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NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION  
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## CONVENTION 2025



**Ian  
ADEY**



**Hollis  
CULL**



**Angela  
DAWE**



**Stephanie  
DROVER-EDMUNDS**



**Marie-Chantal  
HURLEY**



**Nicole  
LEWIS**



**Patrick  
MURPHY**



**Tracey  
PAYNE**



**Russell  
STOCKLEY**



**Della  
WAY**

**CANDIDATES  
FOR NLTA  
PROVINCIAL  
EXECUTIVE**

(AS OF PUBLICATION DEADLINE)





# Biennial General Meeting 2025

The Newfoundland and Labrador Teachers' Association is holding its major decision-making forum, **Convention 2025**, from **April 22–25** at the Sheraton Hotel Newfoundland in St. John's. This year's theme, **Fighting for Change**, highlights our ongoing commitment to advocacy and progress. Delegates from Branches and Special Interest Councils will gather to debate and vote on resolutions. Key agenda items include the 2025–27 budget, proposed by-law changes, and other important Association business.

A highlight of the Biennial General Meeting (BGM) will be the 2025–27 Provincial Executive election. Candidates for these positions are featured in this issue of The Bulletin.

Other key moments at the BGM include the **President's Banquet**, where the **Bishop, Bancroft, and Barnes Awards** will be presented, as well as the **Special Recognition Award**, the **Patricia Cowan Award**, the **President's Award**, and **Honorary Membership in the Association**.

We are also pleased to welcome **Annie Kidder** as our keynote speaker. Ms. Kidder, Executive Director of People for Education, will discuss the vital role of public education and how it can drive the change Canada needs. A former theatre director, she became involved in Ontario's public education system in the late 1990s and has since become a recognized expert in education policy and funding. She frequently advises policymakers and government leaders, and her work has been widely published in the media.

**Editor's Note:** Candidate biographies and position statements submitted by February 23, 2025, in accordance with Association policy, have been printed as submitted, with edits made only for length and word count. Nominations for Provincial Executive (2025-27) remain open until April 24, 2025. The nomination form is available at <https://www.nlta.nl.ca/bgm2025/>.

KEYNOTE SPEAKER



Annie Kidder

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# Candidates for Executive

## Ian Adey

### Education

- Bachelor of Arts, Memorial University, 2002
- Bachelor of Education, Memorial University, 2003
- Masters in Educational Leadership, Memorial University, 2016



### Teaching Experience

- Hampden Academy, Hampden (2003–05)
- St. James Regional High, Port Aux Basques (2005–08)
- CBRH, Corner Brook (2008–09)
- Xavier Junior High, Deer Lake (2009–10)
- Templeton Academy, Meadows (2010–Present)

### NLTA Involvement

An active member of the Humber Branch Executive since 2017, attended multiple BGMs and Joint Council meetings. Also served as President of the Humber Branch.

### My Vision for the NLTA

Dear Colleagues,

I am deeply honoured to receive this nomination from the members of the Humber Branch. As a proud Mi'kmaq, father of three, and an active member of my community, I understand the importance of strong leadership and collective action. My work with the NLTA as an active member of the Humber Branch Executive and former Humber Branch President has given me valuable insight into the challenges and opportunities we face as educators. Additionally, my involvement on the board of the Blow Me Down Ski Club, as well as my volunteer work with both the ski club and the Blow Me Down Biathlon Club, has reinforced my belief in the power of collaboration and advocacy.

I firmly believe that the Newfoundland and Labrador Teachers' Association must be a strong and unwavering voice for teachers—one that ensures our concerns, challenges, and aspirations are not only heard but acted upon. Advocacy should not be reactive; we must proactively protect and advance our benefits, ensuring the working conditions and professional respect that educators deserve.

A thriving association depends on its ability to engage and empower new members. We must foster a culture where early-career teachers feel valued, supported, and encouraged to participate in shaping the future of our profession. Their fresh perspectives and energy are essential to strengthening our collective voice.

One of the most urgent challenges we face today is

teacher burnout. The increasing demands on educators are unsustainable, and the NLTA must take more of a leadership role in finding real, practical solutions. Whether through workload management, mental health supports, sick leave and/or policy reforms, we must work to ensure that teachers have the resources, respect, and support they need to thrive.

Together, we can build a stronger, more proactive, and more inclusive NLTA—one that truly represents and uplifts all teachers.

Thank you for your support.

Sincerely,  
Ian Adey

## Hollis Cull

### NLTA Experience

- Provincial Executive Member
- Professional Issues Committee
- Branch President
- School Board Teacher Liaison Committee
- Provincial Bargaining Team
- School Administrators' Council
- BGM Delegate
- Joint Council Representative



The more things change, the more they stay the same. When our employer attempted to upgrade the Jr. High curriculum, our concerns prompted them to retract their plans. How many times have we seen this occur? It's not that we do not agree that it needs revamping, it's the way they go about it! A strong, effective Provincial Executive must listen to what fellow teachers are saying, and act accordingly in their best interest. Developing policies which serve the diverse interests and needs of teachers is a daunting task, which requires common sense, commitment, perseverance, and a willingness to listen. These are characteristics that Hollis Cull will bring to the Executive table. There are many challenges for our Association. First, and foremost, we must be responsive to the concerns of teachers. And, we must fulfill the dual roles of an association committed to professional ideals, while maintaining a strong union voice which protects the rights, and improves the working conditions of our members.

The next few years are going to be filled with both challenges and opportunities as we struggle with our employer's reforms in education. I believe the NLTA has to stay on top of the situation and continue to play a leading role in the development of educational change, the NLTA must continue to have strong leader-

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ship. I will bring to the Provincial Executive a desire to work hard, and most importantly, a listening ear to the input from teachers.

Tense working conditions are making life unbearable for many teachers. We need to focus on teacher workload, sick leave, class size, disruptive students, and professional development issues that will result in a quality work day for teachers. I feel that I can provide strong leadership in the decision making that is needed to address teacher concerns.

Teachers will be affected by a myriad of concerns as educational reform provisions are implemented. We must be prepared to stand together again with one voice to ensure that teachers are justly and fairly treated, according to the provisions of our Collective Agreement. Solidarity on these issues and others will determine our degree of success for teachers. I thank Bremco Branch for my nomination and humbly ask for your support for a second term on Provincial Executive.

## Angela Dawe

B.Mus, B.Mus.Ed,  
M.Ed (Leadership Studies)

### Employment – NLSchools

- Permanent Teacher (2007-Present)
- Substitute Teacher (2006-2008)

### NLTA Involvement

- Table Officer (2023-2025)
- Provincial Executive (2021-2025)
- St. John's Centre Branch Executive (2015-2021)
- NLMEA Professional Learning Presenter
- CBC Inside the Classroom Panelist
- NLTA Delegate:
  - CONTACT
  - CTF Women's Symposium
  - CTF AGM
  - CAPTTO AGM
- NLTA Committees:
  - Finance and Property
  - Equity Issues in Education
  - Professional Issues
  - School Board/Teacher Liaison

### Further Education

- Visual Art Diploma (2003)
- Visual Art Diploma (2022)
- Theology Diploma (2021)
- ASD and Behavioural Intervention (2015)
- Crisis Prevention Institute Training (2015)
- Psychological Health and Safety in the Workplace (2015)
- Occupational Health and Safety Training (2011)
- Stephen Covey Training (2009)
- Stitt Feld Handy Group Negotiation Diploma (2009)



- Sewing/Textiles Diploma (2007)
- Child Psychology Diploma (2006)
- Catering/Gourmet Cooking Diploma (2005)
- Office Administration Diploma (2004)

I live, work, and struggle within the educational framework that envelops our membership. I am not satisfied to sit on the sidelines and complain about the current state of education without making a conscious effort to influence meaningful change. I take great pride in my advocacy efforts and in sharing my unique and informed insights along with the voices of the membership that reach out to me.

I have been elected to our Provincial Executive for the past two consecutive terms, and it was my distinct honour to be nominated and elected by the current sitting Provincial Executive as Table Officer. I have taken this role with impassioned gusto, and a refined interest in examining the contexts of how and why decisions have been, and continue to be made.

I wholeheartedly encourage more members, especially those of equity seeking groups, to consider pursuing leadership opportunities within the NLTA. We need diverse voices, experiences, and wisdom to accurately reflect the broad scope of our membership. I am forever grateful for the work that has been laid by the leaders before my time, and it is my mission to leave things better for those that come after me. In a world that is increasingly pushing divisive rhetoric, I still carry the hope and belief that we can work together to acknowledge our differences, and still find common ground to elevate our most valuable and precious profession.

## Stephanie Drover-Edmonds

### Education

B.A., B.Ed., B.Sp.Ed., B.Ps.Ed., M.Ed.  
(C.Psy.), Dip. Prog. Anal., Cert.  
NLStudies

### Teaching Experience

Student Success Teacher, School  
Counsellor, SSS Dept. Head., IRT, 4-12 Classroom, Substitute  
Teacher.

### NLTA Experience

Provincial Executive 2024 replacement  
Equity Issues in Education Committee 2024 Chairperson  
NLTA Negotiating Team for the Provincial Collective Agreement  
2020 & 2022-2024  
Membership Benefits and Services Committee 2017 & 2019  
Council of Special Services (COSS) President (2022-Present)  
Newfoundland and Labrador Counsellors' and Psychologists'  
Association (NLCPA) member (2018-Present)



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(S. Drover-Edmunds cont'd)

**Statement**

Thank you to the members of the Bay Roberts Branch for my nomination for NLTA Provincial Executive 2025-2027.

