



POLICY HANDBOOK

of the

Newfoundland and Labrador Teachers' Association

September 2017

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I. OPERATIONS OF THE NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

A. NLTA Membership

1. Active Membership

- a) In accordance with the provisions of the NLTA Act, and subject to Section 6(2) and Section 18 of that Act and the By-Laws of the Association, every teacher employed by a school board as defined in The Schools Act or in a private school to which Sections 43 - 49 of The Schools Act apply shall be an active member of the Association."
- b) Active membership in the Association shall be in accordance with By-Law III.
- c) Active membership privileges for a substitute teacher, in accordance with By-Law III.B., are extended to November 30th of the school year subsequent to the school year in which the substitute teacher qualified for active membership, provided he/she is still available and registered for substitute teaching with a school board. **[1986 AGM]**
- d) The Provincial Executive has the authority to suspend or expel a teacher from membership in accordance with Section 18(1) of the NLTA Act.
- e) By-Law III. – Active Membership, Sections A.4.(c) – Classification and C.2.(c) – Fees will be applied to active teachers who are in receipt of Workers' Compensation benefits for a period in excess of two weeks. **[Feb/21-23/07] [2007 BGM]**

2. Other Membership Categories

- a) The Association may establish other membership categories in accordance with Section 6(4) of the NLTA Act. The provisions for such categories of membership shall be established in the Association's by-laws.
- b) Current by-laws provide for the additional categories of Associate Membership (By-Law IV), Life Membership (By-Law V), and Honorary Membership (By-Law VI).
- c) **Honorary Membership**

In accordance with By-Law VI, Honorary Membership may be bestowed on any person who, in the opinion of the Executive, has made a significant contribution to the cause of education. When awarded, Honorary Membership is usually presented at Convention and the recipient will receive a scroll, pin, and a gift.

3. Opting-Out Provision

Any teacher may elect to be excluded from membership in the Association on an annual basis in accordance with Section 6(2) of the NLTA Act.

4. Deduction of Fees

The payment of the annual fee by all teachers covered under a collective agreement, regardless of their election to be excluded from membership in the Association, is provided for in Section 7 of the NLTA Act.

5. Principles of Professional Practice

- a) The membership shall continue to operate within the framework of the collegial model.
- b) Members shall be bound by the Code of Ethics of the Newfoundland and Labrador Teachers' Association as adopted, approved, and from time to time revised by the Biennial General Meeting. [1985 AGM]

6. Membership Registration

Branches should conduct registration for substitute teachers who work at least once by December 31st of that school year. All substitute teachers should register either with the branch where they reside or with the branch where they normally do the most substituting, not both.

B. Executive of NLTA

1. The authority, duties, and guidelines for the nomination of the Provincial Executive Council is governed by the NLTA Act and the By-Laws of the Association.
2. **Guides to the Conduct of Executive Meetings**
 - a) All meetings of the Executive are to be governed by "Advice on the Conduct of Meetings" published by CTF, and supplemented by "Robert's Rules of Order".
 - b) A Chairperson and Vice-Chairperson for Executive meetings, other than the President, may be elected annually by Executive.
 - c) The role of parliamentarian will be filled by a member of the Administrative Staff to be appointed through consultation between the President and the Executive Director. He/she shall act as parliamentarian for the Biennial Convention. **[Jan/11/02] JC Feb/02] [2003 BGM]**
 - d) The Chairperson will call meetings to order on the appointed time and sessions will resume at the appointed time.
 - e) Committee reports shall consist of written minutes and pertinent documentation with written recommendations requiring Executive action presented on a sheet attached to the front of the minutes. The Chair will permit discussion on the recommendations only. Questions for information will be entertained. Committee decisions which do not require the approval of Executive will not be included as recommendations to Executive but will appear on a summary sheet attached to the front of the minutes, following the recommendation sheet. **[June/6/97]**
 - f) Every possible effort shall be made to dispose of business arising from committee reports at the meeting at which they are submitted, and failing that, these shall be discussed at the next Executive meeting in order of presentation.
 - g) All written reports are to be sent to Executive with the regular monthly agenda and recommendations arising out of these reports shall receive priority at the subsequent Executive meeting.
 - h) The Chairperson may call a Committee of the Whole in order to expedite the processing of involved matters.
 - i) An Executive member shall withdraw from discussion of any matter in which he/she has a personal interest or which is concerned with his/her position as a teacher.
 - j) Members of the Executive will be provided with the opportunity to have their votes at Executive meetings recorded if they so desire. **[Mar/4-5/94] [1994 AGM]**
 - k) Alternate Executive members elected at Convention are to be kept informed of Executive business so that they will be knowledgeable in the event they are appointed to Executive at a later date.

3. Conflict of Interest Guidelines

A conflict of interest is deemed to arise when an elected member of the Provincial Executive Council:

- a) is involved in receiving remuneration of any amount from a business arrangement with the Association. (The business arrangement will be terminated immediately on the member assuming office.)
- b) is involved in holding an elected position with provincial government, school trustees, or any organization doing business with the Association,
- c) has an interest in a matter before Executive distinct from any interest arising from the functions as a member of Executive.

When a conflict is deemed to have arisen, the member involved:

- a) shall immediately notify the President and the Provincial Executive Council,
- b) shall not participate in discussion and shall withdraw when any item is being discussed by the Executive or any of its committees which the President considers a conflict,
- c) shall not solicit information on any such item,
- d) shall not be provided any information on any such items by any committee or Executive member or employee. **[Oct/14-15/93] [1994 AGM]**

C. Table Officers

1. The President, Vice-President, Immediate Past President (if a member of Executive), and an Executive member-at-large, elected by the Executive, shall serve as Table Officers. The election shall occur at the last meeting of the outgoing Executive during which the new members of the incoming Executive are present, usually in June. **[Apr/7/15] [JC Nov/15] [2017 BGM]**
2. The member-at-large shall serve for the same two-year period as the Executive. **[April/24/98] [JC Nov/98]**
3. If the Immediate Past President is not a member of Executive, another member of Executive shall be elected to act in this capacity.
4. In the election of a member-at-large and the member elected in lieu of the Immediate Past President, each person must obtain a clear majority to be declared elected and the votes obtained are to be recorded in the minutes.
5. When a clear majority is not obtained the name of the nominee receiving the least number of votes in a ballot shall be dropped and another vote taken. **[June/5/82]**

D. President of NLTA

1. The authority, term of office, and election procedures for the President are governed by the NLTA Act and By-Laws. [June/11-12/99] [JC Feb/18-19/00] [2001 BGM]
2. The guidelines relating to presidential expenses are located in Section I.E.12 of this Policy Handbook.
3. a) In matters of initial statements of policy, the President is the spokesperson for the NLTA as an Association, it being understood that policy is determined by the Executive, carrying out the general policy directives set forth or determined by the delegates at biennial general meetings.

b) In cases of emergency where statements need to be made in the interests of teachers and/or of the NLTA, the President is authorized to act after consultation with Executive members.
4. The President of the NLTA is not permitted to concurrently hold an Executive position in any political party.

5. Vacation

The President has, within limits of the demanding requirements of the job, the ability to arrange his/her own schedule. However, while recognizing the demands of the office, the President is entitled to take, at his/her discretion, up to six weeks of holidays for each year of the two-year term.

6. Sick Leave

The NLTA President has the same sick leave benefits as if he/she were an active teacher.

The NLTA President shall be covered with mandatory salary continuation insurance. NLTA will pay the full cost of this premium. [Feb/3-4/84]

E. NLTA Financial Guidelines

1. Annual Dues

- a) Active members of the Association shall pay annual dues in accordance with NLTA By- Law III.C.
- b) 90% of the revenue from (a) above shall be used for the general operation of the Association. [1994 AGM] [2005 BGM]
- c) The remaining 10% of the revenue from (a) above shall be allocated to the Emergency Fund. [1994 & 1995 AGM] [2005 BGM]

2. Special Funds

a) Emergency Fund

At the end of the NLTA fiscal year, a minimum 50% of any surplus in the General Fund will be placed into the Emergency Fund. [2005 BGM] [2007 BGM]

The funds in the Emergency Fund shall be used for the following purposes:

- i) to provide strike pay to members during a strike;
- ii) to provide for the normal operations of the Association during a strike;
- iii) to assist affiliates, if requested;
- iv) to defray expenses directly related to the operation of a strike;
- v) to defray expenses directly related to collective bargaining;
- vi) to defray expenses directly related to grievances and arbitrations;
- vii) any other emergency purposes approved by Joint Council, any such purposes to be reported to the next Convention. [Jan/10-11/97] [1997 AGM]

b) Reserve Fund

The funds in the Reserve Fund shall be utilized solely to cover deficits in the General Fund. The fund is to contain an amount which is no less than 10 percent of total revenues. [1992 AGM]

3. Deduction of Annual Dues

Annual dues to the Association are deducted as per Section 7 of the Newfoundland and Labrador Teachers' Association Act, 1974.

4. Donations, Community Sponsorships and Financial Support

a) Donations

The Newfoundland and Labrador Teachers' Association may provide direct financial support to charities or fundraising efforts under exceptional circumstances only. Members are encouraged to give on an individual basis to the charities of their particular choice.

b) Community Sponsorships

Community sponsorship requests are forwarded to Table Officers for evaluation and recommendation to the Provincial Executive. Table Officers consider each request and recommendation. Requests for multi-year funding will be addressed on an annual basis and funding granted will be subject to annual review.

The NLTA makes the following distinction between sponsorships and donations. Sponsorships are considered a public relations activity and are evaluated using the following criteria:

- i) Is the activity province wide?
- ii) Is there a strong connection between the event and teachers/education and do the goals and objectives align with the mission and goals of the NLTA?
- iii) What are the promotional opportunities for the NLTA in terms of recognition and visibility for the Association?
- iv) Has the activity been sponsored by the NLTA in previous years?

c) Financial Support to Other Unions And Organizations

The Executive may provide financial support to other organizations or unions involved in a job action. A "job action" for the purposes of this policy will be defined as a legal strike or lockout and one which threatens either some principle of labour relations or the integrity of the collective bargaining process.

d) Financial Support for Political Action Campaigns With or Without Partnership With Other Organizations

The Executive may provide financial support for political action campaigns with or without partnership with other organizations if Executive determines there is a strong connection between the event or campaign and the protection/defence of the NLTA and/or its members. Such political action campaigns are distinguished from political action campaigns related directly to negotiations.

e) CTF Defence Fund/EI Solidarity Fund

Requests for financial support through the CTF Defense Fund/EI Solidarity Fund for emergencies/ disasters will be considered on an individual basis by Provincial Executive.

f) **Financial Support to Individual Schools or School Groups**

The Provincial Association does not provide donations or financial support to individual schools or school groups. [Jan/31/14] [JC Mar/14] [2015 BGM]

5. **Expense Claims**

These regulations apply to members and staff while travelling on business authorized by the Executive Council. This policy shall supersede all references to expense reimbursement found in other policies of NLTA. [Feb/2-3/89] [Mar/17&19/16] [JC Mar/16] [2017 BGM]

Expense claims are to be submitted within thirty days of incurring the expense. [Oct/31&Nov/2/13] [JC Nov/13] [2015 BGM]

Expense claims submitted by Executive members will be processed within ten business days of submission. [Mar/17&19/16] [JC Mar/16] [2017 BGM]

a) **Travel Expenses**

i) Members of the Association travelling on authorized business shall be governed by the following regulations in order to receive out-of-pocket expenses. There shall be three categories under which expenses incurred in travel shall be paid. Members will make their claims under one of these categories:

- Members using their own cars:
 - Subject to staff collective agreements, the Association's kilometre reimbursement rates for paved roads shall be established at 40% of the average cost of self-serve, regular gasoline, as determined on the first day of each fiscal quarter and remaining constant for the specific quarter, to a maximum of the non-taxable vehicle allowance per kilometre as established by the Canada Revenue Agency. It is understood that the average cost referenced herein shall mean the cost as determined for the island portion of Newfoundland and Labrador. The Association's kilometre rates for unpaved roads will be calculated at 1.5 times the paved road rate. [Oct/12-13/01] [JC Nov/01] [2003 BGM] [Jan/14-15/05] [2005 BGM] [Oct/23&25/14] [2015 BGM] [Mar/17&19/16] [JC Mar/16] [2017 BGM]
 - This rate shall apply only where air transportation is not available at a more economical rate.
- Members using public transportation and their own cars:
 - If a member uses his/her own car to a railway station, bus or air terminal in order to use public transportation as a means of travel, he/she may claim as in the category above for round trip car mileage to such station.
 - Round trip fare by the most direct route will also be paid for the kind of transportation used. Return economy air fare shall be used for air travel and seat sales should be taken advantage of where possible. [Dec/4-5/92]

- Members using public transportation:
 - Return economy air fare (or seat sales where possible), first class rail fare and berth, or bus fare will be paid to members who use public transportation while travelling on business authorized by the Executive Council. **[Dec/4-5/92]**
- ii) Members who use public transportation must present a receipt to the Manager of Corporate Services for reimbursement. Said reimbursement will not exceed the receipted amount. **[Feb/13-14/87]**
- iii) Authorization by the Executive Council, the Table Officers, or the Manager of Corporate Services is required if it is necessary for a member to use a means of travel other than his/her car or public transportation, except as provided elsewhere in these policy statements.
- iv) Taxi fares may not be claimed unless authorization has first been given, except that taxi fares from airport to hotel or meeting site, or hotel to meeting site, and return may be claimed provided that all such claims in excess of the amount approved by Executive are accompanied by a receipt.
- v) In instances where two or more members travel in the same vehicle, only one claim for travel expenses shall be paid.
- vi) When travelling on NLTA business, Executive members and Administrative staff will be permitted the reasonable use of rental cars without prior approval being required excepting when cheaper transportation is available by use of taxis. The following guidelines should be followed:
 - NLTA assumes the liability for the deductible on the renting company's insurance policy and NLTA does not buy medical coverage from rental agencies.
 - Where possible, cars should be rented from the company (companies) under rental agreement with NLTA.
 - Rental cars will not be used outside the province of Newfoundland and Labrador unless prior approval is received. **[Dec/4-5/92]**
 - Rental cars, when used, should be shared whenever possible.
 - Rental cars are to be used by Administrative staff for out-of-town travel only.
 - When travelling to branch functions, every effort should be made to ensure that transportation is shared. In keeping with this all rentals should be coordinated through the Manager of Corporate Services' office.
 - Every effort should be made to return rental units as early as possible, where so doing would result in savings to NLTA.
- vii) Where a member, who is performing duties as assigned by the Provincial President or designate, uses his/her private vehicle and is involved in an occurrence which will cause that individual to incur out-of-pocket expenses, the NLTA will assume liability for those

expenses, except for normal maintenance and repair due to usage, and expenses resulting from traffic violations. Said reimbursements will be up to the lesser of:

- \$500;
- actual receipted out-of-pocket expenses;
- insurance deductible on the individual's insurance policy;

Reimbursements shall only be granted when the occurrence is reported to the police and/or the individual's insurance company or documentation is provided to the satisfaction of the Finance and Property Committee of NLTA to substantiate this claim.

[Jan/7/00] [JC Feb/00] [2001 BGM]

viii) When parking tickets are unavoidably incurred while on NLTA business, the Association shall reimburse the full amount of the fine upon receipt of a photocopy of the ticket.

[Mar/9-10/90] [1990 AGM]

ix) The Association maintains and pays the cost of a travel insurance plan for members and staff while travelling on NLTA business.

b) Meals

i) While travelling on authorized NLTA business a per diem allowance will be paid in accordance with amounts approved by the Provincial Executive Council. These amounts shall be inclusive of any gratuities. **[Mar/17&19/16] [JC Mar/16] [2017 BGM]**

Per diem rates will not be paid where the cost of meals is included as part of another reimbursable item (i.e. conference fee, transportation cost) or provided by a third party.

[Mar/17&19/16] [JC Mar/16] [2017 BGM]

ii) Claims for reasonable expenses over and above the per diem amount will be paid following approval by the Finance and Property Committee provided such claims are accompanied by appropriate receipts.

ii) For travel outside the province on NLTA business, the option will be to claim the per diem allowance (no receipts) or to claim receipted itemized costs, provided they are reasonable and an explanation is provided to the Manager of Corporate Services for any expenditures in excess of the per diem allowance. **[May/6-7/88] [1989 AGM]**

c) Accommodation

i) Types of Accommodation

- Persons travelling on business for the Association will be accommodated in private rooms. **[Mar/25/10] [JC Mar /10] [2011 BGM]**
- One hotel room per family will be provided at NLTA functions where accommodation is required. **[Dec/4-5/92] [Mar/25/10] [JC Mar/10] [2011 BGM]**

ii) **Choice of Accommodation**

- Accommodation will be provided in "standard" rooms in hotel(s) where NLTA has negotiated special rates. Reimbursements for persons choosing other than "standard" rooms, or choosing alternative hotels, will be up to the negotiated special rate above. A receipt shall be attached to the claim.
- Claims for members choosing private accommodations instead of hotel accommodation will be paid in accordance with amounts approved by the Provincial Executive Council.

iii) **Family Members Accompanying**

- Recipients of Association awards may be accompanied at Convention by a spouse/partner, and extra expenses, if any, incurred by the spouse/partner will be borne by the Association. [1987 AGM]
- Guest speakers and special guests may be accompanied by a spouse/partner, and extra expenses, if any, incurred by the spouse/partner may be borne by the Association at the discretion of the Executive Council or the Table Officers.
- Executive members, administrative staff, negotiating team members, and Convention delegates may be accompanied by a spouse/partner and children with no additional charge for accommodation, provided NLTA can continue to negotiate a per room charge regardless of the number of occupants. Any charges levied by the hotel over the negotiated room charge will be the responsibility of the member.
- When spouses/partners of members are personally invited to a function by the Executive Council, expenses will be paid in line with this policy on expense claims, subject to the restrictions that travel expenses will not exceed the normal travel expenses for the member.
- When members attend a function and are invited by the Executive Council to be accompanied by a spouse/partner, the actual cost of the attendance at the function of the spouse/partner will be borne by the Association, but all other related costs shall be borne by the member.
- All claims for expenses of spouses/partners shall be submitted by the member together with the member's own expense claim and will be paid to the member. [Dec/1-2/88] [1989 AGM] [Oct/23 & 25/14]

iv) **Necessity of Accommodation**

To maintain sound fiscal responsibility and to avoid any perception to the contrary in the eyes of the membership, persons will not normally avail of overnight accommodation when:

- Their residence is sufficiently near to permit commuting, and when one would normally commute at that hour for non-NLTA activities, taking into account such factors as weather conditions and late evening adjournment.

- Suitable public transportation is available, and when one would normally travel at that hour for non-NLTA activities, taking into account such factors as weather conditions, late evening adjournment, and the need to drive following the use of public transportation.

There are three exceptions to the above policy:

- Provincial Executive members not normally reimbursed for accommodations and meals while attending Provincial Executive meetings will be reimbursed for up to two nights' accommodation and related meals. [Aug/26-28/13] [JC Nov/13] [2015 BGM]
- Joint Council members not normally reimbursed for accommodations and meals while attending Joint Council meetings will be reimbursed for up to one night's accommodation and related meals. [2009 BGM]
- BGM delegates who drive to Convention and have a driving time greater than five hours will be given the option of hotel accommodations for the concluding day of Convention. [2009 BGM]

v) **Receipts**

Members who use hotel accommodation must present a receipt to the Manager of Corporate Services for reimbursement. Such reimbursement shall not exceed the lesser of the receipted amount and the cost of "standard" room(s) in a hotel where NLTA has negotiated special rates. [Dec/1-2/88] [1989 AGM]

d) **Child/Dependent Care**

The Association will cover the cost of necessary child/dependent care expenses for members if they are participants at the Association's Biennial General Meeting, committees of the Provincial Executive, Executive meetings, Joint Council meetings, grievance procedures, collective bargaining/negotiating sessions and other authorized Association business.

When members incur child care expenses outside regular Monday to Friday teacher working hours, expenses will be paid for children up to age 16 or for other dependents over the age of 16 who are physically or mentally infirm, reside in the member's home, are normally dependent on the member and for whom the member is responsible for providing care in the member's absence while on NLTA business. [Nov/23/06] [Feb/21- 23/07] [2007 BGM] [Oct/23&25/14] [2015 BGM]

All claims must be accompanied by a child/dependent care expense form and will be paid in accordance with amounts approved by the Provincial Executive Council. The amounts to be paid for child/dependent care expenses will be reviewed on an annual basis by the Finance and Property Committee. Any amounts in excess of the annually set rate must have the prior approval of the Finance and Property Committee. [Jan/12/91] [1991 AGM]

e) **Other Expenses**

Claims for other expenses not specified herein will be paid following approval by the Finance and Property Committee. Wherever possible, receipts for such expenses shall be provided. [Aug/26-28/86]

f) **Expense Statements**

A detailed expense statement of any employee or member of the Association for whom an expense account is provided will be made available to any member upon request. [1995 AGM]

6. **Scheduling of Meetings/Activities**

- a) Where possible, the Association should endeavour to ensure that its sponsored meetings/functions at which members wish or are required to attend be held at facilities which are fully accessible. [Feb/3-4/94]
- b) Where possible, meetings, etc., should be planned to minimize the costs of accommodation. It should be noted that sessions that start on Friday evening usually result in overnight accommodation for some persons who would otherwise be able to commute on Saturday morning for a nine o'clock or nine-thirty opening session. Saturday afternoon adjournments may also be planned to permit participants to avail of that day's scheduled flights. However, nothing in this policy statement is meant to seriously interfere with the required planned program of NLTA. [Aug/26-28/85]

7. **Signing Officers of the Association**

- a) Two signatures are required to validate all cheques written on behalf of the Association.
- b) For purposes of regular business of the Association in writing cheques on the General Account and Emergency Fund Account, any two of the following are signatories:
 - i) Manager of Corporate Services
 - ii) Executive Director
 - iii) President
 - iv) Assistant Executive Director
 - v) Administrative Officers
 - vi) Communications Officer
 - vii) Chairperson of Finance and Property Committee

The Manager of Corporate Services will normally be the first signing officer with the second signature coming from either the Executive Director or the President. However, if the Executive Director and the President are unavailable, the second signature may come from any of the above listed persons. [Oct/8-9/87]

8. **Guidelines Re Requests for Additional Funding for Standing Committees**

To facilitate the Finance and Property Committee in carrying out its mandate and also to set down an orderly procedure for requesting funds which are in addition to those approved at Convention, the following guidelines should apply:

- a) All requests for additional funding will be made in writing and should:
 - i) Show reasons why additional funds are being requested.
 - ii) Show details as to how the additional funding figure was computed.
 - iii) Be directed to the Executive.
- b) Executive shall consider the request and, if it is approved in principle, refer the request to the Finance and Property Committee.
- c) At its next meeting, the Finance and Property Committee will consider the request in light of priority of funding to the program, as established by the Executive, detail of computation and current financial position of the Association.
- d) The recommendation of the Finance and Property Committee will be made to Executive table at the next possible Executive meeting.
- e) Executive will consider the recommendation of the Finance and Property Committee, vote on the recommendation, and instruct:
 - i) The Manager of Corporate Services to take action in accordance with the vote. **[1986 AGM]**
 - ii) The Executive Director to write the requesting party informing them of the Executive decision. **[Apr/7/79]**

9. **Requests for Funding in Excess of Budgeted Amount**

Unless otherwise determined by Executive, a motion requiring funding in excess of the budgeted amount, or a motion requiring funding not budgeted for, shall be referred to the Finance and Property Committee so that the committee can report back to Executive at the subsequent meeting as to the availability of monies to action the motion. **[Nov/30-Dec/1/79]**

10. **Toll Free Telephone Number**

The Association provides a toll free telephone number to receive telephone calls from NLTA members within the province of Newfoundland and Labrador. **[May/5-6/89]**

11. **Gifts**

Gift is an item or amount of money which is gratuitously given or bestowed to an individual or to a third party on behalf of an individual. Honorarium is a fee given to an individual for professional service.

a) **Gifts to Members of the Association**

- i) Where staff, Executive, or members of standing or ad hoc committees perform a service within the Association (e.g. presentations at seminars, council inservice, Joint Council meeting, etc.), the service shall be considered part of the respective role of the individual

and gifts are thus unnecessary. Recognition of contributions by these individuals may be made through certificates of appreciation or letters of appreciation. Individuals will not be permitted to charge any fee or honorarium for such service provided.

- ii) Gifts or honoraria received by staff, Executive, or members of standing or ad hoc committees while representing NLTA at functions outside the Association may be kept.
- iii) All gifts in excess of the amount approved by the Provincial Executive Council that are received in the course of business of the Association as a result of a purchase, tender agreement, or promotion shall become the property of the Association.
- iv) Where a gift cannot be used by the Association, it shall be sold, raffled, or donated to a charity.
- v) All wins through the luck of the draw shall be excluded from the guidelines of this policy.

b) Gifts to Individuals Outside the Association

- i) Where an individual who is not a member of the Association performs a service and has received a fee or honorarium for services provided, a gift may be given, but in no case shall the value exceed the amount approved by the Provincial Executive Council.
- ii) Where no honorarium is given or fee charged, a gift not to exceed the amount approved by the Provincial Executive Council may be given.

c) Gifts (Special Situations)

Gifts may be given in the following situations but shall not exceed the amounts approved by the Provincial Executive Council:

- i) Completion of presidential term.
- ii) Retirement from employment with the Association.
- iii) Christmas gifts to staff.
- iv) Other situations which may arise - value should be determined by Finance and Property Committee prior to any purchase. **[Nov/24-25/94]**

12. Presidential Expenses

a) Moving Expenses

- i) Payment of all reasonable expenses for packing and removal of household and personal effects from the usual place of residence to St. John's and, at the end of the term of office, to home.
- ii) Hotel accommodation of up to one week, both at the beginning and end of term, while household and personal effects are being packed and moved.
- iii) The Association will pay the moving expenses for an outgoing President to return to the same community from which he/she moved to assume the Presidency. **[June/11-12/99]**
[JC Feb/00] [2001 BGM]

- iv) It is understood that if the President does not return to the same community from which he/she moved to assume the Presidency, the Association will reimburse him/her for moving expenses incurred, to a maximum of the cost which would have been incurred in moving back to the same community from which he/she moved to assume the Presidency.
- v) Any matters not covered in the foregoing will be resolved by mutual agreement between the President and the Finance and Property Committee.

b) Presidential Housing Allowance

A president whose principal residence is not within reasonable commuting distance from St. John's shall be paid a monthly allowance upon moving to the St. John's area, provided that he/she maintains his/her principal residence upon taking office. If the president's principal residence should change during his/her term of office, he/she must notify the Association immediately.

The monthly allowance will be determined by the Finance & Property Committee prior to each presidential term and will be calculated based on the cost of a reasonable two-bedroom apartment in St. John's. [Oct/23&25/14] [2015 BGM]

c) Salary and Benefits

The President's salary and expense allowance shall be established biennially by the Provincial Executive. [Feb/3-4/84] [Oct/23&25/14] [2015 BGM]

13. Salary for Paid Executive Members During a Job Action

During a job action, paid Executive members of NLTA shall receive pay equivalent to other members of the Association. [1991 AGM] [Jan/10-11/92]

14. Capital Equipment

- a) All equipment costing \$1000 or more and having an estimated useful life of more than one (1) year will be considered a capital equipment purchase. [Feb/13-14&15/13] [JC Feb/13] [2013 BGM]
- b) All furniture and related office equipment will be depreciated over a ten (10) year period.
- c) All computer equipment (hardware and software) will be depreciated over a three (3) year period. [Feb/13-14&15/13] [JC Feb/13] [2013 BGM]
- d) The Manager of Corporate Services will have the authority to purchase any capital equipment up to a cost of \$1,000.00; said purchase to be reported at the next Provincial Executive Council meeting.
- e) The Executive Director will have the authority to purchase any capital equipment up to a cost of \$10,000.00; said purchase to be reported at the next Provincial Executive Council meeting.

- f) Any capital equipment purchase in excess of \$10,000 will require prior approval of the Finance and Property Committee; said purchase to be reported at the next Provincial Executive Council meeting. **[Feb/12-13/97] [1997 AGM]**

15. Use of NLTA Funds

No NLTA money will be used to subsidize government costs. **[1999 BGM]**

16. NLTA Investments

The Newfoundland and Labrador Teachers' Association is responsible for the investment of various funds, the purpose of which are diverse and relate to benefits that are provided to the Association's members and support staff, various operational responsibilities of the Association, and financial support for professional development opportunities.

The Group Insurance Managers are responsible for the overall management of the Group Insurance Trust Fund and, additionally, for the management of the Post 65 Life Fund (subject to consultation with the Provincial Government). The Association, acting through its Provincial Executive, is responsible for the overall management of the remainder of the Association's assets (excluding the Group Insurance Trust Fund and the Post 65 Life Fund). **[Sept/23/16] [JC Oct/16] [2017 BGM]**

The Group Insurance Managers and the Provincial Executive have delegated tasks to the Pooled Investment Fund Committee. This Committee consists of the Chairperson of the Finance and Property Committee, one other member of Finance and Property named by Executive, the Chairperson of the Group Insurance Managers, one other member of the Group Insurance Managers named by the Group Insurance Managers, and one member representing the Support Staff Pension Fund named by the Support Staff. The Chairperson of the Committee will alternate biennially between the Chairperson of Finance and Property and the Chairperson of the Group Insurance Managers. **[Sept/23/16] [JC Oct/16] [2017 BGM]**

The Pooled Investment Fund Committee shall be governed by and be responsible for the development, implementation and evaluation of the NLTA Statement of Investment Policies and Procedures (SIP&P). The length of the SIP&P makes it impossible to include it in this publication. However, the complete text is available upon request from the NLTA office. **[Feb/20/03] [2003 BGM] [Mar/30/06] [JC Nov/06] [2007 BGM] [Aug/26-28/13] [June/12/15] [JC Nov/15] [2017 BGM]**

F. Staff of NLTA

1. Appointment and Duties of Administrative Staff

- a) The appointment and responsibilities of the Administrative Staff are governed by the NLTA By-Laws.
- b) The Administrative Staff shall be appointed by the Executive and shall hold office until services are terminated as per the Collective Agreement.
- c) The Executive Director shall be responsible for all office work in connection with the normal business of the Association and shall supervise all administrative and office staff. He/she may be delegated to act for the Executive, if and when such action is necessary. He/she may, with the consent of the Chairperson, speak at any meeting called by the Association, but he/she may not vote on any question submitted.
- d) The Treasurer referenced within By-Law XIX. - Funds and Assets of the Association, will be the Manager of Corporate Services.

2. Employment Equity Within the Association

There should be equal opportunity for both gender groups for employment within the Association.

When two or more persons are determined to be equal for a position, then the person from the minority gender group will be offered the position.

- a) Employment equity action shall be defined as a strategy to ensure proportionate representation of both gender groups in every job at every level of the Association.
- b) Proportionate representation will be consistent with the proportionate representation of the active membership.
- c) The levels of the workforce of the Association for the purpose of this policy will be as follows:
 - i) Senior Management
 - Executive Director (1)
 - Assistant Executive Director (1)
 - ii) Senior Staff
 - Administrative Officers (5)
 - Communications Officer (1)
 - Manager of Corporate Services (1)
 - EAP Coordinators (2)
 - iii) Support Staff
 - Executive Assistant, Governance (1)

- Assistant to Senior Management (1)
 - Assistants (4)
 - Clerical Assistant (1)
 - Accountant/Assistant (Corporate Services) (1)
 - Graphic Designer (1)
 - Supervisor of Printing Operations (1)
 - Online Information Coordinator/Receptionist (1)
 - Building Operations Coordinator (1)
 - Systems Analyst (1)
 - IT Administrator (1)
 - Records Management Clerk (1)
- d) Considering the specialization required for most positions in the workforce, it is recognized that limited opportunities exist to correct proportionate representation by promotion. Nevertheless, education programs for all staff levels will be made available so that maximum advantage can be taken for promotional opportunities.
- e) Advertisements at all levels and for all positions will clearly indicate the Association as an equal opportunity employer. A revised advertisement format will be developed so that it is friendly towards both gender groups.
- f) A package will be developed for those involved in hiring, training, and promotion to provide for non-biased interviewing techniques and to help facilitate the goal of proportionate representation.
- g) Interviewing teams will contain representatives from both gender groups. **[Jan/8-9/99]**
3. All employees will be protected under the Workers' Compensation Act. **[June/8-9/84]**
4. **Occupational Health and Safety**

Management of the Newfoundland and Labrador Teachers' Association is vitally interested in its employees' health and safety. Our objective is to protect our workers from injury and illness.

The NLTA, as the employer, is ultimately responsible for worker health and safety.

The NLTA is committed to taking every reasonable precaution for the protection of all workers and to uphold the requirements under the occupational health and safety legislation. To fulfill this commitment, the Newfoundland and Labrador Teachers' Association will make every effort to provide and maintain a safe and healthy workplace by implementing an occupational health and safety program, adhering to acceptable industry standards and complying with occupational health and safety legislation. In keeping with this legislation, a healthy and safe workplace will be accomplished in consultation and cooperation with management and employees, in particular the Occupational Health and Safety Committee.

Team leaders will be held accountable for the health and safety of workers under their supervision. Responsibility includes ensuring that machinery and equipment are safe and that workplace practices are in compliance with established legislation, work practices and procedures. To protect their health and safety, workers must receive adequate and specific work task training.

Every worker must protect his/her own health and safety and the health and safety of other workers by working in compliance with the legislation and established workplace practices and procedures.

Contractors will be expected to operate according to the legislative requirements using best practices and following the NLTA policies and procedures regarding health and safety.

Health and safety is an integral part of this organization's everyday business. It is in the best interest of all to join together and put into practice health and safety principles in all work activities.

This policy will be reviewed on an annual basis and revised as necessary. [Oct/15/04] [JC Nov/04]
[2005 BGM]

G. The NLTA Building

1. The NLTA By-Laws state that the Head Office of the Association shall be at the City of St. John's. The Association maintains this office in its own building located at 3 Kenmount Road in St. John's, NL.
2. Groups affiliated with NLTA and meeting as an NLTA group are permitted to use the NLTA meeting facilities free of charge.
3. All outside agencies who wish to rent the NLTA Board Room shall apply to the Manager of Corporate Services. **[1986 AGM]**
4. Groups hosting social functions following their meeting(s) (e.g. wine and cheese) must employ the services of the Coordinator of Building Operations.
5. An appraisal of the NLTA Building's replacement cost is to be carried out every two (2) years by a person holding a AAIC designation. **[Oct/16/82]**
6. **NLTA Scent-Sensitive Workplace Policy**

Due to the health concerns arising from exposure to scented products, the NLTA building is a scent-sensitive workplace. All employees are committed to reducing and eliminating scented personal care products from the workplace that have potential to cause illnesses and/or allergic reactions. Also, whenever possible, only scent-free cleaning products will be permitted to be used within the building at all times.

- a) All employees and visitors who enter the NLTA building must ensure that they are free of scented personal care products, such as:
 - i) perfumes and fragrances;
 - ii) aftershaves and colognes;
 - iii) shampoos and conditioners;
 - iv) hairsprays and hair products;
 - v) soaps and deodorants;
 - vi) lotions and creams; and
 - vii) cosmetics.
- b) As an employer, the NLTA is committed to reducing and eliminating scented cleaning products, tobacco smoke, building materials that release volatile organic compounds (VOCs) and air fresheners and deodorizers from the workplace. The procedure to be used in order to comply with this commitment is as follows:
 - i) Scent-sensitive signs will be displayed throughout the NLTA building in clear view for all employees and visitors to read.
 - ii) All employees and NLTA members shall be informed that the NLTA building is a scent-sensitive workplace. Visitors will be informed that the NLTA building is a scent-sensitive workplace through signs posted at all entrances to the building.
 - iii) All cleaning products and building material used throughout the building must be scent-free, whenever possible. If scent-free products are not available, all employees will be

notified that such products must be used prior to any cleaning, painting or renovations occurring.

- iv) Any violations of this policy will be reported immediately to the Executive Director (or designate) and members of the NLTA Occupational Health and Safety Committee.
[Mar/30/06] [JC Nov/06] [2007 BGM]

H. NLTA Branches

1. Organization and Operation

- a) Section 5(1)(d) of the NLTA Act, 1974, states: "The Association may establish local and regional branches."
- b) **Formation, Operation or Disbandment**
 - i) The formation, operation or disbandment of a branch shall be in accordance with By-Law IX of the NLTA By-Laws and with the policies outlined below. **[Feb 21- 23/07] [2007 BGM]**
 - ii) In the event that a branch ceases to be active, namely, that the branch disbands, amalgamates, ceases to exist because of a drop in membership below the required minimum, fails to form an executive or does not meet viability guidelines, the assets of the branch shall become the property of the Association. **[Feb 21-23/07] [2007 BGM]**
- c) **Changes to Branch Boundaries**
 - i) Changes to branch boundaries shall take place only as a result of consultation between the members concerned and Provincial Executive. The initiative for such a change may originate with the members concerned, with the Provincial Executive or with the committee responsible for branch operations through the application of the branch viability guidelines as outlined in d) below.
 - ii) If the initiative does not originate with the committee responsible for branch operations, then the committee will initiate the review by first applying the branch viability guidelines as outlined in d) below.
 - iii) Any changes to branch boundaries must receive the prior approval of the Provincial Executive as per By-Law IX.A. **[Feb 21-23/07] [2007 BGM]**
- d) **Branch Viability Guidelines**
 - i) Branches are required to submit a completed viability profile to the NLTA Head Office prior to the end of each school year in which the Association's Biennial General Meeting is held.
 - ii) If the profile is not submitted or if, in the opinion of the committee responsible for branch operations, the branch does not meet the viability criteria, the committee will initiate a consultative process with the branch to determine the branch's continued viability.
 - iii) This consultative process will consist of a review of the branch by the committee responsible for branch operations. Such review may include branch/school submissions, briefs, branch/school meetings, input from the assigned branch contact person and input from the branch executive members and school representatives. The Committee may take into account any and all factors affecting the viability of the branch. During this stage, supports and assistance will also be offered to help the branch meet the viability guidelines, including but not limited to:

- scheduled visits to the school(s) in the branch by the NLTA President;
- a survey of all branch members regarding the continuation of the branch;
- school visitations by NLTA staff and/or Executive members to discuss the branch situation and options with teachers. [May/29/09] [JC Nov/09] [2011 BGM]

iv) Following completion of the consultative process, the committee responsible for branch operations will present its report and recommendations to the Provincial Executive and to the members of the branch. The Provincial Executive will then consult with branch members in determining the future status of the branch. [Feb/ 21-23/07] [2007 BGM]

e) **Membership Registration**

Branches should conduct registration for substitute teachers who work at least once by December 31st of that school year. All substitute teachers should register either with the branch where they reside or with the branch where they normally do the most substituting, not both.

2. **Financing**

a) In accordance with By-Law XIX of the Association's By-Laws, the financial arrangements for NLTA branches shall be determined by the Executive and approved by the Convention in its budget. Other resources may be sought and expended without reference to the Executive, except that no branch may incur any indebtedness through such things as borrowing or use of credit cards without prior approval of Executive.

b) **Rebates to Branches**

i) **Registration Rebate**

Each branch will be provided with a registration rebate, the amount to be as specified in the Association's budget. Two hundred dollars of this rebate will be forwarded to the branch treasurer by the end of the second week of September after the NLTA office has received the completed pre-registration form for the branch. The remainder of the registration rebate will be forwarded to the branch treasurer upon completion of the official branch registration from the branch, which must be received at the NLTA office by November 1. [Mar/4-5/94] [1994 AGM] [Feb/21-23/07] [2007 BGM]

ii) **Membership Rebates**

- The branch will receive a rebate amount per member as specified in the Association's budget for the year. In determining the number of members, branches should use the total of all regular full-time and part-time teachers. Additionally, when computing membership totals for rebate, branches may use either the number of replacement teachers or the number of teachers on leave, but not both. The number of members per each school or board office should be recorded on the branch registration form. [Mar/5-6/92] [1993 AGM]
- This rebate will be sent to the branch treasurer, but must be claimed before December 31 of the school year and will be paid only upon receipt of the complete audit for the previous year as per Association policy on the auditing of branch accounts.

- The rebate for substitute teachers will be an amount equal to the current membership rebate and will be paid for all substitute teachers who have worked at least once by December 31 of that school year. Rebate requests must be received at the NLTA office by January 15. **[Feb/12-13/97] [1997 AGM]**

iii) **Use of Branch Registration and Membership Rebates**

These amounts constitute the normal branch operating funds and are to be used by the branch to fund its day-to-day operations and normal administrative costs, including:

- regular expenses associated with branch meetings;
- normal administrative costs such as postage, photocopying, faxing, telephone, stationery, etc.;
- after-meeting socials;
- travel rebates to members, if applicable;
- contributions to additional branch projects such as professional development activity, Education Week, branch newsletter, etc. (depending on the size of the branch and finances available.)
- the provision of child care at branch general and executive meetings, when required. **[Feb/2-3/89] [1989 AGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**

c) **Additional Funding**

- i) Requests from branches for additional funds for teacher-oriented activities will be considered provided that approval is obtained in advance and an itemized breakdown of the amount requested is included. Requests should be made on the official request form located in the Branch Operations Manual. Projects such as Education Week, branch newsletter, etc. may also be submitted for consideration.
- ii) Financing of the regular branch program may be considered for extra funding when it is recognized that in a particular case the amount of branch rebate is insufficient to fund the branch's normal administrative operations.
- iii) The Association will give consideration to requests for additional financing from smaller branches who have less ability to contribute to such activities from their general branch funds.
- iv) Projects will be judged on merit, financial conditions, geographical location and size of requesting branch.
- v) Speakers/presenters who do not charge a set fee for their services may be provided with a moderately priced gift rather than a monetary honoraria. **[Nov/5- 6/98]**
- vi) Branches that expend regular funds on such things as Education Week activities, children's parties, public speaking contests, branch scholarships, etc., and intend to apply for additional funding for such expenditures, should be aware of the limited funds available in the overall Association Budget. Despite the fact that such activities are very worthwhile and commendable, branches must be sure they can fund such activities and, at the same time, carry on the regular branch program.

