

NOTEBOOK

Issue #13 May 23, 2018



NVTA RETIREMENT TEA
Monday, June 11, 2018
Seymour Golf & Country Club

***Congratulations to the
NVTA Grad Class of 2018!***

Angela Anzovino (Highlands)
Karen Barnett (Dorothy Lynas)
Serge Bedard (Leave)
Doreen Berg (Learning Services)
Kelly Berry (Argyle)
Dennis Braam (Seycove)
Don Carlson (Handsworth)
Michele Denny (Blueridge)
Alison Donoghue (Eastview)
Janet Dunkin (Argyle)
Dorothy Foster (Sutherland)
Louise Gagnon (Ross Road)
Marly Haller (Canyon Heights)
Andy Hone (Ridgeway)
Graham Jarvis (Carson Graham)
Jackie Krystal (Upper Lynn)
Michael Langille (Handsworth)
Janet Lonergan (Larson)
Bill Mahon (Sutherland)
Teresa McGee (Highlands)
David McGerrigle (Leave)
Willem Mikkers (DOC)
George Monkman (Learning Services)
Betty Nobel (Learning Services)
Deborah Nykyforuk (Brooksbank)
Jane O'Dowd (Leave)
Diana Romer (Mountainside)
Patti Stewart (Dorothy Lynas)
Terre Swan (Seymour Heights)
Carol Tallman (Lynn Valley)
Bryan Taylor (Argyle)
Martine Wakefield (Argyle)
Nancy Walter (Argyle)
Andrew Wiet (Ridgeway)
Steve Woodyard (Carson Graham)
Susan Young (Carisbrooke)
Lori Zuk (Handsworth)

DISTRICT CREATES IMPASSE ON SPECIAL NEEDS SCHOOL COMMITTEE

A. The Background

Article D.3 of the Restored Language speaks to the need to “equalize educational opportunities for students” at schools which “enrol students with significant social, emotional, physiological, and economic needs.”

As a result of this Article, a Joint Committee is struck to “identify those schools which meet the criteria required for Special Needs designation.” A minimum of 7.0 FTE of additional teaching staff is allocated to the designated Special Needs Schools in the District. In the past, a school determined the use of this extra staffing once it had received the Special Needs School designation and the specific FTE from the Joint Committee. Many schools used this to create an extra division. Most schools would receive an allocation of 1.0 FTE with only smaller designated sites receiving a smaller amount of 0.75 FTE.

Until the language was illegally stripped by the BC Liberal Government in 2002, the Special Needs School Committee operated successfully to allocate 7 FTE to approximately 8 schools that met the criteria of having significant social, emotional, physiological, and economic needs. Both the District and the NVTA recognized that while all schools have students with social, emotional, physiological, and economic needs, there clearly are schools within our District that have more challenges than others due to the greater population of students with these four needs. The intent of the language is to create a list of designated special needs schools in order to equalize educational opportunities at these schools with the other schools in the District.

In addition to the 7 FTE that was commonly used to create an extra division at an elementary school or extra blocks at a Secondary School, having a list of currently designated Special Needs Schools allows the Joint Committee to advocate for additional resources for these schools above and beyond the 7 FTE. This includes an increased allotment of counselors and LSTs, more EAs, reduced class sizes, additional NIT, increased block budget allocation, a hot lunch program and an increased allotment of educational leadership time. However, these would be recommendations as the only contractual obligation is the 7 FTE.

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The intent of the language was never to fill holes created by District and Provincial underfunding. The District's obligation is to provide all schools with the necessary class organization and non-enrolling time (counselors, LSTs, SLPs, School Psychologists) so that students receive the resources and supports needed for a quality education. Article D.3 was negotiated between the District and the NVTA with an understanding that not all school populations are equal. We all know that there are some schools that have many more students that arrive each day with unmet social, emotional, physiological, and economic needs. This has **nothing at all** to do with ministry designated students but rather speaks to challenges that come with poverty, home environment, mental health, and other basic needs such as food, shelter and sleep, that are vital for human development.

B. The Present:

The NVTA and the District members of the Joint Committee met several times this year with the goal of developing an application package for schools. The initial plan was for both the District and the NVTA to create separate draft application packages and then meet to find common ground. The NVTA members spent considerable time to meet and create a draft application. The District did not create any draft. The NVTA had listened to many of the concerns expressed by the District members in previous meetings and created an application that was a compromise to address those concerns.

The next issue arose around a request by the District for the form to have a specific section that would outline how exactly the FTE would be used. The NVTA was concerned about including this as the requested FTE should not determine whether the application was accepted. If the school met the criteria as a special needs school as outlined in Article D.3, then that school should be designated and put on the list. If they receive the designation, then the school should determine the best use of the FTE.

In order to move the process forward, the NVTA once again compromised. The NVTA would be willing to agree to a section on the form that indicated how the FTE would be used but it should be of a general nature. The District members would not agree to this. They insisted upon a specific ask. Again, in order to move on and get the staffing out, the NVTA compromised for a third time by agreeing to a specific ask. The District made no compromises throughout our meetings.

The final impasse was reached over the disagreement on setting a minimum for the amount of FTE given to each designated school. As stated, in the past most designated schools received 1.0 FTE which clearly reflects the language and its intent to address schools with **significant** needs. While the NVTA was again willing to compromise on what a minimum level of staffing may be, the District again would not budge. They insisted that there should be no minimum at all. They clearly view Article D.3 as a replacement for the Ed Fund, providing a 0.1 FTE here or a 0.2 FTE there to all schools. The language and past practice make clear that this FTE is provided to a small number of schools that meet the specific criteria in order to receive a significant amount of extra staffing.

In no way would such a small FTE amount address **significant** social, emotional, physiological, and economic needs found at some schools. The NVTA could not agree to this. This was an attempt by the District to re-bargain the language. We are not currently in bargaining so such an attempt to gut the heart and soul of Article D.3 cannot be allowed.

TTOC Experience Credit Transfer for Contract Teachers (Part Time or Full Time)

There are two opportunities in the year for members to transfer their experience as TTOCs across to their contract experience within the same district. This applies to part time teachers that also TTOC in the district. It also applies to TTOCs that have had a temporary contract. You can do this in June and November. Here are the particulars: LOU 16(c)

1. Transfer of experience is only from TTOC silo to contract silo.
2. Transfer can only be made in whole months (17 days of TTOC experience).
3. Transfer is for the entire amount in a TTOC bank with the exception of any days left over from whole month calculations (1-16 days).
4. One month TTOC credit will count as one month in the contract silo when transferred.
5. Transfer must be applied for before June 30 to take effect August 31, and before November 15 to take effect December 31.
6. Use Form A to apply in June and Form B to apply in November. These forms can be found on the NVSD Portal under District > Forms > Department: Payroll

Please contact the NVTA if you have any questions or have recently gained a Continuing Contract.