Today, there are several critical issues impacting our profession, and we need to continue working together for the betterment of teachers and the teaching profession. The well-being and protection of our members are paramount. Despite numerous reform initiatives promising a better future, challenges persist. Teachers' voices have not been heard, and our well-being continues to be negatively impacted in an increasingly stressed and under-resourced workplace. Advocacy is more important than ever. We must come together to address the critical issues impacting our profession daily, such as recruitment and retention, workload, classroom resourcing, class composition, workplace violence and harassment, teacher health and welfare, and teacher allocations. Ultimately, we need to establish better workload conditions, a safe work environment, and a reasonable work-life balance.

The NLTA plays a crucial role in advocating for our members. I am seeking your support to be one of those voices with the Provincial Executive, advocating for improvement. With a unified voice, we can be stronger and can build a promising future for our members.

Thank you for considering my candidacy for the NLTA Provincial Executive.

## Marie-Chantal Hurley

**Biography:**

Marie-Chantal taught high school in Quebec City before moving to St. John's in 2012, where she has been teaching at École des Grands-Vents. She currently serves as the teacher librarian and Reading Specialist and has over a decade of experience teaching K-4 students.



She holds a master's degree in educational leadership (M.Ed.) from Memorial University and a bachelor's degree (*Baccalauréat ès arts*) in Teaching from Laval University. Since relocating to Newfoundland and Labrador, she has taken on leadership roles, serving for several years as her school's NLTA representative. Since 2022, she has been an executive member of the Marconi Branch, where she acts as the equity issues officer. This year, she became a member of the NLTA's Collective Bargaining Committee, advocating for teachers' rights and fair working conditions. At the national level, Marie-Chantal has gained a pan-Canadian perspective on educational issues in her role as an elected member of the Canadian Teachers Federation for the *Comité consultatif du français langue première (CCFLP)*.

Marie-Chantal has attended and spoken at the Biennial General Meeting (BGM), collaborating with colleagues on key topics in education. She has also supported early-career teach-

ers as a panelist for the NLTA discussion, *The NLTA & You: Opportunities for Early Career Leadership*, and participated in the Lived Experience Panel at the Teachers Think Tank event in February 2024.

Dedicated to school development and extracurricular activities, Marie-Chantal fosters collaboration through her open-door policy. She believes teamwork leads to the best outcomes for teachers and students. Her experience in both large and small school communities has deepened her understanding of the challenges faced by educators in both. She comes from a large family of teachers who work in both rural and urban communities, giving her a strong understanding of the unique realities and challenges which arise in different settings. She is committed to equity and justice for both teachers and students.

As a proud Francophone educator, Marie-Chantal brings a valuable perspective on linguistic and cultural diversity. She is dedicated to ensuring that Francophone voices are represented in decision-making processes.

Marie-Chantal aims to improve working condition, advocate for teacher needs, and ensure they have the necessary resources. In a profession where women make up over 72% of the workforce, she is determined to see increased female representation in leadership. Her experience and commitment to equitable representation make her an ideal candidate to serve and advocate for teachers.

## Nicole Lewis

- Bachelor of Arts (MUN) Bachelor of Education (MUN)
- Masters of Education (Mount Saint Vincent)

**Employment:**

- Grade 6, ICF Teacher (2011–2022)
- Principal (2022–Present)



**NLTA Involvement:**

- NLTA Teacher Representative, Hamilton Sound Branch (2011–2022)
- NLTA Hamilton Sound Vice President (2022–Present)
- Joint Council Observer, Hamilton Sound Branch (Fall 2022)
- BGM Alternate, Hamilton Sound Branch (2023)

**About me:**

Thank you to the members of the Hamilton Sound Branch for the nomination for the Provincial Executive Committee. Your unwavering support since day one has been instrumental in my involvement with the NLTA and my commitment to advocating for the well-being of teachers in our province. I am honored to accept this nomination.

Teachers across Newfoundland and Labrador face numerous challenges daily, and it is crucial that their voices are heard and their concerns addressed. One of the most pressing issues

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right now, especially for those who entered the profession after 2006, is the insufficient sick leave provisions. The lack of adequate sick days is placing unnecessary stress on many of our members and must be addressed in the next round of negotiations. Additionally, the chronic shortage of resources and support from our government continues to be a significant burden for teachers.

Having been an active member of my local NLTA Branch throughout my career, I believe now is the time to step forward and seek a position on the Provincial Executive Committee. This opportunity would allow me to advocate for teachers across the province, ensuring that our concerns are not only heard but also addressed in a meaningful way. My participation in Joint Council and BGM has given me valuable insights into the challenges teachers face across the province and how the NLTA works to address them.

As I seek your support for my candidacy, I promise to work tirelessly to ensure that the voices of teachers are heard, their concerns addressed, and that we continue to work towards creating a better environment for both educators and students in Newfoundland and Labrador. Thank you for your trust and support.

## Patrick Murphy

### Education

- Bachelor of Arts, 1997 (St. Francis Xavier)
- Bachelor of Education, 1999 (Memorial University)
- Master of Education: Literacy, 2012 (Mount Saint Vincent University)



### NLTA Involvement

- Current Vice President of PAB Branch
- BGM 2021: Alternate
- BGM 2023: Alternate
- BGM 2025: Delegate
- Joint Council Attendee 2023-2024
- ELA Special Interest Council 2024-2025
- Curriculum Committee 2023-2025

Dear Colleagues:

I'd like to start by thanking my fellow members of the Port aux Basques branch for nominating me. I live in the beautiful Codroy Valley and currently teach high school English and Social Studies at Belanger Memorial. I am an avid reader who is passionate about literature and history. I pride myself on being a lifelong learner, constantly seeking new knowledge and exploring different perspectives, whether it's through reading, conversations, or experiences.

I am not one to shy away from speaking my mind. I believe

in the power of honest dialogue, even when it's difficult. When it comes to standing up for what I believe in, I'm unwavering. I feel these qualities, along with my 21 years of teaching experience, make me an ideal candidate to serve on the Provincial Executive. Should I be elected, you can rest assured that I am willing to stand up and speak out on the issues that affect all our members. I thank you in advance for our consideration.

## Tracey Payne

### Education:

B. Sc., B. Ed., M. Ed.

### NLTA Experience:

- Provincial Executive Member
- Group Insurance Chair
- Pooled Investment Chair
- Equity Committee Past-Chair
- MSSIC Executive
- NL Science Fair Council Member
- CTF Women's Symposium
- Provincial Negotiating Team Member
- President, Humber Branch
- Vice-President, Humber Branch
- Joint Council Representative
- BGM Delegate



Colleagues, it has been an honor and a privilege to serve as a member of Provincial Executive over the last six years. Thank you for all your support and faith in my ability to serve you. My previous experience provides me the confidence and background to seek re-election.

Teachers often face ongoing challenges while providing quality education for their students. Teachers face inadequate resources, teacher shortages, lack of substitutes, lack of preparation time, increased workload, large and diverse classes, just to name a few. We need to advocate for improved classroom conditions to enhance student learning. Education needs to be a priority. No profession has a greater impact than teachers. The political leaders need to respect and listen to the educators of this province. Using our individual strengths, we must collectively promote education in this province. We must lobby to ensure that our students and teachers receive the attention and resources needed to be successful.

Our focus must be on the following:

- Teacher workload
- Teacher health and wellness
- Recruitment and retention
- Violence in schools
- Class size and composition
- Collective bargaining
- Public Awareness Campaign

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(T. Payne cont'd)

We are the educators who are changing lives and, in many cases, saving lives every day. We must be seen as the "Go-To" people in all education related matters. Even though we have gone through challenging times, let us look forward with optimism and hope. While working together, we can bring about changes that will support our teachers and our students.

It has been an honor to serve you over the last six years. It is my hope that you will support my bid for re-election.

## Russell Stockley



### NLTA Experience

- 2023-25: Provincial Executive Member
- 2020-2024: Member, Provincial Negotiating Team
- 2023: BGM, Ganova
- 2021: BGM, Hamilton Sound
- 2019: BGM, Ganova
- 2017: BGM, Ganova
- 2017: CBC "Inside the Classroom" Participant

### Provincial Committees

- 2023-25: Chair, Substitute Teacher Committee
- 2019-2021: Member, Professional Issues Committee
- 2015-17: Member, Substitute Teacher Committee

### Branch Committees

- 2021-2023: Member, Ganova
- 2019-20: Member, Port aux Basques
- 2016-19: Substitute Teacher Representative, Ganova

### Education

- 2011: B.Ed.: Primary/Elementary, MUN
- 2016: M.Ed.: Educational Leadership, MUN

### Teaching Experience

- 2024-Present: Grade 6 and 4-9 French, William Mercer Academy
- 2021-2024: Grade 2, William Mercer Academy
- 2020-2021: Kindergarten, Phoenix Academy
- 2019-2020: Multigrade 4/5/6 Classroom and 4-9 French, LeGallais Memorial
- 2018: Grade 5, Glovertown Academy
- 2017: Grade 4, William Mercer Academy
- 2016-17: Grade 6, Sprucewood Academy
- 2011-16, 2018: Substitute Teacher, Central Region

### Election Statement

A sincere thanks to the Ganova Branch for once again nominating me for Provincial Executive for the upcoming 2025-27 term.