- vii) Branches having a travel rebate policy for members attending meetings should develop stringent guidelines for paying such rebates based on the availability of branch funds.

viii) **Assistance for Exceptional Travel**

Special funds shall be allocated to branches which have transportation difficulties. In order to qualify for this assistance, a branch must have a transportation rebate policy which has been approved at a branch meeting. Such branches must declare on the request form the following information: the nature of the special transportation problem (i.e. travel by water, excessive distance by road, etc.); a detailed description of the anticipated solution (i.e. boat charter, snowmobile, transportation by air, etc.); and a realistic cost estimate of the proposed solution based upon prevailing transportation conditions.

ix) **Retirement Dinners**

As per NLTA guidelines, the branch will be reimbursed for the actual cost of the meal provided for the retiree(s), spouse/guest and two branch executive members upon receipt of proof of expenditure from the branch. [Nov/24-25/94] [1995 AGM] [Feb/18-19/15] [2015 BGM]

x) **School Board-Teacher Liaison Committees**

- The expenses of the teacher representatives on these committees will be paid by the Association as per current Association policy on the payment of expenses.
- The branch may pay the expenses of its representative(s), as per current Association policy, and upon receipt of expenses claim forms and receipts, then forward such to NLTA office for reimbursement. If branch funds are insufficient to meet such expenses, the expense claims, with receipts, may be forwarded directly to the NLTA office for payment.
- Payment shall be made only upon receipt of a report on the liaison meeting or a copy of the minutes of the meeting.

xi) **Branch Political Action**

Additional funding for political action will be provided only for approved activities. [Nov/27/08] [JC Feb/09] [2009 BGM]

xii) **Program Funding**

All branches are encouraged to plan their total year's program early in the branch year and to make requests for additional funding towards planned activities under the appropriate categories noted above. [Jan/9/87]

xiii) **Limitations on Spending of Branch Funds**

- No branch funds or branch assets may be used to support the campaign of a candidate for NLTA provincial office. [Feb/8-9/90] [1990 AGM]

- With the exception of the Convention host branch, no branch funds or branch assets may be used to establish a suite or hospitality room at the Convention. [Feb/8-9/90] [1990 AGM]

xiv) Review of Branch Funding

- The branch funding system and the amounts budgeted for particular aspects of that funding will be evaluated annually by the Executive Assistant, Governance, at the NLTA office during the budget preparation process with specific recommendations, if any, being presented to Executive for consideration during the budgetary process. [Aug/31-Sept/2/87]
- Future increases in the branch rebate system will consider as a first priority increases in the registration rebate or weighted increases in the membership rebate (e.g. a larger rebate for the first 100 members) to ensure that all branches, including those with a small number of members, are receiving sufficient rebate amounts to fund normal administrative and other costs.

c) Auditing of Branch Accounts

Branch accounts shall be audited at the end of each branch year by at least two members of the branch other than branch executive officers. The results of this audit shall be registered with the NLTA office on the form provided, together with any written report by the auditors. To facilitate the auditing process, the branch treasurer shall complete the audit form and submit it to the branch auditors along with the branch financial records for the year. [Feb/13-14/87]

3. Branch By-Laws

- a) All branch by-laws shall be in accordance with the model branch by-laws as approved by Executive. The following details shall be built into any proposed by-laws:
 - i) Authority and name of branch.
 - ii) Definition of branch boundaries.
 - iii) Membership eligibility.
 - iv) Objectives and activities of the branch.
 - v) The Executive of the branch.
 - vi) Election of Executive and term of officers.
 - vii) Duties and powers of Executive.
 - viii) Specific duties of each Executive officer.
 - ix) Provision for appointment of school representatives.
 - x) Duties of the council members.
 - xi) Meetings of the council.
 - xii) Quorum at meetings.
 - xii) Number of meetings.
 - xiv) Notice of meetings.
 - xv) Agenda of meetings.
 - xvi) Suggested order of business at meetings.
 - xvii) Emergency meetings.
 - xviii) Business to be conducted at general meetings only. (See NLTA By-Law IX.D.)
 - xix) Method of removal or replacement of officers.

- xx) Committees of the branch.
 - xxi) Financial procedures of the branch.
 - xxii) Rules of procedure.
 - xxiii) Amendments to by-laws. **[June/8-9/84] [1986 AGM]**
- b) All branch by-laws, and amendments thereto, must be submitted to the Executive Assistant, Governance, at the NLTA office.
- c) It is recommended that branch executives be elected for a two-year term of office. **[1995 AGM]**

4. **Quorum at Meetings**

- a) In establishing a quorum for branch meetings, each branch shall aim for a workable number, combined with certain underlying principles to ensure that branch members have an equal opportunity of being involved in the decision-making process.
- b) Such factors as communicating adequate notice of meetings, announcement of the agenda items to be considered at the meeting, and an assurance that such communications reach the members may be considered as constituting quorum requirements in lieu of any fixed number. **[Mar/3-4&6/83]**

5. **Branch Representation at NLTA Functions**

No branch representative(s) will be invited to attend, or be reimbursed for attending, any Joint Council meeting, Convention, or Special General Meeting, or any seminar or workshop called or approved by the Provincial Executive unless the branch has been duly registered, including the submission of an approved audit for the previous school year by the deadline noted in Section 2.b) of this policy, and the representative(s) selected in accordance with the approved by-laws of the branch. **[Feb 21-23/07] [2007 BGM]**

6. **Branch Responsibilities for Communications During Negotiations**

(See Section 5 - Communications with the Membership under the policy on Collective Bargaining, Page BES3 of this handbook.)

7. **Voting Procedures on Provincial Package**

- a) **Prior To Conducting a Vote**
 - i) On matters of utmost urgency, where the Provincial Executive requests that all teachers be called upon to debate and/or vote on a critical issue, the Provincial Executive will also suggest dates for all branch meetings.
 - ii) During the voting process on any issue, all pertinent information is to be correctly supplied to the voting body with appropriate time being made available to ensure that the membership can make a realistic decision.
 - iii) Each branch shall maintain a membership list for each school and board office within its boundaries.
 - iv) The branch executive shall ensure that the school representative (or designate) is fully aware of the duties involved in conducting the vote. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**

b) Eligibility to Vote

All NLTA members who satisfy the requirements of active membership in the Association, in accordance with By-Law III.A. shall be eligible to vote, including substitute teachers who have taught for at least one day during the school year. [Jan/27/06] [JC Feb/17/06] [2007 BGM]

c) Distribution of Ballots

- i) Ballots will be distributed by the NLTA office to school representatives (or designates) in each school and board office in numbers sufficient for each teacher in that school and allowing extra ballots for substitute teachers, teachers on leave, teachers from other schools or branches, and spoiled ballots. The package shall also include the appropriate forms as supplied by the NLTA office, any background materials needed and a voting instructions sheet. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
- ii) A record of the total number of all ballots issued to each school shall be maintained by the NLTA office.
- iii) School representatives (or designates) shall complete the acknowledgement of receipt of ballots form included in the package and fax it to the NLTA office as soon as the package is received. [Jan/27/06] [JC Feb/17/06] [2007 BGM]

d) Voting

- i) Each member must have the opportunity to vote in secret, and every effort shall be made by the branch executive to ensure confidentiality at an individual, school, and branch level.
- ii) Voting by proxy is not permitted.
- iii) A faxed ballot is permissible if it is not possible for a member to be physically present in any branch on voting day, provided that the completed ballot which is returned by facsimile is accompanied by a signed statement from the member in question stating that the ballot was indeed cast personally by him/her. Such vote will be administered by the NLTA and the completed ballot received only at the NLTA head office.
- iv) The branch executive will ensure that the organizational structure is in place within the branch and each school so that the vote can be conducted in accordance with this policy and voting instructions outlined by the Association on the designated date. Voting should take place on the date designated by the NLTA office, unless special circumstances at a school require the vote being conducted at another time. With the approval of the NLTA office, a vote may be conducted on a date other than the designated date only if required by conditions of geography, weather, school closure, etc.
- v) A voter who has inadvertently dealt with the ballot delivered to him/her in a manner that it cannot properly be used shall return it to the school representative (or designate) who shall destroy the ballot and provide another ballot to the voter.
- vi) A voting station will be provided at the NLTA office so that teachers on leave will have the opportunity to vote.

vii) All regulations governing the voting procedure are to be strictly followed.

viii) Special Instructions for Coastal Labrador South, Nutak Labradorimi Branches and other isolated schools as designated by the NLTA office.

- The person designated to conduct the vote in each school will, with a witness, count the ballots, record the results, and telephone or fax the results to the branch president on the day of the count. All materials to be returned, as specified under f) iv) below, shall be sent directly by the school representative (or designate) to the NLTA office in the envelope provided. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
- Any other variations from the regulations for the province will be made in consultation with the NLTA office. [Jan/27/06] [JC Feb/17/06] [2007 BGM]

e) Collection of Ballots

i) Each voter shall deposit his/her completed ballot into the envelope provided to the school representative (or designate) by the NLTA office. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]

ii) After the voting has been completed:

- The school representative (or designate) and a witness shall ensure that the number of ballots used corresponds with the number of teacher signatures on the "Registration of Voters" form. Should the number of completed ballots returned to the branch executive be more than or less than the number of signatures on the "Registration of Voters" form, the vote from that school will be nullified. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
- The completed ballots (uncounted) and accompanying forms shall be delivered to the branch executive by the school representative (or designate) or collected by the branch executive. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]

iii) With the exception of schools in the Coastal Labrador South and Nutak Labradorimi branches and other isolated schools designated by the Association [See d) viii) above], ballots are not to be counted at the school but shall be counted by the branch executive in accordance with f) below. [Jan/27/06] [JC Feb/17/06] [2007 BGM] [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]

f) Counting of Ballots

i) On voting day, or the day following, all completed ballots from all schools, once verified by the branch executive in accordance with e) ii) above, will be placed together to ensure that a total branch count is achieved, and not a school-by-school breakdown.

ii) The counting of the ballots will be done at a time and place designated by the branch executive. Ballots must be counted by a committee of the branch executive, with the results recorded on the appropriate form(s) and telephoned or faxed to the NLTA office no later than 6:00 p.m. of the day following the voting day.

- iii) In counting the ballots, the branch executive shall discard all ballots:
 - that have not been marked for an option;
 - on which votes have been cast for more than one (1) option;
 - upon which there is writing or a mark or other means by which the voter could be identified; or
 - on which the intention of the voter is not clear and evident. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**
- iv) The branch executive will mail the ballots and all related forms to the NLTA office no later than the second day after voting day, in the envelope(s) provided, ensuring that all ballots are packaged in accordance with the voting instructions.
- v) The voting results of the branch are not released by the branch executive. All results of the vote which are released will be released by the NLTA office.
- vi) The results of the ballot shall be communicated to the membership by the NLTA office.
- vii) The NLTA shall issue a media release announcing the outcome of the vote but not containing the vote count. Every effort will be made to ensure that branches receive information regarding the results of the vote prior to the media release. **[Jan/27/06] [JC Feb/17/06] [2007 BGM]**

8. Guidelines for Branch Visitation/Contact

- a) A member of the Provincial Executive shall be assigned as the contact person for each branch. **[Mar/4-5/94] [1994 AGM]**
- b) When the Executive contact person is not available for regular or special branch visitations requiring extensive in-school-day travel, the President, Vice-President, or a staff person shall be assigned, upon request, to assist the branch president. **[Aug/27/98]**
- c) **Duties for Executive Contacts With Branches**
 - i) To inform the branch that you are the contact person for the year. This should be done as soon as possible after the first Executive meeting and should include a brief outline of your role as branch contact person. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
 - ii) Where feasible, to visit the assigned branch at least once a year. **[1996 AGM] [Aug/25-26/99] [JC Feb/18-19/00] [2001 BGM]**
 - iii) To arrange to meet with the branch executive, before the regular branch meeting, on your official visit to clear up housekeeping and routine matters which may not be of specific interest or concern to the general membership.
 - iv) To serve branch officers further by being a phone/e-mail contact for instant information, clearing up difficulties, giving general advice, or interpreting Association policy. The

branch contact person should contact each of his/her assigned branch presidents at least once per month. [Jan/9/87] [Nov/27/08] [JC Feb/09] [2009 BGM]

- v) To provide direct representation re the interest and wishes of the branch when requested by them at Executive meetings.
- vi) To fill the role of special contact with delegate(s) from your assigned branch(es) at Convention by providing clarification, advice, etc., and by introducing them to your colleagues and others known to you.
- vii) To provide specific assistance in the area of branch planning for professional development days as follows:
 - The branch contact should ensure that he/she is informed of professional development days being planned for his/her area.
 - The branch contact should ensure that the branch is made aware of the guidelines to be followed in organizing a professional development day. [Jan/9/87]
- viii) To report on your visit and to alert the President's office of any weaknesses detected or follow-up needed.

d) Duties for Branch Presidents Re Executive and Staff Contacts With Branches

- i) To ensure that the branch contact person is kept informed of meeting dates, and other aspects of the branch program. [Nov/27/08] [JC Feb/09] [2009 BGM]
- ii) To ensure that the interests and concerns of the branch are conveyed to the branch contact person. [Mar/5-6/92] [1993 AGM]

e) Other Visits

- i) Additional visits by the contact person beyond the one official visit should be cleared with the President's Office. [Apr/6-7/84] [Aug/25-26/99] [JC Feb/18-19/00] [2001 BGM]
- ii) Visits by persons other than the assigned person must be cleared with the President's office, which is responsible for branch operations, and may be authorized only if funds are available.
- iii) The presentation of retirement scrolls/pins at a branch retirement function will normally be carried out by the branch president or his/her designate. However, an Executive member may be requested by the provincial President to represent him/her to carry out this function, upon request from the branch to the President's office. [Nov/24-25/94] [1995 AGM] [Nov/28/08]

9. School Board-Teacher Liaison Committees

The Collective Agreement provides for the appointment and operation of school board-teacher liaison committees and for the selection of the teacher representatives by the NLTA Provincial Executive. The Membership Benefits and Services Committee is authorized to appoint all teacher

representatives to the school board-teacher liaison committees on behalf of Executive. **[June/12-13/87]**

The teacher representatives for each committee will be selected from the branch presidents (or designate) of the branches operating within the boundaries of the school board. **[June/5- 7/1998]**
[JC Nov/98]

10. Scrolls for Retiring School Board Management Staff

Upon request from a branch, and subject to the approval of the Executive Assistant, Governance, at the NLTA office, a branch may be permitted to honour retiring school board management staff, who have less than 20 years of teaching service in the aggregate, with the presentation of an honourable retirement scroll. **[May/5-6/89]** **[1990 AGM]** **[Jun/13-14/14]**

11. Past Presidents' Pins

To recognize member involvement, an engraved past president's pin is supplied to branches by the NLTA office for presentation to a president upon completion of the term of office.

I. **Joint Council**

Joint Council shall be a body consisting of the members of the Provincial Executive Council and Branch Presidents all of whom have equal voting rights and responsibilities. **[Feb/19-20/98] [JC Feb/98]**

1. **Authority**

Joint Council shall function as an advisory body to Provincial Executive Council but shall have decision-making authority in the following areas:

- a) Whether a negotiated collective bargaining package will be recommended to the membership to be accepted or rejected, or whether it shall be accompanied by no recommendation.
- b) The wording of the ballot to be used in voting on a proposed collective agreement.
- c) Approval of amendments to NLTA policy proposed by the Provincial Executive.
- d) Approval of expenditures from the Emergency or Reserve Funds outside of those areas specifically identified in the Association's current policy on these funds.
- e) Approval of:
 - i) expenditures from the Association's budget beyond the total amount budgeted within a program area, and
 - ii) any substantial changes in program area expenditures.
- f) In the event the Association incurs any indebtedness as a result of a job action, imposing a special levy on the membership in such amount(s) or for such period and/or such terms as Joint Council deems necessary, to repay some or all of such indebtedness; such levy not to be used for any other purpose than repayment of such job action indebtedness. (By-Law XIV.J.) **[2003 BGM]**

2. **Regular Meetings**

- a) A minimum of two regular Joint Council meetings will be scheduled in each year. The first meeting will be held not later than November 30th. In a Convention year, the second meeting will be held not later than one month prior to Easter. In a non-Convention year, the second meeting will be held not later than mid-April. The scheduled dates and locations for these two meetings will be decided by the Provincial Executive and will be communicated to all branch presidents prior to September 15. **[Jan/14-15/05][2005 BGM] [Sept/22/06] [JC Nov/06] [2007 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
- b) Each Joint Council meeting will usually involve a full-day Friday business session and a Saturday business session. However, when necessary business sessions may be held on Friday evening. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
- c) The most recent Financial Statement of the Association will be provided to Joint Council members at each Joint Council meeting.

3. Special Meetings

- a) In addition to the two regularly scheduled Joint Council meetings, other special Joint Council meetings may be called by the Executive as the need arises.
 - i) If the purpose of a special meeting is to provide information to branch presidents or to consult with branch presidents without, or prior to, a membership consultation, then notification of the meeting is at the discretion of the Provincial Executive.
 - ii) The circumstances of negotiations can often require that Executive seek branch presidents' advice and make decisions in a short period of time. However, whenever possible, if the purpose of the special meeting requires branch presidents to ascertain the views of their branch membership on an issue(s), then a minimum of seven days' notification of the meeting and of the issue(s) to be discussed shall be given.
- b) When branch presidents are requested to ascertain branch members' views, Provincial Executive shall provide a concise definition(s) of the issue(s) on which the consultation is to be made and shall provide a concise question(s) which can be clearly answered by branch presidents and their membership. Preferably questions would require a yes/no response.
- c) At special Joint Council meetings which follow such a consultation process, branch presidents will be expected, in a timed session, to provide to the meeting a report of the views of branch membership. Such report may include the manner in which the views were obtained.
- d) All special consultation meetings on contract/negotiations issues shall be held prior to any final recommendations or decisions being made by Provincial Executive with regard to these issues.
- e) Prior to any final recommendations to the membership regarding the acceptance/rejection of a negotiated collective bargaining package, a special meeting of the Joint Council shall be held.
- f) Prior to a membership vote on a proposed collective agreement, a special meeting of the Joint Council shall be held. A committee of the President and an equal number of branch presidents and provincial executive members will be formed to prepare a proposed wording for the ballot to be used in voting on the proposed contract. The wording of the ballot must always include at least the right of the voting member to accept and the right to reject. (Also see policy on Collective Bargaining, Page BES5 for additional regulations re membership votes.)

4. Format and Agenda

- a) For regular Joint Council meetings, a list of suggested agenda topics will be sent to branch presidents at least one month prior to the meeting date. An accompanying letter will ask for topics which branch presidents wish to have included in the agenda for the meeting unless another means of dealing with the topic can be identified to the satisfaction of the branch president who has suggested the topic. Issues which can be dealt with in other forums or through other contacts, particularly those of an individual nature, should not appear on the Joint Council agenda.

- b) Prior to a regular Joint Council meeting, branch presidents shall inform their branch executive and school representatives of items already included in the agenda for the meeting and, where possible, obtain their views on same, and request any additional suggestions for the agenda.
- c) Where possible, background materials and the finalized agenda for the Joint Council meeting will be forwarded to Joint Council members prior to the meeting.
- d) While it is desirable to have an agenda balanced among professional development, benefits and economic services, and other issues of concern to the Association, it is recognized that there will be times when issues of the day will have to take precedence.
- e) A steering committee, consisting of the President and equal numbers of branch presidents and Provincial Executive members, will be formed to control the actual agenda at the meeting and to ensure that sufficient time is provided for discussion of issues. The committee will be named a week in advance of the Joint Council meeting, unless it has been necessary to give shorter notice for a special meeting, and the President will meet with the committee prior to the commencement of the meeting to review the finalized agenda and to deal with requests for additions to the agenda. The steering committee shall be empowered, when circumstances require, to propose, by a vote of the assembly, that the meeting be extended beyond the adjournment time assumed in the circulated agenda.
- f) Joint Council meetings should be chaired by the President, the Vice-President or a member of Table Officers with other Joint Council members designated by the President to chair individual sessions where appropriate. [Nov/27/08] [JC Feb/09] [2009 BGM]
- g) Mechanisms which encourage and maximize opportunities for discussion among, and input from, Joint Council members will be utilized for discussion of topics at Joint Council meetings.
- h) Following a regular Joint Council meeting, branch presidents shall inform their membership about the issues discussed at the meeting.
- i) It is expected that all members of the Joint Council will be in attendance for the completion of the agenda, and members are to make travel arrangements which will permit them to be in attendance for the entire meeting. Any member who, for personal reasons, is unable to attend the entire meeting shall notify the President regarding these reasons.
- j) Branch presidents must inform the NLTA office in advance if they are unable to attend the Joint Council meeting, and the branch is to be represented at the meeting by a named designate.

5. **Parliamentary Procedures**

- a) All meetings of Joint Council will be governed by Advice on the Conduct of Meetings, published by the Canadian Teachers' Federation, supplemented by Robert's Rules of Order.
- b) During the first Joint Council meeting of the year, a session on parliamentary procedures and the authority of Joint Council will be provided to members. [Nov/27/08] [JC Feb/09] [2009 BGM]

- c) Except as specified in 5.d) below, all voting at Joint Council meetings will be as per a show of voting cards which will be provided to the members.
- d) The vote on a motion concerning the recommendation on a negotiated collective bargaining package or the wording of the ballot on a proposed contract will be by recorded vote with only branch presidents, or named designate, and members of Provincial Executive eligible to participate. **[Jan/10-11/97] [1997 AGM]**

6. Communication with the Membership

- a) Joint Council members are obligated to communicate to the membership the decisions, and the rationale for the decisions, made by Joint Council.
- b) The format of a branch meeting called to present a recommendation of Joint Council to the membership will be determined at the local level. Opportunity should be provided for the presentation and discussion of all pertinent information regarding the issue.
- c)
 - i) Members of Joint Council have a right to express dissenting views on any Association issue in accordance with the NLTA By-Laws and Code of Ethics but not when acting in their official capacity as a Joint Council member.
 - ii) A Joint Council member who wishes to express a personal dissenting view of a decision of Joint Council shall not make the presentation of the Joint Council decision at his/her branch meeting where such decision is being relayed to the membership. Such presentation shall be made by the branch's Provincial Executive contact person or designate.
- d) Communications between branches re Joint Council decisions shall be made at the branch president level and not through individual schools. **[Feb/19-20/98] [JC Feb/98]**

J. NLTA Special Interest Councils

The NLTA Provincial Executive Council may approve the formation of special interest councils provided they meet appropriate viability criteria and have a minimum of 75 members or 50 percent of eligible members of a specialized group (e.g. program specialists, teacher librarians, speech-language pathologists, theatre arts teachers, etc.) as verified by the Human Resources Department of the school districts. [2015 BGM]

1. Purpose

Special interest councils are professional learning communities within NLTA, dedicated to lifelong learning and the ongoing professional growth of members. For members who wish to contribute to their Association through the professional development arm of NLTA, special interest councils:

- a) provide opportunities for involvement and leadership at provincial and regional levels.
- b) offer a professional development program which focuses on teaching and learning, instructional leadership, communications, and curriculum development and implementation.
- c) advocate on welfare matters unique to the members of that council and social issues having direct relevance to education.

2. General Administration

- a) The overall operations of the special interest councils shall be under the jurisdiction of the Professional Issues Committee, whose terms of reference are as follows:
 - i) To make recommendations to the NLTA Provincial Executive Council regarding the formation or disbandment of special interest councils.
 - ii) To advise the NLTA Provincial Executive Council in regard to funding the operation of special interest councils.
 - iii) To control, under the direction of the NLTA Provincial Executive Council, the disbursement of all funds allocated for the operation of special interest councils.
 - iv) To assign resources as required in response to requests from special interest councils.
 - iv) To assist the officers of special interest councils in organizing, managing, and directing the business and affairs of their respective councils.
 - vi) To make recommendations to the NLTA Provincial Executive Council with respect to the by-laws of special interest councils.
 - vii) To encourage special interest councils to make representation to educational authorities that reflects NLTA policy and is vetted through the NLTA Provincial Executive Council or the President.

- ix) To consider resolutions submitted to the biennial general meeting or to the NLTA Provincial Executive Council relative to special interest councils and make recommendations thereon.
- ix) To ensure a smooth transition between special interest council provincial executives by providing for appropriate training and consultation.
- b) All by-laws of special interest councils shall be submitted to the Professional Issues Committee for recommendation to the NLTA Provincial Executive Council.

3. Representation

Special interest councils may promote and make recommendations for immediate action or policy change in one or more of the following ways:

- a) Through the NLTA Provincial Executive Council to the Department of Education , school districts, the NLSBA, the Federation of School Councils, and any other organization.
- b) To any regular meeting of the NLTA Provincial Executive Council.
- c) To Joint Council or the NLTA Biennial General Meeting.
- d) To the Professional Issues Committee or the Curriculum Committee.

4. Membership in Councils

- a) Membership in a council shall be open to all NLTA active members subject to the membership requirements of the council(s) the member wishes to join and provided membership dues are paid to those councils.
- b) Associate membership in a council may be open to any other person who is not an active NLTA member whose professional interest is in a council's area of concentration.
- c) Notwithstanding a) and b) above, any person who has written out of the Newfoundland and Labrador Teachers' Association shall not be eligible for either active or associate membership within any special interest council.

5. The Executive

- a) Membership on the provincial executive of any council is subject to:
 - i) active membership within the Newfoundland and Labrador Teachers' Association, and
 - ii) employment in the area of special interest represented by the council at the time of election.
- b) The core executive shall comprise the positions of President, Vice-President, Secretary, Treasurer, and Communications Officer.
- c) Additional subject-based members of provincial executives may be from any region of the province.

- d) The term of office for a provincial executive shall be two years.
- e) Any provincial executive may stand for re-election for additional terms.
- f) At the end of the first year of a provincial executive's term of office, voting for a successor executive-elect should take place.
- g) Whenever possible, the provincial executives should rotate geographically to various regions around the province.

6. Affiliates

In accordance with Association policy, special interest councils may establish affiliates wherever possible, to a maximum of ten. Such affiliates may be formed either on a regional or subject-area basis.

In general, the establishment and operation of affiliates will be governed by the following considerations:

- a) A group of teachers may request the establishment of an affiliate by contacting the provincial executive of a special interest council.
- b) Affiliate councils should be considered in light of geographic conditions, the number of teachers in the area, educational needs of the region, and the ability of the provincial council to sustain an affiliate.
- c) Affiliate councils function under the direction of the particular council of which they are a part.
- d) Core funding for affiliates will be provided by the provincial special interest council. Budgets for affiliates must be submitted to the provincial council and grants will then be allocated on the basis of affiliate need and the provincial council's ability to pay.
- e) Affiliate councils shall maintain accurate and complete financial records, based upon accepted accounting procedures, and shall report such information to the provincial council executive on an annual basis. **[Jan/16/04] [JC Feb 04][2005 BGM]**
- f) When hosting a provincial conference or forum on behalf of the provincial special interest council, the affiliate conference committee must complete a financial report according to accepted accounting practices which must be submitted to the provincial treasurer within 30 days of the conference or forum. **[Jan/16/04][JC Feb 04][2005 BGM]**
- g) In order to maintain status, affiliate councils must submit an annual report, a viability profile, a membership list, and financial report to the provincial special interest council on an annual basis.
- h) Whenever an affiliate dissolves, the affiliate executive must close out all bank accounts and forward any remaining funds to the appropriate provincial special interest council.

7. Council Responsibility, Programming and Communications

a) Registration and Budgeting

- i) Immediately upon assuming office, each council executive shall submit a completed registration form to the Programs and Services staff of NLTA.
- ii) Special interest councils will develop budgets to address needs of the provincial special interest council executive and any affiliates which may be formed.

b) Programming

- i) Special interest councils will facilitate professional development opportunities such as:
 - conferences
 - teleconferences
 - e-learning
 - symposia
 - focus groups
 - information sessions
- ii) As the need arises, special interest councils in accordance with 2 a) vii) will respond to curriculum documents, make representation to government or other agencies on educational issues, and designate representatives to curriculum development/implementation committees.
- iii) Special interest councils will:
 - distribute at least two electronic newsletters per year. **[2015 BGM]**
 - maintain up-to-date websites, with support from NLTA.
 - affiliate with national and international counterpart organizations wherever possible.
 - support affiliates in their programming.
 - when requested by the NLTA Provincial Executive Council, prepare position papers, advocacy strategies, and action plans on issues of professional concern.
 - provide advice to NLTA in the formulation of policy and the conduct of Association affairs. In this regard, councils may make submissions to the NLTA Provincial Executive Council or any advisory committee of the NLTA.
 - design and deliver professional development programs in close collaboration with school boards and the Department of Education.
 - coordinate dates for professional development opportunities through the NLTA Programs and Services staff to ensure enhanced collaboration and to avoid possible conflicts.

- maintain ongoing communications and liaison with the Programs and Services staff of NLTA.

c) **Communication**

The viability of special interest councils depends on open communications and collaboration with, not only members, but other partners in the education system. To ensure viability, visibility, and relevance, councils will:

- i) establish formalized liaison with school boards and the Department of Education, so that planning and implementation of programs is a collaborative effort meeting mutual needs.
- ii) advertise programs regularly through the NLTA Bulletin, council flyers, council newsletters, websites, listservs, and discussion groups.
- iii) provide exact and pertinent information to their membership at least two months in advance when advertising conferences and BGMs.
- iv) in accordance with privacy of information legislation maintain accurate mailing lists of all active and associate members and provide a subscription option for others who wish to subscribe to council publications.
- v) expedite communications among councils by ensuring that presidents of other special interest councils are automatically on the mailing list.
- vi) maintain accurate minutes of all meetings of the provincial special interest council executive.

8. **Reporting**

a) **Annual Reports**

The outgoing executive shall submit a report to the council's annual or biennial meeting. This shall contain:

- i) a summary of any regional and provincial workshops, conferences, focus groups, or other professional development activities staged during the term.
- ii) the number of publications issued.
- iii) the number of executive and other meetings that were held.
- iv) any projects undertaken in the area of curriculum and instruction.
- v) a registry of paid-up active and associate members, together with mailing addresses for same.
- vi) a financial statement to the date of the council's annual or biennial meeting.

vii) a summary of major activities undertaken by the council. A copy of this report shall be submitted to the Professional Issues Committee of NLTA.

b) Audited Reports

Within six weeks of the council's annual or biennial meeting, the outgoing treasurer shall submit to the new executive, a complete audited statement of the council's income and expenditure, together with expenses applicable to that AGM or BGM.

c) Reports to the Programs and Services Staff of NLTA

- i) By October 31 of each year, councils shall submit a written report of their activities, a viability profile, a financial statement and a budget to the Programs and Services staff of NLTA. [2015 BGM]
- ii) Each year councils shall submit a report on the activities of any affiliates, including information on programming, membership, and financial records.

9. By-Law Provisions

The by-laws for each council shall have provisions for:

a) Meetings

i) Annual

- The receipt of an annual budget.
- The receipt of an audited financial statement for the preceding fiscal year.
- Revisions to the fees for membership in the council for which the required notice of motion has been given.
- Amendments to the constitution and by-laws for which the required notice of motion has been served.
- The election of officers for the year ahead. Such election will be held early in the council's BGM, enabling the outgoing and incoming executive members to meet and facilitate the smooth transition of officers and record books.
- In the event that a special interest council is unable to hold a BGM with an election of officers, the outgoing executive may act as a nominating committee to identify a new slate of officers which shall be announced through normal NLTA communications. Following distribution of the announcement there shall be a period of six weeks to allow members to voice opposition to the proposed slate or to present another slate for election. If the original slate is unopposed, they shall be declared elected by acclamation. If other slates of officers are presented, the special interest council, in collaboration with Programs and Services staff of NLTA, shall prepare, circulate and tabulate a ballot to elect the new executive by mail or online.

ii) **Executive**

- The executive shall meet at regular intervals to conduct the affairs of the council between general meetings.
- Executive members of provincial special interest councils shall be reimbursed for any expenses at existing NLTA rates and in accordance with NLTA procedures.

iii) **Other Meetings**

- The executive may call other meetings.
- The provincial executive of the council shall be required to call an extraordinary general meeting upon receipt of a written petition signed the majority of council members (50 percent plus one). Thirty days' notice must be given for such a meeting.

b) **Quorum**

i) **Executive Meetings**

For executive meetings, three of the officers shall constitute a quorum.

ii) **General Meetings**

For general meetings, the number of members present shall constitute a quorum, provided thirty days' notice has been given for the meeting.

c) **Rules of Order**

All meetings of the council, either of a provincial or affiliate nature, shall be governed by "Advice on the Conduct of Meetings", published by the Canadian Teachers' Federation, supplemented by Robert's Rules of Order.

d) **Amendment of By-Laws**

The by-laws of a council may be amended by a majority vote of two-thirds of the voting members present, provided that notice of such amendments shall be submitted at least thirty days prior to the general meeting or to a special meeting called for this purpose. All amendments shall be subject to the approval of the NLTA Professional Issues Committee.

10. **Grant Allocations and Provincial Conference Funds**

a) **Membership Fees in Councils**

- i) The maximum annual fee for active membership shall be \$100.
- ii) Membership fees shall be established and may be changed by resolution at a general meeting of a particular council.
- iii) Membership fees shall be levied only at the provincial level for any particular council; however, affiliates of councils may generate funds but only in accordance with stated Association policy.

b) **Provincial Conference Funds**

The surplus revenues from the planning and implementation of a provincial special interest council conference or forum are to be held and controlled by the provincial council and such funds redirected to future conferences and initiatives as identified by the provincial council.

[Jan/16/04] [JC Feb 04] [2005 BGM]

11. **Funding**

a) **Special Interest Councils**

Based upon submission of appropriate budgets, financial statements, and program plans, each council will receive an administrative grant from NLTA to a maximum of \$10,000. [2015 BGM]

b) **Affiliate Grants**

Based upon submission of appropriate budgets, financial statements, and program plans, each of the councils will provide funding to affiliates, the amount to be determined by the financial needs of each affiliate and the provincial council's ability to pay.

12. **Dissolution**

In the event that a provincial council ceases to be active, namely, that the council fails to form an executive or does not meet viability guidelines, the assets of the council shall be turned over to the NLTA and redeployed to special interest council activity.

13. **Past Presidents' Pins**

To recognize member involvement, an engraved past president's pin is automatically supplied to councils by the NLTA office for presentation to a president upon completion of the term of office. [Complete Policy Revised - Mar/30/06] [JC Nov 06] [2007 BGM] [Complete Policy Revised - May/25/12] [2013 BGM]

14. **Guidelines for Special Interest Council Contact/Visitation**

- a) A member of the Provincial Executive shall be assigned as the contact person for each special interest council, preferably having a background or interest in the specific SIC content area.
- b) When the Executive contact person is not available for regular or special interest council visitations requiring extensive in-school-day travel, the President, Vice-President, or a staff person shall be assigned, upon request, to assist the council president.
- c) All costs associated with an Executive member's liaison role with their assigned special interest council will be the responsibility of the NLTA President's Office. Special interest councils will assume no financial responsibility for any costs accrued by the Executive liaison.

d) Duties for Executive Contacts with Special Interest Councils

- i) To inform the special interest council that you are the contact person for the year. This should be done as soon as possible after the August Executive meeting and should include a brief outline of your role as special interest council contact person.
- ii) Where feasible, and upon the approval of funds by the NLTA President, the Provincial Executive member will visit the assigned special interest council at least once a year.
- iii) To serve special interest council officers further by being a phone/e-mail contact for instant information, clearing up difficulties, giving general advice, or interpreting Association policy. The special interest contact person should contact each of his/her assigned special interest council presidents at least once per month.
- iv) To provide direct representation, re the interests and wishes of the special interest council when requested by them, at Executive meetings.
- v) To fill the role of special contact with delegate(s) from your assigned special interest council(s) at Convention by providing clarification, advice, etc., and by introducing them to your colleagues and others known to you.
- vi) To provide specific assistance, when requested, in the area of special interest council planning for professional development days.
- viii) To report on your contact/visit with your assigned special interest council at all Executive meetings.

e) Duties for Special Interest Council Presidents

- i) The special interest council president should ensure that the special interest council contact person is kept informed of special interest council activities.
- ii) The special interest council president should ensure that the interests and concerns of the special interest council are conveyed to the special interest contact person.

f) Other Visits

- i) Additional visits by the contact person beyond the one official visit must be cleared with the President's office. In all cases, funding for all visits must be approved in advance by the NLTA President.
- ii) Visits by persons other than the assigned liaison person must be cleared with the President's office, which has the responsibility for special interest council operations, and may be authorized only if funds are available. [Dec/13-14/13] [JC Mar/14] [2015 BGM]

K. Committees of NLTA

The appointment of Association committees is governed by the NLTA By-Laws. The following additional guidelines apply.

1. General

- a) All committees are appointed by the Executive Council and are responsible to the Executive unless there is a specific direction to the contrary from BGM.
- b) Except as otherwise required or directed by the Constitution, the Executive Council or By-Laws, committees consist of a chairperson, appointed by the President from among the members of the Executive Council and up to six members, appointed by the committee chairperson, representative of the Association. Where the chairperson feels there are special circumstances Executive may approve additional members. There must be prior approval of Executive before the appointment of an additional member is made.
- c) i) Members of a committee will usually come from the same general locality as the chair. With the permission of Executive, one committee member may be chosen from outside the "general locality" provided that expenses incurred are kept within reasonable limits. **[June/6/97] [JC Feb/98]**

The base point for "general locality" shall be the school where the Executive member is employed, and the locality will include the area contained in a radius of 90 kilometres from the base point. Meetings of the committee, unless otherwise approved by Executive, shall take place in the community which contains the Executive member's employing school.

- ii) Executive may establish a committee in an area of the province other than that of the chair, and the chair will travel to meet with the committee. Criteria stated in i) above will apply to all other committee members. **[June/6/97] [JC Feb/98]**
- d) NLTA members will be given an opportunity to indicate their interest in serving on committees. Information will be provided on how committees operate, the provisions that are made for child care, transportation, etc., and the time commitment and workload which committee members can expect. Because the Group Insurance Managers are chosen in June rather than September each year, during the spring of each year, teachers will be invited to indicate their interest in serving on the Managers. **[Sept/23/16] [JC Oct/16] [2017 BGM]**
- e) Every effort will be made to have equal representation of males and females and to ensure generational equity on committees. Depending on the terms of reference of the committee, every effort should also be made to include teachers with responsibilities in various areas of the teaching professions. **[June/6/97] [JC Feb/98]**
- f) Administrative staff are assigned to committees by the Executive Director.
- g) In the Fall of the fiscal year following an election year all committees are to submit to Executive an operating budget for both the current and next fiscal year. No expense claims will be processed for committee members if the committee budget is not submitted by October 31st. Any committee must make a presentation to Executive for expenditure of any

funds additional to the allocated budget amount. [Aug/23-24/00] [Feb/13-14&15/13] [JC Feb/13] [2013 BGM]

- h) As a general rule, committee chairpersons should invite spokespersons from NLTA subgroups to attend committee meetings dealing with recommendations from the subgroups.
- i) Ad hoc committees may be established from time to time by the Executive Council for the purpose of undertaking specific tasks as required by Executive. Such committees will be provided with the specific terms of reference and timelines for completion of assigned tasks and will disband upon completion of these tasks. [June/6/97] [JC Feb/98]
- j) With the approval of the Executive Council, standing committees of the Executive may establish "ad hoc" groups as required and may delegate specific tasks which are properly the responsibility of the committee. The committee will be responsible for appointing members to the ad hoc groups and specifying their terms of reference. Ad hoc groups will report only to the committee and will disband on the completion of their assigned tasks.
- k) Where possible, standing committees chairpersons appointed to future committees will be invited to the last meeting of the current committee. [Aug/25-27/15] [JC Nov/15] [2017 BGM]

2. Meetings

- a) Committees should schedule regular meetings sufficiently in advance of Executive Meetings to allow preparation of documentation and reports.
- b) i) Each standing committee should meet no more than four times per year. Additional meetings will require the prior approval of the Executive Council. [June/6/97] [JC Feb/98] [Nov/5-6/98]
- ii) In the event that there is not sufficient business on the agenda for a meeting of the committee in accordance with i) above, meetings should be held via teleconference. [June/6/97] [JC Feb/98]
- iii) Committees which are comprised only of members of the Executive Council should normally schedule their meetings to occur immediately prior to meetings of the Executive Council so that additional travel expenses are not incurred. [June/6/97] [JC Feb/98]

3. Reporting

- a) All committees will be on the agenda for each Executive meeting. However, committees will report to Executive only if there is business to be attended to.
- b) Committee reports not dealt with by Executive at the time of submission will be carried forward to subsequent meetings as business arising.
- c) i) Committee reports shall consist of written minutes and pertinent documentation with written recommendations requiring Executive action presented on a sheet attached to the front of the minutes. The Chair will permit discussion on the recommendations only. Questions for information will be entertained.

