

The Apple Core

June 2022

Upcoming Events

June 21 – National Indigenous Peoples Day
June 23 – GVC grad
June 24 – NPC grad
June 29 – Noon Dismissal
June 30 – Last day of school
July 15 – New Superintendent Start Date
August 24-26 – MTS Summer Seminars
September 6 – First day of 2022-23 School Year
September 13 – GVTA Executive Meeting
September 16 – CLG Deadline
September 30 – National Day for Truth and Reconciliation

Hello GVTA members,

First, I want to acknowledge that today (June 21st), is Indigenous Peoples' Day on which we celebrate the unique heritage, traditions, and knowledge of First Nations, Inuit, and Métis Peoples. Cindy Blackstock has offered up some suggestions on how to recognize the month here and the National Centre for Truth and Reconciliation (NCTR) has teaching resources listed here.

June is a time of great celebration. June is the month used for annual celebration of graduates, Pride events, and Indigenous History Month in Canada. However, this particular month of June has felt more monumental than usual.

This June has been notable for me already as Altona, where I held my first term teaching position, held its very first Pride March. It was heartening to hear the cheers, see the smiles, feel the love, and hear the stories of the various speakers. It was a great experience to see members of our community sharing a beautiful and historic day while celebrating an aspect of our lives that can feel difficult or even unsafe to share.

Most teachers in our region will find June 2022 most notable as it is our first full June with students in three years. I look forward to seeing many of you at some of the graduation celebrations later this week as we gather to celebrate the efforts and accomplishments of our students and the education system that we all fuel. Now more than ever, I believe we understand how much effort it takes to make this system work the way that it does. I hope that we are on the verge of finding a way to make public education more sustainable in Manitoba going forward.

Since last writing, [MTS has held its annual general meeting](#), GVTA has held our annual general meeting (minutes further in Apple Core), MTS's [Equity Diversity and Inclusion Scan](#) has requested information from members, MTS has released an [Inclusive Language Guide](#) to support safer classrooms and workplaces.

Please note that our expiring (June 30, 2022) collective agreement will remain in effect until a new agreement is reached through provincial bargaining. Please ensure you are signed up through [MyProfile](#) to receive updates as this process continues.

Finally, I want to close by thanking the GVTA executive for the work that they did this past year on behalf of members one more time. Thank you to:

Alyssa Friesen (PRS)- PD Chair
Jessica Riddell (ECS) – CB Chair
Raffaele Bagnulo (NPC) – Ed Fin. Chair

Brandy Springer (JRW)- S&TW Co-Chair
Jonathan Cullen (NPC) – PR Chair
Karla Rootsaert (SWD/HES) –MAL

James Driedger (NPC) – VP; Indigenous Ed Co-Chair
Shanna Potter (WES) – Member-at-Large
Ashly Dyck (PRS) – Indigenous Ed Chair
Joel Swaan (PLS) – Past-President; Provincial Exec.
Mary Eberling-Penner (PCS/EDW)-Secretary; WSH
Mike Urichuk (GVTA) –President; CB Co-Chair
Anny Froese (PDS) – Treasurer

Moyra Vallely (COSL) – COSL Rep
Val Harder (DO) – ESJ Co-Chair
Sarah Waldner (NPC) – PR Co-Chair
Jennifer-Laura Heide (DO) – PD Co-Chair
Donna McCausland (NPC) – ESJ Chair
Kirsten Carman (GVC) – Emp. Benefits Chair
Brenda Richer (NPC) – Social/Teacher Well. Chair
Jim Parry-Hill (SUB)—EB Co-Chair
Dawn Dreger (BVS/BES)—MAL

Have a great and well-deserved summer,
Mike Urichuk
gvtapres@mbteach.org
204-573-6214

Vocabulary Quiz

The capacity to learn is a *gift*; the ability to learn is a *skill*; the willingness to learn is a *choice*.
Brian Herbert

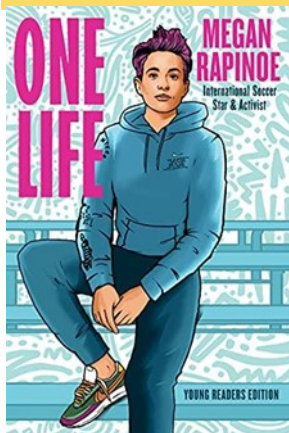
Do you know what an echo chamber is?

an environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced, and alternative ideas are not considered.

Active listening helps to build a caring, empathetic community. Let's all help to build this community together.