It has been an honor and a pleasure to serve NLTA members over the past two years as a member of the Provincial Executive Council. I am grateful for having the opportunity to serve on

the various portfolios given to me, as they have provided greater insight for me into the vital roles that the committee and Special Interest Council structures play into the advocacy and strength of the NLTA.

Another year, and yet more initiatives thrown at teachers by the employer. Teachers are doing their best with the resources available to them, but something ultimately has to give. The Education Accord document and its recommendations give us hope that government is somewhat listening. Now, they must show that they truly care by investing in their students and their teachers alike. A document is nothing more than a piece of paper unless there is substance given to the matter. Invest in our teachers by providing them with the necessary human resources as well as paying teachers what they are ultimately worth, and the entire system, and most importantly, our students, will benefit greatly in the end.

I look forward to reconnecting with colleagues as well as meeting new ones over the course of the upcoming BGM convention. Safe travels, and looking forward to working with you all in the not too distant future.

## Della Way



I would like to start by personally thanking the members of my branch, Belle Mer, for the nomination for Provincial Executive. I would also like to thank the past BGM delegates that supported me during the last two elections.

Over the past four years, I have worked tirelessly to serve and support our members, advocating for positive change and contributing to the collective strength of our organization. I may not have always seen the outcome that I would consider best for the teachers of the province, but know that I have been vocal around the executive table on your behalf.

Our members are stressed and exhausted from juggling the numerous tasks assigned to them daily. They are continuously working with limited or no resources, increased violence, shortage of staff members, unavailability of substitutes, larger class sizes, and diverse composition. Teachers cannot be effective and engage students in learning under these conditions.

There are numerous critical challenges that demand our immediate and focused attention. Chief among them are contract negotiations. Fair compensation and clear, enforceable protections for educators must remain a top priority. We need to hold government accountable for the deployable state of our educational system. We need to treat teachers like the professionals.

Additionally, I believe class size and composition must be addressed with urgency. Educators and students alike deserve an environment conducive to learning, with manageable workloads and sufficient resources to support diverse needs. I will advocate for concrete, systemic changes to ensure a balanced and equitable

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learning experience for all. Keeping the doors open is not providing an education

Equally pressing is the recruitment and retention of teachers. Our profession is at a critical juncture, and we must work to make education an attractive and sustainable career. By addressing workload concerns, ensuring professional supports, and fostering respect for educators' contributions, we can create a system that encourages individuals to join and remain in our profession.

My candidacy is rooted in a deep respect for the work we do as educators. I bring experience, energy, and a collaborative spirit to this role and look forward to the opportunity to work alongside other passionate teachers to shape the future of education in our province. Together, we can achieve great things for our members and the students we serve.

I respectfully ask for your support.

# RESOLUTIONS TO THE 2025 BIENNIAL GENERAL MEETING

## Category A – Association

### Term of Office for President and Vice President

1. That the NLTA explore three-year terms for its president and vice president through a survey of its members. (Appalachia)

#### Explanatory Note:

Many other public unions have terms of three years for their president and vice president, as well as allowing their presidents and vice president to run for more than two terms. A two-year term may not provide sufficient time for a president to develop and implement long-term strategies, often resulting in a focus on immediate issues rather than addressing systemic challenges. Frequent leadership changes can disrupt continuity, as each president brings a unique vision and priorities, making it difficult to maintain momentum on ongoing projects and policies. This short time frame can lead to short-term fixes rather than meaningful, lasting improvements. Additionally, more frequent elections increase administrative costs and demand greater effort, potentially diverting attention from advocacy and member support. It is important to know if the membership would prefer this change.

### Access to TPP Funds for First Home Downpayment

2. That the NLTA work with the Teachers' Pension Plan Corporation of Newfoundland and Labrador (TPPCNL) to explore a mechanism for allowing teachers to "borrow" from their pension for the purpose of a first home down payment, in a manner similar to the RRSP Home Buyers' Plan, thereby offering a tax-free withdrawal to be repaid over an agreed upon period of time. (Carbonear)

#### Explanatory Note:

Under the current First-Time Home Buyers Plan (FHBP), individuals who have paid into an RRSP can borrow against those funds to purchase a home. Teachers pay into a pension plan rather than an RRSP; therefore, they do not have access to a similar benefit. Allowing teachers to borrow from their pensions on a tax-free basis for a down payment would provide significant financial support, potentially encourage younger teachers to stay in Newfoundland and Labrador and serve as a valuable recruitment and retention tool. It is well known that the downpayment creates a significant barrier to home ownership, advocating for such a mechanism with TCCPNL addresses this and incentivizes staying in Newfoundland and Labrador to teach, build roots, and buy a home.

### Communications and Strategies on School Violence

3. That, when communicating with the public, and developing strategies regarding School Based Violence, either with NLSchools, the Department of Education, or other stakeholder groups, the unique experience of 2SLGBTQ+ teachers, and those belonging to groups systemically oppressed because of gender identity, gender expression or sexuality, is thoroughly considered and directly referenced. (Gender and Sexual Diversity Council)

#### Explanatory Note:

While school based violence affects all stakeholders within education, the experience of 2SLGBTQ+ teachers is often exacerbated from social and cultural influences that target, and actively discriminate against those whose gender identity, gender expression and sexuality fall outside the dominant majority. Members of the GSDSIC have reported that, because of their identity, they are targeted with hate speech. While this is often spread via social media, incidents of targeted, anti-2SLGBTQ+ language and rhetoric have been reported by our members, stemming from students, families, and community members.

Simply put, the act of being an openly 2SLGBTQ+ teachers places you at a greater risk of experiencing hate based on your identity. This can vary widely from community to community, and school to school.

### Joint Council Membership

4. That all SIC presidents be considered as part of the Joint Council during Joint Council meetings as they are during BGM. (Labrador West)

#### Explanatory Note:

SICs are a valuable part of our association and their presidents should be considered as part of the joint council body for important decisions outside of BGM. They should attend Joint Council meetings and be able to both submit motions/resolutions on behalf of their SIC and be there to speak to SIC issues to inform the rest of joint council on what is taking place.

### Accommodations for Pre-Retirement Seminars

5. That the NLTA pay a portion of expenses for accommodations of teachers attending the pre-retirement seminar with the amount and guidelines to be determined by the NLTA. (Appalachia)

#### Explanatory Note:

While the NLTA does already cover some costs for teachers to attend this important seminar, it would be very helpful to those in attendance if a portion of hotel expenses was included. This would provide attendees with more options if they choose to stay at a hotel rather than commute.

### Branch Funding

6. That the NLTA consider increasing funding to branches by either 10% or \$100. (Hamilton Sound)

**Explanatory Note:**

With the rising cost of doing business, branch funds should reflect the cost of living.

**Branch Service Recognition Program**

7. That the NLTA establish a formal recognition program to honor members who have served on their local branch executive, with service awards given at five-year increments, similar to the recognition pins provided for years of teaching service. (Appalachia)

**Explanatory Note:**

Many NLTA members dedicate significant time and effort to serving on their local branch executives, advocating for their colleagues, organizing professional development, and ensuring effective communication between members and the association. Despite this essential contribution, there is currently no formal recognition for their years of service at the branch level. Implementing a structured recognition program, such as service pins or certificates at five-year increments, would acknowledge the dedication of these members and encourage continued involvement in union leadership. Recognizing their contributions would also promote engagement in the NLTA, reinforcing the value of strong local representation and leadership within the association.

## Category B – Programs & Services

**Acting Administrator Allowance**

8. That the NLTA lobby NLSchools/Department of Education to change the criteria for paying a bonus to teachers when replacing administrators from after the consecutive third day to every day. (Appalachia)

**Explanatory Note:**

When administrators are out of school, we try to get classroom teachers to cover and use the sub to cover the classroom teacher. However, these classroom teachers cannot receive a bonus until after the third consecutive day. Even if the Principal is out four consecutive days along with the Assistant Principal out two consecutive days, payroll will not pay a bonus to those teachers covering the office. It is getting harder and harder to find willing teachers to step up when administrators are out. Acknowledging these teachers by paying them a bonus when filling in for administrators every time would help.

**Recruitment/Retention Incentives for Hard to Fill Positions**

9. That the NLTA lobby NLSchools/Department of Education to provide more competitive compensation and benefits for hard-to-fill positions in rural and remote areas. (Appalachia)

**Explanatory Note:**

Enhancing salary and benefits would make these positions more attractive, helping to recruit and retain skilled educators in regions where staffing challenges are most significant.

**Financial Wellness Seminars**

10. That the NLTA offer in-person seminars on financial wellness for early/mid-career teachers/TLAs at various centres around the province on a rotational basis. This would be on a trial basis for the 2025-2027 school years with the NLTA to determine their feasibility afterwards. (Appalachia)

**Explanatory Note:**

Many teachers would benefit from these seminars well before retirement time. They were offered years ago and were very informative. An attempt should be made to see if they are still a feasible option for teachers/TLAs.

**EAP Funding Cap**

11. That the NLTA lobby NLSchools/Department of Education for enhanced access to mental health support through an increase in EAP caps. (Appalachia)

**Explanatory Note:**

The pressures of teaching, particularly with growing demands on mental health and behavioral support for students, can lead to burnout. Providing additional dedicated mental health resources for teachers would improve well-being and retention.