- ii) Committee decisions which do not require the approval of Executive will not be included as recommendations to Executive but will appear on a summary sheet attached to the front of the minutes, following the recommendation sheet. **[June/6/97] [JC Feb/98]**
- d) Committee reports should be provided to Executive members at least ten days before the appropriate Executive meeting.
- e) Committees chaired by Executive members shall provide updates of their committee work on a regular basis. **[2011 BGM]**

L. Biennial General Meeting (Convention)

The NLTA By-Laws govern the operation of the Association's Biennial General Meeting. The following additional guidelines also apply.

1. Branches shall base the number of delegates on the maximum number of teaching positions in the schools and board offices existing within the branch boundaries at any point in time during a school year, provided that such positions are filled by active members of the Association.
2. In the election of delegates to the biennial general meeting, branches should make every effort to encourage male and female representation.
3. NLTA will fund the costs for an alternate delegate to attend the biennial general meeting from any branch which is permitted only one voting delegate.
4. NLTA will fund one alternate per branch to the biennial general meeting when it becomes necessary for that alternate to assume a delegate's responsibilities due to an emergency situation occurring during the BGM.
5. Each special interest council may send one delegate to the Association's Convention, the cost of which will be covered by the Association's Convention Budget. **[2007 BGM]**
6. All Conventions shall be hosted by the parent body rather than by individual branches.
7. The Convention sessions will begin at 8:30 a.m. and conclude at 5:30 p.m. each day.
8. The rules of order and debate at the Convention will be strictly enforced.
9. Executive resolutions to Convention shall be distributed to branches in the Convention Bulletin.
10. The majority of Convention time shall be devoted to discussion of resolutions received from members since these represent the problems of teachers in the field.
11. a) Debate on resolutions at the Convention will be limited to three minutes per speaker.
b) When three speakers have spoken in succession on one side of a motion, a call will be made for a speaker on the other side and, if there is no speaker, then the vote would take place after the mover of the original motion has had the opportunity to close debate.
12. During the initial voting on by-law amendments and/or the introduction of new by-laws, the Scrutineers Committee will be required to count the vote (where the vote is close) rather than wait for a division call. **[1999 BGM]**
13. Members of the Provincial Executive will be entitled to vote independently on the floor of Convention regarding all issues, including resolutions which contain Executive recommendations.
14. NLTA Budgets are to be discussed in a closed session.
15. The adjournment time for the Convention will be strictly enforced. If on the last day of the Convention it is obvious that the business of the meeting will not be completed, the Steering

Committee must present to the Convention a prioritized list of items to be completed in the remaining available time.

16. Convention delegates who live in the area of Convention shall be given the option of living in the Convention centre for the period of Convention. Every delegate attending Convention is to be entitled to have his/her own private room. *(Also see policy on "one room per family" - Page OP12, Item E.5.c)i)*

17. The BGM Electoral Committee

- a) The Executive Council shall appoint an Electoral Committee of three members, one of whom shall be named Chairperson (a Past President, if possible).
- b) Such members shall not be delegates to Convention nor be candidates for election.
- c) The duties of the Electoral Committee are to conduct the election of the Executive Council in the manner described in the Constitution and By-Laws. **[Sept/27/02] [JC Nov/02] [2003 BGM]**
- d) Counting of the Ballots**
- i) Each candidate may appoint one scrutineer to be present at the counting of ballots. All such scrutineers must complete an 'Oath or Affirmation of a Scrutineer' form and present it to the Electoral Committee. A scrutineer shall not interfere with the counting process in any manner, but is permitted to:
- observe the counting of all ballots cast in the election for Executive, and
 - offer his/her opinion whether a particular ballot should be counted or should be rejected (however, the decision of the Electoral Committee responsible for counting the ballots is final).
- ii) In counting the ballots, the Electoral Committee shall reject all ballots:
- that have not been marked for a candidate;
 - on which votes have been cast for more than ten (10) candidates;
 - upon which there is writing or a mark or other means by which the voter could be identified; or
 - on which the intention of the voter is not clear and evident. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**
- e) Any NLTA member in good standing who submits a nomination for Executive after the initial election speeches are held at the Convention will be allowed an equal opportunity to give an election speech prior to the election of Executive. **[1997 AGM]**
- f) Candidates for Executive will be given a maximum of five minutes to address Convention delegates prior to the election. **[2003 BGM]**
- g) Candidates for Executive are not permitted to distribute promotional objects (including any printed materials) or gifts to BGM delegates. **[Dec/2/16] [JC Mar/17] [2017 BGM]**

M. Resolutions to the Biennial General Meeting**1. Resolution Format**

- a) Each resolution shall begin "BE IT RESOLVED that ..."
- b) Where required, an explanatory note giving the rationale for the resolution shall follow each resolution.

2. Resolution Content

- a) Resolutions shall be based on broad policy concerns.
- b) Resolutions shall be categorized under the broad headings of Association and Programs and Services.
- c) Resolutions dealing with specific problems such as "textbooks being unsuitable" need not await Convention. Branches are encouraged to submit such resolutions to the Provincial Executive at the time the problem is identified.
- d) Resolutions should not restate current policy.

3. Resolution Origin

Resolutions to be discussed at Convention shall come only from:

- a) NLTA branches or groups of ten or more teachers if no branch exists;
- b) The Provincial Executive;
- c) Special interest councils, provided that such resolutions concern curriculum or any matter of professional concern to the members of the council, as well as any welfare matter unique to the members of that council. [Dec/15/84]
- d) The Resolutions Committee of Convention.

4. Submission of Resolutions

- a) In accordance with By-Law IX.D., resolutions submitted on behalf of a branch must be approved by the branch at a general branch meeting.
- b) Resolutions submitted to NLTA office shall be properly identified by their originators. The branch or council should be named and a statement to the effect that they have been approved by the originating group should be attached and signed by the President or other authorized person from the group.
- c) All resolutions originating from a), b), and c), in the preceding section 3, shall be in the NLTA office at least two months prior to the Convention and shall be published in the Convention Bulletin at least one month prior to Convention.

5. Processing of Resolutions

- a) All resolutions shall be edited and consolidated before publication in the Convention Bulletin. **[Oct/2-3/92]**
- b) The resolutions shall be categorized and, for those on the same specific topic, a composite resolution shall be prepared to cover their intent. **[Oct/2-3/92]**
- c) The Administrative Staff shall identify resolutions which reflect current policy of the Association and such resolutions shall be printed separately in the Convention Bulletin for information purposes, along with action taken or being taken on these resolutions. **[1987 AGM]**
- d) Resolutions which would require by-law changes shall be identified as such and presented as "Notices of Motion" for discussion at the following Convention. **[Oct/2- 3/92]**
- e) Each standing committee of Executive shall recommend to Executive a position on each resolution falling within that committee's jurisdiction. The Executive recommendation on each resolution shall be distributed to the delegates prior to the first session of Convention. **[Oct/2-3/92]**

6. Presentation of Resolutions and By-Law Changes at the Convention

- a) For resolutions submitted to the Convention by a branch or special interest council or for proposed by-law changes submitted to the Convention by a branch, a registered delegate from that branch or council will be given the privilege of moving the resolution and speaking to it. The right to close the debate will also be granted to the mover. **[2007 BGM]**
- b)
 - i) The Executive Council will develop a position on each resolution to the Convention and, if required, ask permission of the Chairperson to be placed on the speaker's list for those speaking to the motion.
 - ii) Resolutions which have recommendations from Executive to carry or to amend and then carry will be placed into a single motion to Convention and voted on in block. Any voting delegate may have a resolution removed from the list if he/she wishes to have that particular resolution debated separately. Delegates will be given the opportunity to have such resolutions removed from the list prior to the calling of the vote on the list of resolutions which are recommended to be carried or amended and carried. **[Nov/5-6/92]**
[1995 AGM]
- c) All speakers to each motion at the Convention will be limited to three minutes per speaker. When three speakers have spoken in succession on one side of a motion, a call will be made for a speaker on the other side and, if there is no speaker, then the vote would take place after the mover of the original motion has had the opportunity to close debate. **[1997 AGM]**

7. The Resolutions Committee of Convention

Convention shall appoint a Resolutions Committee to work with a designated staff consultant. The duties of this committee will be:

- a) To deal with resolutions referred by the Chair for clarification or wording.

- b) To present for consideration as "Resolutions from the Floor" only those resolutions which have a direct bearing on and relevancy to, business discussed at Convention. These should be written on the proper motion form provided and may be submitted to any member of the Resolutions Committee. The committee will review and edit these resolutions as necessary, and steer them through Convention on the last day. At that time, the resolution must be brought to the floor by the person who moved it. If that person is not in attendance as a delegate at that time, then the resolution will not be placed before the Convention. If the original seconder for the motion is not in attendance, then the person moving the resolution must request an alternate seconder from the delegates in attendance in order to place the motion on the floor. [Mar/9/01] [2001 BGM]
- c) Resolutions requiring by-law changes will not be accepted as resolutions from the floor at Convention but are required to be submitted in accordance with Section (5)(1)(b) of the NLTA Act. [Aug/31-Sept/2/87]

8. **Report of Action on Resolutions**

The Association will make progress reports on all resolutions submitted to Convention as they are actioned. A complete report will be given at the following Convention

N. Professional Relations Disputes

1. When a dispute arises between colleagues, teachers are expected to attempt resolution at the local level with attention paid to the NLTA Code of Ethics.
2. After local efforts to settle the dispute have been exhausted a teacher may seek the assistance of the NLTA to resolve the issue by contacting an administrative officer of the NLTA.
3. Upon receipt of a request for assistance an administrative officer shall advise the teacher to inform the colleague(s) that he/she is requesting the assistance of NLTA to assist in resolving a professional relations concern. After the colleague(s) has been so informed, the administrative officer, or another administrative officer designated by the Executive Director, will contact the parties and assist in attempting to resolve the matter in accordance with the NLTA Code of Ethics.
4. If the matter is not resolved, the assigned administrative officer will inform the teacher(s) involved of their options under the disciplinary procedures of the NLTA under the NLTA Act and By-laws.
5. It is important to distinguish clearly between disciplinary procedures and attempts to resolve disputes between colleagues. It is intended that each be distinct and separate and in no way sequential. If the assistance of an administrative officer has not been successful in resolving a professional relationship problem, only a written request can commence a disciplinary procedure. **Complete Policy Revised - [Feb/21-23/07] [2007 BGM]**

O. Disciplinary Procedure

1. Disciplinary Process

The NLTA disciplinary process is a mechanism, as outlined in Sections 16 to 22 of the NLTA Act, to deal with written complaints that any active or other member of the Association is guilty of unprofessional conduct, negligence, or misconduct or has been convicted of a criminal offence by a court of competent jurisdiction. [Mar/5-6/92] [1993 AGM] [Feb/21- 23/07]

2. Members Convicted of Child Abuse

The position of the Newfoundland and Labrador Teachers' Association is that By-Law XXIII. - Discipline will be actioned in all cases when a member is convicted of a criminal offence involving child abuse; such action to be initiated after all legal appeals on behalf of the member have been exhausted or waived. [June/16-17/89] [1990 AGM] [Feb/21-23/07]

3. Disciplinary Committee

- a) In addition to the procedures outlined in the NLTA Act, for the appointment of the members of the Disciplinary Committee, NLTA policy provides for the appointment of five (5) alternate members to be appointed at the same time as the Disciplinary Committee.
- b) Each newly appointed Disciplinary Committee will be inserviced prior to dealing with a disciplinary case. [Mar/5-6/92] [1993 AGM]

4. Maintenance of Records

A confidential file containing records of all discipline cases is to be maintained at the NLTA office, such file to be available only to the President and Executive Director unless otherwise directed by the Provincial Executive.

5. Publicizing Case Summaries

Publication of disciplinary cases in the NLTA Bulletin will include only generalities of the circumstances leading to the disciplinary action taken against the teacher(s).

Such publication is to be subject to the following:

- a) All avenues of appeal open to the disciplined teacher(s) have been exhausted or waived and the disciplinary action has been upheld.
- b) The actual text prepared for publication has been checked by the NLTA lawyer and approved as containing nothing of a libelous nature.
- c) The text of the report to be included in *The Bulletin* has been approved by the Provincial Executive. [Mar/2-3/84]

P. Conferences

1. Guidelines Re Selection of NLTA Representatives at Conferences or Seminars

Table Officers will review each request and make decisions based on the following:

- a) Within budget.
 - b) For the benefit of the Association and for the good the Association can do for other groups.
 - c) If the conference, seminar, etc., is closely related to the work of a particular committee or to the duties of a particular staff member, then the chairperson and/or the staff consultant of that committee would be the obvious selection(s).
 - d) Conferences of a general educational nature will lead to a judgement decision by Table Officers based on the future benefit to the Association.
 - e) Staff will provide, as back-up information, names of conferences, dates and places, the cost per delegate, and the amount remaining in the conference budget. Also, staff will identify conferences known to be planned in their areas of interest. **[Mar/3/79] [Mar/8- 9/11] [JC Mar/11] [2011 BGM]**
2. Considering that impending conference deadlines may require decisions on conferences between Table Officers' meetings and that a full report on all conferences funded from the conference budget line is provided at each BGM, Table Officers may delegate the above duties to the Executive Director at their discretion. The Executive Director will update Table Officers regularly on conferences planned and/or attended to date for that budget year. **[Mar/8-9/11] [JC Mar/11] [2011 BGM]**
 3. A Provincial Executive member who represents NLTA at a meeting or conference outside the province shall prepare a brief written report of such meeting or conference. **[1992 AGM] [Mar/8-9/11] [JC Mar/11] [2011 BGM]**

Q. Death of a Member

1. NLTA members, through the branch president, and school board personnel are requested to inform the Association of the death of an NLTA member. The NLTA will send a sympathy card, and these teachers will be recognized at the following BGM by the observing of a minute's silence. **[Nov/24-25/94] [1995 AGM]** In addition, in the event of the death of an active teacher, the NLTA will send flowers or a donation to a charity. **[Nov/26/09] [JC Nov/09]**
2. The NLTA office will notify Executive members, branch presidents, and staff immediately upon notification of the death of a current or former branch president, Executive, or staff member. **[Apr/19/02] [JC Nov/02] [2003 BGM]**
3. In recognition of the teacher's service to education and to the Association, an obituary, with picture, may be submitted for publication in *The Bulletin*.
4. The Programs and Services staff at NLTA will provide assistance to the family and/or the executor regarding the benefits to the estate (group life insurance, Canada Pension, severance pay, teachers' pension).

R. Relationship with Other Employee Groups

1. NLTA should not affiliate with other employee groups nor with the Federation of Labour.
2. NLTA should maintain liaison with other employee groups to promote the cause of education and to elevate the teaching profession by discussing education and economic issues.
3. Such a program of liaison should be specifically concerned with:
 - a) the policies and procedures of local government and school boards;
 - b) the legislative policies of the provincial and/or federal governments and the policies and procedures of government-controlled institutes;
 - c) common areas of concern to NLTA and other employee groups that are affected by such policies and procedures.
4. NLTA should not support nor provide financial assistance to other employee groups unless the basis of the dispute involves some principle of labour relations and then only with Executive approval.
5. In the case of disputes involving locals of any union, if teachers within the area want to offer financial assistance, they should do so through individual contributions and present such contributions on behalf of the teachers in the area. **[Apr/6-7/84] [1984 AGM]**
6. If at some future time NLTA should seek affiliation with other unions, the Association must approach the general membership for a vote. **[1984 AGM]**

S. Association Awards

1. Presentation of Provincial Awards Outside of BGM

- a) During a non-Convention year, award recipients will be presented with their awards at an occasion to be determined by the provincial President. Award recipients from both the non-Convention and Convention years will be invited to the Biennial General Meeting where their awards will be recognized and presented. If an award recipient is residing outside of the province at the time the award is to be presented at BGM, the maximum travel expenses paid will be limited to travel expenses in accordance with NLTA policy to the BGM site from the award recipient's place of residence within the province at the time of winning the award. [Jan/9-10/98] [JC Feb/98] [Jan/17/03] [JC Feb/03] [2003 BGM]
- b) i) When awards are presented at a branch/council function, such as a year-end or retirement dinner, the Association will reimburse the branch/council for the cost of the meals for the award recipient and spouse/guest and the NLTA President/designate and guest.
- ii) When awards are presented at a special function, such as at the award recipient's school or a branch/council function for that specific purpose, the Association will pay the actual cost up to \$150.
- iii) Amounts to be reimbursed will come from the Additional Branch Projects Budget if monies are available there. [Apr/19/02] [JC Nov/02] [2003 BGM]

2. The Bancroft Award

The Bancroft Award, named in honour of James Frederick Bancroft, the first President of NLTA, was established in 1980, the 90th anniversary of the Association, to recognize outstanding service by teachers at the branch level.

a) Nomination Procedure

- i) Nominations must come from branches and are open to any active branch member and to retired teachers within two years after retirement from teaching. [1996 AGM]
- ii) Nominations must be made at a general branch meeting and receive the support of the majority of those present.
- iii) Nominations are to be submitted on the approved nomination form. Criteria to be submitted with nominations include:
- offices held at branch level and for how long;
 - other branch positions/appointments;
 - projects initiated or led by nominee;
 - other information considered pertinent to branch service;
 - the names and addresses of two individuals who would be able to provide references concerning the nomination. These could be the names of current or former officers of the branch or a branch member who is familiar with the nominee's achievements.
- [Jan/17-18/08] [JC Apr/08] [2009 BGM]

- iv) All nominations must be received by the Association by January 15. [1992 AGM]
 - v) Unsuccessful nominees in any year will be automatically re-nominated for the two subsequent years following the original nomination, subject to the limit of two years following retirement for nominations of retired teachers. [1996 AGM] [June/14-15/96]
- b) **Provincial Selection Committee**
- The Selection Committee will be the Membership Benefits and Services Committee. [Aug/21-22/98]
- c) **Guidelines for Selection**
- i) The selection of each award recipient is to be based on clear majority vote of the Committee;
 - ii) Selection of each recipient is to be made by Executive on the recommendation of the Membership Benefits and Services Committee;
 - iii) In addition to a study of the materials submitted by the branch, the Committee, or the staff consultant to the Committee, may conduct interviews with nominees and/or branch personnel.
 - iv) Specific guidelines drawn up by the Committee must receive Executive approval.
- d) **Presentation**
- i) A maximum of three awards may be presented each year. [1986 AGM]
 - ii) Each award recipient will be presented with a ring and a plaque.
 - iii) The President of the Association shall announce the recipient(s) at least two weeks prior to Convention and, in a non-Convention year, at a convenient time following the Executive meeting at which the award recipient is approved. [Jan/9- 10/98] [JC Feb/98] [Nov/27/08] [JC Feb/09] [2009 BGM]
 - iv) The recipient(s) will be notified by the President, by telephone and letter. A copy of the letter will be forwarded to the recipient's Director of Education and school principal. [Jan/9-10/98] [JC Feb/98]
 - v) Paid announcements containing information on the recipient and the award will appear in The Telegram, The Western Star, and a local paper in the recipient's home area. (The cost for these announcements will be taken from the Professional Development budget.) [Jan/9-10/98] [JC Feb/98]
 - vi) All nominees for the award will be sent a letter of recognition by the President. [Jan/9-10/98] [JC Feb/98]

3. The Barnes Award

The Barnes Award, named in honour of Dr. Arthur Barnes, the first Minister of Education in the province who, in 1928, initiated a number of teacher conferences to promote excellence in education, was established in 1987 to recognize outstanding professional development services provided by teachers at the special interest council level.

a) Nomination Procedure

- i) Nominations must come from provincial special interest councils or branches and are open to any member of the Newfoundland and Labrador Teachers' Association who is active in the special interest council structure of the Association and to any retired teacher within two years of retirement from teaching who was active in the special interest council structure. [Sept/29- 30/00][JC Oct/00] [Jan/18-20/01] [JC Feb/01] [2001 BGM] [Oct/31&Nov/2/13] [JC Nov/13] [2015 BGM]
- ii) Nominations are to be completed and submitted online on the approved nomination form. Nomination forms will be available on the NLTA website and will include all necessary guidelines and regulations governing the award. [Sept/29-30/00] [JC Oct/00] [2001 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM] [Oct/23&25/14] [2015 BGM]
- iii) All nominations must be received by the Association by January 15. [Feb/14&16/02] [JC Feb/02] [2003 BGM]
- iv) Unsuccessful nominees in any year will be automatically re-nominated for the two subsequent years following the original nomination, subject to the limit of two years following retirement for nominations of retired teachers. [Feb/14&16/02] [JC Feb/02] [2003 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM] [Oct/31&Nov/2/13] [JC Nov/13] [2015 BGM]

b) Selection Committee

The recommendation for the Barnes Award recipient will be made to the Provincial Executive by the Professional Issues Committee.

c) Presentation

- i) A maximum number of one award will be presented each year.
- ii) Each recipient will be presented with a ring and a plaque. [Jan/8-9/99] [Nov/27/08] [JC Feb/09]
- iii) The President of the Association shall announce the recipient(s) at least two weeks prior to Convention and, in a non-Convention year, at a convenient time following the Executive meeting at which the award recipient is approved. [Jan/9- 10/98] [JC Feb/98] [Nov/27/08] [JC Feb/09] [2009 BGM]
- iv) The recipient will be notified by the President, by telephone and letter. A copy of the letter will be forwarded to the recipient's Director of Education and school principal. [Jan/9-10/98] [JC Feb/98]

- v) Paid announcements containing information on the recipient and the award will appear in The Telegram, The Western Star, and a local paper in the recipient's home area. [Jan/9-10/98] [JC Feb/98] [Oct/23&25/14] [2015 BGM]
- vi) All nominees for the award will be sent a letter of recognition by the President. [Jan/9-10/98] [JC Feb/98]

4. The Allan Bishop Award

The Allan Bishop Award was established in 1991 to recognize outstanding service to NLTA at the provincial level and is named in honour of Allan Bishop, a former President and General Secretary of NLTA.

a) Nomination Procedure

- i) Nominations may come only from branches, special interest councils, Joint Council or Provincial Executive and are open to any active or life members of NLTA except that:
 - Current members of the Provincial Executive are ineligible for the award.
 - A provincial past-president of NLTA is ineligible for the award within three years of his/her presidency. [Mar/5-6/99]
- ii) Nominations are to be submitted on the approved nomination form. Criteria to be submitted with nominations include:
 - offices held at the provincial level of NLTA (with relevant dates);
 - other NLTA appointments and offices held (with relevant dates);
 - projects initiated or led by nominee (with relevant dates);
 - other information considered pertinent;
 - the names and addresses of two individuals who would be able to provide references concerning the nomination. These could be the names of current or former officers of the branch or a branch member who is familiar with the nominee's achievements. [Jan/17-18/08] [JC Apr/08] [Nov/27/08] [JC Feb/09] [2009 BGM]
- iii) All nominations must be received by the Association by January 15. [Feb/20/03] [2003 BGM]

b) Provincial Selection Committee

The Selection Committee will be the Membership Benefits and Services Committee. [Aug/21-22/98]

c) Guidelines for Selection

- i) The basic criteria for the award shall be service to NLTA at the provincial level.
- ii) The selection of the award recipient is to be based on clear majority vote of the Committee.

- iii) Selection of the recipient is to be made by Executive on the recommendation of the Membership Benefits and Services Committee.
- iv) In addition to a study of the materials submitted by the branch or council, the Committee, or the staff consultant to the Committee, may conduct interviews with nominees and/or branch personnel.
- iv) Specific guidelines drawn up by the Committee must receive Executive approval.

d) **Presentation**

- i) A maximum of one award may be presented each year.
- ii) Each award recipient will be presented with a gift and a plaque. **[June/14-15/91]**
- iii) The President of the Association shall announce the recipient at least two weeks prior to Convention and, in a non-Convention year, at a convenient time following the Executive meeting at which the award recipient is approved. **[Jan/9- 10/98] [JC Feb/98] [Nov/27/08] [JC Feb/09] [2009 BGM]**
- iv) The recipient will be notified by the President, by telephone and letter. A copy of the letter will be forwarded to the recipient's Director of Education and school principal. **[Jan/9-10/98] [JC Feb/98]**
- v) Paid announcements containing information on the recipient and the award will appear in The Telegram, The Western Star, and a local paper in the recipient's home area. (The cost for these announcements will be taken from the Professional Development budget.) **[Jan/9-10/98] [JC Feb/98]**
- vi) All nominees for the award will be sent a letter of recognition by the President. **[Jan/9-10/98] [JC Feb/98]**

5. **The President's Award**

- a) This award may be presented to one person during a President's two-year term of office. **[Sept/26/14] [JC Nov/14] [2015 BGM]**
- b) Such award will be presented at the Convention during the final year of the President's term of office.
- c) For a recipient to be eligible for this award, he/she must:
 - i) be, or have been, an active member in good standing of the Newfoundland and Labrador Teachers' Association for at least five years.
 - ii) have served the Association at the provincial, branch, or executive level or within the special interest council structure.
 - iii) be recognized amongst his/her peers as a teacher who has given of him/herself to the Association.

- iv) be recognized amongst his/her peers as an exemplary educator in the profession.
- d) The award will consist of an appropriately engraved watch and a suitably worded plaque to be presented to the recipient at the BGM during the second year of a President's term. (Approximate cost \$500.)
- e) The name of the recipient will be presented to the Provincial Executive at its February meeting for information.
- f) The Executive will maintain the right not to have the proposed individual given the President's award by motion at the February Executive meeting, provided such motion is accompanied by extraordinary reasons for the deletion of the person's name.
- g) The President will retain the option of presenting an alternate name(s) should a proposed recipient be refused by the Provincial Executive. **[June/8-9/90] [1991 AGM]**

6. **The Special Recognition Award**

The NLTA Special Recognition Award, instituted by Johnson Inc. to recognize the 100th anniversary of the Newfoundland and Labrador Teachers' Association, is presented annually to an active or life member of the NLTA who, while a teacher in the province, made a major contribution to the cultural, social and/or the community life of Newfoundland and Labrador. The award will recognize contributions in the areas of the arts (music/literature/visual arts), community service and/or municipal politics. Consideration will be given to contributions towards and achievements in the areas of music, literature, visual arts, community involvement and leadership, service organizations, youth programs, church and church organizations, municipal politics, etc. Nominees may have demonstrated outstanding achievement in a particular field of endeavour or a variety of achievements in various fields.

a) **Guidelines for Selection**

- i) The basic criteria for the award shall be outstanding achievements in, and contribution to Newfoundland community service, social and/or cultural endeavour.
- ii) Selection of the recipient will be made by the Provincial Executive Council upon the recommendation from the Membership Benefits and Services Committee. The recommendation to Executive is to be based on a clear majority vote of the committee.

b) **Nomination Procedure**

- i) Nominations may come only from NLTA branches and must be approved at a general branch meeting. **[Jun/14-15/91]**
- ii) Any active or life member of the Newfoundland and Labrador Teachers' Association is eligible for nomination. **[Jun/14-15/91]**
- iii) Nominations are to be submitted on the approved nomination form. Information to be submitted with the nomination will include:
 - Curriculum vitae;

- Detail of nominee's existing projects, participation, achievements, recognition, commendations, awards or honours;
 - An outline of the nominee's particular achievements in and contributions towards community service, social and/or cultural endeavour, municipal politics;
 - A list of positions, offices, or appointments held by the nominee including the dates of tenure;
 - The names and addresses of three individuals who would be able to provide references concerning the nomination. These could be the names of officers of organizations in which the nominee is or has been an active member, community or church leaders, or any other persons who are familiar with the nominee's achievements.
 - Any other information or documentation supporting the nomination. **[Jun/14- 15/91]**
- iv) One or several nominations may be submitted by an NLTA branch provided that each nomination is submitted on the proper nomination form and is approved at a general branch meeting in accordance with By-Law IX.D. of the NLTA By-Laws. **[Jun/14-15/91]**
- v) All nominations must be received by the Association by January 15. **[Jun/14- 15/91]**
[Feb/20/03] [2003 BGM]
- vi) Unsuccessful nominees in any year will be automatically re-nominated for the two subsequent years following the original nomination. **[Feb/14&16/02] [JC Feb/02]**

c) Provincial Selection Committee

The selection committee will be the Membership Benefits and Services Committee. **[Aug/21-22/98]**

d) Presentation of the Award

- i) A maximum of one award may be presented annually.
- ii) The award recipient will be presented with:
- An "NLTA Special Recognition Award" plaque.
 - A cash award of \$1,000 provided by Johnson Inc. **[Aug/23-25/90]**
- iii) The President of the Association shall announce the recipient at least two weeks prior to Convention and, in a non-Convention year, at a convenient time following the Executive meeting at which the award recipient is approved. **[Jan/9- 10/98] [JC Feb/98] [Nov/27/08]**
[JC Feb/09] [2009 BGM]
- iv) The recipient will be notified by the President, by telephone and letter. A copy of the letter will be forwarded to the recipient's Director of Education and school principal. **[Jan/9-10/98] [JC Feb/98]**

- v) Paid announcements containing information on the recipient and the award will appear in The Telegram, The Western Star, and a local paper in the recipient's home area. (The cost for these announcements will be taken from the Professional Development budget.) [Jan/9-10/98] [JC Feb/98]
- vi) All nominees for the award will be sent a letter of recognition by the President. [Jan/9-10/98] [JC Feb/98]
- vii) Expenses (in accordance with NLTA standards) for travel, accommodations, and meals in order for the nominee and his/her spouse to attend the presentation ceremony will be reimbursed up to \$1,000 upon submission to the Johnson Inc. either directly or through the NLTA. [Aug/23-25/90]

7. The Patricia Cowan Award for Support and Promotion of Education

The Patricia Cowan Award, named in honour of the first female president of the NLTA, was established in 2007 to recognize individuals or groups outside the K-12 school system for their outstanding contribution to teachers and to the teaching profession, either through their role as advocates or through a relationship with the NLTA resulting in a positive impact on teaching and learning.

- a) The award may be presented to one person during the President's term of office.
- b) The award will be formally presented at the Convention during the final year of the President's term of office.
- c) In order to be considered for the award, the individual or group must have had a sustained relationship/partnership with the NLTA over a period of time.
- d) A list of potential recipients will be generated by the Executive for the consideration of the President, who would then determine the award recipient.
- e) The award will take the form of a piece of artwork, the original to be kept at 3 Kenmount Road, with a reproduction being awarded to the recipient.
- f) Paid announcements containing information on the recipient and the award will appear in The Telegram, The Western Star, and a local paper in the recipient's home area.
- g) The costs associated with the award will be taken from the Centennial Fund. [Nov/23&25/06] [Feb/21-23/07] [2007 BGM]

T. Association Liaisons**1. Provincial Liaison Groups**

The Newfoundland and Labrador Teachers' Association shall maintain a continuing liaison with:

- a) teacher associations of the Atlantic Region through the Conference of Atlantic Provinces Teacher Organizations;
- b) the teacher associations of Canada through the Canadian Teachers' Federation;
- c) Memorial University;
- d) the Department of Education through the Department Liaison Committee;
- e) the Newfoundland and Labrador School Boards Association;
- f) the Newfoundland and Labrador Federation of School Councils; and
- g) the Newfoundland and Labrador Association of School System Administrators.

2. Canadian Teachers' Federation

- a) Newfoundland's representative on the CTF Board of Directors may entertain annually in Ottawa, the Newfoundland members of the House of Commons and the Senate.
- b) Funding may be provided to send an observer to one meeting per year of the CTF Board of Directors, if required. [Feb/13-14/87]

U. NLTA Scholarships and Awards for Students

1. NLTA Medal to MUN Students

In consultation with Memorial University, the Association will make an annual award to an Education student who, during his/her academic career, has made an outstanding contribution to the Faculty of Education and to the University. The recipient must be a graduating student and have a consistently good academic record in the professional courses required for the degree.

The award will be made by the University acting on the recommendation of the Dean of Education. [May/6-7/88]

2. NLTA Scholarships to Students

NLTA will award six scholarships annually to dependents of active, retired, disabled, or deceased members, subject to the following conditions:

- a) The award will be made upon completion of secondary school and through application to the Newfoundland and Labrador Teachers' Association.
- b) The amount of each scholarship will be \$1,000.
- c) The award is based on the criteria used by the Department of Education for the selection of provincial scholarship recipients. [JC Feb/98] [June/11/04] [JC Nov/04] [2005 BGM]

3. NLTA Scholarship to MUN Faculty of Education Student

This scholarship, made possible through a donation to the MUN Anniversary Fund, will be awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The award will be made by the MUN Senate Committee on Scholarships acting on the recommendation of the Dean of Education. [May/22/81]

V. Election of President and Vice-President by Province-wide Vote

1. Procedures for Conducting the Election

a) Eligibility of Candidates

Candidates for the office of President and Vice-President must be active members of the Newfoundland and Labrador Teachers' Association in good standing (a member who has the proper proportion of his/her dues paid) in accordance with By-Law III.

b) Nominations

i) Nominations for the office of President and Vice-President of the Newfoundland and Labrador Teachers' Association shall be submitted on the official nomination form. In accordance with By-Law XII, nomination papers shall be signed by at least 10 members in good standing, each signature being witnessed by

- an officer of a branch, or
- a member of the NLTA Executive, or
- a Commissioner for Oaths,

and submitted to the Electoral Committee, appointed by the NLTA Executive under By-Law XV.B. Such nominations must be accompanied by a signed statement by the candidate of willingness to serve under conditions from time to time established by the Convention and applicable during the term sought. (The total length of the biographical data and policy statement must not exceed 800 words for presidential candidates and 600 words for vice-presidential candidates.) **[2007 BGM]**

ii) The Electoral Committee shall receive nominations for the office of President and Vice-President up to thirty (30) days before the date of the election. Nomination forms must be delivered to the NLTA office via mail, courier or in person. Nominations will be accepted by facsimile or other electronic means provided the original nomination form is received at the NLTA office within ten (10) days of the receipt of the facsimile/electronic nomination.

iii) Subject to b) i) above, the name of each candidate shall be released by the Electoral Committee within two weeks of receipt of each nomination. For publication in *The Bulletin*, a nomination, a short biographical sketch and an election statement must be postmarked not later than the date which is two months prior to the date of the election. **[Jan/16/04] [JC Feb 04] [2005 BGM] [2007 BGM]**

iv) Nomination forms may be obtained from the NLTA office or from any branch president.

c) Returning/Electoral Officers

i) The Chairperson of the Electoral Committee, as appointed by Executive, shall be the Provincial Returning Officer for the election.

ii) The Electoral Committee, the President of each NLTA branch (or designate) and the school representative (or designate) of each school or school board office shall conduct

the vote in accordance with this policy and the voting instructions outlined by the Association. [Jan/16/04] [JC Feb 04] [2005 BGM]

d) **Ballots**

Ballots shall be printed with candidates listed in alphabetical order using the full name of the candidate as it appears on the nomination form.

e) **Distribution of Ballots**

- i) The branch executive shall ensure that the school representative (or designate) is fully aware of the duties involved in conducting the vote [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
- ii) Ballots will be distributed by the NLTA office to school representatives (or designates) in each school and board office in numbers sufficient for each teacher in that school and allowing extra ballots for substitute teachers, teachers on leave, teachers from other schools or branches, and spoiled ballots. The number of ballots sent to each school shall be recorded on the appropriate form supplied to the school. The package shall also include the appropriate forms as supplied by the NLTA office, any background materials needed and a voting instructions sheet. [Jan/16/04] [JC Feb 04] [2005 BGM] [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
- iii) A record of the total number of all ballots issued to each school shall be maintained by the NLTA office.
- iv) School representatives (or designates) shall complete the acknowledgement of receipt of ballots form included in the electoral package and fax it to the NLTA office. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]

f) **Eligibility to Vote**

All NLTA members who satisfy the requirements of active membership in the Association, in accordance with By-Law III.A., shall be eligible to vote, including substitute teachers who have taught for at least one day during the school year.

g) **Voting**

- i) Voting shall take place on the first Tuesday in December. [Feb/20/03] [JC Feb/03] [2003 BGM] [2011 BGM] [June/10/11]
- ii) Voting shall be by written secret ballots issued to active members as defined by By-Law III.
- iii) Voting by proxy is not permitted.
- iv) Each member must have the opportunity to vote in secret, and every effort shall be made by the branch executive to ensure confidentiality at an individual, school, and branch level.

- v) A faxed ballot is permissible if it is not possible for a member to be physically present in any branch on voting day, provided that the completed ballot which is returned by facsimile is accompanied by a signed statement from the member in question stating that the ballot was indeed cast personally by him/her. Such vote will be administered by the Electoral Committee and the completed ballot received only at the NLTA head office.
- vi) The branch executive shall ensure that the organizational structure is in place within the branch and each school so that the vote can be conducted on the designated date. Voting should take place on the date designated by the NLTA office, unless special circumstances at a school require the vote being conducted at another time. With the approval of the Electoral Committee, a vote may be conducted on a date other than the designated date only if required by conditions of geography, weather, school closure, etc. Candidates with concerns or questions related to the procedures for conducting the vote in branches or schools shall direct such concerns or questions to the Electoral Committee only and shall not make contact with individual branch presidents, branch executives or school representatives (or designates) concerning such matters. **[Jan/16/04] [JC Feb 04] [2005 BGM]**
- vii) A voter who has inadvertently dealt with the ballot delivered to him/her in a manner that it cannot properly be used shall return it to the school representative (or designate) who shall destroy the ballot and provide another ballot to the voter. **[Jan/16/04] [JC Feb 04] [2005 BGM]**
- viii) A voting station will be provided at the NLTA office so that teachers on leave attending university will have the opportunity to vote. **[Jan/16/04] [JC Feb 04] [2005 BGM]**
- ix) If required, a deciding (run-off) ballot shall be conducted 14 days later, (i.e. the same day of the second week following the original voting day).
- x) All regulations governing the voting procedure are to be strictly followed.
- xi) Special Instructions for Coastal Labrador South, Nutak Labradorimi Branches and other isolated schools as designated by the Electoral Committee.
- The person designated to conduct the vote in each school will, with a witness, count the ballots, record the results, and telephone or fax the results to the branch president on the day of the count. All materials to be returned, as specified under i) vi) below, shall be sent directly by the school representative (or designate) to the NLTA office via an Express Post envelope which will be provided. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**
 - Any other variations from the regulations for the province will be made in consultation with the Electoral Committee. **[Jan/16/04] [JC Feb 04] [2005 BGM]**
- h) **Collection of Ballots**
- i) Each voter shall deposit his/her completed ballot into the envelope provided to the school representative (or designate) by the NLTA office. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**
- ii) After the voting has been completed:

- The school representative (or designate) and a witness shall ensure that the number of ballots used corresponds with the number of teacher signatures on the registration of voters form. Should the number of completed ballots returned to the branch executive be more than or less than the number of signatures on the registration of voters form, the vote from that school will be nullified. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
 - The completed ballots and accompanying forms shall be delivered to the branch executive by the school representative (or designate) or collected by the branch executive. [Jan/16/04] [JC Feb 04] [2005 BGM] [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
- iii) Ballots are not to be counted at the school but shall be counted by the branch executive in accordance with i) "Counting of Ballots", below. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
- i) **Counting of Ballots**
- i) Ballots shall be counted by the branch executive, in the presence of one representative for each candidate, if s/he so desires. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
- ii) On election day, or the day following, all completed ballots from all schools, once verified by the branch executive in accordance with h) ii) above, will be placed together to ensure that a total branch count is achieved, and not a school-by-school breakdown.
- iii) The branch ballots must be counted by a committee of the branch executive, with the results recorded on the appropriate form(s) and telephoned, faxed or e-mailed to the NLTA office no later than 6:00 p.m. of the day following the election day. [Jan/27/06] [JC Nov/06] [2007 BGM]
- iv) The counting of the ballots will be done at a time and place designated by the branch executive. Each candidate may appoint one scrutineer to be present at the counting of ballots. All such scrutineers must complete an "Oath or Affirmation of a Scrutineer" form and present it to the Branch President or his/her designate. A scrutineer shall not interfere with the counting process in any manner, but is permitted to:
- observe the counting of all ballots cast in the branch (or coastal or isolated schools),
 - offer his/her opinion whether a particular ballot should be counted or should be rejected, (however, the decision of the branch executive committee responsible for counting the ballots is final). [Jan/16/04] [JC Feb 04] [2005 BGM]
- v) In counting the ballots, the branch executive shall reject all ballots:
- that have not been marked for a candidate;
 - on which votes have been cast for more than one (1) candidate;
 - upon which there is writing or a mark or other means by which the voter could be identified; or
 - on which the intention of the voter is not clear and evident. [Jan/16/04] [JC Feb 04] [2005 BGM]

vi) The branch executive will mail the ballots and all related forms to the NLTA office no later than the second day after election day, via Express Post envelopes provided, ensuring that all ballots are packaged in accordance with the voting instructions.

