthen our position on this issue and set a precedent for these types of cases which will significantly reduce the number of appeals in the future.

Teachers who experience problems with EI rulings are advised to notify Human Resources Development Canada of their desire to appeal the ruling within the timelines given and then contact the Benefits and Economic Services Division for assistance.

Workers' Compensation

Over the past year, the number of teachers who have required the assistance of the Association in the processing of their Workers' Compensation claims has remained constant when compared to previous years. However, during the past year there has been an increase in the number of workplace inquiries resulting from slips and falls. These types of accidents often result in soft tissue injuries or broken bones which require medical attention and therapy.

As with previous years, the Association has provided legal advice and assistance to teachers who have been involved in external appeals to the Chief Review Commissioner of the Workplace, Health, Safety and Compensation Commission (WHSCC). Such appeals often focus around the level of medical assistance and/or monetary benefits the Commission had previously adjudicated.

Over the past year, the Workers' Compensation system has witnessed a major refocusing as a result of a Government appointed Task Force which submitted its Report to the Minister of Environment and Labour in February 2001. The Task Force completed its mandate and submitted a series of forty-eight recommendations that were eventually introduced into legislation.



One of the changes recommended by the Task Force centered around a new direction for Early and Safe Return-to-Work programs. Under this new legislation injured workers, employers, health care providers and Workers' Compensation officials have been given significant roles and responsibilities to ensure that such a process occurs as expeditiously as possible. Under this new legislation, employers are obligated to return injured employees to their pre-injury employment by adhering to the policy on Duty to Accommodate.

Because of the new legislative changes which became effective January 1, 2002, the Newfoundland and Labrador Federation of Labour and the Newfoundland and Labrador Employers' Council have jointly sponsored training sessions for both employers and worker representatives throughout the province. This training will continue for the remainder of the current calendar year and all employers and worker representatives are encouraged to participate.

The Benefits and Economic Services Division continues to provide the following assistance to teachers involved in WHSCC claims:

- Assist teachers with applications and appropriate medical documentation;
- Intercede on teachers' behalf where problems or delays exist;
- Arrange appeal hearings and necessary legal assistance;
- Liaise with the WHSCC on interpretation of policy and procedures.

Teacher Health Assistance Program (THAP)

The NLTA has continued its program of making contact with teachers who have only a few months of sick leave remaining. These teachers are provided with information packages which contain an outline of the benefits and services available to them as NLTA members after the expiry of sick leave. The purpose of the mail-out is to attempt to alert such teachers well in advance that they should look at all the options available to them while still in receipt of salary. In the past year, 182 teachers were sent such a package of information. Follow-up with many of those teachers provided them with valuable assistance at a difficult time.

Workload Committee

Schedule P of the 1998 Collective Agreement established a Workload Committee to conduct a study of work-related issues of teachers. However, a survey was not conducted during that time. Schedule P was renewed in the 2002 Collective Agreement and it is anticipated that the workload study will be conducted during the 2002-03 school year.

Deferred Salary Leave Plan

The Benefits and Economic Services Division liaises with School Board officials and Department of Education officials with respect to the Deferred Salary Leave Plan and assists members where problems exist. As of February 2002, there were 245 teachers enrolled in the DSLP. Forty-five teachers are currently on leave and 27 teachers canceled their plan in 2001.

Communications

During the recent round of negotiations the decision was made to launch a public relations campaign re issues affecting teachers. A strategy team consisting of the President, Vice-President and several NLTA Administrative Staff was put in place to formulate ideas and oversee the strategy, and an outside consulting firm was utilized. The strategy consisted of positioning several messages to the public dealing with teacher salaries in comparison to comparable professions in the province, as well as Atlantic Canada. The campaign reinforced the statements made by the NLTA President re teacher shortages and the state of the education system in this province.