Book Recommendations for June (Celebrating Pride Week)

By: Donna Mccausland



One Life (Young Readers Edition) by Rapinoe, Megan- You know Megan Rapinoe as an international soccer superstar! She's also a fierce activist, boldly speaking out about issues of equality and justice—from LGBTQ rights to the equal pay movement to Black Lives Matter.

In this adaptation for middle school readers of her memoir *One Life*, get to know Megan: from her childhood in a small California town where she learned to play soccer and how to fight for social justice; through high school, college and beyond; to 2016 when she became the first high-profile white athlete to take a knee in support of Colin Kaepernick, and also suing the United States Soccer Federation along with her teammates over gender discrimination.

Using stories from her own life and career, Rapinoe discusses the responsibility we have to speak up. In this edition specifically for young readers, she reveals the impact everyone, even kids, can have on their communities and how kids can get involved in making the world a better place.

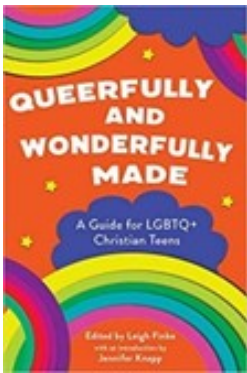
Garden Valley Teachers' Association members work on the traditional lands of the Anishinaabe, and the homeland of the Métis nation. GVTA respects the Treaties that were made on this territory.



A Quick & Easy Guide to They/Them Pronouns by Archie Bongiovanni , Tristan Jimerson—A quick, easy and important educational comic guide to using gender-neutral pronouns.

"A great, simple look at the importance of using correct pronouns; extremely accessible to those for whom gender-neutral language is a new concept." — School Library Journal (starred review)

Archie, a snarky genderqueer artist, is tired of people not understanding gender neutral pronouns. Tristan, a cisgender dude, is looking for an easy way to introduce gender neutral pronouns to his increasingly diverse workplace. The longtime best friends team up in this short and fun comic guide that explains what pronouns are, why they matter, and how to use them. They also include what to do if you make a mistake, and some tips-and-tricks for those who identify outside of the binary to keep themselves safe in this binary-centric world. A quick and easy resource for people who use they/them pronouns, and people who want to learn more!



Queerfully & Wonderfully Made: A Guide for LGBTQ+ Christian Teens (2020) - by Jennifer Knapp (Foreword), Leigh Finke (Editor) ALA 2021 Rainbow List Pick

Are you LGBTQ+? Not sure? Whether you're queer or questioning, understanding sexuality and gender identity can be confusing. And if you're a Christian, questions of identity can be even scarier. Is there something wrong with you? Will your friends accept you? When should you tell your family? What about church?

Queerfully and Wonderfully Made: A Guide for LGBTQ+ Christian Teens has answers to all these questions and more. You'll get insight and support from an amazing group of LGBTQ+ professionals, as well as testimonies from young adult queer Christians who've recently been exactly where you are. You'll walk away with a lot of answers, prepared with tools to help. But most importantly, you'll hear the good news: God loves you exactly as you are. No matter your identity or where in your journey of self-discovery you find yourself, you got this.



All The Bad Apples (2019) by Moira Fowley-Doyle, Marisa Calin, et al
Unflinching and gorgeously written, this feminist novel is important, timely, and a compulsive read. From the highly acclaimed author of the beloved *The Accident Season* comes an epic breakout novel examining the very topical and controversial issue of women's sexual and reproductive rights, which has never been higher on the public's radar.

When Deena's wild older sister Mandy goes missing, presumed dead, Deena refuses to believe it's true. Especially when letters start arriving--letters from Mandy--which proclaim that their family's blighted history is not just bad luck or bad decisions but a curse, handed down to women from generation to generation. Mandy's gone to find the root of the curse before it's too late for Deena. But is the curse even real? And is Mandy still alive? Deena's desperate, cross-country search for her beloved sister--guided only by the notes that mysteriously appear at each destination, leading her to former Magdalene laundry sites and more--is a love letter to women and a heartbreaking cathartic



Pet (Jan. 2021) by Akwaeke Emezi -National Book Award Finalist, Stonewall Book Award Winner , One Of Time Magazine’s 100 Best Ya Books Of All Time. Named one of the best books of the year by the New York Times, Time, BuzzFeed, NPR, New York Public Library, Publishers Weekly, School Library Journal

A genre-defying novel from the award-winning author NPR describes as “like [Madeline] L’Engle...glorious.” A singular book that explores themes of identity and justice. *Pet* is here to hunt a monster. Are you brave enough to look?