[Jan/16/04] [JC Feb 04] [2005 BGM]

vii) The branch executive may release the voting results of the branch to the members of the branch, only after the Electoral Committee has officially declared the name of the incumbent for that office. All results of the vote which are released to the public will be released by the Electoral Committee. **[JC Feb 04] [Nov/25&27/04] [2005 BGM]**

j) Election of Candidate

In accordance with By-Law XII.D.:

i) In order to be elected, a candidate must receive a majority of votes of the active members voting.

ii) If no majority of votes of the active members voting is registered on the initial ballot, where more than two candidates are involved, all but the two candidates receiving the highest number of votes shall be dropped and a deciding ballot shall be held within fourteen (14) days of the original ballot.

iii) In the event of a tie on a ballot with only two candidates, a vote of the Executive Council will decide the issue. **[Oct/15/04] [JC Nov 04] [2005 BGM] [2007 BGM]**

k) Announcement of Balloting Results

i) The results of each ballot shall be announced by the Chairperson of the Electoral Committee at a time decided by the Electoral Committee and communicated to the membership. **[Mar/25/10] [JC Mar 10] [2011 BGM]**

ii) The results shall be based on the telephone/faxed results received from branches unless, in the opinion of the Electoral Committee, the margin is too narrow thus requiring an official count at the provincial level.

iii) If an official count is required at the provincial level, each candidate may appoint one scrutineer to be present at the counting of ballots by the Electoral Committee.

iv) All candidates shall be notified of the vote results as soon as the results are known.

v) The results of the ballot shall be made known to the membership by contact with Provincial Executive and branch presidents. In addition, the results shall be communicated to each school representative (or designate) by the NLTA office. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**

vi) The Electoral Committee is permitted to release the branch-by-branch breakdown of the vote to the candidates after the name of the incumbent is officially announced. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**

vii) The NLTA shall issue a media release announcing the outcome of the vote but not containing the vote count.

l) **Recount of Ballots**

- i) A defeated candidate receiving at least ninety-eight percent (98%) of the votes cast for the leading candidate is entitled to appeal for a recount.
- ii) Notwithstanding i), a candidate receiving at least ninety-eight percent (98%) of the votes cast for the candidate receiving the second highest number of votes is also entitled to appeal for a recount.
- iii) A candidate requesting a recount of ballots must do so within forty-eight (48) hours of the notification of results. In such case, the Electoral Committee shall, as soon as possible, retabulate the ballots.
- iv) A request for recount must be made to the Electoral Committee.
- v) Each candidate may appoint one scrutineer to be present at the recounting of ballots by the Electoral Committee.

m) **Financial Guidelines**

- i) Financial limits on campaign spending by candidates will be set at \$5,000 per candidate excluding the cost of travel and unpaid leave. No campaign donations (including paid leave) will be accepted by candidates from an employer, an agent of an employer or an organization competing with the NLTA in a matter that is detrimental to the NLTA. All amounts spent by the candidate and all spending on behalf of the candidate, including the value of any 'in kind' contributions, are included in this limit for campaign spending. **[Jan/17/03] [JC Feb/03] [2003 BGM] [Jan/16/04] [JC Feb 04] [2005 BGM] [Jan/13/17] [JC Mar/17] [2017 BGM]**
- ii) The total campaign spending for candidates on a run off ballot may include an additional \$500 for a total of \$5,500. All amounts spent by the candidate and all spending on behalf of the candidate, including the value of any 'in kind' contributions, are included in this limit for campaign spending. **[Jan/17/03] [JC Feb/03] [2003 BGM] [Jan/13/17] [JC Mar/17] [2017 BGM]**
- iii) Candidates are entitled to reimbursement, subject to an audit of the disclosure of all financial contributions and expenditures, of the lesser of \$2,000 or forty percent (40%) of eligible expenses. Eligible expenses for reimbursement include the cost of travel, unpaid leave, printing and communications, but does not include the value of "in kind" contributions. The maximum funds to be made available to all candidates under this policy is set at \$10,000. In situations where the amount of eligible reimbursement for all candidates exceeds \$10,000, the reimbursement will be prorated as a share of \$10,000. For example, in a situation where six candidates are all entitled to the maximum \$2,000 reimbursement, each candidate will receive \$1666.66. **[Jan/13/17] [JC Mar/17] [2017 BGM]**
- iv) A series of "in kind" contributions will be offered by the Association for the electoral campaigns of candidates. [See Section n) v) - viii)] **[Jan/13/17] [JC Mar/17] [2017 BGM]**

- v) • Each candidate must disclose sources and amounts of all financial contributions and expenditures such to be verified within 60 days of the election and published to the membership.
- The position of a successful candidate who fails to comply with the foregoing shall be declared vacant.

n) **Publicity**

- i) Candidates are free to contact teachers in any way they see fit, keeping in mind the professional Code of Ethics. Candidates and their supporters will be expected to observe accepted standards of conduct in accordance with the Association's overall objectives as outlined in the Constitution and By-Laws. No candidate or his/her supporters shall publish or circulate, either verbally or otherwise, information on another candidate that is false or defames that person's character and/or integrity. **[Jan/16/04] [JC Feb 04] [2005 BGM]**
- ii) Candidates may advertise in *The Bulletin* as per current advertising guidelines and subject to the NLTA policy on communications. Candidates may purchase two one-quarter (1/4) page advertisements in *The Bulletin* at one-half (1/2) the current advertising rates. Any additional advertisements will be subject to current advertising rates. All advertisements placed in *The Bulletin* by candidates must be prepaid. **[Jan/16/04] [JC Feb 04] [2005 BGM] [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**
- iii) No branch funds or branch assets may be used to support the campaign of a candidate for NLTA provincial office.
- iv) Branches, special interest councils or schools which choose to set up "Meet the Candidates" sessions must extend invitations to attend to all candidates. **[Feb/20/03] [2003 BGM] [June/6/03] [JC Nov/03] [2005 BGM]**
- v) Photographs and information on candidates referred to in b) i) above will be published in *The Bulletin* at least one month prior to the date of the election. **[Jan/16/04] [JC Feb 04] [2005 BGM] [2007 BGM]**
- vi) The Association will provide web page space for all candidates through the NLTA web site that would include photo, biography, position statement and opportunities for updating at specific times during the campaign. The Association will also provide space on the web page for a five (5) minute video of each of the candidates. Candidates are responsible for the cost of production of such a video. **[Jan/16/04] [JC Feb 04] [2005 BGM]**
- vii) Two sets of school mailing list labels will be provided to each candidate.
- viii) For each candidate, Communications staff of NLTA will print and mail to each school and school board office an 8½" x 11", one-sided poster.

o) **Campaign Irregularities**

Anyone alleging irregularities in nomination or election procedures must make such allegations known in writing to the Chairperson of the Electoral Committee within seven (7) days of the event on which the allegation is based. Upon receiving such allegation, the

Electoral Committee shall investigate the allegations and report its findings and recommendations to the Executive Council within a further seven (7) days. In the event the allegation of irregularity is accepted as proved by a majority of the Electoral Committee, the Committee shall, by majority vote of its members, recommend to the Executive Council appropriate actions, including but not limited to setting aside the nomination or election, providing for new or further nominations or elections or any other act which will give effect to the by-laws, and the Executive Council shall act in accordance with that recommendation.

p) **Administration**

- i) After the vote is taken, ballots have been received from individual branches and any necessary provincial count or recount has been completed, the Electoral Committee, by Executive motion, shall be authorized to destroy the ballots in question, but not less than 30 days after the date of the ballot. **[2015 BGM]**
- ii) Following the election, the Electoral Committee shall conduct an evaluation of the election procedures and a report shall be made to the Provincial Executive. The evaluation report shall be kept on file to facilitate periodic overall reviews. **[Jan/16/04] [JC Feb 04] [2005 BGM]**

2. The Electoral Committee

- a) In accordance with By-Law XV.B., the Executive Council shall appoint an Electoral Committee of three members, one of whom shall be named Chairperson (a Past President, if possible). The Chairperson of the Electoral Committee will be the Provincial Returning Officer.
- b) Members of the Electoral Committee shall not be candidates for election and shall maintain a position of neutrality in relation to the candidates for election.
- c) The duties of the Electoral Committee shall be:
 - i) To recommend to the Executive policies governing the conduct of elections such rules of conduct to be published not later than 30 days prior to the date of the elections.
 - ii) To hold the election on the first Tuesday in December in accordance with By-Law XV.A. **[Feb/20/03] [JC Feb/03] [2003 BGM] [2011 BGM] [June/10/11]**
 - iii) To receive nominations for the offices of President and Vice-President as per the by-laws and policies of the Association.
 - iv) To confirm the eligibility of candidates for the election.
 - v) To release the name of each candidate within two weeks of receipt of each nomination. **[Jan/16/04] [JC Feb 04] [2005 BGM]**
 - vi) To oversee the printing and distribution of ballots to voters in accordance with the policy governing procedures for election of NLTA President and Vice-President by province-wide vote.
 - vii) To confirm the eligibility of voters, if required.

- viii) To conduct the election of the President and Vice-President in accordance with By-Law XII and the policy governing procedures for election of NLTA President and Vice-President by province-wide vote.
- ix) To receive the results of the balloting from branches.
- x) To tabulate the results of the balloting for President and Vice-President.
- xi) To conduct an official count or recount, if necessary.
- xii) To release the results of the ballot to the candidates and to the NLTA office for release of the results to the NLTA membership and the media.
- xiii) To announce the date of the deciding (run-off) ballot to be held within fourteen (14) days of the original ballot if no majority of votes of active members voting is registered on the initial ballot and to conduct the deciding (run-off) ballot in accordance with the by-laws and policy governing the procedures for election of the NLTA President and Vice-President by province-wide vote.
- xiv) To conduct a vote of the Executive Council to decide the issue in the event of a tie on a ballot with only two candidates. **[Oct/15/04] [JC Nov 04] [2005 BGM] [2007 BGM]**
- xv) To receive and investigate allegations of irregularities in nomination or election procedures and to make recommendations to the Executive Council on appropriate actions regarding such allegations.
- xvi) To release the branch-by-branch breakdown of the vote to the candidates after the name of the incumbent is officially announced. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**
- xvii) To ensure that all publicity guidelines as contained in the policy governing the procedures for election of President and Vice-President by province-wide vote are followed.
- xviii) To ensure that all financial guidelines are followed by the candidates and that all campaign expenditures are verified within 60 days of the election and published to the membership.
- xix) To recommend to Executive Council that the ballots from a vote be destroyed in accordance with the policy governing the procedures for election of President and Vice-President by province-wide vote.
- xx) To conduct an evaluation of the election procedures and make a report to the Executive Council. **[Sept/27/02] [2003 BGM] [Jan/16/04] [JC Feb 04][2005 BGM]**

II. COMMUNICATIONS OF THE ASSOCIATION

A. Communications Policy

1. Goals

- a) To enhance image of the Association and support quality education in this province. [May/27-28/05] [JC Nov/05] [2007 BGM]
- b) To enhance the image of teachers while providing motivation and inspiration. [Mar/4- 5/94] [1994 AGM] [2007 BGM]
- c) To increase the awareness of the functions of teachers within the school system as perceived by the users and other stakeholders (i.e., students, families, etc.) and the differences and similarities between the various groups' expectations of the school system. [May/27-28/05] [JC Nov/05] [2007 BGM]
- d) To increase the involvement of other educational stakeholders in the educational process by enhancing understanding of the roles, responsibilities, and effectiveness of various non-educators, the family, community, corporations, and students in the attainment of excellence in education. [May/27-28/05] [JC Nov/05] [2007 BGM]
- e) To enhance understanding of education as continually developing and changing within society.
- f) To enhance the understanding of, and support for, the leadership role educators have accepted in meeting the challenge of changing educational needs.
- g) To increase awareness among the members of the general public for improvements in the educational system.
- h) To increase teacher awareness of positive community/school public relations in education.
- i) To increase teacher awareness of the leadership role they play in meeting the challenge of changing educational needs.
- j) To increase involvement of teachers in improving education.

2. Internal Communications

- a) The Association communicates openly, honestly, and frequently with its membership utilizing all appropriate modes of communication. A good flow of information is considered vital.
- b) The Association supports and promotes effective communications among the membership, within branches and special interest councils and with school representatives. [May/27-28/05] [JC Nov/05] [2007 BGM]
- c) The Association communicates openly, honestly, transparently and frequently with its staff, keeping all staff members informed on all activities and directions of the Association. The

Association is responsive to the needs of its employees and, therefore, maintains a flow of communication.

- d) When meeting with teachers, Executive and staff members are to allow a significant amount of time for discussion on topics and issues of concern to all members. Wherever possible, material should be sent out in advance so that participants can be informed of information prior to the meeting. [Mar/18-19/88] [May/27-28/05] [JC Nov/05] [2007 BGM]

3. External Communications

- a) The NLTA cultivates and maintains an ongoing and supportive relationship with outside agencies and government both within and outside of the educational sphere.
- b) In particular, the NLTA cultivates and maintains a positive working relationship with the news media. This is accomplished by
 - i) responding quickly and honestly to media enquiries;
 - ii) treating media equally when releasing news, bearing in mind their differing needs and deadlines to as great a degree as possible; and
 - iii) having the President as the principal spokesperson. If he/she is not available, the Vice-President will take his/her place. With approval, the Executive Director or Communications Officer may make statements to the news media.
 - iv) seeking approval from teachers prior to recommending them as resource persons for educational/teacher issues including the media [May/22/87] [May/27-28/05] [JC Nov/05] [2007 BGM]

B. Publications

1. Publication Guidelines

All publications of the Newfoundland and Labrador Teachers' Association, whether published by the Association as a whole or by a sub-group of the Association, are subject to the following guidelines:

- a) All publications will be guided by a respect for truth, a concern for human dignity, and a commitment to the Code of Ethics of the teaching profession.
- b) Material which is demeaning, condescending, or that discriminates on the basis of age, race, religion or sexual orientation is unacceptable. [May/27-28/05] [JC Nov/05] [2007 BGM]
- c) Material printed in NLTA publications, posted on the NLTA website or in e-mail correspondence must be accurate and in good taste so as not to leave the Association and author open to libel. This principle applies equally to articles, photographs, illustrations, advertising, e-mail, social media and web pages. [May/27-28/05] [JC Nov/05] [2007 BGM]
- d) Opinion articles shall be clearly identified as such and shall carry the name of the author. [May/27-28/05] [JC Nov/05] [2007 BGM]
- e) Inclusion of any material of a political nature should be done with consideration of NLTA's policy that this Association, as a body, will remain independent from specific political party affiliations while maintaining the right of members to participate in the democratic process.
- f) Copyright must be honoured. When reproducing any material, permission must be obtained from the person or organization holding copyright. [May/11/85] [May/27- 28/05] [JC Nov/05] [2007 BGM]

2. The Bulletin

- a) The purpose of *The Bulletin* is to provide useful, interesting, and insightful information about the members of the Association, about the programs and services offered by the Association and about the Association itself. [May/27-28/05] [JC Nov/05] [2007 BGM]
- b) *The Bulletin* will be published a minimum of five times per year. Every regular issue of *The Bulletin* will contain article(s) regarding teacher issues. [Mar/6-8/91] [1991 AGM] [May/27-28/05] [JC Nov/05] [2007 BGM] [Feb/13-14&15/13] [JC Feb/13] [2013 BGM]
- c) *The Bulletin* is circulated to NLTA members on the basis of one for every two teachers and also to other persons deemed appropriate by the editor. Additional copies sufficient to provide one copy per teacher will be supplied upon request from a school. [Nov/5-6/98]
- d) **Subscription Rates**

The subscription rates for *The Bulletin* are adjusted annually as necessary based on production costs.

e) **Editorial Policy**i) **Letters to the Editor**

- **Subject** - All letters must pertain to educational and/or Association issues or contain comments on an item previously carried in *The Bulletin*. [June/11- 12/93]
- **Brevity** - All letters should be as brief as possible, generally not more than 250 words; however, consideration may be given to longer letters if it is deemed appropriate by the editor. [May/27-28/05] [JC Nov/05] [2007 BGM]
- **Signatures** - All letters received by the Association must contain contact information for the author. However, the Association will agree to publish a "nom de plume" if the author prefers.
- **Taste** - All letters must conform to general norms of good taste.
- **Editorial Discretion** - *The Bulletin* Editorial Board (President, Vice-President, Executive Director, Assistant Executive Director, Editor) reserves the right to exclude material which is libellous, offensive, or deemed inappropriate by the Editorial Board.
- **Responsibility** - The views expressed in letters to the editor do not necessarily represent the views of the Editor, Editorial Board, Provincial Executive, Administrative Staff, or the Newfoundland and Labrador Teachers' Association and will state this information when published.

ii) **In Memoriam (submitted by the membership)**

In memoriams are to be limited to approximately 300 words. This policy recognizes the fact that as our teaching population ages there will be an increased requirement for the printing of in memoriams. The NLTA believes this policy treats all teachers fairly and ensures that the notice of death is printed as soon as possible, preferably within one year of the death of the teacher. [May/27-28/05] [JC Nov/05] [2007 BGM] [Nov/28/14] [2015 BGM]

iii) **Branch Events**

Articles on professional development days and special ceremonies, etc., at the branch level will not be accepted for publication if they are received more than 30 days after the event has taken place. Beyond that, they should be printed in a branch newsletter. This policy is to keep *The Bulletin* current and, therefore, more enjoyable for the readership. [June/8-9/90] [1991 AGM]

f) **The Convention Issue of The Bulletin**

- i) The Convention issue of *The Bulletin* will be distributed only to the active membership mailing list in the quantity of one copy for each teacher. [Nov/5-6/98]

- ii) The Convention issue of *The Bulletin* publishes the name, dossier, and photo of each nominee to the Provincial Executive Council, as submitted by the branches. The total length of the biographical materials and policy statement for each nominee shall be limited to 400 words. [May/22/87] [May/27-28/05] [JC Nov/05] [2007 BGM]
- iii) The Convention issue of *The Bulletin* shall be published and mailed at least one month prior to Convention (See By-Law XI.B.)
- g) **NLTA Annual Budget** The Association's budget, as approved by the Convention, is published in the biennial report. [1995 AGM] [May/27-28/05] [JC Nov/05] [2007 BGM]

3. **Information for Members**

- a) All Bargaining Briefs and Presidential Updates on negotiations should include a section which highlights, in summary form, the information contained within. [Jan/14-15/94] [1994 AGM]
- b) All communiques from the provincial office to the membership which are distributed via the school rep should be addressed as follows: Name; NLTA School Representative; School Address and be marked for delivery to the appropriate teacher. [Jan/14-15/94] [1994 AGM] [May/27-28/05] [JC Nov/05] [2007 BGM]
- c) When deemed appropriate during the school year, the NLTA will obtain appropriate contact information for each NLTA school representative for the purpose of distribution of NLTA materials. [Jan/14-15/94] [1994 AGM] [May/27-28/05] [JC Nov/05] [2007 BGM]

4. **Special Interest Council and Branch Publications**

Special interest councils and branches may be charged for the cost associated with design, print and mailing of any resource or promotional materials. [Nov/28/14] [2015 BGM]

5. **Presidential Updates**

The Presidential Updates shall be published as per the request of the NLTA President.

6. **Executive Notes**

Notes on Executive meetings are prepared by the Communications Officer and circulated to all schools in a timely manner after regular Provincial Executive meetings.

7. **Other Educational Publications**

Other education oriented materials for distribution to teachers will be considered upon recommendation by the special interest councils, branches, the Communications Officer, or the Executive.

8. **NLTA Website**

The NLTA website is to be updated on a regular basis and all NLTA information will be posted for accessibility by teachers. [May/27-28/05] [JC Nov/05] [2007 BGM]

9. E-Mail

All e-mail communication is to be appropriate, accurate and in good taste and should contain an appropriate NLTA signature, disclaimer and privacy statement. [May/27-28/05] [JC Nov/05] [2007 BGM] [Nov/28/14] [2015 BGM]

10. Gender Identity/Expression Information on Surveys and Questionnaires

The question of gender identity/expression will not be part of NLTA surveys and questionnaires unless this information is of direct relevance to the survey topic. [May/2/14] [JC Oct/14] [2015 BGM]

11. Social Media

The use of social media will follow all appropriate policy of the NLTA and will be used when deemed appropriate by the Communications Officer. [Nov/28/14] [2015 BGM]

C. **Printing Priorities**

In order that Printing Services may operate in an efficient manner with minimal overtime work, the following policies will apply:

1. **Regular Publications**

- a) The Presidential Update and items required by Executive shall be given top priority for printing followed by *The Bulletin*, work for Communications and followed other by work as approved by the Communications Officer. **[June/12-13/87]**

2. **Seasonal Publications**

- a) The NLTA wall calendars will be printed annually. **[May/27-28/05] [JC Nov/05] [2007 BGM]**
- b) The NLTA Act, By-Laws, and Code of Ethics booklet is to be published at least every third year.

3. **Convention Materials**

- a) The Convention issue of *The Bulletin* shall be published and mailed at least one month prior to Convention. (See By-Law XI.A.)
- b) Other Convention materials shall be prepared after *The Bulletin*.

D. Public Relations

NLTA develops and conducts its public relations and communications programs to achieve clearly defined goals and objectives in keeping with the intent to enhance the image of the Association and its members and support quality education in this province. [Mar/8-10/85]

1. Public Relations/Communications/Design Agency

The NLTA will hire a public relations/ communications/design agency only with Executive approval. [May/27-28/05] [JC Nov/05] [2007 BGM]

2. Advertising

- a) NLTA's ad campaigns are developed in order to achieve clearly defined goals and objectives. Campaign schedules and target audiences are to be supportive of the particular goals and objectives of the Association.
- b) Whenever possible, NLTA cooperates with other groups, both nationally (such as CAPTO or CTF) and locally (such as MUN, the Department of Education, school districts, and school councils) in public relations or advertising campaigns aimed at improving the image of teachers, in particular, and of education, in general. [Mar/8- 10/85]

3. News Releases

- a) News releases are sent to appropriate media outlets throughout the province with copies going to members of the Provincial Executive, branch presidents, school reps and other education stakeholders as deemed necessary. [May/27-28/05] [JC Nov/05] [2007 BGM]

4. Janeway Day in the Schools

Valentine's Day, February 14th, or the nearest school day, is designated by the Newfoundland and Labrador Teachers' Association as Janeway Day in Schools. [Dec/6-7/85] [May/27-28/05] [JC Nov/05] [2007 BGM]

E. Political Action

1. Subject to NLTA By-Laws, the Association supports the right of each of its members to participate in the democratic process of our society, to be active in any political party of his/her choice, and to seek and hold public office.
2. The Association will maintain a position of independence from specific political party affiliations.
3. The Association will seek avenues of making representations, both formally and informally, to all political parties and other interest groups.
4. The Association will strive to keep its members and the community fully informed on educational development and issues and the policy of the Association with respect to these.
5. Specifically, the Association will:
 - a) normally employ the influence approach in political action as opposed to that of confrontation;
 - b) work within the political system to influence decisions affecting education and teachers, both locally and provincially;
 - c) seek to influence the educational policies of political organizations when appropriate and possible;
 - d) seek to influence the educational policies of other organizations;
 - e) maintain contact with all major political parties;
 - f) organize teachers for political action activities and plan programmes for educating teachers in the political process;
 - g) be prepared to take a stand on issues which directly affect students and learning;
 - h) monitor the proceedings of the legislature and provide information on educational issues to both government and opposition legislators and to members of the Association.
6. At the local level the Association will work through the branch structure to:
 - a) actively encourage branches to undertake political education programmes and action programmes at the local level;
 - b) provide assistance and advice to branches undertaking political involvement programmes at the local level;
 - c) permit branches to speak publicly on local issues of concern to them, in particular, at the school board and provincial levels, after having determined that their statements are not in conflict with that of Association policy. [Mar/3-4&6/83]

F. Education Week

1. The goal of Education Week is to focus public attention on education, the educational system, educational issues, and educational accomplishments. **[June/10-11/88] [1989 AGM]**
2. To achieve the goal of Education Week, emphasis is to be placed on encouraging parents, community members, politicians, and others to visit schools and/or become involved in other Education Week activities with the purpose of showcasing school activities and educational issues. **[June/10-11/88] [1989 AGM]**
3. Education Week is the responsibility of the NLTA Communications in consultation with the Communications/Political Action Committee. **[Mar/2-3/84] [May/27-28/05] [JC Nov/05] [2007 BGM] [Nov/26/09] [JC Nov/09] [2011 BGM]**
4. Education Week Committee activities include:
 - a) selection of Education Week theme;
 - b) preparation of Education Week resource materials;
 - c) arrangements for provincial proclamation ceremony;
 - d) organization of paid advertising and/or public service announcements to highlight Education Week;
 - e) organization of media coverage of Education Week by the most appropriate and effective means possible. **[June/10-11/88] [1989 AGM] [May/27-28/05] [JC Nov/05] [2007 BGM] [Nov/26/09] [JC Nov/09] [2011 BGM]**

G. Release of Membership Information

1. Information on teachers such as name, position, school address, certificate level, and teaching experience will be released only to those individuals who, by working in conjunction with the Association, would require such information. These individuals would not be permitted to release the information to any other source without written permission from the Association.
2. Total or partial listing of membership and addresses may be released only to those individuals or groups who require such a list to carry out an education related task. Permission for the list shall be granted only by written permission issued under the authority of the Table Officers Committee of the Provincial Executive Council. **[Dec/6-7/85]**
3. a) The Association will provide candidates for President and Vice-President, once nominated, a list of members' names and school location. Email addresses of the general membership will not be provided. **[Dec/2/16] [JC Mar/17] [2017 BGM]**

b) The Association will provide candidates for President and Vice-President the names, school and email addresses, as available, of branch presidents and school representatives with responsibilities for conducting the province-wide election. **[Dec/2/16] [JC Mar/17] [2017 BGM]**
4. The Association will supply to the provincial political parties, on request, list of names and addresses of NLTA branch presidents and political action officers, provided that these individuals are notified of such on an annual basis and given the opportunity to have their names excluded from the list. **[Feb/13-14/87]**

H. Privacy

The NLTA understands the importance of its members' privacy and the sensitivity of personal information. The NLTA is committed to protecting privacy in its collective use and distribution of personal information. The following outlines how the NLTA manages its members' personal information and safeguards privacy.

When a teacher registers on the *Members Only* section of the NLTA website all personal information will not be used or disclosed for purposes other than those for which it was collected, except with consent or as required by law. Information will not be shared with third parties.

The NLTA supports the principles of the Personal Information Protection and Electronic Documents Act (PIPEDA). These principles are:

1. **Accountability**

The NLTA complies with all 10 of the PIPEDA principles, has an individual responsible for compliance of the principles, and protects all personal information held by the Association.

2. **Identifying Purpose**

The NLTA identifies the reasons for collecting personal information before or at the time of collection and will identify any new purposes for the information and obtain the individual's consent before using it.

3. **Consent**

The NLTA obtains the individual's consent before or at the time of collection as well as when new use is identified, and informs the individual in a meaningful way of the purposes for the collection, use, or disclosure of personal information.

4. **Limiting Collection**

The NLTA will limit the collection of personal information – by fair and lawful means – to that which is necessary for the purposes identified.

5. **Limiting Use, Disclosure and Retention**

The NLTA uses and discloses personal information only for the purpose for which it was collected and keeps personal information only as long as necessary to satisfy the purposes.

6. **Accuracy**

The NLTA keeps personal information as accurate, complete and up to date as necessary, taking into account its use and the interests of the individual.

7. Safeguards

The NLTA safeguards information from unauthorized access, disclosure, copying, use or modification.

8. Openness

The NLTA's policies and practices relating to the management of personal information are available to the membership.

9. Individual Access

When requested, individuals are informed of any personal information about them, how it is or has been used. Individuals can have access to their information and may correct or amend any personal information if its accuracy and completeness is found to be incorrect.

10. Challenging Compliance

Members of the NLTA are able to challenge compliance of the privacy principles and the matter will be assigned to a person with the skills necessary to review it fairly and impartially.

The NLTA reviews its privacy policies from time to time. Any revisions will be noted on the NLTA website. If you have any questions, concerns, comments or to file a complaint please contact the NLTA Privacy Officer at mail@nlta.nl.ca. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]

I. **Audio-Video Recording of NLTA Meetings**

For specific purposes (e.g. audio recording of BGM), the Association may require an audio and/or video record of a particular meeting or may permit accredited media to record a portion of a meeting. No other audio/video recording of an NLTA meeting shall occur without express permission from the Association. For purposes of this policy, such permission may be provided by the President or, in his/her absence, the Executive Director. If such permission is granted, all meeting participants shall be notified that such recording is taking place. [Nov/26/09] [JC Nov/09]

J. Environmental Policy

The NLTA will:

1. comply with relevant environmental legislation as a minimum level of performance especially in the storage and disposal of hazardous material.
2. minimize waste by recycling materials whenever possible and practical or by using electronic means when possible. **[Oct/23&25/14] [2015 BGM]**
3. use environmentally friendly products whenever available and reasonable such as using biodegradable chemicals and minimizing use of solvent and lead-based paints.
4. use appropriate disposal methods for electronic equipment, batteries, toner cartridges, monitors, printers, etc.
5. ensure efficient use of water and energy.
6. expect similar environmental standards from its suppliers and contractors.
7. continuously seek to improve environmental performance and raise awareness, whenever possible, on environmental matters. **[Nov/1&3/07] [JC Apr/08] [2009 BGM]**

III. PROGRAMS AND SERVICES – PROFESSIONAL DEVELOPMENT

A. Teacher Certification

1. The minimum standard for all initial certification in this province shall be Certificate IV.
2. Any student teacher who graduates from an approved teacher training program and meets the standards for initial certification in this province shall be granted a permanent teaching certificate.
3. The Department of Education should give ample warning to school boards, teachers, and students and faculty in the Faculty of Education, Memorial University of Newfoundland, of any change in certification regulations. **[Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
4. The Newfoundland and Labrador Teachers' Association shall have representation on the Provincial Teacher Certification Committee so that the largest single group on that committee would be representative of the teaching profession.
5. The Newfoundland and Labrador Teachers' Association will provide information and advice to individuals considering entering the teaching profession. (Such efforts should be made in cooperation with the Faculty of Education, School Boards Association, and the Department of Education.) **[Oct/23&25/14] [2015 BGM]**

B. Curriculum

1. There should be consultative permanent staff at the Department of Education so that all programs can receive ongoing review and development.
2. There should be provision and opportunity for secondment of personnel from the field on a one- or two-year basis to meet specific needs that arise.
3. A Provincial Curriculum Board should be established to facilitate, coordinate, and promote curriculum development throughout the province. This board will consist of representatives from **the** Newfoundland and Labrador Teachers' Association, **the** Department of Education, **the** School Boards' Association, MUN and the Newfoundland and Labrador Federation of School Councils. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**
4. There should be current curriculum guides for all subject areas. Hard (paper) copies of all curriculum guides, in a binder format, should be available at the school level. When curriculum guides are being updated during a school year, the updates must be provided to classroom teachers in hard copy. Included in the curriculum guides would be the following:
 - a) Philosophy and rationale.
 - b) Clearly defined curriculum outcomes, correlated with the resources prescribed and mode available by the Department of Education.
 - c) Scope and sequence chart of performance expectations.
 - d) Course descriptions.
 - e) Suggested techniques and procedures for authentic student assessment. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM] [Oct/23&25/14] [2015 BGM]**
5. There should be developed at the provincial level suitable instruments for ongoing evaluation of existing and new programs.
6. Government, in cooperation with NLTA and school boards, should provide ways and means of identifying teachers who have expertise and who wish to be involved in program development.
7. Teachers working on Department committees should receive some professional recognition for their services, e.g. formal acknowledgement with a copy provided to the applicable school principal and district program specialist. In no way should a teacher on a Committee be negatively affected because of his/her involvement (e.g. loss of P.D. days, etc.) **[Oct/23&25/14] [2015 BGM]**
8. The Department of Education should provide total funding for inservicing all new programs implemented by the Department.
9. The duties of program specialists at the district level should be consistently defined from region to region.
10. Special ministerial leave should be granted to teachers who are involved with implementation of new programs at the district level.

11. When new curriculum and programs are introduced by the Department of Education for new courses, teachers should not be required to teach such courses until the appropriate prescribed and supplementary student and teacher resources are on site at schools, teachers are inserviced, and other applicable materials are made available. **[Dec/4-5/86] [Apr/2- 3&5/08] [JC Apr/08] [2009 BGM] [Oct/23&25/14] [2015 BGM]**

12. a) Significant curriculum change (i.e. change requiring ideologically different teaching and assessment techniques) should be introduced to teachers at least one academic year before classroom implementation.

- b) New curriculum and program initiatives should not be implemented until the Department of Education provides adequate personnel, resources, finances, and time for the explanation of the rationale and need for the curriculum change, overview of the pedagogical implications of the change, opportunities to experience the new teaching techniques demonstrated in the typical classroom setting, opportunity to practice the new techniques in a classroom setting and the opportunity to receive collaborative feedback on practice utilization. **[Nov/22-23/89] [1990 AGM] [Jan/8-9/99]**

- c) New curriculum and programs can only be implemented when the necessary resources are provided. **[Jan/8-9/99]**

13. The Curriculum Committee of NLTA shall develop or coordinate the development of position papers on curriculum issues as the need arises. **[Jan/8-9/99]**

14. To achieve effective curriculum implementation:
 - a) The Department of Education will have a program development specialist for the following areas – career education, distance education, enterprise education, fine arts, health/home economics, English language arts, mathematics, modern languages, religious education, science, social studies, physical education, art, economic education, English as a second language, family studies, music, skilled trades and technology education. In addition, program development specialists will be allocated in early childhood/primary, elementary, intermediate, senior high, and school development as well as in student support services to work directly with the district program implementation specialists. **[Oct/23&25/14] [2015 BGM]**

 - b) A mechanism should be established to allow teachers to share best practices and explore the various media by which this can be accomplished, taking into account any new technologies. **[Apr/2-3&5/08] [JC Apr/08] [2009 BGM]**

 - c) All regions of the districts will pilot new programs and program implementation specialists will receive copies of all program development documents and pilot resources.

 - d) With teacher consent, a pilot program may include all classes when the piloting school has more than one stream at the grade level of the pilot. **[Oct/23&25/14] [2015 BGM]**

 - e) The Department of Education, in consultation with the districts, will make days available for induction of new teachers, and for inservice or mentoring programs for teachers new to courses.

- f) Curriculum implementation will be integrated into teacher/school/district professional growth and improvement plans.
- g) There will be at least three meetings per year between program implementation specialists and Department of Education personnel to discuss curriculum implementation issues.
- h) The Department of Education, school districts, NLTA, and Memorial University's Faculty of Education will collaborate on developing a strategic plan for program implementation, and will coordinate implementation of new programs.
- i) Professional development needs for teachers must be addressed beyond initial curriculum implementation as a means of ongoing support for issues that are related to the new curriculum.
- j) Financial resources should be provided to Department of Education program development specialists so that they can actively participate in program implementation at the district level.
- k) A process of curriculum program review will be established and maintained to ensure programs are current and reflective of best practice. **[Apr/6-7/00] [JC Oct/00] [2001 BGM]**

C. Teacher Education

1. The Newfoundland and Labrador Teachers' Association, in cooperation with Memorial University of Newfoundland, will make provision for information sessions, seminars or other activities designed to acquaint students in the Faculty of Education with the NLTA. [Oct/23&25/14]
2.
 - a) The NLTA supports the view that its members must remain current with respect to advances in knowledge and the development of teaching strategies as a result of this new knowledge. The NLTA believes it is essential that the teacher be provided an opportunity for continuing professional development. [Nov/27/08] [JC Feb/09] [2009 BGM]
 - b) The NLTA will continue to strive to have government support the professional growth of its teacher employees. [Nov/27/08] [JC Feb/09] [2009 BGM]
3. The NLTA accepts the principle that continuing professional development of teachers is a shared responsibility of the NLTA, Department of Education, Memorial University, School Boards' Association, and school boards. [Jan/8-9/99] [1999 BGM]

D. Teacher Evaluation

The NLTA recognizes the importance of meaningful evaluation within the educational system of our province. The evaluation of teachers has two distinct purposes. The first is formative, the process which occurs to improve the professional performance of teachers. The second is summative, the process which results in decision making relating to employment. Both have the primary purpose of increasing the effectiveness of personnel in improving instruction and the educational environment.

For evaluation to be appropriate and meaningful, it should assist teachers, as employees, in their professional growth and re-affirm their competency in their profession. In addition, evaluation must assist school boards, as employers, to ensure the highest level of teaching in the classrooms. In order for evaluation to be meaningful, the following principles of personnel evaluation, as described below, must be addressed.

1. Service Orientation

Evaluations of educators should promote sound educational principles, fulfilment of organizational missions, and effective performance of job responsibilities so that the educational needs of students, community, and society are met.

2. Formal Evaluation Guidelines

Guidelines for personnel evaluations should be recorded in statements of policy, and/or personnel evaluation manuals so that evaluations are consistent, equitable, and in accordance with pertinent laws, ethical codes and the NLTA collective agreement.

3. Conflict of Interest

Conflicts of interest should be identified and dealt with openly and honestly so that they do not compromise the evaluation process and results. In circumstances of perceived conflict of interest, every reasonable effort shall be given to utilizing another evaluator.

4. Access to Personnel Evaluation Reports

Access to reports of personnel evaluation should be limited to those individuals authorized to review and use the reports so that appropriate and ethical use of the information is assured. [Nov/27/08] [JC Feb/09] [2009 BGM]

5. Interaction with Person Being Evaluated

The evaluator should address the person being evaluated in a professional, considerate, and courteous manner. [June/11/04] [JC Nov/04] [2005 BGM]

6. Constructive Orientation

Evaluations should be constructive and on-going so that they help school boards to develop human resources and encourage and assist those evaluated to provide excellent service.

7. Defined Uses

The users and the intended uses of a personnel evaluation should be identified so that the evaluation can address appropriate questions.

8. Evaluator Credibility

The evaluation should be managed and executed by persons with the necessary qualifications, skills, and authority, and evaluators should conduct themselves professionally so that evaluation reports are respected and used.

9. Functional Reporting

Reports should be clear, timely, accurate, and relevant so that they are of practical value to the person being evaluated and other appropriate users. [June/11/04] [JC Nov/04] [2005 BGM]

10. Follow-Up and Impact

Evaluations should be followed up in a timely manner so that users and the person being evaluated are assisted in understanding the results and in taking appropriate actions. [June/11/04] [JC Nov/04] [2005 BGM]

11. Practical Procedures

Personnel evaluation procedures should be planned and conducted so that they produce needed information while minimizing disruption and cost.

12. Collaboration

The personnel evaluation system should be developed and monitored collaboratively so that all concerned parties are constructively involved in making the system work.

13. Fiscal Viability

Adequate time and resources should be provided for personnel evaluation activities so that evaluation plans can be effectively and efficiently implemented.

14. Defined Role

The role, responsibilities, performance objectives, and needed qualifications of the position of the person being evaluated should be clearly defined so that the evaluator can determine valid assessment criteria. [June/11/04] [JC Nov/04] [2005 BGM]

15. Work Environment

The context in which the person being evaluated works should be identified and recorded so that significant environmental influences and constraints on performance can be considered in the evaluation. [June/11/04] [JC Nov/04] [2005 BGM]

16. Documentation of Procedures

The evaluation procedures followed should be documented so that the person being evaluated and other users can assess the actual, in relation to intended, procedures. [June/11/04] [JC Nov/04] [Nov/27/08] [JC Feb/09] [2009 BGM]

17. Valid and Reliable Measurement

The data collection procedures should be chosen or developed and implemented on the basis of the described role and the intended use so that the inferences concerning the person being evaluated are valid, accurate and reliable. [June/11/04] [JC Nov/04] [2005 BGM]

18. Systematic Data Control

The information used in the evaluation should be kept secure and should be carefully processed and maintained.