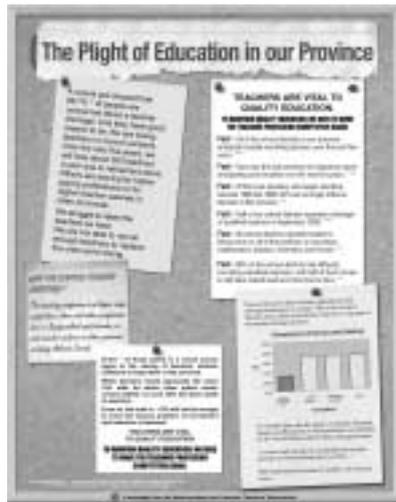
As part of the strategy the Association also conducted two polls to gather information. At the start of the strategy a province-wide poll was conducted to determine the level of public support for teachers and for improving the quality of education in the province. The results of the poll were extremely encouraging and supportive of teachers. Some of the results were released in early February while others were strategically released throughout the campaign in newspaper advertising and when opportunity presented itself. Another poll was conducted internally among the membership to determine the level of importance of the main negotiations issues and the willingness of teachers to strike over these issues.

The public relations campaign consisted of radio, television and newspaper advertising

and involved an extensive media buy across the province. The President was accessible for numerous media interviews and media coverage was extensive.

Internal/External Imaging

As part of our internal/external imaging several public relations campaigns were initiated this past school year. The “Keep Education Great” campaign aired in the fall. The Newfoundland and Labrador Federation of School Councils again partnered with the NLTA for this campaign. Radio, television and newspapers were utilized for the “Keep Education Great” campaign and the message was well received throughout the province.



A post negotiation campaign was also aired following the completion of contract negotiations. This campaign, entitled “The Commitment Continues”, aired from mid May to the end of the school year. New and up-to-date advertisements will continue to be forthcoming, within budget limitations, and will provide the public a better understanding of what goes on in our classrooms and the work carried out by the teachers of Newfoundland and Labrador.

All internal/external imaging is designed to promote the teaching profession – to teachers and to various publics. All public relations campaigns, including advertising, radio

and television commercials, have the dual purpose of improving teacher morale and informing the public of the great work performed by teachers.

On-Line Services

The NLTA continues to provide its services and resources on-line. The web site is updated regularly by the Communications Division and contains in-depth information about the Association, its divisions, staff, the services available to teachers, and various links to other sites that may be of interest to teachers and visitors to the site.

As new publications are prepared, the information is posted on the NLTA web site often before it is in print. Other documents such as the Group Insurance Booklets, the Policy and Procedures Handbook of the NLTA, and the Collective Agreement, are accessible on the web site and only need to be reprinted when absolutely necessary. These, and other documents, can be accessed, downloaded, or printed from our web site. Other on-line services for Branch Presidents, School Representatives, and Executive members have proven to be efficient and cost effective.

Atlantic Communicators in Education (ACE)

The Atlantic Communicators in Education (ACE) Committee, made up of communications officers from the five Atlantic teacher associations, meet a minimum of three times a year to work together and to cost-share programs and resources. Plans are presently underway to design, produce and implement a long range, pro-education, public relations project entitled "The Power of Learning". This should be completed and ready for Fall 2002.

Education Week

The Communications Division staff has direct responsibility for Education Week and work directly with a provincial committee to prepare materials and plan the Opening Ceremonies. The theme for Education Week 2002 was "Learning is Power". Resource materials included an activity booklet, poster, proclamation, stickers, bookmarks, and promotional materials for schools to order.



The 2002 Opening Ceremonies were held at Mount Pearl Intermediate. The event was again webcast and all schools that wished could view the Opening Ceremonies.

Computers for Schools

Computers for Schools (CFS) co-founded in 1993 by Industry Canada and the Telephone Pioneers, is a national volunteer-based initiative that collects, repairs and delivers surplus computers to schools and public libraries across Canada.