**Upgrading and Maintenance for School Infrastructure**

12. That the NLTA lobby NLSchools/Department of Education for upgrades to aging school infrastructure and improved maintenance of facilities and school grounds. (Appalachia)

**Explanatory Note:**

Many schools require updates to their facilities, including better heating, ventilation, and technology. As well, many items that are identified by OH & S teams remain unresolved for months or even years. Modern, safe, and accessible classrooms enhance both teaching and learning experiences.

**Cybersecurity**

13. That the NLTA lobby the Department of Education to enhance cybersecurity measures and data protection policies to safeguard teachers' personal information from potential data breaches. (Appalachia)

**Explanatory Note:**

The Department of Education and school districts store sensitive personal information about teachers, including social insurance numbers, banking details, and employment records, across various databases such as PowerSchool. Given past data breaches, there is a significant risk that compromised information could lead to identity theft and financial harm for teachers. Protecting

teachers' personal information is essential for maintaining trust, security, and financial well-being, making this issue a critical priority for the NLTA.

#### **Paid Leave Provisions**

14. That the NLTA advocate directly to the employer for a change in the language from "Family leave" to discretionary leave where teachers do not have to give a detailed rationale. Be it further resolved to advocate for an additional two days of personal discretionary leave for a total of 5 days. (Carbonear)

##### **Explanatory Note:**

Teachers are professionals who require flexibility to attend to health, family, and personal matters without navigating rigid and separate leave categories or risking unpaid leave to address matters that are not identified within the stringent leave guidelines we have. Simplifying these leaves into "paid leave" respects teachers' professional judgment, recognizes the diverse reasons teachers may need time off (including but not limited to: funeral for someone outside current bereavement rules, bank appointments, weddings, family issues, etc.), and reduces administrative burdens. Moreover, it serves as a recruitment and retention tool and better addresses the realities of life and leave provisions in modern society.

#### **Paid Sick Leave Benefits**

15. That the NLTA advocate directly to the employer now, and during future rounds of negotiations, for the teachers on the new sick to have the same sick time available to them as teachers on the older version of sick leave (Prior to 2006). (Carbonear)

##### **Explanatory Note:**

The two tier system is discriminatory against female teachers in child bearing years in particular. Often putting them in positions where they have to borrow from the next year or go off on unpaid leave. It is having an impact on the mental health of many young teachers with young families; we are already seeing the effects of the number of vacant teachers in the system. It continues to be discriminatory against teachers who have to attend medical appointments outside the area in which they live as sometimes it requires overnight travel. Overall, the two tier system pits teachers against one another and creates feelings of disparity and unfair treatment, as teachers who are doing the same job are not receiving the same benefits for their work.

#### **Extra Administration Day**

16. That during the next round of contract negotiations, the Collective Bargaining Committee consider for inclusion, an extra administration day at the beginning of the school year. (GranForLine)

##### **Explanatory Note:**

Teachers, particularly at the primary level, feel tremendous pressure to ensure their classroom is ready for pupils on day 1. Because of this, many teachers feel the necessity to spend a day or more prior to Labour Day/School Opening to prepare for the school year.

Even at the Elementary, Junior High, and High School level, the amount of preparation for the upcoming year is increasing. Administrators also feel the pressure to spend precious vacation time preparing for teachers' arrival on that first day. A simple solution to this, of course, is to advise teachers not to show up to work prior to start date, but this belies the cultural, social, and professional pressure to have that classroom ready. Thus, this is a mental health issue as much as a workload issue as teachers feel the pull contrary emotions and feel guilty if they are not prepared. Please join me in support of this important resolution.

#### **Allowance for Acting Administrators**

17. That the NLTA consider for inclusion in the next round of collective bargaining that teachers who are designated as principal shall receive a per diem allowance at the rate of 1/390 per hour of a principal's hourly allowance. (Notre Dame)

##### **Explanatory Note:**

Many teachers are taking on administrative duties during partial days when there is no administration present. These teachers should be fairly compensated for taking on these administrative duties. Section 50.05 (a) of the current collective agreement (p. 34) states that only teachers that serve a full day are entitled to the higher compensation.

#### **Itinerant Teacher Allowance**

18. That Itinerant Teachers be included under article 50.01 with school counselors, educational psychologists, and principal positions within the NLTA bargaining agreement for allowances; or a clause should be amended or added to include traveling positions such as itinerants to alleviate undo pressures of this type of position. (Deaf and Hard of Hearing/Blind and Visually Impaired)

##### **Explanatory Note:**

Given the specialty of our field, we are not easily replaced with the same level of expertise. A regular or special education teacher would not be qualified to teach these students, as this skill set is so unique. However, we have the credentials to teach in a regular classroom setting. We are so precise that there are only 9 BVI and 19 DHH Itinerants in Newfoundland and Labrador. Substitutes are not available, as there is no one qualified to replace us. Often retired teachers are called back. Some years, positions have even gone unfilled, having a significant impact on children relying on these services. Our positions include these duties which are outside normal teaching practice: We are required to have a Master of Educational Psychology,



specializing in working with children who are deaf or hard of hearing or blind or visually impaired. We work with students from birth to 21 teaching disability-specific skills to ensure inclusion and that they are able to access the core curriculum and meaningfully participate in all capacities of daily life. We work with these students in their homes, schools, and community environments. We attend medical appointments (eye exams, OT, AVT, etc). Provide professional learning to school staff, and outside agencies. We travel daily using our personal vehicles to multiple locations to provide support to teachers, students, and their families. We are experts in our field with regard to the highly specialized technology. We provide direct instruction; including core curriculum, AFM, ECC (braille, white cane, etc), and DSI. We administer formalized assessments that only we can complete. We can provide a detailed explanation of our roles should it be required. We interpret eye reports and audiograms to determine educational implications (comprehensive assessments).

Having a bonus connected to this type of position would help with the daily use of our personal vehicles; while km are paid, it doesn't cover the wear on our vehicles, it barely covers the cost of using them. Also, there are limitations to the number of km we can claim; which becomes a financial burden on those who travel more km than allotted by the current gov policy. Another financial consideration is that we often have to use our personal phones to connect with schools while on the go, from our cars or hotels. Recruitment and retention is a major issue in the fields of BVI/DHH. The job is isolating; you are not part of a staff or school community; traveling from building to building makes that even more challenging, especially while having to transport materials as well. Then there is an extra financial strain, i.e.: vehicle usage. Being granted an annual allowance will not only recognize our area of specialty but may be an attractive factor in enticing new teachers. In addition, it would be an incentive for trained teachers to remain. We would feel valued and respected as a professional. Our field would be deemed important to the EDU.

#### **Member Protection in Cases of Gender Based Violence**

19. That when members are subjected to hate speech or gender-based violence, through or directly related to enacting 2SLGBTQ+ inclusive school-based initiatives as deemed appropriate by NLSchools and/or the EDU, the NLTA, on behalf of the member, will offer the necessary legal resources and personnel required to protect members from further harm. (Gender and Sexual Diversity Council)

#### **Explanatory Note:**

Members of the GSDSIC often report feeling like they have insufficient support from their employer when implementing 2SLGBTQ+ initiatives. Many live in communities which have larger populations which hold anti-2SLGBTQ+ beliefs and can be intimidating for individual schools and teachers. Members in these areas will often forgo or avoid

2SLGBTQ+ inclusive initiatives for fear of reprisal from the community and, in some cases, have been subject to online defamation and slander. The provision to safeguard legal protection would allow teachers and administrators a 'safety net' to engage in this important work.

#### **Employer Per-diem Rates for Travel in Labrador**

20. That the NLTA lobby the employer for enhanced per diem subsidies for educators providing services in Labrador as the current rates do not adequately reflect the cost of travelling in this area and leave members with out of pocket expenses while working in remote and rural areas of Labrador. (Labrador West)

#### **Explanatory Note:**

It is no secret that living and working in Labrador is more expensive than living and working on the island. In fact recent CCPA figures released say it costs on average 11-13% more to do the same business. Our travelling itinerants, SLPs, Educational Psychologists and educators in general do not always receive adequate compensation for their meals. Some communities have restaurants with limited choices daily and buying groceries while there is also expensive. For the purpose of travel in Labrador, perhaps a per diem should be thwarted and receipts be submitted as general expenses instead when per diem does not adequately cover the cost of meals.

#### **School Psychologist Allowance**

21. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations, a proposal to review a more equitable pay scale for School Psychologists that would have School Psychologists receive an allowance equivalent to the allowance of Program Specialists. (Psychologists in Education)

#### **Explanatory Note:**

Financial compensation is an important factor in recruiting psychologists into the education sector. Psychologists are required to have a high degree of education, supervision, and pay a large number of fees to maintain registration. In addition, the duties of the School Psychologist include the identification, diagnoses, and making appropriate recommendations. As such, School Psychologists have a significant level of liability associated with their work. Psychologists are paying, on average, approximately \$4000 in fees (annual registration fees with the Newfoundland & Labrador Psychology Board, mandatory liability insurance costs, and required membership fees). Currently, there is a significant discrepancy between the financial pay for a Program Specialist and a School Psychologist. Without factoring in the additional Psychologist fees, Program Specialists earn \$6291.72 more annually (see table below). Based on the current NLHealth contract, psychologists working in health are currently making \$132,574 annually. Increasing the allowance of School Psychologists to be at least equal to that of Program Specialists would make

the positions more comparable to other public sector positions. Recruitment and retention of School Psychologists would be more effective if the pay was more equitable to that of a Program Specialist, and more reflective of the level of expertise, specialty, and liability that is required for the position.