19. Bias Control

The evaluation process should provide safeguards against bias so that the qualifications and performance of the person being evaluated are assessed fairly. [June/11/04] [JC Nov/04] [2005 BGM]

20. Monitoring Evaluation Systems

The personnel evaluation system should be reviewed periodically so that appropriate revisions can be made. [Mar/1-2/96] [1996 AGM]

E. Learning Resource Programs

Educational programs in an ever-changing society must meet the individual needs of students and prepare them to become effective, self-directed, and discriminating citizens. To be effective citizens in an information rich society, students need to learn skills which will allow them to locate and select appropriate information, to critically analyze that information and to use it wisely. This is the primary aim of the learning resource program in the context of today's curriculum. To fulfill this aim:

1. All students should have access to a library resource program which is an integral part of the school's instructional program. **[Feb/18-19/15] [2015 BGM]**
2. All schools should have a learning resource centre which will support and enhance program activities and contribute to the efficiency of operation. While there are certain basic components of a learning resource facility, the actual size and sophistication will depend on the nature of the particular school in which it is located, but should comply with accepted standards as defined by the Canadian Library Association. **[Feb/18-19/15] [2015 BGM]**
3. The learning resource program is most effective when it is planned and implemented in a cooperative manner by the teacher librarian and the classroom teacher to integrate those skills necessary to locate, assess, organize and present information in the context of the curriculum.
4. Learning resources should be selected in accordance with standardized criteria to support and enrich the curriculum as well as to meet the needs and interests of the students. Materials in a variety of formats (e.g. children's literature, magazines, periodicals, novels, research resources, print and non-print, i.e. online and/or digital resources, etc.) should be provided to accommodate the different abilities and learning styles of the students. Selection of learning resources should be coordinated/led by the teacher librarian. **[Nov/27/08] [JC Feb/09] [2009 BGM] [Feb/18-19/15] [2015 BGM]**
5. Learning resources should be centralized and electronically (e.g. Insignia) catalogued and shelved according to the Dewey Decimal System to provide optimum accessibility to all students and teachers. **[Nov/27/08] [JC Feb/09] [2009 BGM] [Feb/18-19/15] [2015 BGM]**
6. School districts will provide the current technology (i.e. computer hardware, software, etc.) to facilitate the cataloguing and circulation of learning resources. A union catalogue such as this can be particularly effective in schools with part-time teacher librarians to alleviate some of the clerical duties and allow time for the teaching aspects of the learning resource program. **[Nov/27/08] [JC Feb/09] [2009 BGM] [Feb/18-19/15] [2015 BGM]**
7. Where possible, all learning resource centres should be administered by a full-time qualified teacher librarian who has appropriate training and expertise in education as well as specialized training in the area of learning resources. In schools where this is not possible, the district should assume responsibility for ensuring that an adequate program is provided.
8. Where possible, clerical assistance should be provided to teacher librarians to free them from routine clerical duties and provide time to work with students and teachers. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
9. All funds allocated for learning resources should be used for that purpose. School districts and schools should allocate funds for learning resources. An additional start-up grant should be allocated for any school establishing a learning resource centre. Department of Education

materials provided to schools (i.e. Cultural Connections) should include MARC records and be age appropriate as well. [Nov/27/08] [JC Feb/09] [2009 BGM] [Feb/18-19/15] [2015 BGM]

10. District/regional resource centres, under the administration of a qualified learning resources program specialist, should be established to supplement school collections and provide production facilities, consultative services, and professional development activities. [May/5- 6/89] [1990 AGM] [Nov/27/08] [JC Feb/09] [2009 BGM]

F. Gender Equity in Education and in the Profession

1. Equity issues, including gender equity, cannot be compartmentalized from other issues of education and the profession. They are intrinsic in all that comprises the education of students and the professional lives of teachers.
2. Gender equity is a broad issue affecting both genders since it addresses imbalances of power which are the essence of equity issues.
3. Any strategy to redress gender equity will have the input of both males and females.
4. NLTA is committed to working proactively within the organization and with other agencies towards achieving gender equity at all levels of education and the profession so that students and educators experience a school and working life free of gender bias. NLTA initiatives might include, but not be limited to, a review of and recommendations on:
 - a) Preservice and inservice professional programs.
 - b) Curriculum content, school policies/practices/activities, teaching practices and teacher/student interaction.
 - c) Working conditions and benefits for members.
 - d) Behaviour among members in school situations and in professional activities.
 - e) Recruitment, hiring and promotion policies/practices of boards and the NLTA.
 - f) Equitable gender representation within the different fields and disciplines of the profession and within NLTA staff.
 - g) Leadership training within the Association and at the board/school level based on collaborative and empowering models.
 - h) The Association as an organizational leader in promoting gender equity. **[Mar/10-11/95] [1995 AGM]**

G. French Programming

1. Minority Language Educational Rights

- a) The NLTA will uphold and support the rights of minority language groups as defined in the Canadian Charter of Human Rights and Freedoms. [Jan/8-9/99]
- b) No teacher employed in the school systems of Newfoundland and Labrador shall lose his/her job by virtue of the introduction of minority language educational rights programming into any and all school systems.

2. French as a Second Language Program

- a) The NLTA accepts and supports French second language programs as viable programs for bilingual instruction in Newfoundland and Labrador schools.
- b) No teacher employed in the school systems of Newfoundland and Labrador shall lose his/her job by virtue of the introduction of French second language programming into any and all school systems. [Mar/18-19/88] [1988 AGM] [Jan/17-18/08] [JC Apr/08] [2009 BGM]

H. Student Support Services

1. For students requiring support services, a wide variety of placement possibilities should be considered, ranging from inclusion to alternate placements in student support services classes. The most appropriate placement will depend upon the individual needs of the child and the ability of the school to provide the necessary supports in a given setting. **[Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
2. An Individualized Support Service Plan (ISSP) or an Individual Education Plan (IEP) should be developed and approved by all parties involved in educating the student concerned. **[Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
3. Methods of evaluating a child with an identified exceptionality should be set down during ISSP/IEP formation with the cooperative efforts of a programming team. **[Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
4. For all curriculum areas, a student assistant should be available if deemed necessary by the programming team. **[Jan/8-9/99] [1999 BGM]**
5. Teachers who have children with an identified exceptionality should have access to necessary materials and resources to implement the ISSP/IEP. **[Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
6. All teachers who teach children with an identified exceptionality should have access to ongoing inservice in student support services. **[Nov/27/08][JC Feb/09] [2009 BGM]**
7. Where deemed necessary by the program team, a student assistant, under the supervision of a qualified teacher, should be provided for supervision during lunch hour and recess. **[Jan/8-9/99] [1999 BGM]**
8. The inclusion of children with an identified exceptionality into any one classroom should be governed by a class size flexible enough to accommodate the individual needs of the child. **[Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
9. There should be an increase of student support services positions due to increased inclusion. **[Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
10. Regular classroom teachers will receive appropriate inservice, resource materials, and other support services as mandated by the ISSP/IEP. **[Nov/22-23/89] [1990 AGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
11. Whenever the needs of a student in Pathways 2, 3, 4 or 5 are to be met in the regular classroom setting, the regular classroom teacher and administration must receive all necessary inservice related to the Pathways document, including in such topics as assessment procedures, program modification, and the ISSP/IEP process. **[Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
12. The “new” Teacher Allocation Model must ensure that sufficient student support services teachers are allocated by the Department and deployed by school districts to meet the needs of students who present with identified exceptionalities. The allocation must be needs based rather than the current hierarchical needs/service model. **[Nov/27/08] [JC Feb/09] [2009 BGM]**

I. Equality and Access of Opportunity

1. General Policy

- a) The Association strongly encourages all individuals involved in educational endeavours to reach the highest level of individual development; the Association will not condone discrimination which in any way limits human potential.
- b) The Association promotes the ideas of democracy and self-worth.
- c) The Association is opposed to discrimination in any form on the basis of gender, race, colour, creed, language, geographic location, socio-economic status, political affiliation, marital status, age, mental or physical challenge, or sexual orientation/expression.
- d) The Association endorses programming which promotes equality and access of opportunity.

2. Specific Policy

- a) The Association will endeavour to ensure equal opportunity and equitable treatment of all teachers within the profession.
- b) There should be equal opportunity for all members of the Association to hold elected offices and appointed staff positions within the Association.
- c) The Association will ensure that all teachers with similar qualifications and experience receive equal pay for work of equal value and responsibility.
- d) The Association will provide professional development and information, upon request, to its members regarding the implications and effects of discrimination and stereotyping.
[Feb/20/03] [2003 BGM]
- e) The Association will ensure that all its communications and documentation are nondiscriminatory and utilize non-discriminatory language.
- f) The Association endorses the principles of equality and the use of non-discriminatory language and other forms of media in teachers' instruction and assessment procedures.
- g) Instructional materials used by teachers should recognize the contribution and value of each individual in society.
- h) Teachers should monitor the curriculum materials for discriminatory or biased views.
- i) All materials utilized in schools should be non-stereotypic, non-discriminatory, and unbiased.
- j) Teachers should encourage participation of students in all subject areas, non-curricular and curricular activities.
- k) The Association will support equality of access to and choice of curricular, noncurricular, and co-curricular activities for all students.

- l) The Association will support the provision of unbiased, non-stereotypic guidance which reflects employment opportunities of contemporary society. This would include exposure to non-traditional occupations.
- m) School boards should ensure equal access and opportunity for professional development to all teachers.
- n) All school boards and board of director positions and the like, whether elected or appointed, should be equally accessible to all members of the general public and no individual will be discriminated against on the basis of gender, race, colour, creed, language, geographic location, socio-economic status, political affiliation, marital status, age, mental or physical challenge or sexual orientation/expression.
- o) All school board communication and documentation should be non-discriminatory and utilize non-discriminatory language.
- p) Teachers should report incidents or occurrences of discrimination or bias to the Association.
[Mar/19/83] [1987 AGM]

Complete Policy Revised - [June/2/06] [JC Nov/06] [2007 BGM] [Oct/23&25/14] [2015 BGM]

J. Length of the Kindergarten Day

The NLTA accepts the following criteria as its position on an extended kindergarten day program:

1. Resources

In order to implement the Kindergarten curriculum in a developmentally appropriate manner, adequate resources must be in place for the extended Kindergarten program to be successful; for example, adequate physical space, reading area, washrooms, suitable furniture, and help from assistants when and where required.

2. Class Size

Class size for the extended kindergarten program shall be a maximum of fifteen students to one classroom teacher and in no circumstances shall class size exceed fifteen students to one teacher. Where multigrading exists, eg (K-1, (K, 1, 2) etc., class size for the combined class shall be no larger than fifteen students for one teacher.

3. Entrance Age

The entrance age for all children to extended kindergarten programs should be five years of age on or before August 31st of the year in which they attend kindergarten. This should be phased in over a four-year period with the entrance age adjusted yearly: Year 1 – November 30 Year 2 – October 31 Year 3 – September 30 Year 4 – August 31

4. Developmentally Appropriate Curriculum

Critical to the success of an extended kindergarten day is the provision of developmentally appropriate programs. Such programs are characterized by the following:

- a) There is an emphasis placed on the importance of play as a medium through which young children learn best, with a focus on exploration and discovery.
- b) Curriculum outcomes and assessment focus on the physical, social, emotional, intellectual, moral and ethical development of the child.
- c) Learning experiences are designed to engage each child in large groups, small groups and individual instruction.
- d) Each child is valued as a unique individual.
- e) Curriculum outcomes encompass the development of:
 - i) Literacy
 - ii) Numeracy
 - iii) Scientific Processes
 - iv) Self and Society
 - v) Fine Arts
 - vi) Personal and Social Relationships
 - vii) Independent Learning
 - viii) Healthy and Active Living

- f) A developmentally appropriate curriculum for Kindergarten children does not mean the addition of new learning outcomes or a downward extension of Grade One. Rather, the intent of a full-day Kindergarten is to provide children with opportunities to deepen their understanding of the current curriculum at a pace more appropriate for young children.
- g) In those instances where one or more Kindergarten children are part of a multi-age setting for a full school day appropriate staffing resources should be provided to ensure that the needs of all children in the multi-age class are adequately met. [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]

5. **Teachers**

In keeping with currently modern standards, teachers for the full-day Kindergarten shall be qualified teachers knowledgeable of early childhood growth and developmental processes and trained in primary and early childhood methods.

6. **Length of Full-Day Kindergarten**

The length of full-day Kindergarten should be consistent with current practices in the school. [Oct/14-15/94] [1995 AGM]

Complete Policy Revised - [June/2/06] [JC Nov/06] [2007 BGM]

K. Collegial Model/Association Membership

All teachers, regardless of professional role, shall be members of the same professional association and, hence, members of either the provincial or the Labrador West bargaining units. [Oct/23&25/14] [2015 BGM]

The collegial model is a recognized aspect of an educational system. It espouses the following basic principles of educational leadership:

1. Educational administration exists to promote and assist in the achievement of educational goals. [Oct/23/14]
2. The educational function is not divisible along lines which can be clearly ascribed to "management" or "labour".
3. All teachers have a responsibility to be participants in the administrative process.
4. The administrator's role is that of an educational leader among teachers.
5. A better educational climate is to be found where members of the Association enjoy high morale, where they work together enthusiastically, where the administrator is a professional co-worker on a professional team. These principles, which have been developed over many years, are rooted in the experiences of education and are fundamental to the profession. The Association recognizes that there are role differences within the educational process; that administrators, in their role as leaders, are often assigned managerial responsibilities. Notwithstanding, all teachers can operate most effectively as colleagues within the ranks of the one professional teachers' association. [Aug/26-28/85]

L. Remedial Services

1. Definition of Remediation

Remediation refers to particular instructional techniques that attempt to expose the learner once again to concepts and skills that were not adequately learned during previous teaching/learning experiences.

2. Considerations for Effective Remediation

- a) Remediation services should be recognized as an identified need in the education of certain students. [Nov/27/08] [JC Feb/09] [2009 BGM]
- b) Remediation should be recognized as being distinctly different from student support services. [Nov/27/08] [JC Feb/09] [2009 BGM]
- c) Children requiring remediation should be recognized as Pathway 1 students who experience difficulties in learning which can usually be overcome by:
 - i) a concentrated application of specific needs instruction, or
 - ii) ongoing supports and accommodations, or
 - iii) specific intervention, possibly for a short period of time, in a one/one or small group setting. [Nov/27/08] [JC Feb/09] [2009 BGM]
- d) Remediation can occur in either a segregated or non-segregated environment depending on the prevailing circumstances of any particular class.
- e) Diagnosis of student difficulties should be based on an informal approach consistent with ongoing classroom evaluation and followed by individual student assessment by the regular classroom teacher(s).
- f) Remedial support should be determined by the assessed needs, interests, and abilities of the student.
- g) Remedial support can be planned and delivered by both regular classroom and student support teachers, with the actual involvement of each teacher dependent on the requirements of the child. [Nov/27/08] [JC Feb/09] [2009 BGM]

M. Multiage Classrooms

Multiage classes are created when children of different ages and grade levels are intentionally combined in a single classroom to realize academic and social benefits. [Nov/27/08] [JC Feb/09] [2009 BGM]

1. Multiage classrooms will be established on a sound philosophical and pedagogical basis, and not just because of economic necessity or convenience. [Nov/27/08] [JC Feb/09] [2009 BGM]
2. In determining the enrolment of multiage classrooms, the number of special needs students to be integrated will be considered. [Nov/27/08] [JC Feb/09] [2009 BGM]
3. Teachers of multiage classrooms will have extra preparation time. [Nov/27/08] [JC Feb/09] [2009 BGM]
4. Teachers assigned to multiage classrooms should preferably be those who are most willing to teach in a multiage environment.
5. Inservice and information concerning appropriate groupings, classroom organization, instructional strategies and curriculum modification will be provided to principals and teachers. [Nov/27/08] [JC Feb/09] [2009 BGM]
6. The Department of Education, with the assistance of experienced teachers and administrators, will develop courses of study specially designed for the various combinations of multiage classrooms. [Nov/27/08] [JC Feb/09] [2009 BGM]
7. Teachers of multiage classrooms require adequate resource material and will have ready access to resource personnel. [Nov/27/08] [JC Feb/09] [2009 BGM]
8. The Curriculum Division of the Department of Education (with the aid of experienced educators) will be approached to develop different curricula and materials for multiage classroom use, and to develop curriculum guides with suggested teaching strategies and relevant resource and instruction materials and that such planning and development of resource materials be given high priority by the Department of Education. [Nov/27/08] [JC Feb/09] [2009 BGM]
9. The Department of Education, in conjunction with the NLTA and Memorial University, will develop and implement a comprehensive and systematic plan of inservice for teachers in the multiage classrooms. [Nov/27/08] [JC Feb/09] [2009 BGM]
10. The Faculty of Education of Memorial University will meet the increasing demand for the education of multiage teachers with special skills by revamping their teacher preparation program. [Nov/27/08] [JC Feb/09] [2009 BGM]
11. The Department of Education, the NLTA, the Newfoundland and Labrador School Boards Association and Memorial University will support research dealing specifically with teaching and learning in the multiage classroom, and with the cognitive development of students in the multiage classrooms. [Nov/27/08] [JC Feb/09] [2009 BGM]
12. Multiage classrooms should be defined as classrooms that contain two or more grade levels. [June/12-13/92] [1993 AGM] [Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]

13. The Department of Education, in collaboration with experienced educators with a background in multiage education, will develop an inservice that will assist parents in their understanding of this educational approach. [Nov/27/08] [JC Feb/09] [2009 BGM]

N. Home Schooling

1. Principles

- a) NLTA respects the rights of parents to choose home schooling as an alternate form of schooling.
- b) Home schooled children shall be permitted access to specific evaluation processes conducted by their base school, i.e. the school where they are registered throughout the year (e.g. standardized tests, criterion reference tests, etc.).
- c) Additional evaluation processes shall not be arranged by classroom teachers for home schooled children except for those referred to in b) above.
- d) The teacher does not take responsibility for the outcomes of assessment(s) (standardized test results/criterion test results) referred to in b) above.
- e) The teacher does not take responsibility for assessing and evaluating home schooled students.
- f) The teacher does not determine the promotional standards for home schooled children nor does it take responsibility for the promotion of home schooled children.

2. Curriculum

A teacher who has home schooled children registered in his/her classroom:

- a) Shall not be expected to have an understanding of, or be required to become knowledgeable about the intended curriculum for home schooling programs if separate from provincial curriculum.
- b) Shall not be expected or required to provide curriculum support materials and social growth experiences to home schooled children/parents without the teacher's consent which may be given on a voluntary basis.
- c) Shall not be expected to be available for educational and curriculum advice outside of school hours.
- d) Shall not be expected or required to provide evaluation and assessment materials or advice other than that supplied through standardized evaluations and assessment materials.
- e) Shall not be expected or required to provide partial or total assessment for course and grade promotions.
- f) Shall not be expected to take responsibility for learning and educational outcomes of home schooled students. **[Mar/10-11/95] [1995 AGM]**

O. Assessment – Criterion Referenced Testing

1. The Newfoundland and Labrador Teachers' Association believes that while criterion referenced testing is a valid tool in assessing how well our students are achieving the outcomes of the authorized curriculum, it is but one of the many forms of student assessment and should not be the focus. [Nov/27/08] [JC Feb/09] [2009 BGM]
2. No more than one criterion referenced test should be administered in any given year in any grade level. [Nov/27/08] [JC Feb/09] [2009 BGM]
3. The results of criterion referenced testing should be used to measure student achievement but shall not be used to evaluate teacher performance and/or the success of individual schools.
4. Teachers should be provided with the necessary professional development in the administration of criterion referenced testing and the interpretation of test results. [Nov/27/08] [JC Feb/09] [2009 BGM]
5. The Department of Education should communicate to parents, school councils and other stakeholders the purposes of CRTs, how to interpret results and indicate how these results should and should not be used.
6. Teachers should be involved in the development of CRTs. [Nov/27/08] [JC Feb/09] [2009 BGM]
7. The NLTA opposes any introduction of "high stakes" testing where results of tests are widely published, schools are compared and ranked, and teachers are held directly accountable for test results. [Apr/6-7/00] [JC Oct/00] [2001 BGM]

P. Professional Development Programs

1. Centennial Fund Awards

The Centennial Fund, created in 1990 to mark the 100th anniversary of the Newfoundland and Labrador Teachers' Association, provides educational opportunities to teachers to enhance knowledge about teaching and learning. The Fund makes monies available to teachers to pursue avenues which would increase such knowledge. The Centennial Fund will be used as follows:

a) Study Awards

i) Purpose

The Study Awards are awarded to teachers on an annual basis to support the continuing professional development of certified teachers in the province. At least two awards, valued at \$2,500 each, will be presented each year provided suitable applications are received and sufficient funds are available. [Sept/29- 30/00] [JC Oct/00] [Oct/23&25/14] [2015 BGM]

ii) Criteria

- To be eligible, an individual must be an active member of the NLTA as described by Section I.A.1 of NLTA policy. [Nov/27/08] [JC Feb/09] [2009 BGM] • Applicants must be in full-time attendance at a recognized university. The award will be paid upon receipt of the student's transcript indicating successful completion of courses. [Jan/17/03] [June/6/03] [JC Nov/03] [2005 BGM] [Nov/25/10] [JC Nov/10] [2011 BGM] [Sept/28/12] [JC Nov/12] [2013 BGM]
- Considerations for selection will include:
 - involvement in the Association at school, branch, regional and/or provincial levels;
 - two letters of recommendation outlining your service to the profession from any of the following: administrators, colleagues, branch presidents, special interest council presidents ; [Nov/25/10] [JC Nov/10] [2011 BGM]
 - interest in and/or participation in professional development activities
 - indication of how the proposed study supports future teaching plans; and
 - possible benefits which could accrue to the school/educational community. [Sept/29-30/00] [JC Oct/00] [Nov/27/08] [JC Feb/09] [2009 BGM]
- Applications which are in keeping with current trends in education, which respond to an identified area of personal growth by the teacher, and those that express provincial and school board needs, will be given priority. [Sept/29-30/00] [JC Oct/00] [Nov/25/10] [JC Nov/10] [2011 BGM]
- Successful applicants must return to teaching in this province as full members of the Newfoundland and Labrador Teachers' Association upon completion of their studies. Failure to do so will result in a requirement to repay the award amount. [Jan/8-9/99]

- Successful applicants should be willing, upon completion of study, to share their increased knowledge with other teachers as requested. [June/12-13/92] [Nov/25/10] [JC Nov/10] [2011 BGM]

iii) Recipients are chosen by the Professional Issues Committee. [Nov/27/08] [JC Feb/09] [2009 BGM]

iv) Applications must be submitted to the NLTA on or before March 31. The award is to be used for study in the spring, summer, fall and winter semesters following this deadline. Incomplete applications will not be considered. Application forms may be obtained from the NLTA office or on the NLTA website. [Mar/6-8/91] [Sept/29-30/00] [JC Oct/00] [Nov/27/08] [JC Feb/09] [2009 BGM] [Nov/25/10] [JC Nov/10] [2011 BGM]

b) Presenters at International Conferences

i) Eligibility

To be eligible, an individual must be an active member of the NLTA as described by Section I.A.1 of NLTA policy. [Nov/27/08] [JC Feb/09] [2009 BGM]

ii) Conference/Presenter

- The conference must be categorized as “international”.
- The presenter must make a significant contribution to the professional agenda of the conference.
- Submissions will be accepted on an ongoing basis and, once received, will be considered by the Professional Issues Committee at its next regularly scheduled meeting, with disbursements dependent on the availability of funds at that time. Retroactive funding is not available. [Sept/29-30/00] [JC Oct/00] [2001 BGM] [Nov/24/11] [JC Nov/11] [2013 BGM]

iii) Process

The request for funding must include:

- A copy of the letter of acceptance from the conference organizers. [Sept/29- 30/00] [JC Oct/00]
- A copy of the conference agenda, with the applicant’s session highlighted. [Sept/29-30/00] [JC Oct/00]
- An itemized budget indicating relevant expenses such as transportation costs, accommodation costs, meal costs, etc.
- A statement of honorarium supplied, if any.
- A rationale as to the relevance of the presenter's paper, project, thesis, etc., to the professional agenda/theme of the conference and to education in general.

iv) **Conference Submission**

A copy of the paper/project/report presented at the conference will be made available to the NLTA. [Sept/29-30/00] [JC Oct/00]

v) **Funding**

- The presenter(s) must demonstrate efforts to secure funding other than that provided through the NLTA Centennial Fund.
- A maximum amount of \$5,000.00 per year will be provided from the Centennial Trust Fund for the explicit purpose of funding presenters to an international conference.
- The maximum amount to be approved for presenters at any one conference will be up to \$1,250. [May/6/94] [1995 AGM]

c) **Educational Research Program**

- i) Through the Centennial Fund, the Association will make available a maximum of \$10,000 annually to support educational research projects initiated and/or approved by the NLTA. [Sept/29-30/00] [JC Oct/00]
- ii) The Association will fund a maximum of three (3) research projects in any one academic year.
- iii) Preference will be given to funding research that is classroom-based and conducted within an action research model. The focus of the research should be either
 - teaching
 - learning
 - methods of instruction
 - curriculum
 - student assessment, or
 - other classroom-related topics. [Sept/29-30/00] [JC Oct/00] [Oct/23/14]

Thesis writing or other work for which university credit is being earned will not qualify. [June/8/01] [JC Nov/01] [2003 BGM]

- iv) Funding obtained for these research projects cannot be used for the purchase or leasing of hardware or to offset any costs related to the public presentation of the findings. [Sept/29-30/00] [JC Oct/00]
- v) The Association will be presented with a copy of all research findings from any project funded through this program.
- vi) Costs related to the publication of the findings will be limited to no more than ten percent of the total project budget and must be included in the original proposal. [Sept/29-30/00] [JC Oct/00]
- vii) Research projects will be approved according to the following priorities:

- practising classroom teachers, school administrators, district program implementation specialists;
- students and/or faculty in the Faculty of Education at Memorial University of Newfoundland; and
- other recognized educational agencies. [Sept/29-30/00] [JC Oct/00]

viii) Proposals/applications will be accepted by the NLTA Professional Development Division on an ongoing basis and will be considered at the next regularly scheduled meeting of the Professional Issues Committee, with disbursements dependent upon the availability of funds at that time. [Mar/1-2/96] [1996 AGM] [Sept/29-30/00] [JC Oct/00] [2001 BGM] [Oct/12-13/01] [JC Nov/01] [2003 BGM] [June/6/03] [JC Nov/03] [2005 BGM]

d) **International Programs**

i) **Purpose**

Through the Centennial Fund, the Association will make available a maximum of \$12,000 annually to support international projects initiated and/or approved by the NLTA Executive.

ii) **Funding**

Funding will be provided to support two specific and separate components:

- To support teacher organizational development in a developing country.
- To support the work of an organization working with children in a developing country.

iii) **Procedures**

- Applications must be made in consultation with the staff at the Newfoundland and Labrador Teachers' Association.
- The selection of a teacher organization will be determined in cooperation with the Canadian Teachers' Federation.
- The selection of a children's organization will be done in consultation with the Canadian Teachers' Federation or a recognized international children's organization.

2. **Professional Development Fund**

a) **Out-of-Province Grants for Individuals**

i) **Purpose**

The Professional Development Fund will allow for the funding of individuals for professional development which is not funded through any of the existing NLTA professional development programs. Funds are not available from this source to help individuals attend in-province conferences, as these types of initiatives may be supported

through existing special interest council and branch structures and should be supported by the board. However, travel between Labrador and the island of Newfoundland will be eligible for funding from this source. [Nov/27/08] [JC Feb/09] [2009 BGM]

ii) **Eligibility**

- All projects must focus on the professional development of educators.
- All applicants must give documented evidence that additional sources of funding have been investigated and provide details of funding received.
- To be eligible, an individual must be an active member of the NLTA as described by Section I.A.1 of NLTA policy.
- An individual must not have personally received any financial assistance from this Professional Development Fund within the previous five school years. [Oct/12-13/01] [JC Nov/01] [2003 BGM]

iii) **Selection**

Applications will be reviewed by NLTA staff. In considering candidates and applications, consideration shall be given to the following criteria:

- potential benefits of the project to professional growth and development
- past contribution of the applicant to the profession, including to the work of the NLTA; and
- i. funding received from other sources. [Nov/27/08] [JC Feb/09] [2009 BGM]

iv) **Funding Guidelines**

For individuals requesting funding to attend out-of-province activities only travel and registration will be covered, to a maximum of \$500, provided sufficient funds are available. The fund does not cover meals and accommodations. Funds will be awarded when proof of attendance and necessary receipts are received. [Sept/29-30/00] [JC Oct/00] [2001 BGM] [Oct/12-13/01] [JC Nov/01] [Jan/17/03] [JC Feb/03] [2003 BGM] [May/30-31-June1/13] [JC Oct/13] [2015 BGM]

v) **Application Process**

Applications must be completed and submitted online on the appropriate form which is available on the NLTA website. [Nov/27/08] [JC Feb/09] [2009 BGM] [Oct/23&25/14] [2015 BGM]

vi) **Deadlines**

Grants shall be awarded ten times a year, assuming there are suitable applications and funds available. The deadlines for receipt of applications are the third Thursday of September, October, November, December, January, February, March, April, May and June. [Oct/2-3/98] [Sept/29-30/00] [JC Oct/00] [2001 BGM] [Nov/27/08] [Feb/25-26/09] [JC Feb/09] [2009 BGM]

3. Teachers Talking to Teachers Program

The “Teachers Talking to Teachers” Program allows for the provision of professional development with teachers as the consultants or facilitators. It provides an opportunity for teachers to discuss with colleagues innovative practices and pilot projects in the field. The program recognizes that there are many exciting innovations taking place in the classrooms of Newfoundland and Labrador, and teachers would benefit from being able to talk to colleagues engaged in these innovations. The program is also based on the premise that the most effective professional development takes place when teachers work together in relatively small groups. It is designed to supplement and enrich the other forms of professional development provided by branches, councils and schools.

a) Guidelines for Teacher Talking to Teachers Applications

- i) The following host groups are eligible to apply for funding:
 - ii. special interest councils and affiliates;
 - iii. schools; and
 - iv. NLTA branches.
- ii) Programs shall be directed towards the processes of learning rather than subject content. Preference shall be given to such programs that highlight innovation and creativity on the part of individual teachers.
- iii) Teachers acting as consultants and/or facilitators under the program should request leave from their respective boards.
- iv) Teachers acting as consultants and/or facilitators under the program will be reimbursed by the host group for transportation costs and meals as per NLTA policy; and accommodation, if required, as per NLTA policy. [Feb/25-26/09] [JC Feb/09] [2009 BGM]
- v) Upon completion of the program, host groups will be reimbursed as per regulation iv) above after receipted documentation of expenses is completed.
- vi) Funding will be limited to one teacher consultant/facilitator per host group per year. [June/7/02] [JC Nov/02] [2003 BGM] [Feb/17/05]

4. Johnson Inc. Bursaries

To be eligible for a Johnson Inc. bursary, an individual must be an active member of the NLTA as described by Section I.A.1 of NLTA policy. The bursaries will be awarded as follows:

- a) A sum of \$2,000.00 will be made available to the NLTA to be awarded annually to teachers in full-time attendance at university. The value of the awards will depend on the number of awards granted annually by the Professional Issues Committee (e.g. two at \$1,000.00, four at \$500.00). [Apr/2-3&5/08] [JC Apr/08] [2009 BGM]
- b) Where there are competing applicants, on an annual basis, any member may be granted only one award for those programs which are designated for teachers undertaking fulltime study.
- c) The bursaries shall be open to both graduate and undergraduate students.

- d) The bursary will be paid upon receipt of the student's transcript indicating successful completion of courses. **[Sept/28/12] [JC Nov/12] [2013 BGM]**
- e) Applications are due on April 1 and must be completed and submitted online on the appropriate form which is available on the NLTA website. **[June/7/02] [Nov/27/08] [JC Feb/09] [2009 BGM] [Oct/23&25/14] [2015 BGM]**
- f) Bursaries awarded are to be used for study undertaken in the spring, summer, fall and winter semesters following this deadline. **[Nov/25/10] [JC Nov/10] [2011 BGM]**

Q. Accountability

1. Defining Accountability

- a) Accountability is the process through which individuals, organizations, and governments take responsibility for their actions, report on these actions to those who are entitled to the information, and work to improve their performance.
- b) Educational accountability is the responsibility shared by all those involved in public education to provide evidence of the performance of their educational roles and duties in support of the growth and development of students.

2. Accountability as Shared Responsibility

- a) All partners in the education community share responsibility and are accountable for those factors over which they have control and/or jurisdiction.
- b) Clear definitions of the respective roles and responsibilities developed, understood and accepted by the various partners are fundamental to any accountability framework.
 - i) The provincial government and school boards are responsible for funding all aspects of the KinderStart preschool program and K-12 education and for providing educational programs on an equitable basis to all students in accordance with the goals of education. [Nov/27/08] [JC Feb/09] [2009 BGM]
 - ii) School boards are responsible for managing funds to provide resources and programs to meet the needs of all students in the system and to provide resources for ongoing professional learning of teachers.
 - iii) Teachers and administrators have a primary responsibility for the provision of effective learning in school environments.
 - iv) Parents have a primary responsibility for the provision of home environments that support learning.
 - v) Students have a responsibility to be actively engaged in learning.
- c) While the educational partners are accountable for their specific roles and responsibilities, they also have a responsibility for working collaboratively.
- d) Each partner has the right and a responsibility to speak out on issues and on concerns relating to accountability.
- e) Our educational system is accountable for the attainment of established educational goals within the limitations resulting from such factors as resource allocation, home and societal influences, and the abilities of learners.

3. Professional Accountability

- a) As professionals dedicated to ensuring that all students are provided with a high-quality education, teachers are committed to being accountable for their professional practice.
- b) In this shared accountability model, and providing all other partners meet their commitments to accountability, teachers are responsible for:
 - i) possessing a widely-shared, continuously-updated subject and pedagogical knowledge base;
 - ii) using that knowledge to make decisions which will enhance student learning;
 - iii) working collaboratively with other professionals to make decisions in the interests of students;
 - iv) describing and explaining their decisions about student learning to students, parents, and the community; and
 - v) engaging in self-directed ongoing professional learning to enhance their professional practice.
- c) The NLTA is responsible for:
 - i) developing programs to assist teachers individually and collectively in pursuing their professional learning;
 - ii) establishing and promoting standards of professional practice; and
 - iii) establishing frameworks for teacher conduct and responding to related concerns.

4. Linking Accountability with the Vision and Goals of Public Education

- a) Accountability must be driven by a vision of the role of public education in developing the potential of the individual and in promoting a strong sense of citizenship and democracy. As such, accountability measures must reflect the common goals of public education and the diverse nature of students, schools, and communities.

5. Focus on Student Learning

- a) Accountability should be focused upon supporting and enhancing student learning which includes the entire range of learning outcomes.
- b) Quality classroom-based assessment – in which teachers employ an array of methods over time, incorporating authentic forms of assessment aligned with curriculum – must be a central feature of educational accountability.

6. Accountability and Reporting

- a) Parents have a right to clear, comprehensive, and timely information about their child's progress.
- b) The public has the right to information that shows how well the system is achieving its goals. This information should be contextual, broad in scope, and clearly communicated. Any instrument used should be used only for its intended purpose and in no case should become part of ranking or comparison of students, teachers, or schools.
- c) Accountability policies and practices should balance transparency with the right to privacy.
- d) An accountability model should endeavour to foster trust in the system and in those who work within the system. It should also foster active public support for and engagement in public education. **[Feb/6/04] [JC Feb/04] [2005 BGM]**

R. Gender Identity and Sexual Orientation/Expression

The NLTA reaffirms its commitment to Section 15 of the Canadian Charter of Rights and Freedoms, to Section 3 of the Canadian Human Rights Act and to the UN Declaration of Human Rights, Article 1 which accepts that “All human beings are born free and equal in dignity and rights.” It follows, therefore, that

1. We recognize that all people of all gender identities and sexual orientations/expressions have the right to be treated fairly, equitably and with dignity.
2. We recognize that biological sex assignment at birth may not be consistent with an individual's intrinsic sense of self – gender identity.
3. We accept that individuals have the right to express gender identity/orientation as they wish.
4. We condemn abuse, harassment or bullying as serious disciplinary offenses and we insist on avenues of recourse (without fear of reprisal) for any student, staff member, parent or guardian who is the victim of such harassment, discrimination or violence because of gender identity or sexual orientation/expression.
5. We acknowledge that students and staff come from diverse backgrounds, and we advocate for educational systems and environments that are safe, welcoming, inclusive and affirming for all people of all gender identities and sexual orientations/expressions.
6. We accept that as educators we have a critical role to play in creating these environments in our workplaces, and also within the broader society and will uphold actions or take actions to do so, including educating young people and preparing them to live in open, pluralistic and democratic societies where discrimination and aggression is not tolerated.
7. We understand and accept our duty to model respect, understanding and affirmation of diversity.
8. We will monitor curriculum materials, pedagogy, policies, practices and programs to ensure that they are not homophobic, transphobic or heterosexist, and further, we will make complaint against any which are found to be so.
9. We will promote equity and inclusiveness for all individuals in our workplaces, regardless of gender identity or sexual orientation/expression. **[May/27-28/05] [JC Nov/05] [2007 BGM] [Dec/13-14/13] [JC Mar/14] [2015 BGM]**

S. Technology in Education

1. The NLTA supports the use of technology as an instructional tool for teachers.
2. The NLTA should be represented at all decision-making levels regarding the application of technology for education.
3. The essence of teaching is a personal, pedagogical relationship between teacher and student which cannot be replaced by technology.
4. Decisions regarding the use of technology in education must be guided by the following principles:
 - a) the enhancement of teaching, learning and the pedagogical relationship.
 - b) equity and accessibility for all students and teachers.
 - c) the development of active, involved citizens of a democratic society.
 - d) feasibility and economic sustainability over time.
 - e) financial support without compromise to other aspects of the education system.
5. The NLTA supports ongoing, collaborative, job-embedded, personalized teacher professional learning in technology for education. Learning initiatives, over time, will encompass a variety of strategies, such as face-to-face sessions, to accommodate individual learning styles and needs.
6. The NLTA supports the establishment of partnerships with individuals and organizations that share compatible goals, to maximize resources and opportunities for teacher professional learning in technology for education.
7. Teachers must have primary involvement in the design, development and selection of instructional materials that accompany technology in education, and they must receive adequate time and compensation for work involved in the development of related resources.
8. The NLTA supports the principles of the Personal Information Protection and Electronic Documents Act (PIPEDA). These principles are outlined in the NLTA Privacy Policy.
9. The NLTA endorses the principles outlined in Copyright Matters! Some Key Questions and Answers for Teachers – Current Edition.
10. Digital instructional materials developed by the Department of Education should include adequate provision for reproduction and revision at the school level.
11. The Department of Education should provide sustainable funding for technology in the following areas:
 - a) acquisition, maintenance, upgrading and replacement of technology for schools.
 - b) licensing and instructional development.

- c) teacher professional learning.
 - d) research.
 - e) district technical support personnel.
 - f) technology for education support personnel available for each school.
12. Certificated teaching personnel, representing both the school districts and schools, will collaborate and serve as the final authority for the administration, application and monitoring of technology for education and the provincial distance education program.
13. The effective use of technology for education requires:
- a) equitable access to the technology for all students.
 - b) equal opportunity for each student to learn.
 - c) evidence that the student's learning needs are appropriately met.
 - d) the potential for technology to enhance the practice of teaching and learning.
 - e) an appropriate student-teacher ratio and teaching assignment.
 - f) teacher control of the instructional program and the use of technology.
 - g) the opportunity for face-to-face contact with the teacher.
 - h) access to equitable instructional time available in traditional instructional programs.
 - i) timely and effective professional learning, resources and technical supports for the teacher in the use of the technology for education.
14. Technology for education can have a positive impact on teaching and learning when used appropriately and with the following necessary conditions in place:
- a) vision for the role of technology in public education.
 - b) identification of appropriate curriculum connections.
 - c) access to state-of-the-art technology and connectivity.
 - d) timely access to technical support.
 - e) adequate time during the instructional day for teachers to learn about technology and to develop technology-supported instruction.
 - f) government funding that addresses the total cost of technology for education.
 - g) school organization and culture that supports effective teaching and learning.

- h) policies at the department, district and school levels that support the appropriate integration of technology.
 - i) consideration for the well-being of students.
 - j) acknowledgment of and support for the diverse learning needs of students.
 - k) consideration of the latest research related to technology for education.
15. Elementary and secondary curricula must include the development of critical literacy related to the role of technology in a democratic society.
16. Teacher as facilitator is the preferred option for most students.
17. School boards should recognize that the nature of distance learning imposes its own set of unique responsibilities on teachers, which must be recognized in the teacher allocation formula.
18. School boards must ensure that all distance learning at school is supervised under the direction of an onsite teacher.
19. Distance learning can augment and enrich traditional delivery methods for K-12 students and has the potential to extend learning opportunities for Newfoundland and Labrador students. **[Mar/1-2/96] [1996 AGM] [Sept/26/14] [JC Nov/14] [2015 BGM]**

T. Formation and Operation of School Councils

1. The NLTA believes that school-based decision making can be an avenue for teacher empowerment and a mechanism for cooperative partnerships in education, both of which will enhance the possibilities an improved learning environment.
2. The NLTA supports the concept of school councils as a mechanism for the realization of school-based decision making provided the following conditions are met:
 - a) School councils are advisory in nature.
 - b) The authority of school councils is embodied in legislation. Such legislation must delineate the relationship of school councils to school boards, and the parameters of the jurisdiction of each. The development of protocol agreements in this regard should cease. If there is a necessity for such agreements beyond legislation, a standard document should be developed by representatives of school boards and school councils, and used province-wide.
 - c) School councils have the responsibility to set school policy consistent with school board policy in well-defined areas which have an impact on learning outcomes. These areas should include policy related to curriculum, scheduling, facilities, student evaluation, school discipline, budget, staffing and professional development.
 - d) While policy development is the legislated responsibility of school councils, policy implementation is the domain of the administration and professional staff of the school.
 - e) Ultimately, the principal and teachers of a school are the focus of accountability for educational outcomes. Those vested with that responsibility must have the right to make the decisions affecting those outcomes. Therefore, the number of teachers who serve on school councils, must not be less than the total number of non-teachers serving on the council. Participation of teachers in the work of school councils should not negatively impact on their overall workload and day to day duties and responsibilities.
 - f) Should the principal decide to serve as a member of the school council, he or she must be a full participating member of the council with the right to vote and the right to be chairperson, if duly elected by majority vote of the council. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
 - g) The decision-making process of school councils is undertaken through consensus building whenever possible.
 - h) The chairperson of the school council is decided by the council members.
 - i) Subsection e) above notwithstanding, standing committees on specified policy areas are established to assist the school councils in their work. Additional ad hoc committees are established by the school council as needs dictate. Committees should involve both parents and teachers. Committees should be responsible to and report only to the school councils. They should have only the power to make recommendation to the school council on policy structure or implementation of policy decisions.
 - j) Training in the purpose and operation of school councils is provided to teachers, parents and other stakeholders province-wide on an ongoing basis. Specific training for school council members must include:

- i) the meaning of educational accountability;
 - ii) the process of consensus building, problem solving and conflict resolution;
 - iii) effective procedures for council operation including the committee structure; and
 - iv) examination of legislation, protocol agreements (if any) and budgetary provisions.
- k) Teachers, elected to serve on a school council, shall remove themselves from any discussions and/or decisions where such discussions and/or decisions might result in a conflict of interest of a professional or collegial nature.
- l) Teachers, elected to serve on a school council, are permitted to speak as a full participating member without jeopardizing their relationship to their employment. **[Jan/8-9/99] [1999 BGM]**
3. School councils have a significant impact on the role of the teacher and require a considerable time commitment from principals and teachers in order to make them function effectively. The time available to teachers and administrators for school related work is already at a premium. The time required for the work of school councils has to come from some other area to which the teacher has made commitments, or add additional pressure to the teachers work schedule. Questions as to how this time is to be provided, what form of compensation is to be available, how certain non-teaching duties can be reduced or eliminated (i.e. lunch time supervision) must be satisfactorily answered. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
4. Teachers, by virtue of their participation on school councils shall be reimbursed for any personal expenses incurred in filling their mandate as council members.
5. Teachers/administrators who serve on school councils should receive compensation through extra pay or time off in lieu of pay. **[Jan/8-9/99] [1999 BGM]**
6. Teacher participation on school councils is encouraged by NLTA as a means of developing, enhancing and maintaining family/community partnerships for the improvement of education. In the spirit of cooperation and shared responsibility, the Association supports the involvement of teachers participating on a voluntary basis. **[June/6/97] [JC Feb/98] [1999 BGM]**

IV. PROGRAMS AND SERVICES – BENEFITS AND ECONOMIC SERVICES

The Association accepts as its responsibility the protection, at all times, of the job security of its members. The Association will vigorously pursue avenues to provide for reassignment and/or retraining when such become necessary. [Aug/28-30/89] [1990 AGM]

A. Collective Bargaining

1. Bargaining Agent

The NLTA is the appropriate bargaining agent for all teachers, as defined in Paragraph v of Section 2 of the Schools Act, 1997, who are employed with a school board or private school in Newfoundland and Labrador and/or who are employed by any agency or department of government. [Nov/28/14] [2015 BGM]

2. Bargaining Units

Each bargaining unit of the NLTA shall include all teachers, as defined in Paragraph v of Section 2 of the Schools Act, 1997, who are employed by the employers referred to in paragraph 1. above that are bargaining with that unit.