CFS was established in Newfoundland and Labrador in 1994 and operates depots in St. John's, Labrador, Corner Brook and Spaniard's Bay. The Communications Officer represents the NLTA on the provincial CFS Board of Directors.

To date, CFS has shipped over 6,000 refurbished computers to schools and libraries in Newfoundland and Labrador.

Printing Services

Printing Services continues to provide the following products and services to the membership:

Provincial Executive and Head Office – *The President's Digest* and items required by Executive are given top priority for printing, followed by *The Bulletin* and work for the Communications Division, then work for various divisions at Head Office.

Branches – Letterhead and envelopes, agendas and programs for professional development and retirement functions, are printed for branches.

Special Interest Councils – Letterhead and envelopes, agendas and programs for special functions and annual general meetings, membership cards and newsletters (limited to two per year) are printed for councils. Special Interest Councils are charged for the cost of materials used in printing and for postage.

General Membership – Printing services are provided to teachers on a cost-recovery basis, provided the workload allows for same.

In addition, Printing Services offer creative/design and consultation services, scanning, image setting/film processing, photocopying, mailing/distribution, and database maintenance.

Member Support Materials – We have on hand various support materials which are provided to teachers free of charge, when requested. A complete list of items available can be obtained from Printing Services or on the NLTA web site.



Professional Development

The Professional Development Division of the NLTA provides professional programs for members of the Association and supports them in meeting the challenges of teaching in times of change. The following summarizes some of the initiatives in which the Professional Development Division has been involved during the current school year.

Special Interest Councils

Within the Professional Development Division, a significant portion of activity and funding is directed towards the establishment and ongoing operations of the 20 Special Interest Councils. The Special Interest Council structure is recognized in NLTA policy as the professional learning community which provides support to all members of the Association. Through the Council system, the many disciplines and interests of educators are represented, and for thousands of teachers throughout Newfoundland and Labrador, an avenue is provided for active participation in the professional activities of their Association.

In the last number of years, our Special Interest Councils have faced severe competition for limited substitute teacher days for professional development. At the SIC Leadership Conference held in May 2001, the Special Interest Councils and the Professional Issues in Teaching Committee endorsed a proposed new model for professional development delivery which would have councils working together and in collaboration with the school districts located in a particular region. This collaborative approach would involve the hosting of major provincial conferences in each

region. Sessions would be offered by Special Interest Councils, school districts, and the Department of Education, and these conferences would include keynotes by some of the leading educators in North America. During the 2001-02 school year, the Professional Development Officer responsible for Special Interest Councils has met with board office personnel in all school districts. The response to this concept has been quite positive, and a target implementation date has been established for the 2003-04 school year.

Special Interest Council Co-ordinating Committee

At BGM 2001, a motion was passed to allow the continuance of an Ad Hoc Special Interest Council Co-ordinating Committee. One of the main tasks of this Committee is to develop guidelines and logistical details for the proposed collaborative model for the delivery of SIC Provincial Conferences.

Ministerial Panel on the Delivery of Education in the Classroom

Since its release in March 2000, many of the recommendations in the Ministerial Panel's report have been implemented. The NLTA's Professional Development staff continues to represent the Association on a number of Advisory Committees which have been established in response to the Ministerial Panel report. Among them are the Implementation Committee, the Newfoundland and Labrador History Curriculum Committee, the Committee on Teacher Supply and Demand, and the Professional Development Alliance.

Virtual Teacher Centre

Professional development opportunities in the wired environment are starting to catch on with teachers. The Virtual Teacher Centre (VTC) has taken a slow and steady approach to promotion, emphasizing those needs identified by teachers through their school districts. This has meant consultations with school district administrative and program personnel to discuss teacher priorities and to identify points of collaboration between the VTC and school districts.

Several projects are currently underway. A group of teachers in District 9 are currently experimenting with the virtual environment as a means to learn about Literature Circles. As those teachers introduce Literature Circles in their classrooms they interact online to share and learn from each other. District 5 is preparing to introduce online learning teams to a group of its teachers as a means to overcome some of the professional development challenges presented by remote and isolated schools. Other districts are at various stages of identifying collaborative initiatives.