Program Specialist Annual Salary  
(level VII including allowance) - \$120,879.44

School Psychologist Annual Salary  
(level VII including allowance) - \$114,587.72

Difference annually - \$6291.72

### Vacant Position Advertising

22. That the NLTA lobby the Department of Education for the development of a written policy which ensures all vacancies remain advertised until positions are filled. (Psychologists in Education)

#### Explanatory Note:

Current practice involves positions being advertised and there is a close date for submitting applications. For School Psychologists positions, the date to apply may close and sometimes there are no applicants. The position remains unfilled. The job ad is often removed from the list of jobs to apply for and people are unaware of possible positions. In the business world, if a restaurant had a vacant dishwasher position or if a garage had a vacant mechanic position, they would keep the job ad posted until the position was filled. In other provinces and states, some organizations (For example, School Districts and Special Services Departments) actively seek Psychologists by posting their job ads on provincial/state association websites and/or on national websites.

National Association of School Psychologists (NASP) Career Website: <https://nasponline-jobs.careerwebsite.com/>

Canadian Psychological Association (CPA) Career Ads: <https://cpa.ca/careers/>

CPA has a section for posting on their website: <https://cpa.ca/careers/advertise/>

Newfoundland Health (NL Health) has Incentives posted on their website: <https://workinhealthnl.ca/incentives>

Creating Connections Shortages Webinar (Video): <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-psychology/shortages-in-school-psychology-resource-guide/additional-resources/creatingconnections-shortages-webinar>

National Association of School Psychologists (NASP) General Recommendations for Addressing Shortages: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/schoolpsychology/shortages-in-school-psychology-resource-guide/general-recommendations>

### Travel Reimbursement Rates

23. That the Collective Bargaining Committee consider for

inclusion in the opening proposals for the next round of negotiations, a proposal for a review of the kilometre rate for Specialist and Itinerant Teachers. (Psychologists in Education)

#### Explanatory Note:

Although the amount of reimbursement does not affect most teachers, specialists such as School Psychologists, Speech Language Pathologists, and Itinerant Teachers (Deaf & Hard of Hearing/Blind & Visually Impaired), who travel regularly to schools that are several hundred kilometres from their base end up operating their vehicle at a significant loss.

Some itinerants quickly travel 9000 kilometres in the fall of the year and do not properly get reimbursed fairly and their vehicles lose significant value annually. This results in a great deal of wear and tear on personal vehicles, and for some, significant time away from their home and families. It is interesting to note that these positions are also the positions that can be very difficult to fill. In addition, the fall of the year is when psychologists in particular often have additional duties [such as travel to deliver Nonviolent Crisis Intervention (CPI) Training], and therefore the amount of travel is increased.

Examples to support rationale:

Example A.

One current School Psychologist reported that the difference between what was paid in compensation for the months of September, October, November, and December, and what would have been paid at the higher rate, was \$532.73.

Example B.

One former School Psychologist reported working for a year travelling to remote areas resulting in her vehicle having significant wear and tear and not being compensated adequately for kilometres driven. The following year, she chose to not complete itinerant work and is no longer working as a School Psychologist.

### School Psychologist Recruitment and Retention

24. That the NLTA lobby the Department of Education for a Recruitment and Retention Plan for School Psychologists and other specialist positions such as Speech Language Pathologists and Itinerant Teachers (Deaf & Hard of Hearing/Blind & Visually Impaired). The plan would include specific and measurable goals, specific action items for recruiting initiatives with timelines, a list of incentives for both retention/recruitment and the specific number of Full Time Equivalent (FTE) Units for each specialty area. At the end of each year, tables and a summary of results would be provided. (Psychologists in Education)

#### Explanatory Note:

We are at a critical point with the recruitment and retention of psychologists. As of February 22, 2025, there were only 29.5 School Psychologists in positions across the

province. Of these 29.5 positions, some of them have been filled by psychologists who have retired and have returned for the current school year. We currently have 54 schools without a School Psychologist attached to them (see table below), and we have many School Psychologists who are nearing retirement. Recruitment and retention efforts are essential for the profession of school psychology, and transparency in these efforts is of utmost importance. There has been much discussion around these issues, but there has yet to be a solid plan presented to address the concerns. While conversation about the issue is necessary, it is time for strong action towards addressing this issue. School psychologists provide essential services to students, often those students who have the most complex needs. Without psychologists, students and teachers lose access to essential services such as assessment, consultation, collaboration with outside services, mental health intervention services, and so on.

54 out of 251 (22 percent) schools in Newfoundland and Labrador do not have access to School Psychology Services 10035 (16 percent) of 64004 students in Newfoundland and Labrador do not have access to School Psychology Services

Additional strategies for addressing recruitment challenges are available in the National Association of School Psychologists (NASP) Shortages in School Psychology Resource Guide.

National Association of School Psychologists (NASP) General Recommendations for Addressing Shortages <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-psychology/shortages-in-school-psychology-resource-guide/general-recommendations>

### SLP Allocations

25. That the NLTA enter into discussions with the Department of Education to create five new Speech-Language Pathology positions across the province to address the ever-increasing caseload for English as Additional Language Learners who also present with speech and language difficulties. (Speech Language Pathologists)

#### Explanatory Note:

Research shows that 10 % of children will present with a communication disorder. Given that the numbers of newcomers increase every year we can assume that 10% of our new EAL learners will present with a communication disorder and will require speech-language services. As our caseloads are already above the Canadian national average as reported by Speech and Audiology of Canada's (SAC) School-based SLP working committee, new positions are necessary in order to address this important and growing need.

### SLP Allowance

26. That NLTA will include in their next opening propos-

al of the collective agreement that Speech-Language Pathologists have the same allowance structure as School Psychologists. (Speech Language Pathologists)

#### Explanatory Note:

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

### Technology for Computer Based Assessments

27. That the NLTA lobby NLSchools/Department of Education to not fully implement computer-based modular course evaluations until the technology challenges schools face have been sufficiently resolved. (Appalachia)

#### Explanatory Note:

Many schools are having so many challenges with old computer infrastructure and trying to replace what they currently have before Windows 10 expires. To add computer-based modular exams before the IT issues are resolved will only add to the stress and challenges that teachers and schools are already facing.

### Virtual Professional Development

28. That the NLTA lobby NLSchools to allow administrators the discretion to permit teachers to complete virtual PD at a location other than their school. (Appalachia)

#### Explanatory Note:

This discretion is relevant as weather and site/space availability can hamper a teacher's ability to complete required virtual PD.

### Administrator Attendance at FOS Meetings

29. That the NLTA lobby NLSchools to permit Principals and Assistant Principals to attend in-person family of schools meetings at the same time. (Appalachia)

#### Explanatory Note:

While Principals are provided with leave time to attend these meetings, the same courtesy is not provided to Assistant Principals. If these meetings are meant to be relevant and if the time Assistant Principals give to the schools is valued, then both should have the opportunity to attend family of schools meetings at the same time.

### Administrator Leave for SAC Conferences

30. That the NLTA lobby NLSchools to provide permission for Principals and Assistant Principals to attend provincial SAC conferences. (Appalachia)

#### Explanatory Note:

SAC conferences are a valued PD opportunity for administrators. Both should be given the opportunity to attend at

the same time and not place one above the other in terms of importance.

### School Psychologist Allocations

31. The NLTA lobby NLSchools/Department of Education to provide sufficient educational psychologists to not only eliminate the current backlog, but to also complete new assessments within one year of when a request has been made. (Appalachia)

#### Explanatory Note:

Timely psycho-educational assessments are essential for identifying students' learning needs, behavioral challenges, and mental health concerns, which directly impact their ability to thrive academically and socially. Delays in assessments mean delayed access to necessary accommodations, interventions, and resources, putting students at a disadvantage and increasing the risk of long-term academic struggles or emotional distress. Addressing the backlog and ensuring a one-year timeline would not only benefit students but also support teachers, as having a clear understanding of a student's needs allows for more effective planning and teaching. Furthermore, it aligns with the principles of equity and inclusivity, ensuring all students have timely access to the support they require to reach their potential. Investing in adequate staffing for educational psychologists demonstrates a commitment to prioritizing student well-being, reducing stress for families awaiting results, and supporting teachers in creating successful learning environments.

### Student Curricular Categories

32. That the NLTA lobby NLSchools/Department of Education to create a streamlined process for adjusting a student's curricular category based on teacher observations, documented interventions, and professional judgment, without requiring an educational psychology assessment. (Appalachia)

#### Explanatory Note:

Teachers frequently work with students whose actual learning needs do not align with their assigned curricular category. A formalized process allowing curricular category adjustments based on teacher observations, intervention data, and collaboration with school-based teams would ensure students receive the right supports when they need them, rather than waiting indefinitely for an assessment. Empowering educators to make informed curricular decisions would lead to more responsive programming, reduced paperwork, and improved student outcomes.