3. Costs Associated with Bargaining

The costs associated with collective bargaining shall be absorbed by the Emergency Fund in keeping with the finance policy of the NLTA.

4. Procedures for Development of Opening Proposals

Procedures to be followed for the development of proposals for a new Collective Agreement are as follows:

- a) The Collective Bargaining Committee, a standing committee of the NLTA Provincial Executive, is established when necessary.
- b) The Collective Bargaining Committee will develop opening proposals for negotiations. In its deliberations, the Committee will consider all material necessary to obtain views representative of the total spectrum of the membership. The material should include, but not be limited to;
 - i) Problem areas of the current Collective Agreement;
 - ii) Other current collective agreements in the province;
 - iii) Current collective agreements of affiliates across Canada;
 - iv) Convention resolutions;
 - v) NLTA policy;
 - vi) NLTA collective bargaining files;
 - viii) Written submissions from individuals, branches and special interest councils;
 - ix) Report of previous negotiating committee.
- c) The Collective Bargaining Committee will facilitate the gathering of information on problems with current articles, suggested improvements in current articles, and possible new articles.

- i) Branch presidents will be requested to make written submissions to the Collective Bargaining Committee, on behalf of their branches, which reflect the views of their members on the objectives for bargaining and the specific modifications, to be sought. The method of obtaining information from the members in this respect will be determined by the branches in cooperation with the Collective Bargaining Committee.
- ii) Special interest councils will be requested to provide input similar to the above.

Submissions referred to above will in no way restrict any group or individual from submitting briefs, either written or oral, to the Committee.

- d) Once the Collective Bargaining Committee has determined the generalities of what is to be included in the opening proposals, a sub-committee will then be set up whose objectives shall be to:
 - i) prepare the actual wording of each article recommended by the Collective Bargaining Committee, and
 - ii) present the final draft of the opening proposals to the Collective Bargaining Committee for ratification.

This sub-committee will consist of the Chairperson of the Collective Bargaining Committee, one other member of the Collective Bargaining Committee, and a resource person from NLTA staff.

- e) The proposals along with recommended priorities for negotiations will subsequently be presented to Executive by the Collective Bargaining Committee.
- f) The Executive will review the proposals and suggested priorities, recommend changes, if any, and return the proposals to the Collective Bargaining Committee for the final draft.
- g) Before Executive gives final approval to the opening proposals and priorities, a meeting of the Joint Council will be held for the purpose of reviewing the priorities and general objectives established. This meeting will not examine specific wording changes, but would confirm whether or not the Collective Bargaining Committee and Executive are properly attuned to the membership's wishes.

5. **Negotiating Team for Provincial Negotiations**

- a) A Negotiating Team shall be appointed prior to the beginning of provincial contract negotiations. The Team shall be appointed by the Provincial Executive upon recommendation from the President. The Negotiating Team shall have a full mandate to negotiate a tentative agreement and to recommend same to Provincial Executive. [Nov/28/14] **[2015 BGM]**
- b) Representation on the Negotiating Team shall consist of:
 - i) The NLTA Vice-President who shall serve as Chairperson of the Team.
 - ii) Seven members of the Association in accordance with the following:

- a member of the Provincial Executive;
- a primary/elementary teacher;
- an intermediate/high school teacher;
- a representative from the School Administrators' Council; **[Sept/22/06]**
- a member employed at a district/regional office (eg. program specialist, educational psychologist, itinerant teacher);
- a member employed in a small K-12 school (as a general guideline, a school with fewer than 100 students); and
- a substitute or replacement teacher. **[2007 BGM] [Nov/28/14] [2015 BGM]**

Where possible, at least one of the above referenced members shall be chosen from among those who served on the Negotiating Team for the previous round of negotiations. **[Nov/28/14] [2015 BGM]**

- iii) The Assistant Executive Director or a Programs and Services Administrative Officer, who shall serve as Chief Spokesperson at the negotiating table.
 - iv) A Programs and Services Administrative Officer who shall serve as Staff Consultant to the Team.
- c) Every effort will be made to ensure:
- i) equal representation of males and females,
 - ii) generational equity,
 - iii) representation from large and small schools,
 - iv) representation for urban and rural schools, and
 - v) balanced geographical representation on the Team. **[Mar/30/06] [JC Nov/06] [2007 BGM]**

6. Communication with the Membership

- a) Following the exchange of opening packages between the parties, a series of branch meetings will be arranged to give a summary of the NLTA opening proposals, and a summary of the government/school board opening proposals to all teachers.
- b) The Executive shall advise the membership on the progress of negotiations as fully as is deemed advisable by the Executive.
- c) Regular communications in the form of special newsletters will be forwarded to each teacher in the province following the beginning of negotiations. The purpose of the communications is to keep teachers generally informed of the status of negotiations even if no progress has been made. During periods of negotiations, a negotiations update will be on the agenda for Joint Council meetings. **[Nov/28/14] [2015 BGM]**
- d) The Association shall inform the membership about negotiations through branch presidents prior to the release of information to the public media. However, during collective bargaining and, in particular, during collective bargaining crises, when deemed strategically appropriate, the Provincial Executive has the authority to email or fax information first to branch presidents and then immediately to the media without an intervening *wait* period. When the latter is done, branch presidents will be so informed by a notation on the message forwarded to them.

- e) Presentations on negotiations at special branch meetings will be made jointly by the branch president and the Executive contact person.
- f) All branches are requested to put in place a special communications network for the purposes of disseminating negotiations information and of determining the views of the membership on negotiations issues when requested. This network must be organized so that:
 - i) each branch executive member is assigned a school(s) for which s/he accepts communication responsibility,
 - ii) a school representative(s) is identified who accepts the responsibility for negotiations communications within his/her school, and
 - iii) a branch president/executive member/school representative telephone tree network is established.

7. General Guidelines

- a) Negotiations should begin at least four months prior to the expiry date of any current agreement. The date for requesting the commencement of negotiations is determined by the Provincial Executive.
- b) During periods of negotiations, the Chief Negotiator will give regular reports to the Executive. [Nov/28/14] [2015 BGM]
- c) Any change(s) made to collective agreements shall be made known to all members of the Association.
- d) Immediately following Provincial Executive's consideration of the Negotiating Team final reports, said final reports will be circulated to all branch presidents.
- e) A strategy response team will be formed to handle the coordination of activities at the NLTA office during crucial stages of negotiations.
- f) A decision to request the appointment of a Conciliation Officer or to move to the Conciliation Board stage of negotiations shall be made by Provincial Executive upon recommendation from the Negotiating Team. The approval of the NLTA nominee and the Chairperson of a Conciliation Board shall be made by Provincial Executive, upon recommendation from the Negotiating Team.

8. Membership Voting Requirements and Procedures

- a) A vote will be conducted among the membership on conciliation board reports.
- b) A province-wide vote is to be held prior to any contemplated job action by the Association.
- c) When information is circulated to the membership in advance of a strike vote, it must include information on the provision for a special levy, in accordance with By-Law XIV.J., for payment of indebtedness incurred during a strike. [2003 BGM]
- d) An affirmative strike vote giving Provincial Executive the authority to call a strike:

- i) in no way compels Executive so to act; and
 - ii) is not intended to dictate to Executive the timing or manner of invoking a strike.
- e) Before a collective agreement is signed, it must be ratified by a majority vote of the membership. The holding of a ratification vote must be approved by the Provincial Executive.

The wording of the ballot must always include at least the right of the voting member to accept and the right to reject and must be approved by a majority vote at the Joint Council meeting. In the event that more than two items are placed on a ballot, a majority vote of the membership will be required to accept an option. Should no option receive a majority, a run-off ballot shall be carried out listing those two items which received the highest number of votes on the first ballot.

- f) Substitute teachers who qualify for active membership as per By-Law III are eligible to participate in a ratification vote.
- g) After a province-wide vote is taken, the results of the ballot shall be released to teachers. **[Feb/25-26/09] [JC Feb/09] [2009 BGM]**
- h) After a province-wide vote is taken and ballots received from individual branches have been reconciled with any telephone vote that has been received, NLTA staff, by Executive motion, will be authorized to destroy the ballots in question once an accurate tabulation and record has been compiled of said voting incident, but not less than 60 days after the date of the ballot.

9. Negotiations in Local Bargaining Units

- a) i) There shall be coordination between the committee responsible for the development of the provincial opening proposals and the committee drafting the opening proposals of the local bargaining unit, in order to ensure consistency in approach and to avoid conflict in the adjustment of specific articles.
- ii) The opening proposals shall be approved by the Provincial Executive prior to release to the local teachers or to the school board(s). In the event that the board(s) submits a notice to negotiate, the local unit shall immediately notify the NLTA provincial office. **[Feb/18-19/15] [2015 BGM]**
- iii) Prior to the commencement of a round of negotiations for the local unit, a meeting or meetings between the provincial President, or his/her designate, the chief negotiator for the local unit, the local branch president, and the Chairperson of the local negotiating committee shall be held to discuss issues of mutual concern such as negotiations, strategy, and media presentation. **[Feb/18-19/15] [2015 BGM]**
- iv) The generalities of the opening package shall be made known to the teachers prior to submission to the school board(s).
- v) The Provincial Executive shall, on the recommendation of the branch, appoint the members of the negotiating committee and the chief negotiator, who shall be a member of the NLTA provincial staff. **[Feb/18-19/15] [2015 BGM]**

- vi) There shall be constant communication between the local negotiating committee, the local branch president, and the NLTA provincial office throughout negotiations. **[Feb/18-19/15] [2015 BGM]**
 - vii) There shall be involvement of provincial personnel before an impasse is declared.
 - viii) The Provincial Executive must approve the holding of a ratification vote.
 - ix) All votes taken during collective bargaining by any bargaining unit of the NLTA shall be recorded in writing and sent to the St. John's office within one week of the vote.
 - x) The Collective Agreement shall include the signatures of the president of the branch and of the President of the Newfoundland and Labrador Teachers' Association. **[Feb/18-19/15] [2015 BGM]**
- b) Job action will be supported by the Provincial Executive on the basis of the following:
- i) The requirements of Section (a) and the Teachers' Collective Act have been fulfilled. **[Feb/18-19/15] [2015 BGM]**
 - ii) There shall be a vote by secret ballot of the local membership before any sanction is imposed.
 - iii) There must be approval by the Provincial Executive before the imposition of a sanction.
 - iv) In the event that the proposed sanction is in the nature of withdrawal of services, the positive vote required shall be determined by the Provincial Executive following consultation with the local group.
 - v) Financial support of the membership in a withdrawal of services shall be determined from time to time by the Provincial Executive and the terms of such support shall be made known to the membership prior to a job action vote being taken.
 - vi) When a sanction has been authorized by the Provincial Executive, it shall be the responsibility of the local group to establish a job action committee which, under the direction of the Provincial Executive, shall organize and coordinate the job action. (Also see Section B. - Job Actions)

10. **Administrators/Program Specialists and the Bargaining Unit**

NLTA will ensure that administrators and program specialists remain as part of the collective bargaining unit. **[Feb/2-3/95] [1995 AGM]**

B. Job Actions

1. Job Actions by Teachers

The Newfoundland Teacher (Collective Bargaining) Act, 1973, outlines under Section 31 conditions precedent to certain actions, namely, with reference to the Association, the sequence of events which must transpire before a job action can be implemented. (For a detailed statement of procedure and policy to be followed in the event that a job action is imminent and during the duration of a job action, see the Job Action Policy Handbook.)

2. Job Actions by Other Employee Groups

a) Members Acting on Behalf of their Employer

When a member acts on behalf of the member's employer (school board) the following will apply to job actions by other employee groups:

- i) the union or appropriate party should be notified of the teachers' contractual obligations.
- ii) the union or appropriate party should be notified that the teachers will in no way undertake the normal duties carried out by the members of the striking union.
- iii) all members will follow the directives of the Association and will in no way undertake the normal duties carried out by the members of the striking union. **[June/11/04] [JC Nov/04] [2005 BGM]**

A teacher's first responsibility is to honour the obligations of the contract. However, in the event that the well-being of the teacher, the teacher's family or property is threatened, prudence should be the rule. In that case the employer should be informed that the teachers are ready to honour their contractual commitments when it is safe to do so. Furthermore, teachers should attempt to maintain a position of neutrality in any such dispute.

The above will also apply when there are demonstrations using the school as a focal point.

b) Members and Staff Acting on Behalf of the Association

When a member or staff acts on behalf of the Association, the following will apply to job actions by other employee groups:

- i) The Newfoundland and Labrador Teachers' Association respects the right of employees to mutually determine with their employers benefits and working conditions.
- ii) The Association and individuals working on behalf of the Association will respect a legally constituted picket line.
- iii) The Association and individuals working on behalf of the Association will respect the efforts of employees seeking collective bargaining rights.
- iv) The Association and individuals working on behalf of the Association will not knowingly cooperate with groups or individuals actively undermining the efforts of employee groups toward improved benefits and working conditions. **[Jan/9/87]**

C. Contracts with School Boards

1. Teachers are advised not to sign contracts with any school board until these contracts have first been approved by the NLTA.
2. Every teacher shall sign an individual contract with the school board which operates the school in which he or she works. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
3. All individual teacher contracts should contain a statement to the fact that both parties to the contract shall be subject to all provisions of the Collective Agreement.

D. Grievance and Arbitration Cases

1. The NLTA office advises teachers not to resign under pressure, but to contact the NLTA office. Procedures governing the appointment and dismissal of teachers, and grievance and arbitration procedures available to all teachers are contained in the Collective Agreement. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
2.
 - a) Following appropriate investigation of each case by a Programs and Services Administrative Officer, Programs and Services, through the Assistant Executive Director, is authorized to grant/deny a teacher's request for consent of the NLTA to proceed to arbitration.
 - b) Consent to proceed to arbitration shall be given only in cases where the arbitration has the support of the Association.
 - c) Support of the Association for the arbitration will be based on the recommendation of administrative staff in Programs and Services in consultation with the legal firm retained by NLTA. **[May/27-28/05] [JC Nov/05] [2007 BGM]**
3.
 - a) A member, if denied consent to proceed to arbitration by Programs and Services, will have the right to request that the decision be reviewed in writing by Table Officers, and such a request shall be made to the Executive Director within 30 days of receiving notification that consent is being denied. **[Feb/18-19/15] [2015 BGM]**
 - b) Table Officers shall determine whether Programs and Services acted fairly and reasonably in denying consent. In addition to considering the merits of any complaints, where a member appeals more than once, Table Officers may consider whether that appeal is frivolous, vexatious or otherwise an abuse of process, and dismiss that appeal on one or more of those grounds. The decision of Table Officers shall be final. **[Feb/18- 19/15] [2015 BGM]**
 - c)
 - i) Should the member's appeal be upheld by Table Officers, costs incurred by the appellant in bringing the appeal shall be borne by the Association in accordance with NLTA expense policies.
 - ii) Should the appeal be denied by Table Officers, the appellant will be responsible for one-half (½) of the costs incurred, up to a maximum of \$500, in bringing the appeal. Costs accruing in this context, will be in accordance with NLTA expense policies.
 - iii) With regard to c) i) and ii) above, any legal costs incurred by the member in bringing the appeal before Table Officers will be the entire responsibility of the appellant. **[May/27-28/05] [JC Nov/05] [2007 BGM]**
4. In arbitration cases, the NLTA will pay its share of the costs as per Executive policy.
5. For hearings of Boards of Arbitration, the NLTA shall pay, on behalf of the grievor, expenses approved in advance, where necessary, and in keeping with Association policy. These expenses are to be verified by the administrative officer assigned to the case. **[Feb/18-19/15] [2015 BGM]**
6. NLTA will not publish specific details of grievance or arbitration cases using names, places, or dates. A brief summary of the awards in all arbitration cases is to be placed in the NLTA Bulletin. A general report will be made biennially to Convention by Executive and will be published in the NLTA Bulletin. The report will contain only:

- a) The number of cases handled.
- b) The number still not resolved.
- c) The number resolved to the teacher's satisfaction.
- d) The number resolved to the satisfaction of the other party or parties.
- e) The articles of the Collective Agreement which were involved. **[Aug/26-28/85]**

E. Group Insurance

1. The NLTA shall provide a group insurance plan consisting of life, accidental death and dismemberment, health, dental, critical illness, long-term disability and out-of-province medical insurance to all members who qualify under the eligibility guidelines.
2. The NLTA Group Insurance Plan shall be administered by a Board of Managers appointed by the Provincial Executive. Teachers who sit as Managers must be members of at least one option under the plan. The Managers shall operate under the guidelines of the Group Insurance Deed of Declaration, and in accordance with the Trustee Act of the Province of Newfoundland and Labrador. **[Aug/23-24/91] [1993 AGM] [Sept/23/16] [JC Oct/16] [2017 BGM]**
3. The eligibility guidelines shall be drawn up by the Managers, in collaboration with the administrator and underwriters and reviewed on an annual basis. **[Sept/23/16] [JC Oct/16] [2017 BGM]**
4. For all teachers covered by the provincial collective agreements, and who are on regular payroll, participation in Options A1 (Life), A3 (Accidental Death and Dismemberment), B (Health), B2 (Dental), and CI (Critical Illness) shall be automatic. In addition, teachers under age 40 shall be enrolled automatically for Option C (Long-Term Disability). **[June/14-15/91] [1993 AGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
5. Teachers so automatically enrolled under No. 4 above, may opt out of any or all of these coverages by completing the official opt out form. Subsequent re-entry into any or all of the options will be governed by the guidelines set by the Managers and underwriting provisions. **[Sept/23/16] [JC Oct/16] [2017 BGM]**
6. The Government of Newfoundland and Labrador shall contribute 50% of the premiums to Option A1, A3, B, B2, C and CI for teachers on regular payroll.
7. Non-NLTA members of the bargaining units shall be eligible only for those options of the plan which receive financial contribution by government as per the collective agreement.
8. For teachers on regular payroll and retired teachers in receipt of pension, premiums shall be paid through deduction at source. For other eligible members, premiums shall be paid through an arrangement made with the insurance administrators.
9. The Government of Newfoundland and Labrador shall contribute 100% of the premiums for A1, A3, B, B2, C and CI for teachers who are on unpaid leave of absence to pursue studies and at least 50% of the premiums for the same options, for teachers on other forms of unpaid leave.
10. For all members of the NLTA on substitute teacher payroll, participation in A1, A2, A3, A4, B and B2, shall be by application, and subject to the eligibility guidelines.
11. For all members of the NLTA over age 65, and in receipt of pensions, participation in a Post- 65 Life coverage, Health Plan and Dental Plan shall be automatic, subject to the eligibility guidelines.
12. a) Full-time staff members of the Association are eligible for the same coverage offered members of the Association.

- b) Replacement staff members who are hired for 20 or more consecutive working days will be eligible on hiring for participation in the plan. Otherwise, the replacement staff members will be eligible on the completion of 20 consecutive working days or when it is known to the Association that their services will exceed 20 consecutive working days. **[May/6-7/88] [1989 AGM]**
 - c) Regular part-time staff members, when it is known that their total service with the Association will exceed 20 working days, will be eligible for participation in the plan at the time of hiring. Otherwise, they will be eligible for participation in the plan when the total service exceed 20 working days or when it has become known to the Association that their total service will exceed 20 working days. **[May/6-7/88] [1989 AGM]**
13. With the approval of Managers, the insurance administrator is authorized to include material on automobile and home insurance (available through payroll deduction) in the NLTA Group Insurance Plan Information Kit. Members are to be informed that home and auto insurance are not part of the group insurance plan. **[Sept/23/16] [JC Oct/16] [2017 BGM]**
14. Information on all aspects of the NLTA Group Insurance shall be disseminated to the membership on a regular basis. At the Biennial General Meeting, the Group Insurance Managers shall present a statement of projected income and expenditure for the upcoming year. **[Nov/3-4/88] [1989 AGM] [Sept/23/16] [JC Oct/16] [2017 BGM]**
15. An Emergency Fund is to be established out of the Group Insurance surplus to the level of one month's premium for all options. The Fund will be used for the following purposes:
- a) to pay group insurance premiums for all members enrolled in the Group Insurance Plan who are affected by a job action, and
 - b) to pay any other emergency cost related to insurance that Managers deem justified and within the parameters of the Deed of Declaration. **[Sept/23/16] [JC Oct/16] [2017 BGM]**

16. Insurance Fund Investment Policy

Group insurance funds are invested as per the NLTA Investment Policy. **[June/6/03] [JC Nov/03] [2005 BGM] [Mar/30/06] [2007 BGM]**

17. Education and Training Policy

Individual teachers appointed to serve as a member of the NLTA Group Insurance Managers shall be governed by the NLTA Group Insurance Managers Education and Training Policy. The length of the Education and Training Policy makes it impossible to include it in this publication. However the complete text is available upon request from the NLTA office. **[JC Feb/15] [2015 BGM] [Sept/23/16] [JC Oct/16] [2017 BGM]**

F. Legal Assistance

1. The basic aim of legal assistance is to render professional or legal service to NLTA members. **[Nov/28/14] [2015 BGM]**
2. **Procedure**
 - a) All requests for legal assistance must be made to administrative staff in Programs and Services at the NLTA Office.
 - b) Following appropriate investigation of the facts of each case by the administrative staff in Programs and Services, the staff officer, through the Assistant Executive Director, is authorized to grant or deny a request for legal assistance.
 - c) The Association will continue to use all available means to inform the membership of the provisions of the legal assistance policy and the procedure involved in implementing this policy. **[Nov/28/14] [2015 BGM]**
 - d) A member who seeks legal assistance from the Association, in addition to being advised and counselled by a member of the Programs and Services administrative staff, will also be provided with a written copy of the legal assistance policy. **[Nov/28/14] [2015 BGM]**
3. **Policies**
 - a) The Association may grant permission for legal assistance to teachers who are involved in arbitration cases and other problems arising as a result of their role as a teacher. **[Nov/24/00] [2001 BGM] [Nov/28/14] [2015 BGM]**
 - b) The services described herein will not be extended to teachers who have elected to be excluded from membership in the Association, except where such services relate to employment terms and conditions as contained in the Collective Agreement. **[Nov/28/14] [2015 BGM]**
 - c)
 - i) A member will be entitled to free legal assistance in any case in which a member is a defendant or accused provided the Association considers that the case arises as a result of their role as a teacher. **[Nov/27/08] [JC Feb/09] [2009 BGM] [Nov/28/14] [2015 BGM]**
 - ii) For cases resulting from actions initiated or charges laid after August 30, 1989, free legal assistance will be made available to individuals who were once members of the Association, if the case arises, in accordance with c) i) above, from a situation which occurred when the person was a member of the Association. **[Nov/27/08] [JC Feb/09] [Nov/27/08] [JC Feb/09] [2009 BGM]**
 - d) In cases of court actions on behalf of teachers authorized by the Association, the NLTA shall pay travel, accommodations, and other legitimate expenses, approved in advance by administrative staff in Programs and Services, less any award of costs which may be rendered in the court decision. The NLTA will not normally provide funding for the conduct of civil actions. However, permission may be granted, at the discretion of the Association, for funding certain civil actions, where, in the opinion of the Association, the outcome may be significant for not only the individual member, but the general membership. **[Nov/28/14] [2015 BGM]**

- e) The NLTA office provides a toll-free telephone number in order to receive calls from teachers who seek advice on legal matters. However, transportation costs of visits to the office will not be paid unless the teacher is invited to the NLTA office by the Association and prior approval has been given for payment of transportation and other related costs.
- f) Legal assistance granted to a teacher in accordance with the above policy can be continued to the completion of a specific case initiated while the teacher was an active member irrespective of whether the teacher's membership status alters in the interim (e.g. retires, resigns, etc.).
- g) No legal case initiated by a member will be supported at NLTA expense unless the Association has authorized legal assistance. Such authorization must be sought in advance of engaging legal services. The provision of legal assistance may be withdrawn by the Association if the teacher fails to aid and cooperate with the Association and its appointed legal counsel and/or fails to reasonably follow the advice of the Association and its appointed legal counsel. [Nov/27/08] [JC Feb/09] [2009 BGM] [Nov/28/14] [2015 BGM]
- h) Legal assistance provided in accordance with this policy shall be provided by the law firm retained by the Association. [Nov/28/14] [2015 BGM]

4. **Employment Insurance, WHSC, TPP Disability, Long Term Disability and CPP Disability Appeals**

- a) Legal assistance shall be provided to teachers who have grounds for an Employment Insurance appeal; an appeal to the Workplace Health, Safety and Compensation Review Division; a Teachers' Pension Plan Disability appeal; a Long Term Disability appeal or a Canada Pension Plan Disability appeal to the relevant tribunal. [Nov/24/00] [2001 BGM][Nov/27/08] [JC Feb/09] [2009 BGM] [Nov/28/14] [2015 BGM]
- b) Legal assistance for such appeals shall be provided only in cases when the appeal has the support of the Association.
- c) Support of the Association for the appeal will be based on the recommendation of administrative staff in Programs and Services in consultation with the legal firm retained by NLTA. [Nov/18-19/99] [JC Feb/18-19/00] [2001 BGM]

5. **Teacher Certification Cases**

- a) Only when a case has the support of the Association
 - i) shall legal assistance be provided for those teachers wishing to make representations or submissions to the Teacher Certification Review Panel;
 - ii) shall legal assistance be provided for those teachers wishing to make representations or submissions to the Registrar of Teacher Certification with respect to the re-examination of an application. [Nov/28/14] [2015 BGM]
- b) If the Teacher Certification Review Panel, or the re-examination of an application by the Registrar, does not resolve a member's case, legal assistance shall be provided for those

teachers wishing to present an appeal before the Teacher Certification Appeals Board only in cases when the appeal has the support of the Association. **[Nov/28/14]**

- c) Support of the Association for a case, application or appeal will be based on the recommendation of administrative staff in Programs and Services in consultation with the legal firm retained by NLTA. **[Feb/20/03] [2003 BGM]**

6. Appeal Procedures

- a) A member, if denied legal assistance by the administrative staff in Programs and Services, will have the right to request, in writing, that the decision be reviewed by Table Officers, and such a request shall be made to the Executive Director within 30 days of receiving notification that legal services are being denied. **[Nov/28/14] [2015 BGM]**
- b) Table Officers shall determine whether the administrative staff in Programs and Services acted fairly and reasonably in denying legal assistance. In addition to considering the merits of any complaint, where a member appeals more than once, Table Officers may consider whether that appeal is frivolous, vexatious or otherwise an abuse of process, and dismiss that appeal on one or more of those grounds. In all areas, exclusive of those cases coming under Section 17 of the NLTA Act, the decision of Table Officers shall be final. **[Nov/27/08] [JC Feb/09] [2009 BGM] [Nov/28/14] [2015 BGM]**
- c)
 - i) Should the member's appeal be upheld by Table Officers, costs incurred by the appellant in bringing the appeal shall be borne by the Association in accordance with NLTA expense policies.
 - ii) Should the appeal be denied by Table Officers, the appellant will be responsible for one-half ($\frac{1}{2}$) of the costs incurred, up to a maximum of \$500, in bringing the appeal. Costs accruing in this context, will be in accordance with NLTA expense policies.
 - iii) With regard to c) i) and ii) above, any legal costs incurred by the member in bringing the appeal before Table Officers will be the entire responsibility of the appellant. **[Feb/3-4&6/99] [1999 BGM]**

G. Pre-Retirement Counselling

1. The NLTA will make provision for an ongoing program of pre-retirement counselling through the involvement of Program and Services staff in branch workshops, branch meetings, and small group sessions as requested. Elements of programs and services relating to retirement planning will be communicated through the use of the NLTA Bulletin, Infosheets, and special publications.
2. The NLTA will provide a special program of pre-retirement counselling to teachers in the form of annual pre-retirement seminars. Only those teachers who are eligible to retire within two years of the expiry of the school year in which the seminars are held will be permitted to attend. Exceptions will be allowed in the case of teachers required to retire on disability pensions.
3. Pre-retirement seminars will be planned each year by the Programs and Services staff. The location and number of seminars will be determined on the basis of Association policy as determined from time to time by the Provincial Executive Council.
4. Expenses will be paid for teachers who attend the pre-retirement seminars in accordance with the following stipulations:
 - a) Travel expenses shall be reimbursed in accordance with the following provisions:
 - i) participants shall be reimbursed the lesser of travel by private vehicle or public transportation to the seminar closest to the place of residence. In the event that a teacher requests and is accepted to attend a seminar other than the closest seminar, the participant shall only be reimbursed the amount applicable for travel to the closest seminar. In instances where two or more members travel in the same vehicle, only one claim for travel expenses shall be paid.
 - ii) payment for private vehicle shall be at the rate which is 40% of the average cost of self-serve, regular gasoline, as determined on the first day of each fiscal quarter and remaining constant for the specific quarter, to a maximum of the non-taxable vehicle allowance per kilometre as established by the Canada Revenue Agency, for the return trip from residence to seminar site. It is understood that the average cost referenced herein shall mean the cost as determined for the island portion of Newfoundland and Labrador. The Association's kilometre rates for unpaved roads will be calculated at 1.5 times the paved road rate. **[Mar/30/06][JC Nov/06] [2007 BGM] [Nov/1&3/07] [JC Apr/08] [2009 BGM] [2017 BGM]**
 - iii) travel by public conveyance shall be reimbursed for ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement. **[Feb/18-19/15] [2015 BGM]**
 - iv) no expenses will be paid to participants living or teaching in the community where the seminar is held. **[Feb/19-20/98] [JC Feb/98]**
 - v) a partner is welcome to accompany the participating teacher to the pre-retirement seminar, but no expenses will be covered. **[Feb/20&22/03] [2003 BGM] [Jun/13- 14/14]**
 - b) All other expenses, such as meals, accommodation, and child care, are not covered. These expenses are the responsibility of the participating teacher. **[Feb/20&22/03] [2003 BGM]**

- c) Any reception(s) held during the pre-retirement seminars will be on a cash basis only. **[June/8/01] [JC Nov/01] [2003 BGM]**
5. Expenses will be provided for one pre-retirement seminar only per teacher participant. A teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a second seminar as a partner.) **[Jun/13-14/14]**
 6. Teachers attending a pre-retirement seminar must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise. Such determination will be made by Programs and Services.
 7. School board management staff and partners are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy. **[Jun/13-14/14]**
 8. All participants, in order to attend, must register for a particular seminar. Registration must be received at the NLTA office at least four (4) weeks in advance in order to ensure approval of attendance.
 9. The funding mechanism and program content for pre-retirement seminars will be reviewed annually by the Membership Benefits and Services Committee with recommendations being made to Executive as required. **[Feb/3-4/94] [1994 AGM]**

H. Pensions

1. General

- a) A teacher's pension is an earned right to be exercised after specified conditions of length of service have been met.
- b) A teacher's pension should be sufficient to allow the teacher to live in dignity and in a manner closely approximating that to which the teacher was accustomed.
- c) Teacher pensions should be provided through a compulsory plan(s) to all teachers in Newfoundland and Labrador and to such other persons as legislation may recognize.

2. Right of Access

- a) Compulsory retirement based on an arbitrary age distinction should be eliminated for teachers; termination of a teacher's contract should be governed by conditions related to job performance as stipulated within the collective agreement. The elimination of mandatory retirement is supported with a recognition that the continuing employment of teachers shall not have a detrimental effect upon the benefit entitlement of the majority of the membership of the Teachers' Pension Plan.
- b) Teacher pension plans should have full reciprocity with other similar plans.

3. Benefit Improvement

- a) Teacher pensions should be indexed.
- b) Vesting for members of the Teachers' Pension Plan should occur after a minimum of two years of pensionable service.
- c) Teachers should be eligible for disability benefits under the Teachers' Pension Plan after a minimum of two years of pensionable service.
- d) Teachers should have rights to deferred pensions under the Teachers' Pension Plan after a minimum of two years of pensionable service.
- e) Survivor benefits should be paid to the surviving spouse and/or dependent children to age 18 or to age 24 if the children are enrolled in post-secondary studies. For disabled children, the benefit should continue indefinitely. The benefit should be 70% of the member's pension, payable to the spouse, and, in the case of no spouse, payable in equal amounts to eligible children.
- f) Teachers in Labrador West should be permitted to make pension contributions based upon the Labrador West differential, and payments should take into account earnings represented by the Labrador West differential. **[Feb/5-7/92] [1993 AGM]**
- g) The Teachers' Pension Plan should provide access to a pension at age 55 with fewer than 25 years of pensionable service. Such pension would be available on the application of an appropriate benefit reduction factor so that the availability of the pension to the teachers does not create any increase in the overall liability of the Plan. **[Mar/7-8/97]**

- h) The calculation of the pension benefit for a teacher under the defined benefit plan should be based on the average of the highest 30 tenths of salary.

4. Service Acquisition

- a) Teachers who take unpaid leave should be entitled to purchase such time as worked service. **[Feb/5-7/92] [1993 AGM]**
- b) The Pensions Act should be amended to allow teachers who have federal, military or teaching service within Canada which cannot otherwise be credited into the Teachers' Pension Plan to purchase such periods of service directly under the Education (Teachers' Pensions) Act.
- c) Teachers with substitute service prior to September 1989 should be provided with a more equitable method of purchasing such service for pension purposes. **[Aug/28-29/92]**
- d) University years should be counted as work service under the teachers' pension plan. **[1992 AGM]**
- e) Teachers should be able to buy back any time lost due to job actions. **[1999 BGM]**

5. Interprovincial Transfer

- a) The Association will continue to pursue efforts through the provincial government, as pension plan sponsor, to retain reciprocity with other teacher pension plans under the current multilateral transfer agreement. **[Jun/2-3/95] [1996 AGM] [Mar/9/01] [2001 BGM] [Apr/22/04] [JC Nov/04] [2005 BGM]**

6. Pension Indexing

An indexing provision should be included in the Teachers' Pension Plan (TPP) for all plan members whose benefits have been integrated with the Canada Pension Plan (CPP). **[1999 BGM]**

7. Pension Integration

The integration formula in the TPP should be adjusted to ensure that the integration factor cannot be greater than the monies the recipient receives from the CPP. **[1999 BGM]**

I. Salaries and Allowances

1. Salaries

- a) The basic salary scale shall be based on experience and qualifications only. This implies that there shall be no salary differences based on such factors as differences in grades or subject areas taught, or differences in sex, race, national origin, colour, or religion.
- b) Qualifications shall be provided for by groups or categories based on the levels of certification prescribed in the Teacher Certification Regulations.
- c) The Collective Agreement, including terms and conditions of employment, shall provide for:
 - i) A minimum salary large enough to attract worthy candidates into the teaching profession.
 - ii) A maximum salary high enough to ensure the mature, experienced and well-qualified teacher a salary and standard of living comparable to those enjoyed by members of other professions.
 - iii) In salary negotiations, attempts should be made to negotiate a clause covering any cost of living increase during the term of the agreement.

2. Allowances

- a) The salaries of those in positions of responsibility beyond that of classroom teacher shall be based on category placement according to experience and qualifications. The allowances for such positions shall be based on the premise that a teacher who is required to fulfill any position of additional responsibility shall be paid an allowance appropriate to the additional responsibility. Allowances for teaching in special subject areas or special classes do not apply in this context.
- b) Additional qualifications such as post-graduate degrees, extra undergraduate degrees, specialized training, etc., which cannot be used for increases in certificate level, should be recognized by a fixed allowance applicable to all teachers.
- c) Allowances shall be considered as being an integral part of the basic salary.
- d) The number of teachers in a school, department or board should be a factor in the calculation of the various administrative allowances.
- e) Allowances for department heads should be on a sliding scale structure similar to the one used for allowances of principals and vice-principals.
- f) Teachers should receive a living allowance equivalent to that of other government employees in any area of the province where government employees receive a living allowance.
- g) Travel and relocation allowances should be provided to teachers at a level comparable to that received by other government employees. **[Feb/28-30/89]**

- h) A hiring bonus should be paid to all teachers seeking employment in Labrador and other isolated communities throughout the province. [2001 BGM] [June/8/01] [JC Nov/01] [2003 BGM]

3. **Method of Payment**

- a) Teachers will be paid their annual salary in 26 equal installments as per the Collective Agreement.
- b) The portion of salary currently being held back by government should, at the request of the teacher, be deposited with the Newfoundland and Labrador Credit Union.
- c) Government shall pay at least bank rates of interest on the portion of teachers' salaries being held back.
- d) Part-time teachers under term contracts will be given the option to be paid according to the same method as substitute teachers, i.e. holdback will not be taken out of their cheques. [Dec/6-7/91]

J. Summer/Night School and Supplementary Exam Compensation**1. Night/Summer School Instruction****a) Teachers**

- i) Teachers shall be compensated on the basis of \$30 per hour of instruction time.
- ii) Examination setters shall be selected from the teachers of night/summer school and shall receive \$100 per examination set.
- iii) Examination markers shall be selected from the teachers of night/summer school and shall receive \$10 per examination marked.

b) School Director/Principal

An additional allowance equal to 25 percent of the hourly rate of pay shall be paid to the director/principal of night/summer school. It is expected the director/principal will receive additional hours of employment for administrative duties, i.e. school registration, final report, and other such duties determined by the employer.

c) Guidelines

- i) Teacher and director/principal positions for night school shall be advertised, clearly indicating the time required and the commensurate salary. Qualified, active teachers shall be given priority in hiring.
- ii) An individual contract will be signed by the school board and the teacher outlining the method of payment and employee deductions. Teachers shall be paid before, or no later than, 15 days following completion of the service performed.
- iii) Adequate clerical support must be provided or made available by the employer.

2. Supplementary Examinations

- a) Examination setters and markers shall receive comparable compensation to night/summer school examination setters and markers, specifically, \$100 per examination set and \$10 per examination marked.
- b) Teachers re-reading supplementary examinations shall receive \$10 per exam. **[Jan/10- 11/97]**
[1997 AGM]

K. Human Rights of Teachers

1. We, the teachers of Newfoundland, and Labrador, denounce and deplore the use of violent repression against teachers and their organizations. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
2. We affirm that it is the right of teachers to practice their profession, and to do those things which are necessary for the responsible discharge of their professional duties, without fear and without interference.
3. We affirm that it is the right of teachers to assemble, to speak freely, and to act collectively for the purposes of improving the quality of educational services, their own competence and professional effectiveness, their conditions of employment, and their working environment, and further, to exercise the full rights of citizens in the process of a democratic society.
4. We call upon the Government of Canada to condemn those instances in which teachers suffer reprisals for the exercise of these rights, and to make vigorous protests to Governments which perpetrate or condone outrages against teachers.
5. We affirm our solidarity with teachers and teacher organization that are striving to maintain these rights. We express our deep sympathy with the many teachers who have suffered injury, imprisonment, and torture, and with the families of those who have lost their lives.
6. We urge Education International to continue and increase its efforts to secure the rights of teachers and to assist the victims of repression, and we pledge our collaboration in this work. **[1982 AGM]**
7. Teachers who are parents should be permitted to speak as parents on educational changes affecting their children without jeopardy to their employment. **[1997 AGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
8. Teachers should not be discriminated against by reason of age, sex, race, colour, marital status, political or religious affiliation, physical or mental disability, sexual orientation, nationality, ethnic origin, social origin, disfigurement, gender identity, gender expression, family status, source of income, political opinion, criminal conviction unrelated to the individual's employment or by reason of their membership in the NLTA. **[June/6/03] [JC Nov/03] [2005 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM] [Feb/18-19/15] [2015 BGM]**

L. **Substitute Teachers**

1. **Substitute Teacher Pay**

- a) The Association is to vigorously defend against a deterioration of the rate of pay for substitute teachers so that we can continue to attract and retain qualified and competent substitute teachers of the highest professional calibre.
- b) A substitute teacher should be paid no later than two (2) weeks following the date on which the work was performed.