The Special Interest Councils of the NLTA will play a significant role in the future of the VTC. It will be through the dedicated Council web sites that teachers will be able to access curricular support and lesson plans based upon the provincially-authorized curriculum. Web sites are currently under construction. Content on the Special Interest Council webs will be subject and Council specific.



The VTC has just completed a major survey of teachers in the province to determine priorities for future development. Not surprising, the biggest priority for teachers is curricular support. This, along with an emphasis in Information and Communication Technology (ICT) skill sets, will direct the focus of the VTC over the coming months. During the early fall of the 2002-03 school year, the leaders of all SICs will be brought together. Part of the agenda at that time will be priorities for the VTC and the role of the SICs in the future of the Virtual Teacher Centre.

Pathways Working Group

As part of its continuing efforts to respond to issues around the delivery of services to special education students, the NLTA/Department of Education Pathways Working Group continues to meet. The main focus during the current school year has been the development of a concise handbook for teachers and the further streamlining of documentation procedures.



Atlantic Canada Professional Development Opportunities

The NLTA's Professional Development staff continue to work with their counterparts throughout Atlantic Canada to provide regional professional development opportunities for teachers. Specifically, the Developing Successful Schools Institute (DSS), designed for practicing and aspiring school administrators, was held in Sackville, New Brunswick in July 2001. Dr. Rich Allen

facilitated on the topic of Effective Communication and Presentation Skills. The annual conference for classroom teachers (CONTACT) 2001 was held in Charlottetown, PEI in August. The theme of the 2001 conference was *GOING and GROWING*. Discussions have begun to explore an Atlantic initiative for Francophone teachers.

Traveling Institute for Teachers

In collaboration with Parks Canada and School Districts 2 and 3, the Professional Development Division of the NLTA participated in the planning and offering of a Traveling Institute for Science and Social Studies Teachers from August 19-25, 2001. During that week, participants visited Parks Canada cultural and natural heritage sites along the Great Northern Peninsula and the Southern Coast of Labrador. As a follow up to the Institute, a two-day professional development session was held in October 2001, where participants developed actual lesson plans based on specific course outcomes in the elementary to senior high curriculum. Plans are currently underway to offer a similar institute for Summer 2002.

Professional Development Facilitation

In addition to programs initiated at the NLTA, our Professional Development Staff responds to requests from the field for professional development programs designed and facilitated to match the needs of a particular school, group of schools, or districts. This is part of our ongoing work and is carried out as



availability permits. Some of the recent requests for sessions have been focused on school climate and classroom management, team building, diverse learners and brain-based learning.

Sponsorship of Teacher Intern

The NLTA, in collaboration with the Faculty of Education at Memorial University and with funding from the Johnson Foundation, continues to sponsor the placement of an intern in a rural/remote area of the province. This is the fourth year for this project. Mr. Jacob Larkin is doing his internship at Sacred Heart All Grade School in Conche. The objective of this program is to have future teachers experience the challenges and the rewards of teaching outside the urban areas of the province and to seek positions in those areas.

Teacher Certification

A regulation amendment will now allow for the issuing of a Level III Teaching License to an emergency supply teacher who holds a degree from an approved university. The issuance of these licenses will be strictly for emergency purposes where no certified teachers are available for appointment to a position. They are to be issued for one year only, renewable upon re-application up to four times. This represents a significant change in teacher certification and will have an impact in rural areas where some schools are without their designated quota of teaching staff.