### Professional Development for Part-Time Teachers

33. That the NLTA lobby NLSchools/Department of Education to permit schools to use their discretionary substitute hours for teachers on partial contracts such that those teachers have the opportunity to attend full-day school-based PD opportunities and such hours be returned to

schools if so needed for other usage before the end of the fiscal year. (Appalachia)

#### Explanatory Note:

Teachers on partial contracts play an important role in the school and they should have the opportunity to attend full-day school PD sessions and be compensated for the full day.

Each school is provided with a bank of discretionary days. Why can't these days also be used to allow partial contract teachers the opportunity to attend these PD sessions and the hours returned to the school if needed before March 31.

### Department Head for School Athletics

34. That the NLTA lobby the employer for Junior and Senior High schools to have a paid Athletic Department Head designation and bonus. (Carbonear)

#### Explanatory Note:

Many Junior and Senior high schools have staff who are acting as "Athletic Directors". The duties of this role extend far beyond their assigned teaching duties. Athletic Director duties include but are not limited to:

- organizing school sports teams, gym schedules
- communicating extensively with coaches, teacher sponsors, referees, and other organizing bodies
- financial organization of accounts for all teams
- athletic contract creation and monitoring
- dealing with conflicts (players, coaches, teams, parents, etc)
- constant after school, evening and weekend commitment.
- Most give up all prep time to carry out these responsibilities.
- Most also coach many teams while completing all the above duties.
- Some teachers are using their own sick time to get caught up on athletic director duties.

Many teachers in this role are contemplating giving up this role due to the increased workload and lack of appreciation which will have a catastrophic effect on fitness and sports activities in our schools for our students.

### Student Attendance Issues

35. That the NLTA lobby the Government of Newfoundland Labrador including departments and agencies such as Education, Health and Community Services, Children Seniors and Social Development, and Justice and Public Safety to form a task force on the pandemic of student attendance which is currently impacting every school in our province to determine who is responsible for getting our students into school, put consequences in place for failure to send them to school, and to come up with an agency who will track, follow and implement this. Consideration should be given in this lobbying to follow all recommendations of the Child Youth Advocate report



on Chronic Absenteeism (2019) and use them to help create clearly defined laws and actions in our province to address this issue, as the report notes that other provinces have (such as those that clearly identify educational neglect as a form of neglect reportable under child protection legislation). (Carbonear)

**Explanatory Note:**

Students of all ages from Kindergarten to Grade 12 are absent from school on historically high levels. Career and Job prospects for students without a high school diploma are much more limited than students who graduate from high school and especially for those who go on to attend post secondary education.

Those who have high levels of absenteeism are much less likely to graduate from high school than their peers who attend on a regular basis. Teachers are in school, prepared and do their jobs, but someone needs to get them in the building to help us help them. There is not a clearly defined policy or set of regulations to address this, and none that are enforceable by law. In this instance, it is students who are negatively impacted and teachers are left with very few options to help them overcome chronic absenteeism without formally defined supports from the education or legal systems in our province.

**School Counsellor and Psychologist Allocations**

36. That the NLTA lobby the employer to commit to the 1:333 ratio of school counsellors for each individual school population. Additionally, that the NLTA lobby the employer to commit to the 1:500 school psychologist ratio for their assigned school(s) population. (Newfoundland and Labrador Counsellors' and Psychologists' Association)

**Explanatory Note:**

Currently the allocation for school counsellors is 1:500 and 1:1000 for school psychologists. This is not sufficient to address the growing needs and demands of our students and the pressure these outdated ratios place on these professionals working in schools.

**Training for School Counsellors**

37. That the NLTA lobby the employer (NL Schools) to provide sufficient training to allow all school counsellors the capacity to administer Level C assessments if conducting those assessments will be a precursor to obtaining permanent employment or earning of a guidance bonus. (Newfoundland and Labrador Counsellors' and Psychologists' Association)

**Explanatory Note:**

Currently NL Schools has hired counsellors in replacement positions who do not have level C assessment training. These counsellors, given that MUN does not offer their program online or part time anymore, were trained by universities outside the province so they did not have to take time off without pay. Since no other province in Canada besides Newfoundland and Labrador, requires counsellors

to do assessments, these university counselling programs did not offer the course.

MUN will not allow these counsellors the option to complete this assessment course in isolation without being enrolled in the entire counselling psychology program. Counsellors being hired into positions without level C assessment privileges are causing assessment waitlist concerns that our school psychologists are having to complete. However, there is already a huge shortage in school psychologists where many positions are unfilled and a school may not have one assigned.

Therefore, since it is a job requirement from NL Schools for a school counsellor to have the level C assessment qualification, it is only right that they provide some form of training, certification, course, etc. to the counsellors that they deem fit to hire in temporary jobs.

**PASS Teacher Allocations**

38. That the NLTA ensures all 7-12 schools have access to a Student Success teacher for the Positive Action for Student Success (PASS) program. (Council of Special Services)

**Explanatory Note:**

All schools are affected by the high rate of absenteeism. Resources from the Special Services Department are being tied up reaching out and working with those students. Having a part-time or full-time PASS teacher will help alleviate the added workload for both the school counselor and IRTs following up with those students.

**IRT Allocations for EAL Students**

39. That the NLTA ensures an extra IRT is hired to support only EAL students and not be included in the SSS department allocations determined by the RTL database. These new IRT positions would be determined by a set number of EAL students attending one school. (Council of Special Services)

**Explanatory Note:**

Because of the unidentified needs of EAL students, IRTs would be best suited to work with those students and provide supports to the classroom teacher because of the IRTs diverse educational training. IRTs are trained to work with numeracy, literacy, and have specialized training to work with students experiencing social, emotional, and behavioral concerns. IRTs are able to co-teach with the classroom teacher.

**Virtual Professional Learning**

40. That the NLTA lobby NLSchools to allow NLTA members the option to attend virtual PL at home or at school. (Ganovia)

**Explanatory Note:**

Depending on who you speak to, some schools are mandated to do virtual PL from school, or if there is no room at school, to attend the PL at an alternate building (attend PL at the board office if there was no room at school). While

others are able to do their PL at home without question. A staff member should be trusted to attend the PL where they will get the best comfort to learn.

#### **Music in Intermediate Program**

41. That the NLTA lobby the Department of Education to ensure the Intermediate Program of Studies Proposed Changes include the choice for students to enroll in musical ensembles (Sound Foundations) for the full year during the instructional day. (Newfoundland and Labrador Music Educators' Association)

##### **Explanatory Note:**

Full-year performing ensembles are essential for the continuous skill development and growth of young musicians. However, the proposed curriculum changes fail to provide optional modules each term, preventing many performing ensembles from running throughout the entire school year as they currently do. This disruption would hinder students' ability to build and sustain the skills necessary for successful musical progression. Many students rely on school-based music education as their only opportunity to learn an instrument or participate in music-making. Families who cannot afford private lessons will face barriers to accessing music education.

#### **Mandatory Music Instruction in Intermediate Program**

42. That the NLTA lobby the Department of Education to ensure the Intermediate Program of Studies Proposed Changes maintains music as a mandatory course in every year of junior high. (Newfoundland and Labrador Music Educators' Association)

##### **Explanatory Note:**

Newfoundland and Labrador has a proud legacy of excellence in music education. Scaling back music instruction diminishes this cultural strength and erodes a system that has been admired nationwide. Research consistently shows that music education enhances cognitive skills, discipline, creativity, and teamwork. Decreasing music instruction could negatively affect students' academic performance, mental health, and social engagement. The Government's modernization efforts should aim to enhance opportunities, not reduce them. A well-rounded education includes continuous exposure to the arts, fostering critical thinking, creativity, and problem-solving—skills essential for the 21st-century workforce. In the document, *Education and Our Future* on page 100 it states, "Newfoundland and Labrador has strong and enduring cultural roots that define its people. The Government of Newfoundland and Labrador (2005), states that "music, drama, writing, film, and visual arts along with other forms of expression allow us to capture and communicate our culture..." By increasing the presence of arts and culture in school curriculum, the Government has enabled future generations to continue to build on the province's great cultural legacy".

#### **Teacher Qualifications for Music Courses**

43. That the NLTA lobby the Department of Education to ensure that all music courses are taught by educators holding degrees in music education. (Newfoundland and Labrador Music Educators' Association)

##### **Explanatory Note:**

The Department of Education has consistently emphasized the importance of subject-specific expertise in its hiring practices, ensuring that courses are taught by educators with specialized training in their respective fields. Music education is no exception. The provincial music curriculum, like other subject areas, is designed to be delivered by qualified music educators to maintain high instructional standards and best pedagogical practices. However, the proposed changes to the Intermediate Program of Studies could lead to shifts in teaching assignments as student course selections fluctuate, requiring adjustments to teachers' workloads. While flexibility in staffing may be necessary, it must not come at the expense of educational quality. Schools must continue prioritizing the placement of educators with a Bachelor of Music Education in music classrooms, regardless of school size or demographics. This concern is particularly pressing in rural schools, where it is more likely that music-trained teachers may be replaced by educators without the necessary credentials in an effort to accommodate broader staffing needs under the new model. Such a shift would undermine the integrity of music education and compromise student learning experiences.