2. **Pensionable Service**

Time spent as a substitute teacher should count for pensionable service and the counting of such service should be retroactive to the date when the person first began teaching.

3. **Paid Leaves**

- a) Substitute teachers should be eligible for paid sick leave credits subject to the following:
 - i) Time limit of accumulated sick leave credits.
 - ii) Paid sick leave would not extend beyond the terminating date of the contract in existence at the time when the illness occurred.
- b) With the exception of educational leave, substitute teachers should be eligible for all paid and unpaid leaves which are available through the Collective Agreement and The Schools Act.
- c) The concept of educational leave for substitute teachers should be examined in more detail to determine if such a scheme is viable.

4. **Voting on Collective Agreements**

Substitute teachers who qualify for active membership as per By-Law III are eligible to participate in a ratification vote. [1985 AGM]

5. **Collective Agreement Provisions**

Except where provisions to the contrary are included, the Collective Agreement should apply in its entirety to all teachers who are members of the bargaining unit.

6. **Curricular Duties**

Substitute teachers are to be expected to assume all curricular duties of the teacher being substituted for and the substitute shall be granted all preparation and planning periods which are regularly scheduled for that teacher. [Mar/3-4&6/83] [1983 AGM]

7. Hiring of Substitute Teachers

- a) Substitute and replacement teachers should be recognized as defined in Clause 42.01 (h) and 42.01 (n), and in accordance with Clause 49.08, of the Provincial Collective Agreement.
- b) Subject to Clause 9.10(a) of the Provincial Collective Agreement, preference in the hiring of persons for substitute and replacement positions shall be given to individuals who have served in substitute and or replacement positions with the employing school board.
- c) Subject to b) above, preference in hiring of substitute and replacement teachers shall be given to persons other than those in receipt of a pension under a teachers' pension plan, unless there are no other persons capable to fill the position. **[June/6/03] [JC Nov/03] [2005 BGM]**
- d) i) Subject to b) and c) above, and the requirement of capability, hiring of substitute and replacement teachers shall be on the basis of accumulated seniority in a substitute or replacement position in the Province of Newfoundland and Labrador. **[June/6/03] [JC Nov/03] [2005 BGM]**
 - ii) Teachers who have been laid off and are still unemployed in a full-time position shall have service accumulated in any continuing position included in the calculation of seniority as a substitute or replacement teacher.
- e) Capability shall be recognized and determined on the basis of the overall ability of the candidate to perform the job function required.
- f) A substitute/replacement teacher list shall be compiled on a district wide basis comprising candidates approved by the director or designate, subject to the candidates' holding a valid teaching certificate.
- g) A school list of substitute and replacement candidates shall be a sub-set of the district list and shall contain names of teachers who have indicated a particular desire to be considered for call-in to a given school or schools.
- h) A substitute/replacement teacher whose name appears on the school list shall remain on that list for that school as long as the teacher indicates a desire to continue substituting/replacing at that school. Removal of a substitute's name from the list by the school board may be undertaken only for just cause and shall be subject to the grievance and arbitration process.
- i) Subject to Clause 9.10(a) of the Provincial Collective Agreement, and the requirements of capability and seniority, a teacher who has been hired on a substitute or replacement basis at a specific school shall be given preference for hire for substitute and replacement positions at that same school over a candidate who has no previous experience at that school. **[Oct/14-15/93] [1994 AGM]**
- j) A substitute teacher will be provided and paid (salary and benefits) by the employer when any teacher is away from his/her regular place of employment for any period during the school day, including teacher absences to accompany groups/teams of students for field trips, sporting events, etc. **[1997 AGM] [2007 BGM] [June/8/07]**
- k) School administrators and/or regular teachers should provide feedback to substitute teachers who are hired to carry out duties in the school. **[Sept/22/06] [JC Nov/06] [2007 BGM]**

- l) Substitute teachers who are hired into a term or replacement contract should be encouraged to request that an evaluation be conducted. [Sept/22/06] [JC Nov/06] [2007 BGM]

8. Professional Development and Inservice Sessions

- a) School districts should be encouraged to invite substitute teachers to school-based and board-based professional development/in-service sessions. [Sept/22/06] [JC Nov/06] [2007 BGM]
- b) School districts should cover the cost of travel and meals for substitute teachers wishing to attend professional development/in-service sessions. [Sept/22/06] [JC Nov/06] [2007 BGM]
- c) During district-wide close-out sessions, the school district should be encouraged to provide relevant professional development/in-service sessions related to the needs of substitute teachers, e.g. Winschool, e-class, First Class, etc. [Sept/22/06] [JC Nov/06] [2007 BGM]

9. School Board/School Web Access

Substitute teachers should be provided full access to school board and school website information, e.g. passwords be made available (if applicable); e-mail accounts, etc. [Sept/22/06] [JC Nov/06] [2007 BGM]

10. Substitute Teacher Kit

All schools should be encouraged to develop a regular teacher kit that would be provided to a substitute teacher. The kit would include class lists; daily school schedule; teacher's schedule, including supervision; list of students with special and/or medical needs; school discipline policy and procedure; fire drill plan and procedure; student assistant name (if applicable); substitute teacher registration form; photocopy access; and any other relevant information that a substitute teacher needs to know. [Sept/22/06][JC Nov/06] [2007 BGM]

11. Posting of Information from NLTA

School reps should be asked to ensure that information relating to substitute teachers is posted on the NLTA bulletin board in their school. [Sept/22/06] [JC Nov/06] [2007 BGM]

M. Government/School Boards General Liability Insurance Policy

In the event that an insurance adjuster requests a statement from a teacher concerning an incident which involved the teacher, the teacher, in every case, should be advised by one or both of the parties (employer and/or insurance company) that no statement should be issued until the teacher involved has had an opportunity to contact the NLTA for consultation and possible legal assistance. If a teacher is not so advised before giving a statement, then the NLTA maintains that the employer should not have the right to use the statements in any disciplinary or other proceedings provided for under the Collective Agreement. **[Nov/27/08] [JC Feb/09] [2009 BGM]**

N. Medication/Medical Treatment/Health Support Procedures

1. All school aged children have a right to attend school regardless of special health support needs which they may need during school hours providing their condition does not expose other people in the school setting to serious risk.
2. Student-specific health support procedures should be administered in school only as necessary. Whenever possible, to avoid interruption of school activities and to minimize the involvement of teachers in such procedures, arrangements should be made for such health support procedures to be administered outside of school hours. **[June/11-12/93] [1994 AGM]**
3. Responsibility for providing those health support services lies with and should be coordinated by the Ministries of Education, Health, and Human Resources, Labour and Employment. Adequate finances should be made available by those agencies and guidelines agreed upon should be communicated to all school boards and their teachers.
4.
 - a) Teachers, other than those working in categorical special education positions, should not be expected to perform student-specific, health-related procedures unless an emergency situation arises and failure to act before qualified medical help arrives may prove injurious or life-threatening to the child or to other children placed in the teacher's care.
 - b) Where children routinely require such student-specific, health-related and personal care procedures in order to be in regular attendance at school, such procedures should be the responsibility of a student assistant. Subject to statement 4, teachers working in categorical special education positions will only undertake such procedures if the student assistant service is not available. Student assistants should be provided to all students needing such care. **[June/11-12/93] [Jan/8-9/99][1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]**
5.
 - a) Qualified health professionals should be provided at the local level through the appropriate ministries named in number 2 above. These professionals should provide training, demonstration, monitoring, assessment and certification for student assistants and teachers in the provision of the following services:
 - i) positioning, assistance with mobility, oral feeding, toileting and personal assistance for physically disabled students;
 - ii) manual expression of bladder/stoma;
 - iii) postural drainage and tube feeding;
 - iv) recommended physical exercises in connection with physio/occupational therapy.
 - b) The services of qualified health professionals should be available to provide the following student-specific services. Where a student assistant is provided for such student(s), responsibility for providing these services may be transferred to the student assistant, or after appropriate training is provided by the qualified health professional. Responsibility for providing these services may be transferred to the categorical special education teacher provided for such student(s), with the consent of the teacher, after appropriate training is provided by the qualified health professional:

- i) gastrostomy feeding;
 - ii) colostomy/ileostomy care;
 - iii) clean catheterization;
 - iv) suctioning;
 - v) open-site skin care. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
- c) The following student-specific procedures will be administered only by the appropriate health professionals:
- i) injections;
 - ii) dressings;
 - iii) intravenous therapy;
 - iv) ventilator therapy;
 - v) insertion of nasogastric tube. **[June/11-12/93]**
6. Where teachers are requested, and agree, to administer prescribed oral and/or inhalant medication to students, the following procedures should apply:
- a) School boards shall supply authorized oral medication request forms to all schools.
 - b) These forms shall contain:
 - i) the signature of the parent or guardian.
 - ii) the signature of the physician prescribing the medication.
 - iii) the name, dosage, frequency, and method of administration.
 - iv) the dates for which the authorization applies.
 - v) any side effects of the medication.
 - vi) specific request that the teacher perform the administering.
 - vii) consent statement allowing the teacher to administer the medication.
 - viii) acknowledgement that the teacher is not a medically trained person.
 - ix) storage and safekeeping requirements for the medication as directed by the prescribing physician.
 - x) name and telephone number of the physician to be contacted in case of an emergency.

- c) All signed forms shall be kept in the principal's office to ensure that all regular and substitute teachers have access to such records.
 - d)
 - i) Prescribed oral medication shall be brought to the school by a parent or guardian, shall be clearly labelled, and shall be kept in a locked and secure place to prevent access to any child.
 - ii) The medication shall be stored as per the direction of the prescribing physician.
 - iii) A record of administration of the medication shall be kept and stored in a safe place and shall include the child's name, place and quantity of dosage given, and the signature of the administering teacher.
 - e) With the written consent of the student's parent/legal guardian and where the student is competent and capable to administer same, the student should be responsible for the safekeeping and administration of his/her own prescribed inhalant medication.
 - f) Medication is to be administered in a manner which allows for sensitivity and privacy and which encourages the child to take an appropriate level of responsibility for the required drug.
 - g) Stale or outdated medication shall be disposed of upon written direction of the prescribing physician. **[Dec/3/93] [1994 AGM]**
7. At no time shall teachers administer over-the-counter oral medication to students.
8. The Association recognizes that despite the above precautionary and prudent measures teachers may still be potentially liable should the health of the child be detrimentally affected by the teacher's involvement in administering prescribed oral medication. **[Oct/16- 17/86]**
9. Legislation should be enacted without delay to protect teachers from claims arising from the administration of prescribed oral medication to students and action taken by teachers who must deal with other medical procedures during a time of emergency. **[Oct/16-17/86]**

O. Part-Time Teaching

1. Part-time teaching is defined as regular paid employment carried out during time periods that are distinctly shorter than normal. It may or may not be related to the concept of job-sharing.
2. A part-time teaching assignment should:
 - a) be recognized as an option for teachers;
 - b) be established by a formal mutual agreement between the teacher and employer, such formal agreement including reference to:
 - i) the period of time covered;
 - ii) the status of the teacher at the end of the time period, i.e. full-time status or other agreed upon status;
 - c) be recognized as a route to permanent certification where teaching service is required for such certification, with such teaching service to be pro-rated;
 - d) have a relationship of workload to non-teaching time equivalent to that which applies to full-time assignments;
 - e) include attendance at all other staff meetings, inservice training sessions, and all other school functions as required, where practical and feasible.
3. The collective bargaining process should:
 - a) apply to part-time positions, with all part-time teachers being members of the teachers' bargaining unit;
 - b) determine the remuneration, workload, job description, experience credit, and benefits of part-time teachers;
 - c) determine the procedures for redundancy, seniority, layoff, and recall;
 - d) provide appropriate measure of job security for part-time teachers.
4. Employee benefits that apply to full-time teachers, such as superannuation, unemployment insurance, group life and health insurance, and education leave plans should apply to part-time teachers on a pro-rated basis.
5. A part-time teacher applying for a full-time assignment should be given priority over new applicants. **[Mar/2-3/84] [1984 AGM]**

P. Teacher Workload

1. Instructional Day

- a) The student instructional day as legislated should be strictly adhered to and recess periods should be excluded from this instructional time. The Schools Act should ensure consistency in length of the school day in schools throughout the province and that bus contracts are designed to meet the scheduling needs of the schools.
- b) Teaching time available must be utilized effectively and efficiently by providing to teachers the necessary supports and resources to maintain a positive classroom learning environment, and remove from teachers the responsibilities for such activities as fundraising or other tasks which are not directly related to teaching.
- c) No discussions over lengthening of school day or school year will be entertained without achieving maximization of teaching time as outlined in (b) above. In any event, no increases will occur without the consent of teachers.
- d) Teachers should receive, on average during an instructional cycle, a minimum of 60 minutes of preparation time during a 300-minute instructional day. **[2005 BGM]**

2. Teacher Workday

- a) The length of the workday for teachers shall be arrived at through collective bargaining but the scheduled workday shall not exceed six hours or thirty hours per week. **[1999 BGM]**

b) Definition

A teacher's workday is that period of time necessary in a day to fulfill the requirements of the teaching position. The time necessary can fall into two categories - scheduled, and unscheduled. It should be noted that the concepts of scheduled and unscheduled time reference the time required to accommodate the normal assigned duties of a teacher. It should no way be interpreted that the teacher's workday described herein corresponds to a day of salary. The number of hours on which pay is based is five per day. The tasks indicated in the time categories in this definition will take considerably longer than five hours. In addition, there are a variety of activities such as supervision of after school student events, coaching, chaperoning for special excursions, etc., which teachers undertake as voluntary assignments.

- i) Scheduled time is that period of time during a school day when a teacher has specifically assigned duties such as: supervision of students, administrative duties, classroom instruction and scheduled preparation time.
- ii) Unscheduled time is that period of time a teacher may find necessary for proper fulfilment of duties beyond the regular school day. This time is used to accommodate tasks which are unable to be completed during the regular school day.
- c) No teacher shall be required to be present at school beyond the normal school day for more than a total of three hours in any one week. **[Mar/7-8/97] [1997 AGM]**
- d) No teacher shall be required to be present for school duties on Saturday or Sunday.

- e) A teacher's participation on a school-based or board-based committee requires that teacher's consent.
- f) Any teacher required to attend interagency meetings regarding a student shall be given time during the instructional day to attend such meetings. [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]

3. Supervision

- a) The performance of supervisory duties is not an effective utilization of a professional educator's time. It is also recognized that a reduction of supervision duties will have a positive effect on other workload issues. Supervision duties have a negative impact on teacher time which should be available for more productive professional activity. Therefore, supervisory duties should be minimized for teachers and school boards should utilize other community supports and resources to take responsibility for such duties.
- b) Supervision before and after classes should be kept to a maximum of 20 minutes. Teachers shall not be expected to supervise pupils who arrive very early in the morning and also leave late in the evening. In such cases the school board should provide the extra necessary supervision.
- c) A program of hiring non-teaching personnel for lunch time supervision be introduced into our school systems at the earliest opportunity.
- d) Supervision of extra-curricular activities shall be done on a voluntary basis.

4. Work Assignment

- a) There shall be consultation at the local level between teachers and their principals in determining the allocation to teachers of curricular and non-curricular duties. The workload of teachers will be distributed in a fair and equitable manner, and the process will involve, but not be limited to; consideration of numbers of students, both pre-school and school aged children, number of course preparations, nature of courses taught, characteristics and identified learning/behavioural difficulties of students taught, administrative duties required, and multigrade/course teaching situations. (Article 29.01 of the collective agreement.) [Nov/27/08] [JC Feb/09] [2009 BGM]
- b) Every effort shall be made to determine a teacher's curricular duties for the coming school year prior to the last day of the current school year. [2001 BGM] [June/8/01] [JC Nov/01] [2003 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]
- c) Notwithstanding b) above, every effort shall be made to ensure that the consultation for the coming school year referred to in Clause 29.01(a) of the collective agreement between teachers and their principals shall occur not later than the first scheduled instructional day. [Nov/27/08] [JC Feb/09] [2009 BGM]
- d) Kindergarten teachers should not be responsible for implementation of any pre-school readiness programs for children. [2003 BGM]

5. Preparation Time

A significant number of teachers have inadequate time for preparation and function within a school day overcrowded with instructional and other duties, allowing little or no time for preparatory necessities. Therefore;

- a) A teacher shall receive, on average throughout an instructional cycle, a minimum of 60 minutes of preparation time during the instructional day. [Nov/27/08] [JC Feb/09] [2009 BGM]
- b) Consideration be given to hiring part-time personnel in order to provide preparation time in small schools.
- c) Limits be placed on the number of course preparations required of a teacher, and additional resources be allocated, where necessary, in order to achieve this goal.

6. Class Size

The NLTA maintains the view that a direct relationship exists between student achievement and class size. Therefore, in order to promote effective teaching and learning conditions and in the interest of quality education and enhanced levels of student achievement, the Association will make every effort to pursue limits on class sizes appropriate to the teaching situation involved, in accordance with the following guidelines:

- a) Kindergarten classes – maximum 12 students;
- b) Primary classes – maximum 20 students;
- c) Elementary/Intermediate and High School classes – maximum 20 students;
- d) Special education classes – maximum six students;
- e) Classes of students designated as either hearing or sight impaired, trainable mentally handicapped, multi-handicapped, or emotionally disturbed – maximum four students;
- f) The number of students in laboratory, workshop and computer classes should not exceed the number of fully equipped student stations provided, or the number of students recommended by the Department of Education, whichever is lesser;
- g)
 - i) multigrade/multicourse classes, K-3 – maximum 12 students;
 - ii) multigrade/multicourse classes, 4-12 – maximum 15 students;
- h) In situations where integration of special needs students occurs in regular classrooms - maximum 15 students. [1999 BGM]

7. Teacher Allocation

a) Administrators

Administrative personnel should be allocated separately from the pupil/teacher ratio formula in accordance with the following:

All schools in the province shall receive the following administrative allocations:

Number of Pupils	Admin FTE
1 - 49	.50 units
50 - 174	1.00 units
175 – 249	1.25 units
250 – 399	1.50 units
400 – 549	1.75 units
550 – 699	2.00 units
700 – 849	2.50 units
850 +	3.00 units

[Mar/1-2/96] [1996 AGM] [Nov/27/08] [JC Feb/09] [2009 BGM]

b) Specialists

- i) Teachers for specialty program areas such as physical education, music, Core French, reading recovery, and later literacy should be excluded from the normal pupil-teacher allocation ratio and allocated on a different formula devised to provide adequate personnel to deliver a curriculum expected of schools in today's society. [Feb/17-18/00] [JC Feb/00] [June/9/00] [JC Oct/00][2001 BGM]
- ii) A salary unit for a full-time learning resource person should be made available, apart from the regular teacher allocation, for schools having 150 or more students. Where there are less than 150 students a half-time salary unit should be provided.
- iii) Teacher allocations should include units for remedial instruction. [Nov/27/08] [JC Feb/09] [2009 BGM]
- iv) Guidance counsellors should be allocated based on a ratio of 1:250 students in addition to the regular allotment of teachers. [Nov/27/08] [JC Feb/09] [2009 BGM] [Mar/17&19/16] [JC Mar/16] [2017 BGM]
- v) The Department of Education should provide field consultation services for psychological problems in school districts that do not have the services of a psychologist.

c) Teachers

- i) Teaching units should be allocated based on programs and needs, not student numbers. [2001 BGM] [June/8/01] [JC Nov/01] [2003 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]
- ii) Additional teachers should be allocated to schools on the basis of programs approved by the Director on the recommendation of the principal and staff of these schools.

d) **Program Specialists**

- i) All districts will have a program implementation specialist for early childhood/ primary, elementary, intermediate, senior high, school development and special services.
- ii) All districts will have a minimum of four additional program implementation specialists, to be allocated according to programs, funded by the Department of Education in addition to existing teacher allocations, and to be assigned based on needs defined by each district.
- iii) All districts will be provided time for lead teacher secondment to support curriculum initiatives at the district level.
- iv) The Department of Education shall provide resources so that lead teachers can be assigned to each district, for all areas of the curriculum, to work with district level personnel on curriculum implementation issues. [Apr/6-7/00] [JC Oct/00] [2001 BGM]

8. **Leave Provisions**

- a) Teacher leave is to be governed by specific provisions of the collective agreement. Efforts should be made to change the discretionary nature of leave provisions to nondiscretionary, in order to ensure that all teachers have access to leave, particularly for family leave and professional development activity. [Mar/10-11/95] [1995 AGM] [Nov/27/08] [JC Feb/09] [2009 BGM]
- b) Teachers should be able to avail of unpaid leave for an unspecified number of days if a capable substitute is available. [2001 BGM] [June/8/01] [JC Nov/01] [2003 BGM]

9. **Bargaining Unit Duties**

Duties which are normally performed by members of the bargaining unit will continue to be performed by members of the bargaining unit and at no time will be assigned to personnel outside the bargaining unit. [June/14-15/96] [1997 AGM]

10. **School Secretarial Services**

All schools shall have a minimum of one full-time secretarial position. [1999 BGM]

Q. Teacher Participation In Volunteer Food Programs

1. Definition

A volunteer food program is a program whereby meals are provided without charge to students, prior to school opening or during lunch period, by a school board and/or some other organization or agency and in which teachers may be participating on a volunteer basis. Such a program should not be confused with the regular school canteen/cafeteria service or with student lunch periods when students provide their own lunch.

2. Preamble

Teachers and others placed in charge of students have a duty to be responsible for their safety and welfare. The failure to act reasonably under certain circumstances, if this failure results in injury or death to a student, can result in legal action. In other words, liability for damages or injury arises when there is negligence.

The duty imposed upon a teacher with respect to the care of students is to act in a manner similar to that of a prudent or careful parent. This duty does not change with the type of student or the type of teaching that is done. The legal liability of a teacher participating in a voluntary food program is no different than the legal liability of a teacher participating in any other extra-curricular activity. Parents sending their children to school have the right to expect that the standard of the reasonably prudent parent will be applied in respect of all activities offered in the school. In the absence of an express waiver of liability, parents are entitled to assume that all activities in the school will be carried on with the same degree of diligence and regard for the safety, health and well-being of students; whether those activities are academic or extra-curricular. The question must always be asked by the participating teacher: "What would a reasonably prudent parent do in these circumstances?"

3. Policy Statements

- a) Teacher participation in volunteer food programs requires the teacher's consent and teachers shall not be required to participate in such programs. [Nov/27/08] [JC Feb/09] [2009 BGM]
- b) Participation in volunteer food programs should only be undertaken by a teacher when the teacher has a clear understanding that his/her legal liability in respect of participation in such a program is the same as it is in respect of all other duties of the teacher. The school administration or any other body organizing the program is responsible for taking the appropriate steps to ensure that teachers are able to respond properly to their legal obligations when assisting in the operations of the program.
- c) Full and complete information must be made available to parents by the school or other organizing group concerning the operation of the volunteer food program, including information on the contents of all foods which will be served. Information on medical conditions of a child which may prevent or limit the child's participation in the program must be solicited from parents prior to the start of the program in each school year.

- d) Before participating in a volunteer food program, teachers should ensure:
- i) that the school or organizing group has solicited and obtained from the parents of all students participating in the program, information on any food allergies which student(s) may have or medical conditions which may prevent or limit a student's participation in the program;
 - ii) that this information on food allergies and/or medical conditions has been made available to teachers who are participating; and
 - iii) that information on the contents of all food items being served in the program has been made available to teachers who are participating.

Teachers should not participate in a food program where such information is not sought and obtained from the parents and conveyed to the teachers. [Nov/27/08] [JC Feb/09] [2009 BGM]

- e) Teachers who are supervising a volunteer food program must be aware of the possibility of illness due to students' overeating or eating too quickly. It is the participating teacher's duty not to ignore those circumstances or situations which come to the attention of the teacher as a result of a reasonable level of supervision. In addition, a teacher should not contribute to a student's eating too quickly by rushing the child to complete eating when the time does not allow it.
- f) If a volunteer food program is provided in a school, it should be made available to all students attending the school in order to avoid parents having to demonstrate a need before a child is permitted to participate and to avoid the consequent social stigma attached to participation when such participation is limited to those who can thus demonstrate a need. [Dec/6-7/91] [1993 AGM]

R. School Board Consolidation

NLTA will seek to obtain the following provision in the Collective Agreement for all teachers whose previous school board was partitioned by the new school board boundaries established under the 1996 legislation changes:

"Any teacher under a permanent contract who requests a transfer to a vacant position in a portion of his/her previous school district which is now under the jurisdiction of a school district different from, but adjacent to, the teacher's current school district, will be considered as an employee of that other school district for purposes of Article 6.12(a) of the Provincial Collective Agreement." **[Jan/8-9/99]**
[1999 BGM]

S. Auxiliary Personnel in Schools

1. The term "auxiliary personnel" refers to those other than teachers, as defined in the NLTA Act, who function in a supportive role to teachers in the schools and who are neither paid nor hold contracts with a school board. Teacher assistants, library assistants, clerical assistants, audio-visual technicians are example of auxiliary personnel.
2. **Definitions**
 - a) Teacher assistants are auxiliary personnel assigned to work with a teacher, or small team of teachers.
 - b) Student assistants are auxiliary personnel assigned to work with students with special needs. (See Section IV.U.)
 - c) School assistants perform a large variety of tasks for the entire teaching staff in the building.
 - d) Volunteers are usually part-time teacher assistants who offer their services without pay.
3. Every person who is employed to fulfill an instructional role (as authorized by the Acts and Regulations) shall be qualified as a teacher and under contract as a teacher.
 - a) The function of auxiliary personnel is to assist the teacher or student to whom assigned.
 - b) Auxiliary personnel shall assume no responsibility for any evaluation involving the school personnel, pupils, or program.
 - c) Auxiliary personnel shall be responsible to the principal of the school.
 - d) Any teacher has the right to decline auxiliary personnel services.
 - e) Auxiliary personnel shall not be included in the calculation of student-teacher ratio.
 - f) Teaching functions which involve decisions regarding diagnosis of pupil difficulties, prescription of learning experiences and evaluation of pupil progress are the exclusive domain of professional teaching staff.
 - g) The deployment and assignment of duties within the school of auxiliary personnel who are to work in a classroom setting are the responsibility of the teachers involved in consultation with the principal.
4. Volunteers in the school are responsible persons who provide a service to the school to fulfill specific needs, as determined by the principal and the teaching staff directly involved, without reimbursement or contractual commitments of any kind.
 - a) The function of school volunteers is to assist the teacher and/or the school.
 - b) School volunteers who work with children shall work at all times under the supervision of a designated teacher.
 - c) School volunteers shall be responsible to, and designated by, the principal of the school.

- d) School volunteers shall assume no responsibility for any evaluation involving the school personnel, pupils, or program.
 - e) School volunteers shall not be included in the calculation of student-teacher ratio.
 - f) Teaching functions which involve decisions regarding diagnosis of pupil difficulties, prescription of learning experiences and evaluation of pupil progress are the exclusive domain of the professional teaching staff.
5. a) The NLTA clearly recognizes the need for additional professional personnel in the schools of our province and will continue to press for such an increase through a change in the present teacher allocation formula.
- b) The NLTA holds that as additional funds for personnel become available at the government and/or school board level, such funds should be utilized to provide additional classroom teachers, and such funds should be utilized for the provision of teacher assistants only when adequate professional requirements have been met.
- c) If and when teacher assistants are utilized (e.g. LIP volunteer assistants, etc.) they should be governed by the following guidelines:
- i) **Instructional Assistant** The function of an instructional assistant is to assist with the implementation of programs designed and prescribed by teachers, to be involved on an ongoing day-to-day interaction with students in classrooms and other learning centres, and to follow strategies, tactics, and materials which have been prescribed by teachers.
 - ii) **School Assistant** The function of a school assistant is to perform tasks under the direction of a teacher and to work in preparing stencils, duplicating materials, preparing bulletins, distributing materials, supervising certain pupil activities, and setting up visual equipment, displays, and equipment used in the teaching process.

6. Specific Guidelines

- a) A teacher assistant shall perform such duties as are assigned to him/her by the principal subject to the instructions of the school board and the superintendent, but those duties shall not include the organization and management of the classrooms; the planning of teaching strategies; and the direction of learning experiences of pupils (excepting under the guidance of a qualified teacher with the approval of the administration).

Such duties may include the assessment of individual needs of pupils; the selection of materials to meet pupil needs; and the evaluation of pupil progress.

- b) In the absence of a teacher, a teacher assistant shall not assume or be assigned duties reserved for teachers. A teacher assistant shall not function in a classroom role if a certified teacher is not available for direction and guidance.
- c) Broad guidelines for establishing the roles and functions of teacher assistants are as follows:
 - i) Clerical - collecting money, keeping records, typing, filing, etc.

- ii) Housekeeping - keeping instructional materials neat and ready for use, arranging work areas, supervising pupil clean-up activities, lab preparations, etc.
 - iii) Non-instructional - making arrangements for field trips or resource persons, checking out library books and supplies, etc.
 - iv) Audio-visual - ordering audio-visual materials, setting up equipment, etc.
 - v) Instruction-related - making objective tests and objective type homework, preparing instructional materials, working with small groups, etc.
- d) The onus must be on school boards to define the duties of teacher assistants in such terms as to ensure that they do not come in conflict with The Schools Act and/or any existing collective agreement by performing functions which can only be assigned to teachers.
 - e) Teachers who make use of the services of teacher assistants must accept responsibility for the manner in which they are utilized. Not only must such teachers avoid assigning assistants tasks which are teaching tasks, but also they must protect any such assignment by their employees and bring any violation to the attention of the Newfoundland and Labrador Teachers' Association for necessary action.
 - f) Memorial University of Newfoundland should be encouraged to offer a course or courses designed to enable teachers to acquire flexibility in the utilization of teacher assistants.

7. **Native Teachers**

The NLTA encourages the employment of native teachers rather than native teacher assistants, and feels that the Department of Education (Certification Committee) should give special consideration to persons possessing skill in a native language.

8. **Mental Health Specialists**

Since most Newfoundland and Labrador schools are too small to have mental health specialists attached permanently to them, the Newfoundland and Labrador government should select and pay teams of mental health specialists who would travel to Newfoundland and Labrador schools and attach themselves to these schools for one or two weeks at a time, each year, to render specialist services. [1981 AGM] [May/2-3/86]

T. Student Assistants

1. A student assistant is a person who is employed in a school to assist with student-specific needs as identified by the student support services team; including such needs as personal care, portering, lifting, and behaviour management. [Nov/27/08] [JC Feb/09] [2009 BGM]
2. Student assistants shall be responsible to the principal of the school.
3. The primary role of the student assistant is to assist the special needs student(s) in the effective implementation of the student's Individual Support Services Plan (ISSP) under the direction of the ISSP team. The student assistant shall not be responsible for instruction, assessment, program design, evaluation, or reporting to parents. [Nov/27/08] [JC Feb/09] [2009 BGM]
4. To fully implement the special needs students' program as outlined by the ISSP, student assistants may be required to carry out, under the direction of the program planning team, personal care duties such as, but not limited to feeding, cleaning, toileting; portering, lifting; and individual student supervision. If such services are routinely required in order for a student to be in regular attendance at school, student assistant(s) shall be provided in sufficient numbers to carry out such duties. [Nov/27/08] [JC Feb/09] [2009 BGM]
5. Where children require student-specific, health-related procedures, the student assistant will not undertake such procedures unless fully inserviced by the appropriate personnel. Under no circumstances (except in an emergency situation) will teachers, other than those working in categorical special education positions, be required to undertake student-specific, healthrelated procedures. [Nov/27/08] [JC Feb/09] [2009 BGM]
6. Where the services of a student assistant would normally be available to assist with the implementation of the student's ISSP in a regular classroom, and when such a service is not available, placement other than in the regular classroom will be arranged unless parents/volunteers are available to perform the functions of the student assistant in the regular classroom. [Nov/27/08] [JC Feb/09] [2009 BGM]
7. Whenever a student assistant is absent due to illness or any other reason, a substitute shall be provided.
8. The duties ordinarily performed by the student assistant shall not be assigned to teachers, other than those working in categorical special education positions, unless in an emergency situation. [Nov/27/08] [JC Feb/09] [2009 BGM]
9. In case of a job action by student assistants, teachers other than those working in categorical special education positions will not carry out those duties ordinarily performed by student assistants and no increase in teachers' assigned duties will occur. [Jan/8-9/99] [1999 BGM] [Nov/27/08] [JC Feb/09] [2009 BGM]
10. In any situation where student assistant services, which are ordinarily provided, are not available and the safety of the student(s) cannot be assured, the principal shall have the authority to determine whether it is appropriate for such student(s) to remain in school.
11. Student assistants shall receive ongoing inservice training in all matters relating to their specific duties regarding the effective implementation of the student's ISSP.

12. Student assistants shall not be included in the student-teacher ratio for the school. [Mar/5- 6/93]
[1993 AGM]

U. School Preparedness

1. The Newfoundland and Labrador Teachers' Association believes that the Government of Newfoundland and Labrador, through the Department of Education and the school boards, is responsible for ensuring that all school facilities are in good condition for the start of each school year.
 - a) Throughout the year, each district shall compile a list of needed repairs and renovations for each school within its jurisdiction and such repairs shall be actioned within a reasonable amount of time.
 - b) Minor repairs which do not interfere with school activities may be carried out on a regular basis as long as there are no health and safety concerns associated with the repairs. Whenever possible, this work shall be scheduled when students and staff have vacated the site.
 - c) Major repairs and renovations shall occur during non-teaching periods such as Christmas, Easter, summer vacation and long weekends.
 - d) If major repairs must occur during the school year, every effort should be made to ensure that they adhere to Section 6.(d) of the NLTA Policy on Construction, Renovation and Physical Conditions of School Building, which states:
 - "i) Renovations to an existing school building shall not occur during the instructional day.
 - ii) The school board shall ensure that renovation work which occurs within the school year, but outside the instructional day, will not affect the air quality in the school building and/or disrupt any aspect of student activity or classroom instruction."

However, if the above conditions cannot be met, the building shall be closed until the work is completed.
 - e) The school principal shall be a member of the school construction progress team.
2.
 - a) Where there is a question of health and safety, such concerns shall be reported immediately to the school administration and to the Occupational Health and Safety Committee or workplace health and safety representative. The school administrator(s) shall notify the appropriate school board personnel of these concerns. **[Jan/26/04] [JC Feb 04] [2005 BGM]**
 - b) While awaiting the results of health and safety tests, the school administration, in consultation with school board officials, shall have the authority to close the facility and/or take other corrective action.
 - c) A representative from Occupational Health and Safety shall be assigned to school construction progress teams.
 - d) There shall be open and ongoing communication between school board personnel, school staff, and the Occupational Health and Safety Committee or workplace health and safety representative on issues related to the physical condition of the school construction. **[Jan/26/04] [JC Feb 04] [2005 BGM]**

3. a) When a school is closed due to health and safety concerns, teachers will not be required to be in attendance. Instructional time lost due to such circumstances will not result in an extension of the school day, week or year.
- b) When facilities are required to close or relocate, teachers are not expected to pack or move school materials and equipment from one site to another.
- c) Teachers shall be reimbursed for additional travel expenses caused by temporary relocation of their workplace. **[Feb/8-9/01] [JC Feb/01] [2001 BGM]**

V. Transfer of Teachers

1. A teacher may be transferred to a comparable position within the same community when it is deemed necessary but shall not be transferred from one community to another without the teacher's consent. Any transfer may be made with the mutual agreement of the school board and the teacher.
2. In filling vacant positions in accordance with Clause 6.03, the school board shall be required to accommodate transfer request(s) from teachers already employed in a continuing contract with the school board. If more than one teacher makes a request, all of whom are capable, preference shall be given to the teacher with the greatest seniority. **[Feb/8-9/01] [JC Feb/01] [2001 BGM]**

W. Hiring of Teachers

In filling vacant positions in accordance with Clause 6.03 of the Provincial Collective Agreement, the following shall apply:

1. a) Positions for the subsequent school year that are known to be vacant by April 15, the school board shall accommodate transfer request(s) from teachers already employed in a permanent contract with the school board. If more than one teacher makes a request, all of whom are capable, preference shall be given to the teacher with the greatest seniority. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
 - b) Notwithstanding a) above, in the event of a school closure or school restructuring, a teacher who is declared redundant and not reassigned in accordance with Clause 9.02, shall have priority, based upon seniority, subject to capability to perform the job function required, to vacant teaching positions and teaching positions held by junior teachers, in the following order of priority:
 - i) within the community;
 - ii) within the nearest community, within the school district, where such a position exists. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
2. Where it is determined by the school board that a teaching position within a school has become redundant, the senior teachers of that school shall be reassigned to the remaining positions within the school which they are capable of fulfilling. Subject to the requirement of capability, the teachers to be retained at the school shall be given priority, based on seniority in the following sequence.
 - a) tenured teachers;
 - b) teachers on a one-year probationary contract;
 - c) teachers on a two-year probationary contract; and
 - d) teachers on probationary contracts in accordance with Clause 7.05.
3. a) Subject to subsection 1. above, a teacher, who is not reassigned in accordance with subsection 2. above, shall have priority, based upon seniority, subject to capability to perform the job function required, to vacant teaching positions and teaching positions held by junior teachers, in the following order of priority:
 - i) within the community;
 - ii) within the nearest community, within the school district, where such a position exists. b) In determining which teachers are junior under subsection 3.a) above, the sequence of seniority referenced in subsections 2.a)-d), shall apply.
4. a) Subject to Clause 8.03 and subsection 1. above, a school board will not advertise any positions or hire any teachers until it has made every effort to place those teachers who have been laid off or who have been notified in writing that they are to be laid off.

- b) Subject to Clause 9.04, the filling of vacancies in accordance with Clause 9.09(a) shall be in order of seniority.
5. a) Subject to subsection 1. above, a teacher who has not been reassigned in accordance with subsections 2. and 3. above and has been laid off and is still unemployed as a teacher, or still employed in less than a full time position, shall have priority, based upon seniority, subject to capability to perform the job function required, to vacant teaching positions which occur during the subsequent five (5) school years. It is the responsibility of teachers to inform the appropriate school boards prior to September 1 in each of the subsequent five (5) school years of their interest and availability to fill positions that become vacant on or after September 1.
- b) Teachers in receipt of an offer in accordance with subsection 5.a) above shall reply within five (5) calendar days or it will be deemed to be rejected.
- c) i) Teachers who are laid off and are eligible for recall shall, subject to Clause 6.03, be given priority for replacement, term and substitute positions which are determined to be of more than one month's duration; however, rejection of offers of such positions does not eliminate the teacher's right to recall for available permanent positions.
- ii) If the position(s) referenced in subsection 5.c)i) above is determined to be of at least one year's duration, the filling of such position(s) shall be subject to subsection a) above.
- d) A teacher whose position is declared redundant, and who accepts a term and/or replacement contract(s) for a subsequent school year (190 days) shall not have the period of recall under subsection (5)(c)(i) terminated until five (5) years following the period of time employed on a term and/or replacement contract(s) has expired.
6. Subject to Article 9 and subsection 1. above, in filling vacant positions in accordance with Clause 6.03, the board shall:
- a) give priority to transfer requests from teachers already employed in a permanent contract with the board. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
- b) subject to Clause 6.12 (a), give preference in hiring to teachers who have served in replacement, term, and/or substitute position(s) with the board before teachers with no previous teaching experience with the board is considered.
7. a) The basic criterion for the selection of teachers shall be seniority, subject to competence, capability, and qualifications to perform the job functions required.
- b) If the seniority of two (2) or more teachers as defined in Clause 9.01 (a) of the Provincial Collective Agreement is equal, the teacher to be selected shall be determined by the school board. **[June/8-9/01] [JC Nov/01] [2003 BGM]**

X. Teacher Stress

1. The NLTA will provide to the membership information on the identification of the symptoms of stress, suggestions for remediation, and the availability of support agencies, including professional workshops and employee assistance program services.
2. The NLTA, in cooperation with the Department of Education and school boards, will develop and conduct stress management seminars for members through the professional development division and the employee assistance program.
3. The NLTA will continue its personal service to teachers through the professional development program and the benefits and economic services program which provide assistance in areas such as financial counselling, teacher induction, mid-career and preretirement counselling.
4. The NLTA, through collective bargaining, will continue to press for earlier and improved retirement provisions.
5. The NLTA, through collective bargaining, will continue efforts to reduce class size and to further define teacher workload.
6. The NLTA will work with the schools boards to help initiate the development of wellness programs for teachers. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
7. The NLTA will continue to give serious consideration to the support and implementation of programs to assist teachers in improving classroom management and discipline.
8. The NLTA, through MUN Liaison, will encourage the inclusion of a unit or course or provide seminars on coping with stress in the primary, elementary, and secondary school in the teacher education programs at MUN.
9. The NLTA will work to improve the communication between parents and teachers in order to provide a greater understanding of mutual objectives and to develop avenues of supportive activity.
10. The NLTA will provide a program of public relations to help improve the image of teaching and teachers to the general public of this province. **[Mar/3-4/83] [Jan/8-9/99] [1999 BGM]**

Y. Cyberconduct and Cyberbullying

1. Definitions

- a) Appropriate cyberconduct involves a set of guidelines for behaving appropriately online including all forms of electronic communication. In an educational setting, examples of appropriate cyberconduct include:
 - i) maintaining professional standards when communicating with teachers, students, parents, and administrators;
 - ii) maintaining the confidentiality of information about students, parents, teachers, or administrators;
 - iii) respecting the rights of all members of the online community and acting in a manner that facilitates the orderly functioning of that community;
 - iv) ensuring that appropriate safeguards and privacy protection measures are in place prior to posting personal or professional data.
- b) Cyberbullying: The use of information and communication technology to bully, embarrass, threaten or harass another. It also includes the use of information and communication technology to engage in conduct or behaviour that is derogatory, defamatory, degrading, illegal, and/or abusive.
- c) Information and Communication Technology (ICT): Equipment including, but not limited to, current and emerging stationary or wireless technologies or systems that can be used by individuals or groups for the purpose of communication, entertainment, data management, word processing, internet access, image capture/recording, sound recording and information transmitting/receiving/storing.
- d) Safe School Environment: Within the context of cyberconduct, it is an environment where teaching and learning takes place while accessing and utilizing all the educational opportunities, influence and potential of information and communication technology. Furthermore, it is a setting that is equitable and free from hazards and abuses directed at, or occurring from, users of information and communication technology.