Teacher Induction Program

The NLTA initiated a Teacher Induction Program in 1998, introducing a partnership model with the School Boards Association, the Department of Education, Memorial University of Newfoundland and School Districts. At that time, the

Professional Development cont'd

province was still experiencing the effects of declining enrolments and teacher layoffs. The scene quickly changed over a four-year period, and the implementation efforts over that time have slowly but surely resulted in a strong teacher induction program in the majority of the districts across the island and in Labrador. This program is now seen to be a key factor in dealing with teacher workload and career satisfaction for beginning teachers and as part of the solution to the teacher supply crisis, not through recruitment, but through retention. Furthermore, it is being adopted by most districts as part of their priorities in their strategic plan to build a strong professional community. As the Teacher Induction Program continues, it requires an ongoing (and sometimes intensive) effort. Its success is due to the strong partnership with districts. A 5th Teacher Induction Institute took place in May 2002. The focus was to review



the initiative and continue to strategize around how we move it beyond being a program and make it a part of the educational culture in the province.

Leadership at Work

Leadership At Work, a program initiated by the Professional Development Division and developed with a partnership in one district, is now in its third year there. This program, intended to support school principals and vice principals through providing a collegial network who share professional development and problem solving, was quickly adopted by a second district in the second year. In 2002 a third district expressed interest and an initial information session was held there with a view to starting a group. While the original intent was to design a program, pilot and evaluate with a view to publicizing its availability, the publicity was pre-empted by the positive experience of the first group. Since year one it has been constantly growing ... demonstrating that leadership is really "at work"!



Finance

The Finance Division of the NLTA is responsible for ensuring that all revenues and expenditures are accounted for in accordance with the By-Laws and Policies of the Association as well as the maintenance and upkeep of the NLTA property. The primary source of revenue (approximately 96%) comes from the membership in the form of fees, which are set at 1% of salary and bonuses.

Funds of the Association

There are eight funds operated by the Association, which are:

General Fund

This is the daily operating account of the Association.

Group Insurance Fund

This fund is operated by the Group Insurance Trustees and is reported on under the Benefits and Economic Services Division.

Emergency Fund

Pays for all expenses related to collective bargaining, grievance/arbitrations and job action related activities.

Centennial Fund

Spending from this fund is controlled by the Professional Issues in Teaching Committee and is limited to the annual interest earned.

Reserve Fund

Used to cover any annual deficits that might occur in the General Fund.

Professional Development Fund

Spending from this fund is limited to the annual interest earned on the fund and is controlled by the Professional Issues in Teaching Committee.

Support Staff Pension Fund

This is the pension fund for the Support Staff of the Newfoundland and Labrador Teachers' Association.

Academic Loan Fund

Provides loans to teachers who are in full time attendance at university.

Investments

It is imperative that a close watch be kept on all Association monies to see that they are appropriately invested and are achieving the highest possible interest rates with minimum risk. These funds are presently under the care of a fund manager, who was hired by the Association in October 1997.

Property

The Finance Division is also responsible for the maintenance and upkeep of the NLTA building and property at 3 Kenmount Road, St. John's. This past year the usual care was provided to the grounds and building.

President's House

In May 2001, a property was purchased at 44 Rumboldt Place in St. John's for the use of the President during his/her term of office.

Financial Statements

Newfoundland and Labrador Teachers' Association Statement of Financial Position

August 31			2001	2000
	General Fund	Restricted Funds	Total	Total
ASSETS				
Current				
Cash and cash equivalents	\$ 134,891	-	\$ 134,891	\$ 376,636
Receivables	93,916	\$45,426	139,342	43,342
Receivable from				
General Fund	-	161,436	161,436	113,191
Restricted funds	95,067	-	95,067	67,547
Insurance fund	47,511	-	47,511	22,326
Prepays	168,942	-	168,942	166,762
	540,327	206,862	747,189	789,804
Investments	1,058,628	6,015,495	7,074,123	6,716,809
Academic loans	-	-	-	19,402
Property and equipment	1,128,884	-	1,128,884	1,052,767
	<u>2,727,839</u>	<u>\$6,222,357</u>	<u>\$8,950,196</u>	<u>\$8,578,782</u>
LIABILITIES				
Current				
Payables and accruals	\$ 315,172	\$ 18,163	\$ 333,335	\$ 276,321
Payable to general fund	-	95,067	95,067	67,547
Payable to restricted funds	161,436	-	161,436	113,191
	476,608	113,230	589,838	457,059
Deferred severance pay	253,415	-	253,415	238,983
	730,023	113,230	834,253	696,042
MEMBERS' EQUITY	<u>1,997,816</u>	<u>6,109,127</u>	<u>8,106,943</u>	<u>7,882,740</u>
	<u>\$2,727,839</u>	<u>\$6,222,357</u>	<u>\$8,950,196</u>	<u>\$8,578,782</u>