#### **Compensation for Interns**

44. The NLTA lobby the Department of Education to provide a stipend or compensation for internship students and practicum students as a part of recruitment initiatives. (Psychologists in Education)

##### **Explanatory Note:**

Recruitment of School Psychologists is a challenge in many areas of North America. In other areas of the country (and North America), there is often the offering of some financial compensation in the form of paid internships, or internship stipends. Given the critical shortage that we are currently experiencing in Newfoundland and Labrador, and the lack of local internship/practica students to train in our system due to the absence of a local program for School Psychology, it is essential that we find ways to attract School Psychology students to our province. If School Psychology internship/practica students train with us, we will have more opportunities to retain them within our system. Providing financial compensation to interns is one way to attract out-of-province interns to come and work within our system. Students often have expenses that could make coming to Newfoundland and Labrador difficult without some financial support, such as living expenses (For example, housing, groceries, and transportation), as well as continued tuition and educational expenses

while working. It will be difficult to entice out-of-province individuals to come to Newfoundland and Labrador when the move would come at an extra cost, and there is currently no financial support available to them. Attracting new School Psychology graduates to Newfoundland and Labrador is essential to recruitment efforts and to filling our many vacant positions. There are many “grow your own” programs nationally and internationally. The research shows that trainees often stay in the organization in which they complete their practicum/internships.

Example A.

A job posting for a School Psychology position in Minnesota, USA highlighted that internship supervision is available, and that Interns are paid full salary with full benefit. Source: <https://www.faribault.k12.mn.us/> National Association of School Psychologists. (2016). Addressing shortages in school psychology: Resource guide. Bethesda, MD: Author. <http://www.nasponline.org/resourcesand-publications/resources/schoolpsychology/shortages-in-school-psychology-resourceguide>

#### **Graduate and Post-Graduate Programs in School Psychology**

45. That the NLTA continue to lobby the Department of Education, NL Psychology Board, and Memorial University to develop and/or adapt a Masters program and a Doctoral program for School Psychology. (Psychologists in Education)

##### **Explanatory Note:**

Presently, there are no in-province Masters or Doctoral programs for School Psychologists. There is currently a significant shortage of School Psychologists in our province. Recruitment and retention is a growing problem and without a university program for School Psychologists, the future of School Psychology services for our students is uncertain.

Memorial University does have a doctoral program graduating clinical psychologists that might include some common courses for School Psychology and may create two doctoral branches of psychology graduates (clinical and school psychologists). Most other provinces have School Psychology Masters and Doctoral programmes.

Canadian Psychological Association (CPA) - Education and School Psychology Section <https://cpa.ca/sections/educational/>

#### **Role of School Psychologists**

46. That the NLTA continue to lobby the Department of Education to review the role of the school psychologist to operate within their full scope of practice and to allow for interprofessional and intraprofessional collaboration. (Psychologists in Education)

##### **Explanatory Note:**

Implement a comprehensive role that aligns with the NASP Practice Model. We know that a significant barrier

to retention is burnout, however one of the lesser known barriers to retention is the experienced dissonance between one's expectations and skills developed during graduate preparation, and the realities of a position with a narrow focus (e.g., special education evaluation and compliance). School Psychologists that are more integrated into a school system are likely to have a more comprehensive role and are less likely to burn out (Proctor & Steadman, 2003). To help facilitate a more comprehensive role, the American National Association for School Psychology (NASP) has created the NASP Practice Model Implementation Guide. This guide includes a range of strategies to work towards implementation of a role and ratio that aligns with the NASP recommendations.

Psychology is a growing and needed discipline and profession. Psychology is a well-respected science which is a catalyst to making meaningful contributions and changes to society. Psychologists observe and collect data, and as a whole the discipline uses its knowledge to address public concerns and inform good public policy. Dr. Karen Cohen spent 23 years as the CEO of the Canadian Psychological Association (CPA). According to Dr. Cohen, Psychology's knowledge, by its nature, is ubiquitous in its relevance to people and the organizations in which they live and work. (PsycInfo Database Record (c) 2024 APA, all rights reserved)

#### **Allocations for SLP Positions**

47. That NLTA enter into discussion with the Department of Education to add five new SLP positions across the province in order to provide the intensive intervention, including parent and school staff coaching to help our non-speaking students use AAC (Augmentative and Alternative Communication methods) to access the curriculum and reduce behaviour issues related to communication difficulties. (Speech Language Pathologists)

##### **Explanatory Note:**

Communication is a human right. There are visual languages that our non-speaking population use to access the curriculum and communicate their ideas and feelings (i.e., ASL, Proloquo2go, LAMP, TD Snap, etc...). In order to learn the language they need to be immersed in it and have plenty of opportunities to use it (similar to our French Immersion programs). Speech-language pathologists are well versed in alternative and augmentative languages and as such should be allocated accordingly.

#### **Leadership Positions for SLP and School Psychology**

48. That NLTA enter into discussions with the Department of Education to create a Lead Position for Speech-Language Pathologists and a separate lead position for School Psychologists similar to what is provided for D/HH itinerants and EAL teachers. (Speech Language Pathologists)

##### **Explanatory Note:**

There are Speech-Language Pathologists spread out across

the province. With the move to reduce satellite board offices, many of these professionals are no longer housed in a central office, and are now working out of one of their assigned schools. This can have a negative effect on student programming and morale. For example, many SLPs may never run into another SLP the entire school year. This leads to less communication among SLPs, difficulty sharing physical resources such as standardized assessments, and less opportunities to problem solve to find shared solutions. A provincial lead could bring these professionals together virtually or even physically to allow team building and to unite their voices around their needs with respect to providing excellent service to our students and teaching teams.

In addition, given that the SLP position in Education is so specialized, it is important that there be effective onboarding of new hires. A provincial lead would be able to work with new hires to help them understand current NL school policies and the SLPs role within it. In addition, new hires could be set up with a veteran SLP as a mentor. The Lead SLP would be responsible for organizing this. This situation is similar for the School Psychologists, as well. Due to the “family of school structure”, we sometimes report to different people. Some of these issues are the same so it creates a redundancy in upper management. It does not make sense.

#### Mid-term and Final Exam Drafts

49. That the NLTA lobby NLSchools/Department of Education to provide multiple midterm and final exam drafts in subjects required to give a midterm and final assessment. (Appalachia)

##### Explanatory Note:

Students are to be given an opportunity to rewrite a midterm in June if they did not do well originally, according to the new evaluation policy. This is a lot of extra work for teachers at the end of the year. Drafts of exams would lighten this workload and ensure consistency with the level of difficulty. As well, it would ease the workload until modular computer-based assessments are fully implemented.

#### Changes to Intermediate Curriculum

50. That the NLTA lobby NLSchools/Department of Education that the proposed changes to the intermediate curriculum (7-9) not be fully implemented unless schools are adequately resourced and that these changes not impact teacher allocations in schools that have a combination of grades (ex. 6-8 or 9-12). (Appalachia)

##### Explanatory Note:

“In September 2025, the Department of Education will introduce a new intermediate curriculum for Grades 7-9 which will give students more choice in the types of courses they choose to complete.” - We do not know what these changes will bring to already resource strapped schools. Will these changes be phased in or implemented all at once? How will these changes affect teacher allocations?

#### Specialist Teacher Allocations and Intermediate Program Changes

51. That the NLTA lobby NLSchools/Department of Education to commit to no reductions in Music, Art and other specialist teacher allocations as a result of the upcoming changes to the Intermediate Program of Studies. (Appalachia)

##### Explanatory Note:

The Department of Education has recently announced the phasing in of changes to the Intermediate Program of Studies, a likely consequence of which is the reduction of the amount of hours of instruction in Music, Art, and other specialist subject areas. Given, for instance, that research has repeatedly linked music education with improved academic performance in Math, English, and other subject areas, there is a significant risk that the proposed changes will negatively impact students' overall achievement. Furthermore, the affected specialist teachers are concerned that this could lead to changes in allocations and job profiles that result in the loss of these specialist positions. Protecting arts education is essential for students' development into well-rounded persons, making this issue a critical priority for the NLTA.



# Proposed NLTA By-Law Amendments for the 2025 Biennial General Meeting

One proposed amendment to the NLTA By-Laws from Branches meets the voting requirement for the 2025 BGM. It is listed below.

In considering these proposed by-law changes, you are reminded that a two-thirds majority is required in order for these changes to be carried at BGM.

[NOTE: Throughout this memo additions appear in **bold** print and deletions in ~~strikeout~~.]

## 1. Increase in Successive Terms of Office for NLTA President (GranForLine Branch)

### Motion from the Branch:

That By-Law XIII. A(3) be amended to read that the office of President shall not be held for more than three successive terms by the same person, instead of a maximum of two successive terms.

### Wording of the Appropriate By-Law Changes:

That By-Law XIII. A(3) Duties of Officers be amended to read as follows:

“The office shall not be held for more than ~~two~~ **three** successive terms by the same person. A portion of a term shall be considered as a full term.”

### Rationale from the Branch:

Being president of the NLTA is about building and maintaining trusting relationships with NLSchools and government officials, including cabinet members of Government. Those relationships take time—it may take the first three years of a tenure to establish a deep, mutually trusting rapport with the Minister of Education, Finance, and the Premier. Once this mutual relationship is established, the president can then be most effective. If successful, a by-law change extending the president's term will give the president two more years, if re-elected, with a solid rapport.

### Arguments for the proposed by-law change:

1. As mentioned, the president, if re-elected, will have two more years with built experience, relationships, and knowledge to great effect;
2. Three terms of two years bring us in line with other professional unions both provincially and nationally whose presidents may serve more than four years;
3. Government cycles are 4 -5 years, having a President for a possible six years covers the entirety of a cycle, and if government is re-elected, continuity is maintained.