2. Guiding Principles

- a) Safe and caring schools that promote healthy workplaces for teachers and healthy learning environments for children and youth should be a provincial and school district priority.
- b) Collectively, society shares the responsibility for creating positive learning environments that include cyberspaces which foster respect and understanding, and are free from inappropriate cyberconduct including cyberbullying.
- c) Individual rights to freedom of information, thought, belief, opinion and expression, should be balanced with the rights and responsibilities of parents, guardians and the education community. These include the right to guide individuals in the responsible use of information and communication technology.

- d) Any response to cybermisconduct and/or cyberbullying should focus on protection of students, teachers, and the school community.
- e) Cybermisconduct, including cyberbullying, negatively influences student learning and teacher workplaces and should be viewed as a significant occupational health and safety issue.
- f) Cybermisconduct that originates from the school or from the community at large, which ultimately has a negative impact on the school climate and/or culture, warrants immediate and decisive action by the school board/district, including the imposition of sanctions, when appropriate, on the offender(s).
- g) Swift, decisive action is necessary to effectively respond to cybermisconduct and/or cyberbullying. Varied strategies and responses are required to address this complex, multifaceted problem.

3. Education

- a) Education, the most effective preventative measure to combat cybermisconduct and/or cyberbullying within school communities, is a shared responsibility of students, teachers, parents, administrators, school districts, communities, site administrators and the NLTA.
- b) Education for cyberbullying prevention is a necessary and key element in addressing and preventing cyber-related harm. It promotes positive, rewarding cyberexperiences and constructive interactions in an educational setting.
- c) Anti-bullying principles form the basis for appropriate cyberconduct and cyberbullying prevention. Education should involve:
 - i) modeling and demonstrating appropriate cyberconduct;
 - ii) utilizing a whole school/whole community approach;
 - iii) focusing on prevention, protection and intervention and, where possible, a restorative justice approach for violations.
- d) Teachers and members of the school community, including parents, should have ongoing access to learning opportunities that provide current, relevant education about evolving information and communication technology resources, appropriate cyberconduct and cyberbullying prevention strategies. Programs should be offered by multiple stakeholders.
- e) Principles, processes and actions for effective cyberconduct and anti-cyberbullying education include:
 - i) developing educational materials in partnership with all stakeholders;
 - ii) disseminating educational materials about appropriate cyberconduct to the school community in its entirety;

- iii) recognizing that educators, teachers, students, parents and the entire school community, including service/site providers, have a responsibility in working to eliminate cybermisconduct and cyberbullying from the teaching and learning environment;
 - iv) ensuring materials and information contain details that recommend guidelines for safe and appropriate cyberconduct, and outline recommendations for response if targeted by cybermisconduct;
 - v) establishing consequences for engaging in cybermisconduct and/or cyberbullying that negatively affects the school climate and/or culture.
- f) Teacher preparation programs should include:
- i) comprehensive and current information about appropriate cyberconduct and cyberbullying prevention measures. This should include data, facts and realistic examples of occurrences;
 - ii) lesson plans and strategies that assist teachers to recognize and address cybermisconduct and cyberbullying in classrooms and school communities;
 - iii) information and practical experience with new and emerging information and communication technology, including instruction regarding the appropriate educational use of ICT and professional conduct in all forms of electronic communications.

4. Roles and Responsibilities

a) Students

- i) At home, at school and anywhere outside the school, students should follow principles of appropriate cyberconduct and adhere to principles and policies of acceptable use.
- ii) Students should advise the appropriate adult if they observe/know about another person being bullied or experience bullying themselves.
- iii) Students are encouraged to actively participate in and contribute to school districts' cyberconduct and anti-cyberbullying activities including policy development and education programs.

b) Parents and Guardians

- i) Parents are encouraged to:
 - promote appropriate cyberconduct and anti-cyberbullying behaviour at home;
 - familiarize themselves with the information and communication technology and websites used by their child;
 - have an acceptable use agreement for the use of information and communication technology at home, which includes clearly identified and consistently enforced consequences;

- keep computers and other information and communication technology devices in an open, common area and have filter software installed;
 - determine if the school district has a cyberconduct and/or anti-cyberbullying policy and review its contents. If such policies are not in place, parents should pursue having one adopted through their local school council;
 - actively participate in and contribute to school district cyberconduct and anti-cyberbullying activities including policy development and education programs;
 - maintain open communication with children about appropriate cyberconduct and/or cyberbullying and treat any report(s) of bullying as a serious matter;
 - become familiar with and be alert for indicators that a child may be the target of a bully.
- ii) If a child is the target of a bully, parents should assist him/her in determining the best response. Consult with the school district re the district's cyberconduct and anti-cyberbullying policy and with the school staff for assistance.

c) **Teachers**

Teachers should:

- i) model appropriate cyberconduct;
- ii) teach appropriate cyberconduct as it pertains to any ICT used in their classrooms;
- iii) adhere to the NLTA Code of Ethics, and the school district's appropriate cyberconduct and cyberbullying prevention policy;
- iv) always maintain a professional demeanor in electronic communications with students, parents, colleagues and administrators;
- v) exercise extreme caution in any use of home computers, personal e-mail accounts and/or other personal ICT for work related contact with students or parents;
- vi) maintain appropriate professional boundaries at all times in electronic communications with students or parents;
- vii) exercise extreme caution with respect to participating in and sharing personal information and images electronically through blogs, chat rooms, social networking sites and all other forms of electronic communications/ICT; viii) participate in available professional development opportunities regarding appropriate cyberconduct, cyberbullying prevention and responses to cybermisconduct and cyberbullying;
- viii) assess and appropriately respond to incidents of cybermisconduct and/or cyberbullying among students or between student(s) and the teacher.

d) Schools, School Districts

Schools, school districts should:

- i) collaboratively develop and adopt appropriate cyberconduct and anticyberbullying policies and procedures and fully communicate them to all members of the school community;
- ii) enable students and teachers to actively participate in and contribute to school district cyberconduct and anti-cyberbullying activities including policy development and education programs;
- iii) develop principles of effective, appropriate cyberconduct and cyberbullying prevention policies and procedures that include:
 - an “Acceptable Use Agreement” with an attendant monitoring, evaluation, and complaints process;
 - clear, comprehensive definitions of appropriate and inappropriate cyberconduct, established access privileges and identifiable consequences for those who engage in cybermisconduct;
 - an explanation of the responsibilities of students, teachers, parents, and school boards with respect to appropriate cyberconduct;
 - a statement that policies and procedures shall apply to any and all cybermisconduct and cyberbullying that negatively affects the school environment regardless of whether it originated from the school;
 - dedicated timelines for policy and procedures to be updated regularly.

e) Department of Education

The Department of Education should promote and publicly advocate for appropriate cyberconduct and anti-cyberbullying behaviour in the school community by:

- i) developing and providing curriculum documents, training programs, policy and directives, and public education resources about appropriate cyberconduct and evolving information and communication technology;
- ii) amending the Schools Act, 1997 and regulations to recognize the influence of ICT and to provide explicit protection for teachers and students against cybermisconduct and cyberbullying;
- iii) providing sufficient resources to enable school communities to combat cybermisconduct and cyberbullying;
- iv) conducting its own research, or collaborating with ongoing research, about appropriate cyberconduct and cyberbullying. [Nov24/11] [JC Nov/11] [2013 BGM]

Z. Financial Planning Sessions and Full-Day Financial Information Seminars

1. The NLTA will make provision for an ongoing program of financial planning sessions and financial information seminars through the involvement of Programs and Services staff in branch workshops, branch meetings, and school staff sessions as requested, as well as full-day financial information seminars organized by the NLTA. A financial planning session is an educational opportunity hosted at the branch and/or school level that is usually no more than one to two hours in duration. A financial planning seminar is an educational opportunity organized by NLTA Programs and Services staff and is a full-day event which could include guest presenters. Elements of the benefits and economic services program relating to financial planning will be communicated through the use of the NLTA Bulletin, Infosheets, and special publications. **[Oct/31&Nov/2/13] [JC Nov/13] [2015 BGM]**

2. Teachers who attend the financial planning sessions or financial information seminars under Section 1 of this policy on a Saturday or on a non-paid/work day will have individual teacher travel expenses reimbursed in accordance with the following provisions:

a) participants shall be reimbursed for travel to a financial planning session from their place of residence, provided that the session occurs in the branch in which they are a member.

[Oct/31&Nov/2/13] [JC Nov/13] [2015 BGM]

b) participants who are accepted to attend a full-day financial information seminar shall be reimbursed the lesser of travel by private vehicle or public transportation to the full-day financial information seminar closest to their place of residence. In the event that a teacher requests and is accepted to attend a full-day financial information seminar other than the closest full-day financial information seminar, the participant shall only be reimbursed the amount applicable for travel to the closest full-day financial information seminar.

[Oct/31&Nov/2/13] [JC Nov/13] [2015 BGM]

c) payment for private vehicle shall be at the rate which is 15% of the average cost of self-serve regular gasoline as determined on the first day of each fiscal quarter for the return trip from residence to seminar site.

d) travel by ferry, or other public transportation where deemed necessary, shall be reimbursed with receipts; in the case of airfare, reimbursement will be at the rate of 80 percent of the fare. Receipts shall be required for all reimbursement. **[Feb/18-19/15] [2015 BGM]**

e) no expenses will be paid to participants living in the community where the session is held.

All other expenses, such as meals, accommodation, and child care, are not covered. These expenses are the responsibility of the participating teacher.

3. The NLTA will provide, upon request, a program of financial planning to teachers in the form of a teacher professional development session. Such professional development would be in accordance with Article 28.01 (b) of the Provincial Collective Agreement and Article 16.01 (b) of the Labrador West Collective Agreement.

4. The NLTA will endeavour to secure, through collective bargaining, contractual language that will provide a one day financial planning workshop during the regular instructional day for all teachers once during their career. **[Feb 13-14&15/13] [JC Feb/13] [2013 BGM]**

AA. Educational Finance

1. General

- a) Every Canadian has a right to quality education and is, therefore, entitled to participate in a series of educational experiences which enable him/her to develop his/her potential.
- b) Funds allocated to education are an investment in human resources.
- c) Education finance is concerned with the intelligent, equitable, and efficient utilization of human and economic resources of a country to provide quality education.
- d) There should be a federal office of education to coordinate the activities of the federal government in education.
- e) A basic minimum educational program should be established throughout the province regardless of geography, demographic, or climatic factors. Local school boards shall have the right within the guidelines of a provincial education plan and provincial financial structure, to determine the type of programs to be offered within their communities.
- f) Government should be responsible for one hundred percent financing of all capital and operational expenditure based on the Newfoundland and Labrador Government educational policy.

2. Revenue Sources

- a) Stability of revenue is required to finance education.
- b) Federal/provincial fiscal arrangements must be maintained at a level sufficient to ensure that the province can meet constitutional responsibilities with regard to education.
- c) Education is best supported on the broadest possible tax base and educational monies should be raised primarily through progressive rather than through regressive taxation.
- d) Within the province, the funding of education at the primary, elementary, and secondary levels should be separate from the funding of other levels of education and must be primarily the responsibility of the provincial government. The provincial system for financing education should allow for financial input at the local level.

3. Expenditure Allocation

- a) Allocation should be made to school boards on the basis of program-based budgets. Budgets should attempt to identify accurately costs incurred. There should be no global-based budgeting. All monies budgeted by the school board are to be spent in the areas for which they were earmarked.
- b) The level of financial support for education must be sufficient to permit the realization of human and economic objectives and to make adequate provision for all individual and group needs of children within each and every school district.

- c) Operational audits must be conducted to ensure efficient and effective use of economic resources disbursed to school boards.
- d) Government expenditure in education at the primary, elementary, and secondary levels should be budgeted for and reported upon separately from other areas of education. [Mar/3-4&6/83]

4. **Public-Private Partnerships (P3's)**

In the event that the Government of Newfoundland and Labrador alters its present commitment to the funding arrangement of education, the following principles should be applied:

a) **Ethical Principles**

i) **Control**

- Schools must remain in the public domain.
- Public-private partnership schools must be subject to the public school policies of school boards and the Department of Education and all acts of the Legislature that are pertinent.
- Administration of the school and the delivery of educational services must be the responsibility of duly certified teachers as defined in the Schools Act.
- Public-private partnership schools must respect all duly negotiated collective agreements and the legislation on which the agreements are based.
- The legitimate interest of the private partner should be limited to construction and/or maintenance of the facility.
- As public funds are used to pay the lease, all use of school space and facilities should be solely under the jurisdiction of the school board and the educational administration of the school.
- Partnerships (lease agreements) must respect the collegial atmosphere of the school and this should be reflected in lease agreements.

ii) **Transparency of Process**

- The public has a right to:
 - a fair and transparent process that instills confidence and protects the integrity of public education which would include public participation in decisions affecting site, design and leases;
 - full public disclosure of the arrangements around the P3 model;
 - a clear definition of roles and responsibilities of all partners;

- a definition and assignment of risk including long term guarantees such as performance bonds.
- Public needs, as determined by the site selection committee, must be respected in site selection.
- Social and ethical behaviour must be an important consideration when a school, a school board and/or the Department of Education, choose a sponsor, partner or consortium.
- Leases must be signed before construction begins.

iii) **Equity**

The province, through consultation with the Newfoundland and Labrador Teachers' Association and the public, must develop standards for adequate and equitable construction, renovations, upgrading and the provision of resources for all schools. An action plan to implement the standards must be developed and communicated to the public.

b) **Operational Principles**

- i) The safety, security, health, well-being and privacy of staff and students must be priorities in all decisions relating to P3 schools.
- ii) Leases must contain guarantees of standards of construction, levels of services, quality of furnishings and equipment, and sustainability throughout the duration of the leases.
- iii) Due penalties must be imposed if the conditions described in the leases are not met.

c) **Educational Principles**

i) **Expertise**

- Public-private partnerships must not place limitations on the academic freedom of the school community.
- Public-private partners and agreements must respect the right of professional educators to make all educational decisions.
- Public-private partners and agreements must recognize that professional educators are in the best position to make decisions concerning school resources, program methodologies and other pedagogical issues.

ii) **Access to Students**

The educational environment of students must be protected. Access to students must be dependent upon a positive evaluation by educators in relation to educational objectives.

- **Advertising**
 - Schools should be free of commercial enterprise, including such things as advertising, franchising and other forms of business for profit.
 - Schools should generally be advertisement-free zones. - Commercial enterprise in schools shall be consistent with educational values.
 - Commercial enterprise must not exploit students as a captive audience.
 - Commercial enterprise must not infringe on the individual's freedom of choice, freedom of expression or the academic freedom of the school community.

- **Curriculum Materials**
 - The Newfoundland and Labrador Teachers' Association supports the position of the Canadian Teachers' Federation, which states: "...materials intended for classroom use should be subjected to rigorous evaluation. Particular attention should be paid to accuracy and completeness, objectivity, commercialism, and bias and stereotyping."
 - The names of sponsors of curricular supplements shall be stated clearly on all packaging and teacher-directed materials.
 - Skills should be enhanced among school system officials, administrators, teachers, parents and students to assist them in a critical analysis of curricular materials.

- **Sponsorship**
 - Sponsorship agreements shall be consistent with educational values. Acknowledgment should be made only in appropriate ways.
 - The Department of Education and school boards, in cooperation with the Newfoundland and Labrador Teachers' Association, shall develop policies providing guidance for sponsorships and their acknowledgments.

iii) **Teacher Workload**

The impact on teacher workload within P3 schools is an issue that shall be jointly addressed by the Department of Education, the school boards and the Newfoundland and Labrador Teachers' Association.

iv) **Discipline**

Discipline and codes of conduct in P3 schools shall be in accordance with school and school board policies. [Feb/17-18/00] [JC Feb/18-19/00] [2001 BGM]

BB. Teacher Allocations and Declining Enrolments

1. Consolidation of schools should only be encouraged and promoted where such consolidation would be beneficial to the academic and social development of the students involved. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
2. Consolidation should be undertaken in accordance with an agreed set of guidelines. These guidelines might include:
 - a) an increased educational opportunity;
 - b) an assessment of the educational needs of the community or communities concerned;
 - c) the existence of a strong school-community relations program before and after the consolidation process;
 - d) every effort being made to incorporate new students in the consolidated school unit, especially students coming from smaller communities to a large one;
 - e) consideration of cost factors such as bussing, cafeteria, etc.;
 - f) the wishes of the parents. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
3. In areas where consolidation of schools would serve the best interest of students, community or neighbourhood schools should be encouraged and government support for the same should be solicited. **[Jan/8-9/99] [1999 BGM]**
4. The per pupil grant should be adjusted each year to keep pace with inflation and provide for increasing demands in education. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
5. Grants should be allocated to reflect local needs and local costs.
6. Every effort should be made to increase the total educational budget by increasing the size of the various grants.
7. The Department of Education should initiate the establishment of a core curriculum for Kindergarten to Grade Nine. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
8. Teacher allocations should be needs-driven/school developed and community sensitive. A process for ensuring that this occurs should include the following elements:
 - a) the completion of an annual school profile by every school, outlining the needs of the total student population and identifying the resources, both human and physical, that would be required to deliver the courses and programs to all students enrolled at the school;
 - b) the completion of community profiles, developed in conjunction with regional economic development boards, to be used to consider not only the immediate needs of the school and students, but also the needs of the community served by the school in the formulation of a teacher allocation process;

- c) the establishment of an Independent Provincial Staffing Committee to review each school profile and determine the appropriate teacher allocation. The Provincial Staffing Committee would have equal representation from the Department of Education, the Newfoundland and Labrador School Boards Association and the NLTA. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
9. The Department of Education should continually monitor the delivery of curriculum offerings via distance to ensure optimal experiences for both teachers and students. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
10. Memorial University should review and reassess its teacher education program with a view to:
- a) equipping teachers with a more diverse professional background;
 - b) emphasizing the importance of providing continuing professional development to teachers who are presently in the field;
 - c) providing opportunity for teacher training personnel to spend some time in schools and, specifically, in the classroom, to update their knowledge of the current situation and relevant problems. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
11. The bursaries currently paid to students who must leave their communities to continue their education should continue and be increased annually to reflect increases in the cost of living. **[Nov/27/08] [JC Feb/09] [2009 BGM]**
12. A thorough examination of itinerant teaching should be undertaken by the Department of Education. This examination should include:
- a) an assessment of current practices in the province, including the role of itinerant teachers;
 - b) cost of travel to school boards;
 - c) approaches to scheduling necessary to permit greater exchange and cooperation among schools and boards. **[Nov/27/08] [JC Feb/09] [2009 BGM]**

CC. Employment Equity

1. NLTA views employment equity as a positive process leading to full equality between men and women in all aspects of education and employment.
2. NLTA recognizes that an employment equity program is one which translates equality of opportunity into equality of results by:
 - a) promoting the education, professional development, and career advancement of underrepresented groups.
 - b) ensuring that inappropriate employment qualifications are eliminated, and
 - c) ensuring that hiring and promotion are done strictly on the basis of merit.
3. NLTA recognizes that a successful employment equity program depends on a strong employer commitment which should include:
 - a) both remedial and support measures where inequities exist,
 - b) specific goals and time tables, but does not contain mandatory quotas, and
 - c) evaluation of procedures and results.
4. NLTA recognizes that when successfully implemented, an employment equity program is an efficient management tool for making the best use of all human resources. **[Mar/13-14/87] [1991 AGM]**

DD. Corporate/School Partnerships

Philosophically the NLTA is opposed to corporate/school partnerships. However, where they do exist, such partnerships must be based on sound educational principles, built on trust and mutual respect between the contracting parties, and established under the following conditions:

1. Partnerships shall be based on shared objectives and a clear definition of the responsibilities of each party.
2. Partnerships shall not exploit students.
3. Partnerships shall benefit students and staff.
4. The expectations of each partner shall be clearly defined before entering into the partnership.
5. Full discussion involving the participating school board, school staff, school council, parent groups and the prospective business partner shall take place before entering into a partnership.
6. Partnerships shall not compromise the aims, goals, and outcomes of public education.
7. Teacher participation in partnerships shall be voluntary.
8. Partnership agreements shall be for a specified period of time.
9. Partnership agreements shall be systematically evaluated.
10. Partnerships shall not be established to compensate for inadequate provincial or local funding for education.
11. The Department of Education and school boards should develop, through wide consultation, guidelines regarding corporate involvement in education and should monitor and publicly report on such ventures.
12. Programs of corporate involvement should meet an identified education need, not a commercial motive.
13. The Department of Education and school boards should ensure that opportunities for partnerships are made available, on an equitable basis, to all schools regardless of size, grade levels, or location. **[Apr/6-7/00] [JC Oct/00] [2001 BGM]**

EE. Programs and Curricula from Corporate Sources**1. Programs/Curricula Offered Within the Instructional Day**

The NLTA believes that programs or curricula promoted by private enterprise, which have not been authorized by the Department of Education, should only become part of the schools' offerings under the following conditions:

- a) All programs and curricula intended for classroom use shall be subjected to a rigorous evaluation and accepted only upon recommendation by appropriate program development specialists at the Department of Education and/or program implementation specialists at school district offices.
- b) Programs and curricula utilized by the school or district shall be taught only by certified teachers who have been hired by school districts in accordance with the provisions of the Collective Agreement.
- c) Parents and/or students shall not be expected to pay additional private fees, either directly or indirectly to a private company, to access any programs which meet the outcomes of the authorized provincial curriculum, when these programs are offered through the school during the regular instructional day.
- d) Such programs and curricula shall contain no advertising of any kind as this would constitute commercial exploitation of children. The names of sponsors of curricular supplements should be stated clearly on all packaging and teacher directed materials. However, student materials shall not display corporate logos or brand names.
- e) Programs or curricula which have passed the necessary rigorous evaluation process should be made available on an equitable basis to all students who can benefit from these programs, and not only to those who can financially afford access.

2. Programs /Curricula Offered Outside the Instructional Day, Which Meet the Outcomes of the Authorized Provincial Curriculum

- a) All programs and curricula from corporate sources, offered outside the instructional day, shall undergo an accreditation process and licensing procedure administered by the Government of Newfoundland and Labrador.
- b) Teachers and administrators should not provide advice or feedback directly to corporations offering instructional programs outside the regular school day. Educators shall not divulge confidential information from school records regarding student progress, strengths and needs, or other informal and formal assessment information.
- c) All such programs should be delivered by teachers who are certified to teach in the Province of Newfoundland and Labrador. **[Apr/6-7/00] [JC Oct/00] [2001 BGM]**

FF. Construction, Renovation and Physical Conditions of School Buildings**1. General Guidelines**

- a) A planning committee shall be appointed prior to the beginning of the planning and design stages with equal representation from school board, teaching staff, school administration team, community stakeholders, curriculum planners, educational consultants, program specialists, architect and design consultants, and the Department of Education.
- b) The school design and physical layout shall reflect:
 - i) a positive work environment and working conditions for all school-based personnel and students;
 - ii) a positive school climate which fosters the growth and development of all students' social and educational abilities, aptitudes, and personal characteristics;
 - iii) a modular and/or flexible structure which provides and promotes the importance of adequate personal and instructional space, while taking into consideration class size, the variety of teaching and learning techniques and styles, and the suggested strategies and recommended materials necessary for the implementation of curriculum programs recognized by the Department of Education.
- c) Adequate time, resources, and supports shall be provided to a teaching staff, an administration team, and students to ensure that a physical move from one school site to another or from one classroom to another, as a result of ongoing renovations and/or the rearrangement of an existing school structure, is positive and uneventful.

2. Site Selection

- a) Site selection must take into consideration and make accommodation for the following elements:
 - i) the site is an integral part of the total school facility, plays an important role in the overall education of students, and should be considered to be part of the instructional space;
 - ii) the school is an integral part of the community and should, therefore, be located so that a mutual sharing of educational and other public facilities is possible;
 - iii) the site should contain sufficient space for parking, bus movement, recreation, future expansion, outdoor educational activities, and esthetic considerations in landscaping;
 - iv) the site should be located for easy access to municipal services and utilities, the centre of the population it is designed to serve and other facilities such as arenas, playing fields, libraries, etc.;
 - v) the site should be reasonably level, well drained, and have soil conditions which are suitable for construction;
 - vi) the site should be free of and distant from such dangerous features as cliffs, excavations or water courses;

- vii) the site should meet local zoning regulations;
- viii) the school building should be designed at ground surface elevation in order to facilitate exiting in emergency situations and to facilitate accessibility for students with mobility impairments;
- ix) the building should be located on the site taking into consideration sunlight orientation, prevailing wind conditions, and snow drifting;
- x) the site must have potable water available to it; and
- xi) the site must be provided with or have access to an acceptable sewage disposal system.

3. Consultation Process

- a) In reference to 1a) above, the planning committee shall:
 - i) arrange consultation forums and provide sufficient opportunities for all community stakeholders to have input into the planning stage;
 - ii) arrange consultation meetings with the teaching staff, the administration team, and the support staff to obtain input and suggestions with respect to the functional and operational aspects of the school and school site;
 - iii) consult with other teacher representatives, school board officials, and support staff representatives who have experienced new school construction and /or renovations to seek advice relating to the functional and operational aspects of their facility; and
 - iv) meet, on a regular basis, to discuss concerns, seek solutions, and be updated on progress of the project.

4. Physical Design and Layout

- a) The school building shall have a main entrance, with additional entrances strategically located throughout the structure. The number of entrances, and their locations, shall reflect the population and the age/grade level of the students attending the school.
- b) The administration/main office shall:
 - i) be strategically located at or near the main entrance to the building;
 - ii) be of adequate dimensions to address the demands and expectations of staff, students, and community; and
 - iii) have adequate storage and meeting space which is reflective of the administrative duties and responsibilities as they pertain to the overall functioning and operations of the school and the communities it serves.
- c) The design, layout, and physical placement of classrooms and specialty rooms within a school shall:

- i) reflect the educational, social, behavioral, and physical needs of all children and teachers;
 - ii) provide for the physical separation of students, based on the and/or grade levels, where necessary;
 - iii) provide sufficient resources and space for teachers to engage in teaching strategies, styles, and techniques which are necessary to accommodate the modes of program delivery suggested in curriculum materials;
 - iv) provide teaching staff adequate space to engage in preparation and other work related necessities;
 - v) provide adequate “personal space” to both teachers and students, reflective of a positive teaching and learning environment;
 - vi) provide sufficient storage space and resources, reflective of the age, grade level, and curriculum expectations;
 - vii) reflect special provisions for programs such as music, art, drama, physical education, home economics, industrial technology, computer technology, etc.;
 - viii) provide adequate space and resources for a learning resource centre; and
 - ix) provide adequate natural lighting, whenever possible.
- d) A school, to which students are bussed and/or required to stay for lunch, shall have a cafeteria. This room shall have adequate space and sufficient seating capacity to accommodate the number of students requesting such services.
 - e) The number, design, and physical placement of student washrooms and gymnasium change room facilities shall be reflective of the population and the age/grade level of the students attending the school.
 - f) Corridors and other spaces outside the regular classroom setting should be designed to foster student social interaction and inter-personal skill development.
 - g) Direct external access is recommended in school setting where the community is dependent on school facilities such as the gymnasium, learning resource centre, computer technology centre, etc. Consideration must also be given to the layout and placement of these rooms within the school.
 - h) Public washroom facilities shall be provided in all schools, in addition to the teacher and student washroom facilities.

5. Quality of Teacher Life

a) Work Area in Classrooms

- i) An adequate work area shall be provided in each classroom setting.
- ii) Each work area shall be equipped with sufficient resources and storage space to enable the teacher to carry out his/her duties, responsibilities, and expectations.

b) Teacher Lounge

- i) All schools shall have a teacher lounge.
- ii) The lounge should be strategically located in the building allowing for easy teacher access, as well as for teacher access to other educational materials, equipment, and resources.
- iii) The lounge shall be equipped with the necessary kitchen facilities and other amenities.
- iv) The lounge shall have a seating capacity capable of accommodating the entire staff population.

c) Staff Washroom Facilities

All schools shall provide both male and female washroom facilities specifically for staff members.

6. Quality of Student Life

a) Social Interaction and Interpersonal Skill Development

- i) Sufficient space shall be provided in all classroom and specialty room settings to encourage student social interaction and interpersonal skill development.
- ii) Adequate space shall be provided throughout the school to enhance student social interaction and interpersonal skill development.

b) Health and Personal Hygiene

- i) Students shall be permitted to eat lunch only in a cafeteria.

c) Commuting Distance to an Assigned School

- i) A student living greater than a 1.5 kilometre distance from his/her assigned school shall be provided bus transportation.
- ii) No student shall be required to travel by bus transportation more than 30 kilometres in order to reach his/her assigned school.

d) Renovations Ongoing During the School Year

- i) Renovations to an existing school building shall not occur during the instructional day.
- ii) The school board shall ensure that renovation work which occurs within the school year, but outside the instructional day, will not affect the air quality in the school building and/or disrupt any aspect of student activity or classroom instruction. **[Aug/23/00] [JC Oct/00] [2001 BGM]**

7. Health and Safety

- a) The physical condition of every school should be maintained to protect the health and safety of all teachers and students. **[Jan/8-9/99] [1999 BGM] [Feb/21-23/07] [2007 BGM]**
- b)
 - i) All schools and school board offices shall establish an Occupational Health and Safety Committee or a Worker Health and Safety Representative in accordance with the Occupational Health and Safety Act and Regulations during the first 30 days of the school year.
 - ii) Where school boards establish a district Occupational Health and Safety Coordinating Committee, NLTA representatives on such committees shall be appointed by the President. **[Jan/16/04] [JC Feb 04] [2005 BGM] [Feb/21-23/07] [2007 BGM]**
- c)
 - i) All school boards shall implement and abide by the applicable provisions of the Workplace Health, Safety and Compensation Act and Regulations.
 - ii) All NLTA members shall abide by the applicable provisions of the Workplace Health, Safety and Compensation Act and Regulations.
 - iii) Any teacher who loses time due to a work related injury shall notify the NLTA as soon as possible and complete the appropriate NLTA Teacher's Report of Accident/Injury form. **[Jan/16/04] [JC Feb 04] [2005 BGM] [Feb/21-23/07] [2007 BGM]**

GG. Child Abuse

1. NLTA accepts the view that child abuse is a complex and inherent problem of society.
2. NLTA accepts as a definition of child abuse according to the Harvard Review, Vol. 43, No. 4, November 1973: "A situation in which a child is suffering from serious physical injury inflicted upon him by other than accidental means; is suffering harm by reason of neglect, malnutrition; or sexual abuse; is going without necessary and basic physical care; or is growing up under conditions which threaten his physical and emotional survival."
3. NLTA accepts the definition for "a child in need of protective intervention" as stated in Section 10 (1) of the Children and Youth Care and Protection Act: "A child is in need of protective intervention where the child
 - (a) is being, or is at risk of being, physically harmed by the action or lack of appropriate action by the child's parent;
 - (b) is being, or is at risk of being, sexually abused or exploited by the child's parent;
 - (c) is being, or is at risk of being, emotionally harmed by the parent's conduct and there are reasonable grounds to believe that the emotional harm suffered by the child, or that may be suffered by the child, results from the actions, failure to act or pattern of neglect on the part of the child's parent;
 - (d) is being, or is at risk of being, physically harmed by a person and the child's parent does not protect the child;
 - (e) is being, or is at risk of being, sexually abused or exploited by a person and the child's parent does not protect the child;
 - (f) is being, or is at risk of being, emotionally harmed by a person and the child's parent does not protect the child;
 - (g) is in the custody of a parent who refuses or fails to obtain or permit essential medical, psychiatric, surgical or remedial care or treatment to be given to the child when recommended by a qualified health practitioner;
 - (h) is abandoned;
 - (i) has no living parent and no adequate provision has been made for the child's care;
 - (j) has no parent available to care for the child and the parent has not made adequate provision for the child's care;
 - (k) has no parent able or willing to care for the child;
 - (l) is living in a situation where there is violence or is living in a situation where there is a risk of violence;

- (m) is living with a parent whose actions show a propensity to violence or who has allegedly killed or seriously injured another person;
- (n) has been left without adequate supervision appropriate to the child's developmental level; or
- (o) is actually or apparently under 12 years of age and has
 - (i) allegedly killed or seriously injured another person or has caused serious damage to another person's property, or
 - (ii) on more than one occasion caused injury to another person or other living thing or threatened, either with or without weapons, to cause injury to another person or other living thing, either with the parent's encouragement or because the parent does not respond adequately to the situation."

HH. Harassment

Harassment exists when a person acts to irritate, distress, humiliate, or torment another. It may occur only once or on many occasions, and it takes both verbal and non-verbal forms.

Harassment of a sexual nature is unsolicited, one-sided and/or coercive behaviour which is comprised of sexual comments, gestures or physical contact that the individual knows, or ought reasonably to know, to be unwelcome, objectionable or offensive. The behaviour may be on a onetime basis or a series of incidents, however minor. Both males and females may be victims. **[Jan/8- 9/99] [1999 BGM]**

Harassment of a personal nature is any behaviour that endangers an employee's job, undermines performance, or threatens the economic livelihood of the employee, which is based on race, religion, religious creed, sex, marital status, sexual orientation, physical or mental disability, political opinion, colour, or ethnic, national or social origin or Association status. **[Jan/8-9/99] [1999 BGM]**

Whether or not harassment has occurred is best determined by the impact certain behaviours have on another's dignity, or on his/her freedom of choice. NLTA believes:

1. Every person has the right to dignity and the right to be free of all forms of harassment within and outside the workplace;
2. Every teacher is responsible for being sensitive to the impact as well as the intent of his or her action;
3. Pupils, teachers, and others who work in schools have the right to protection from all forms of harassment;
4. Victims of harassment must have avenues of recourse available to them, without fear of reprisal. **[May/5-6/89] [1990 AGM]**

V. PROGRAMS AND SERVICES – EMPLOYEE ASSISTANCE PROGRAM

A. General

There are health and behavioural problems which have a potentially serious impact upon the lives of those teachers so afflicted and, in turn, their families and their job performance. This is true whether the problem is one of physical, mental, or emotional illnesses, finances, marital or family stress, alcoholism, drug abuse, legal problems, or other concerns.

The Association recognizes that almost any human problem can be successfully treated provided it is identified in its early stages and a referral is made to an appropriate treatment resource.

The Association recognizes that the educational system is deprived of the full benefit of talent, experience, and professional training when personal problems reduce job performance or the coping ability of a member.

The Association recognizes that rehabilitating competent members is more beneficial than terminating their services because of serious decline in work performance.

Assisting the teacher to maintain or return to a high level of job performance benefits not only the teacher but also the students, colleagues, the system, and the community.

An employee assistance program should operate with the full support of the Department of Education, the School Boards Association, the NL Association of School System Administrators, and the Newfoundland and Labrador Teachers' Association to assist all teachers who may have personal problems which affect their job performance and to help them to gain assistance at the earliest possible time.

Assistance to the teacher to overcome job performance decline related to identifiable physical and/or psychological illnesses shall be subject to the leave provisions of the Collective Agreement.

Any teacher who feels he/she has a problem is encouraged to seek help and any decision on the part of a teacher to seek such help will not interfere with his/her position of employment.

Confidentiality will be maintained at all times.

The Association supports an employee assistance program which is interventive and preventive in nature and which attempts to correct job performance difficulties at the earliest possible time.

Such a program is in no way meant to interfere with the private life of a teacher. **[Jan/8-9/99] [1999 BGM]**

The Association recognizes that the purpose of an employee assistance program is to help facilitate the general well being of the teachers it represents as well as to ensure their rights under the Collective Agreement.

As part of the proactive component of the employee assistance program, all teachers, branches and school administrators may approach the program to request workshops, seminars, presentations or assistance with in-school projects on teacher wellness and related topics. This component of the employee assistance program is referred to as the Wellness Program. **[Jan/8-9/99] [1999 BGM]**

The Association recognizes that any participation in an employee assistance program shall not be used for disciplinary purposes or in any manner restrict or jeopardize the participating teacher's opportunity for advancement or other work-related alternatives.

Enrolment in the Employee Assistance Program, which includes access to funding under the Membership Assistance Plan, may be granted to substitute teachers who may not meet the normal eligibility requirements due to being unable to substitute teach as a result of a medical illness/injury which precluded them from teaching during the required time limits. Such access to the Employee Assistance Program and funding for counselling and/or travel available through the Membership Assistance Plan will only be considered on a case-by-case basis and only with the approval of the Assistant Executive Director. **[June/11-12/99] [JC/Feb/00] [2001 BGM]**

All teachers who enroll in the Employee Assistance Program shall receive a copy of the NLTA Employee Assistance Program policy. **[Jan/17-18/08] [JC/Apr/08] [2009 BGM]**
The Employee Assistance Program operates from the NLTA Office within Programs and Services. **[Feb/3-4/84] [1984 AGM]**

B. Membership Assistance

Funding for membership assistance under the Employee Assistance Program, within the Programs and Services budget, may be used for, but not be limited to, the following:

1. Assisting members enrolled in the Employee Assistance Program with expenses which are not covered under other benefit programs such as medicare or group insurance or private insurance, and which are incurred while attending counselling or rehabilitation sessions in accordance with the following guidelines:
 - a) Subject to clause c) below, return out-of-town transportation from the teacher's residence to counselling/rehabilitative services – 70% of public transportation, buses, taxis, or economy airfare or 12¢ per kilometre in a private vehicle. It being understood that if public transportation is the preferred choice, it is to be by the most economical transportation service available unless otherwise medically necessary. **[Jan/17-18/08][JC/Apr/08] [2009 BGM]**
 - b) Subject to clause c) below, in-town travel from the place of residence in town to the treatment centre – 70% of one in-town return trip per day via public transportation or taxi when private transportation is not available and public transportation/taxi is required. **[Jan/17-18/08] [JC/Apr/08] [2009 BGM]**
 - c) Membership assistance for transportation costs to avail of counselling/ rehabilitative services shall not exceed a total of 50% of the teacher's total Employee Assistance Program funding limit as set out in paragraph (vii) herein. Other than in exceptional circumstances approved by an Employee Assistance Program transportation costs to the counselling/rehabilitative services located nearest to the teacher's residence shall be eligible for assistance. **[Jan/17-18/08] [JC/Apr/08] [2009 BGM]**
 - d) 50% of registration fee in an approved and properly accredited rehabilitation program. **[Jan/17-18/08] [JC/Apr/08] [2009 BGM]**
 - e) 50% of professional services rendered by an approved and properly accredited rehabilitation treatment counsellor, to a maximum of \$40.00 per hour for individual counselling, effective as of November 1, 2001, and \$15.00 per hour for group counselling. One hundred percent (100%) of the "no show" fee billed by the counsellor will be borne by the referred teacher. **[Oct/12-13/01] [JC/Nov/01] [2003 BGM] [Jan/17-18/08][JC/Apr/08] [2009 BGM]**
 - f) Membership assistance shall only be available in relation to counselling/treatment provided by properly accredited programs and/or service providers as approved by the Employee Assistance Program Coordinators. Approved programs and service providers must submit proof of professional liability insurance coverage annually to the Employee Assistance Program. **[Jan/17-18/08] [JC/Apr/08] [2009 BGM]**
 - g) Funding limits for membership assistance are as follows:
 - \$5,000 for teachers who enrolled in the program before August 23, 1990;
 - \$1,000 for teachers who enrolled in the program after August 23, 1990;
 - \$2,000 for teachers who enrolled in the program on or after November 1, 2001.

- Teachers enrolled in the program between August 23, 1990 and October 31, 2001, will have their limit raised to \$2,000 for expenses incurred as of November 1, 2001.
 - Teachers for whom the total expenses paid have reached the applicable funding limit may request that their case be reviewed by the Membership Benefits and Service Committee. **[Oct/12-13/01] [JC/Nov/01] [2003 BGM] [Jan/17-18/08] [JC/Apr/08] [2009 BGM]**
- h) These guidelines are to be applied for rehabilitation sessions both in the province and out of the province.
2. Expenses incurred by the members as per (a) above, shall be paid only with the approval of Programs and Services.
 3. NLTA and the employer shall jointly share the cost of operating the employee assistance program and rehabilitating teachers in need with the goal of 100% provincial government funding. **[Nov/4-5/93] [1994 AGM]**