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Financial Statements

Newfoundland and Labrador Teachers' Association Restricted Funds' Statement of Financial Position

August 31							2001	2000
	Emergency Fund	Professional Development Fund	Centennial Fund	Reserve Fund	Outreach Program	Virtual Teacher Fund	Total	Total
ASSETS								
Current								
Receivables	\$ 2,346	-	-	-	-	\$43,080	\$ 45,426	\$ 10,461
Receivable from general fund	-	-	-	\$161,436	-	-	161,436	113,191
	2,346	-	-	161,436	-	43,080	206,862	123,652
Investments	3,700,871	\$675,114	\$954,048	629,494	\$37,763	18,205	6,015,495	5,527,271
	<u>\$3,703,217</u>	<u>\$675,114</u>	<u>\$954,048</u>	<u>\$790,930</u>	<u>\$37,763</u>	<u>\$61,285</u>	<u>\$6,222,357</u>	<u>\$5,650,923</u>
LIABILITIES								
Current								
Payables and accruals	\$ 3,737	\$ 1,725	-	\$ 863	-	\$11,838	\$ 18,163	\$ 5,024
Payable to general fund	37,124	8,496	-	-	-	49,447	95,067	67,547
	40,861	10,221	-	863	-	61,285	113,230	72,571
MEMBERS' EQUITY	<u>3,662,356</u>	<u>664,893</u>	<u>\$954,048</u>	<u>790,067</u>	<u>37,763</u>	<u>-</u>	<u>6,109,127</u>	<u>5,578,352</u>
	<u>\$3,703,217</u>	<u>\$675,114</u>	<u>\$954,048</u>	<u>\$790,930</u>	<u>\$37,763</u>	<u>\$61,285</u>	<u>\$6,222,357</u>	<u>\$5,650,923</u>

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Financial Statements

Newfoundland and Labrador Teachers' Association Statement of Operations and Changes in Fund Balances

Year Ended August 31			2001	2000
	General Fund	Restricted Funds	Total	Total
REVENUE				
Membership fees	\$3,147,139	\$ 158,586	\$3,305,725	\$3,270,941
Contributions	180,089	193,771	373,860	205,397
Gain on disposal of fixed asset	-	-	-	10,010
Government grants	151,920	-	151,920	132,972
Interest on investments	73,768	418,184	491,952	317,883
Other income	-	-	-	35,798
Miscellaneous	<u>12,480</u>	<u>-</u>	<u>12,480</u>	<u>17,561</u>
	<u>3,565,396</u>	<u>770,541</u>	<u>4,335,937</u>	<u>3,990,562</u>
EXPENSES				
Administration	1,537,228	72,189	1,609,417	1,249,118
Benefits and Economic Services	883,713	513	884,226	815,871
Communications	560,984	-	560,984	539,146
Donations	-	20,000	20,000	20,000
Branch Operations	199,705	-	199,705	189,706
Investment fees	-	35,092	35,092	34,312
Professional Development	362,608	137,659	500,267	502,720
Grievances and Arbitrations	-	157,439	157,439	154,456
Negotiations and Other Lock-out	<u>-</u>	<u>144,604</u>	<u>144,604</u>	<u>184,750</u>
	<u>3,544,238</u>	<u>567,496</u>	<u>4,111,734</u>	<u>3,690,079</u>
EXCESS OF REVENUE OVER EXPENSES	\$ 21,158	\$ 203,045	\$ 224,203	\$ 300,483
Fund balances, beginning of year	\$2,304,388	\$5,578,352	\$7,882,740	\$7,582,257
Excess of revenue over expenses	21,158	203,045	224,203	300,483
Interfund transfers	<u>(327,730)</u>	<u>327,730</u>	<u>-</u>	<u>-</u>
Fund balances, end of year	<u>\$1,997,816</u>	<u>\$6,109,127</u>	<u>\$8,106,943</u>	<u>\$7,882,740</u>