Always remember that a single term is two years, at which point a sitting president must defend their position and remain elected. It is in the hands of the Association to defeat and

replace an unpopular or ineffective president.

**TUESDAY, APRIL 22, 2025**

- 1:30 – 7:00 PM **REGISTRATION** (*Lobby outside Salons*)
- 2:00 – 2:50 PM **ORIENTATION SESSION** (*Salons A & B*)  
*For new delegates, alternates & observers*
- 3:00 – 3:50 PM **EQUITY SESSION** (*Columbus Suite*)
- 4:00 – 4:50 PM **PENSION & GROUP INSURANCE BENEFIT STATEMENT INFO SESSION** (*Salons A & B*)
- 6:00 – 6:50 PM **BUDGET BRIEFING SESSION** (*Salons A & B*)
- 7:00 PM **OPENING SESSION** (*Salons A & B*)
  - A. Anthems
    - 1. Land Acknowledgement
    - 2. O Canada
    - 3. Ode to Newfoundland
    - 4. Ode to Labrador
  - B. Election Statements by Provincial Executive Candidates
- 9:00 PM **RECEPTION** (*Court Garden*)
- 10:30 PM – 1:00 AM **HOSPITALITY SUITE** (*Plymouth Room*)

**WEDNESDAY, APRIL 23, 2025**

- 8:00 AM **REGISTRATION** (*cont'd*)
- 8:30 AM **FIRST GENERAL SESSION** (*Salons A & B*)  
Chairperson for Convention: Don Ash
  - A. Chairperson's Remarks
  - B. Adoption of Agenda
  - C. Appointment of Convention Committees
  - D. Convention Policies
    - 1. Rules of Procedure
    - 2. Convention Expenses
      - 1. Processing of Resolutions
- 10:15 AM **BREAK**
- 10:30 AM **SECOND GENERAL SESSION** (*Salons A & B*)
  - A. Minutes of 2023 BGM
    - 1. Adoption
    - 2. Business Arising from 2023 Convention
      - a) Report on Resolutions from BGM 2023
      - b)
  - B. Proposed By-Law Changes
  - C. Discussion on Resolutions
- 12:30 PM **LUNCH BREAK** (*Court Garden*)
- 1:30 PM **THIRD GENERAL SESSION** (*Salons A & B*)
  - A. Minute of Silence in Memory of Deceased NLTA Members

- B. Keynote Address  
*Connecting the dots – why we need a new kind of advocacy for public education*  
Annie Kidder, Executive Director, People for Education

**Closed Session – Delegates/Teachers**

- C. Group Insurance Auditors' Report and Budgets
- D. Financial Reports
  - 1. Auditors' Report
  - 2. Financial Statement
- E. Tabling of 2025-26 and 2026-27 Budgets
- F. Discussion on Resolutions

**Open Session**

- 4:00 PM **RECESS**
- 5:45 PM **RECEPTION** (*Court Garden*)
- 6:30 PM **PRESIDENT'S BANQUET** (*Ball Room*)
- 10:00 PM - 12:00 AM **HOSPITALITY SUITE** (*Plymouth Room*)

**THURSDAY, APRIL 24, 2025**

- 8:30 AM **FOURTH GENERAL SESSION**
  - A. Report of Electoral Committee
  - B. Election of 2025-27 NLTA Executive
  - C. Discussion on Resolutions
  - D. Report of Electoral Committee (*cont'd*)
- 10:30 AM **BREAK**
- 10:45 AM
  - E. Teachers' Pension Plan Corporation  
*Paula McDonald, CEO*
  - F. Canadian Teachers' Federation  
*Heidi Yetman, President*
  - G. Address by NLTA President-Elect  
*Dale Lambe*
  - H. Address by NLTA Vice-President Elect  
*Sean Weir*
  - I. Discussion on Resolutions
- 12:30 PM **LUNCH BREAK** (*Court Garden*)
- 1:30 PM **FIFTH GENERAL SESSION** (*Salons A & B*)
- Closed Session – Delegates / Teachers**
  - A. 2025-26 and 2026-27 Budgets
- Open Session**
  - B. Policy Changes from Executive/ Joint Council
  - C. Discussion on Resolutions
- 3:30 PM **BREAK**
- 3:45 PM
  - D. Discussion on Resolutions
  - E. Resolutions from the Floor
  - F. President's Closing Address
  - G. Installation of 2025-2027 President –  
*Dale Lambe*

(cont'd)

- H. Reports
  - 1. Scrutineers Committee
  - 2. Resolutions Committee
  - 3. Steering Committee

4:45 PM

**BREAK**

5:00 PM

I. New Business

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

J. Date of Next Convention

K. Closing of Convention

6:30 PM

**RECESS**

9:00 PM

**FUN NIGHT – DANCE** (*Salons A & B*)

Bic and the Ballpoints

**FRIDAY, APRIL 25, 2025**

8:30 AM

**SIXTH GENERAL SESSION** (*if required*)



## DELEGATES AND FUNDED ALTERNATES TO THE 2025 BGM

Branch/ Council	Delegate Name(s)	Funded Alternate
Appalachia	Jeffrey Blundon, Nancy Shave, Louis House	
Baccalieu	Marlene LeShane	
Baie Verte Peninsula	Mark Thorne	Amanda Thorne
Bay d'Espoir	Cynthia Benoit	
Bay Roberts	Jennifer Pilgrim	
Bell Mer	Susan Power	Lois Applin
Belleoram-Wreck Cove	Andrea Penney	Tiffany Skinner
Bremco	Joe Brown	
Burgeo	Paul Hare	
Burin-Marystown	Tanya Cusick, Josh Whittle	
Carbonear	Danielle Doyle, Kelly Loch	
Churchill Falls	Melissa Sharpe	Susan Piercey
Clarenbridge	Heather Wells	
Coastal Labrador South	Brenda Burden	Chloe Diamond
Conception Bay Centre	Justin Evans	Caitlin Woodford
Conception Bay South	JoAnne Taylor, Jacinta Morgan, Christine Rowe, Damien Barter, Greg Oliver, Brenda Power	
Deer Lake	Dionne Snow, Denielle Vasiliou	
Exploits Valley	Kelly Gruchy, Cameron Snow, Jessica Granter	
Fogo Island	Susan Crawford	Shawn Reddick
Ganova	Clifford Budgell, Lee Anne Johnson, Chris Jackson	Kirby Mouland
GranForLine	Dale Parsons	Paul Herridge
Green Bay	Alex Hutchings	
Hamilton Sound	Darren Goodyear	Nicole Lewis
Harton	Sandra Hynes	Bernetta Delaney
Humber	Shelley Loder, Ian Adey, Kelly Park, Natasha Caines-Buffett	
Ingornachoix	Connie Myers	William Gallant
Labrador West	Danielle Stanley, Trudy Michelin	
Lake Melville	Vicki Urquhart, Allison Murphy	
Landfall	Tiffany Sheppard	Ashley Elliott
Long Range	Eileen Gerrow	Tara Tobin
Marconi	Milly Brown, Janine Foley, Jessica Hickey, Danielle Vatcher, Sara Murray, Marie Chantal Hurley, Leah Antle, Kerri Webber, Hugh Keenan	
Northern Light	Mark Barry	

Branch/ Council	Delegate Name(s)	Funded Alternate
Notre Dame	Jocelyn Bath, Sherilynn Singleton	
Nutak Labradorimi	Tony Tibbo	Bill Chaisson
Placentia	Sherry Lynn Spracklin	
Port aux Basques	Vanessa Chaulk	Shonna Ingram
Rushoon-Terrenceville	Brent Gill	Stefan Hayse
Seagaulther	Derek Drover	
Southern Shore	Melissa Long	Christopher Ryan
St. John's Centre	Greg Winter, Jamie Jenkins, Jason Aue,	
St. Mary's Bay	Suzanne Tremblett	
Table Mountain	Heather Brake	Taylor Burke
Trinity-Deadman's Bay	Gertie Sheppard-Gill	
Upper Trinity South	Melanie Pinsent, Cheryl White	
Waterford Valley	Kimberly Brown, Gerrilynn Devereaux, Jeffrery Ivany, Anne Bursey, Katrina Nightingale (Parsons)	
Council of Special Services	Stephanie Drover-Edmunds	Jessica Peckham
Deaf and Hard of Hearing/ Blind and Visually Impaired SIC	Jenny Lind	
English Language Arts SIC	Andrew Rideout	Patrick Murphy
Gender and Sexual Diversity SIC	Alexander Vincent	Adrien Cormier
Math/Science SIC	Yvonne Dawe	Alison Somers
NL Music Educators' Assn	Catherine Hoven	Colleen McCarthy
NL Counsellors' and Psychologists' Association	Holly Healey	Maggie Warren
Physical Education SIC	Meagan Careen	
Psychologists in Education SIC	Peggy Hann	Lesley Slade
School Administrators' Council	Nancy Healey	Alun Young
Second Language SIC	Sherry Potter	
Small Schools SIC	Chad Horne	Violet Paul
Speech-Language Pathologists SIC	Sandy Crowley	Susan Clarke
Teacher-Librarians NL SIC	Leigh Borden	Jill Handrigan
Technology in Education SIC	Stephanie Boone	Jessica Howlett
MUN Observers	Allyssa Barberio, Rachel Durnford, Chelsea Hiscock	