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Financial Statements

Newfoundland and Labrador Teachers' Association Restricted Funds' Statement of Operations and Changes in Fund Balances

Year Ended August 31							2001	2000
	Emergency	Professional	Centennial	Reserve	Outreach	Virtual		
	Fund	Development	Fund	Fund	Program	Teacher	Total	Total
		Fund	Fund	Fund		Fund		
REVENUE								
Membership fees	\$ 158,586	-	-	-	-	-	\$ 158,586	\$ 164,043
Contributions	-	-	\$130,296	-	\$15,000	\$ 48,475	193,771	30,000
Other Income	-	-	-	-	-	-	-	35,798
Interest on investments	<u>281,517</u>	<u>\$ 55,946</u>	<u>52,291</u>	<u>\$ 26,389</u>	<u>1,658</u>	<u>383</u>	<u>418,184</u>	<u>257,365</u>
	<u>440,103</u>	<u>55,946</u>	<u>182,587</u>	<u>26,389</u>	<u>16,658</u>	<u>48,858</u>	<u>770,541</u>	<u>487,206</u>
EXPENSES								
Administration	3,738	-	-	863	-	67,588	72,189	4,982
Benefits and Economic Services	513	-	-	-	-	-	513	858
Donations	-	20,000	-	-	-	-	20,000	20,000
Investment fees	20,543	7,219	7,330	-	-	-	35,092	34,312
Professional Development	-	94,104	41,313	-	2,242	-	137,659	139,937
Grievances and Arbitrations	157,439	-	-	-	-	-	157,439	154,456
Negotiations and Other Lock-out	<u>144,604</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>144,604</u>	<u>184,750</u>
	<u>326,837</u>	<u>121,323</u>	<u>48,643</u>	<u>863</u>	<u>2,242</u>	<u>67,588</u>	<u>567,496</u>	<u>539,295</u>
EXCESS OF (EXPENSES OVER REVENUE)								
REVENUE OVER EXPENSES	<u>\$ 113,266</u>	<u>\$ (65,377)</u>	<u>\$133,944</u>	<u>\$ 25,526</u>	<u>\$14,416</u>	<u>\$ (18,730)</u>	<u>\$ 203,045</u>	<u>\$(52,089)</u>
Fund balances, beginning of year	\$3,549,090	\$ 730,270	\$835,104	\$440,541	\$23,347	-	\$5,578,352	\$5,612,130
Excess of (expenses over revenue) revenue over expenses	\$ 113,266	(65,377)	\$133,944	25,526	14,416	\$ (18,730)	203,045	(52,089)
Interfund transfers	-	-	(15,000)	324,000	-	18,730	327,730	18,311
Fund balances, end of year	<u>\$3,662,356</u>	<u>\$ 664,893</u>	<u>\$954,048</u>	<u>\$790,067</u>	<u>\$37,763</u>	<u>-</u>	<u>\$6,109,127</u>	<u>\$5,578,352</u>

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.



NLTA Mission Statement

Through educational leadership and service, we dedicate ourselves to the promotion of the professional excellence and personal well-being of teachers, through support, advocacy and the development and delivery of outstanding programming.