There are no monsters anymore, or so the children in the city of Lucille are taught. Jam and her best friend, Redemption, have grown up with this lesson all their life. But when Jam meets *Pet*, a creature made of horns and colors and claws, who emerges from one of her mother's paintings and a drop of Jam's blood, she must reconsider what she's been told. *Pet* has come to hunt a monster, and the shadow of something grim lurks in Redemption's house. Jam must fight not only to protect her best friend, but also to uncover the truth, and the answer to the question--How do you save the world from monsters if no one will admit they exist?

A riveting and timely young adult debut novel that asks difficult questions about what choices you can make when the society around you is in denial.



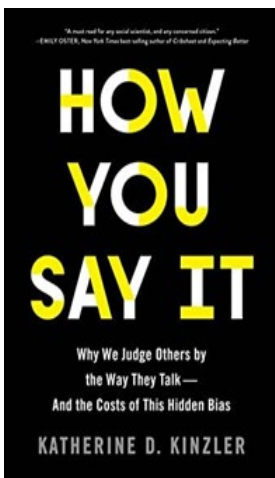
Lily and Dunkin by Donna Gephart. Named one of the best kids books of the year by: NPR , New York Public Library, Junior Library Guild Selection, Goodreads Choice Awards

For readers who enjoyed *Wonder* and *Counting by 7's*, award-winning author Donna Gephart crafts a compelling story about two remarkable young people: Lily, a transgender girl, and Dunkin, a boy dealing with bipolar disorder. Their powerful journey, perfect for fans of *Wonder*, will shred your heart, then stitch it back together with kindness, humor, bravery, and love.

Lily Jo McGrother, born Timothy McGrother, is a girl. But being a girl is not so easy when you look like a boy. Especially when you’re in the eighth grade.

Dunkin Dorfman, birth name Norbert Dorfman, is dealing with bipolar disorder and has just moved from the New Jersey town he’s called home for the past thirteen years. This would be hard enough, but the fact that he is also hiding from a painful secret makes it even worse.

One summer morning, Lily Jo McGrother meets Dunkin Dorfman, and their lives forever change.



How You Say It: Why We Judge Others by the Way They Talk - and the Costs of This Hidden Bias by Kinzler, Katherine D.

From "one of the most brilliant young psychologists of her generation" (Paul Bloom), a groundbreaking examination of how speech causes some of our deepest social divides--and how it can help us overcome them.

We gravitate toward people like us; it's human nature. Race, class, and gender shape our social identities, and thus who we perceive as "like us" or "not like us." But one overlooked factor can be even more powerful: the way we speak. As the pioneering psychologist Katherine Kinzler reveals in *How You Say It*, the way we talk is central to our social identity because our speech largely reflects the voices we heard as children. We can change how we speak to some extent, whether by "code-switching" between dialects or by learning a new language; over time, our speech even changes to reflect our evolving social identity and aspirations. But for the most part, we are forever marked by our native tongue--and are hardwired to prejudge others by theirs, often with serious consequences. Someone's accent alone can determine the economic opportunity or discrimination they encounter in life, making speech one of the most urgent social-justice issues of our day. Our linguistic differences present challenges, Kinzler shows, but they also can be a force for good. Humans can benefit from being exposed to multiple languages--a paradox that should inspire us to master this ancient source of tribalism and rethink the role that speech plays in our society.

Working Safe This Summer. Summer safety

[Safety Matters | Working Safe This Summer \(worksafeforlife.ca\)](https://worksafeforlife.ca)

If you work outside on a hot, sunny day, it's important to protect yourself from the sun. Here are some tips on recognizing the signs of heat exhaustion and heatstroke and on getting help when you notice them.

Safety Tips--Protect yourself from too much sun:

- Wear a hat and light-coloured long-sleeved shirts and pants
- Put on sunscreen before going out and re-apply it often
- Wear sunglasses to protect your eyes

Stay cool in the heat:

- Wear "breathable" cotton fabrics
- Drink LOTS of fluids; at least a cup every half hour when it's really hot
- Alternate between water and sports drinks (isotonic fluids)
- Avoid alcohol and caffeine – they dry you out

Pay attention to signs of heat exhaustion:

- Nausea
- Dizziness
- Headache
- Blurred vision
- **Cold/wet (clammy) grayish skin or disorientation**

Watch for signs of heat stroke! (It can kill you)

- Chills
- Irritability and restlessness
- Convulsions or rapid shallow breathing
- Disorientation or euphoria

- Red face and skin
- Dry skin
- Fainting

Get help if you think you have heat exhaustion or stroke

- Get medical help. Contact the first aid attendant or call 911 if it seems serious
- Get out of the heat
- Lie on your back with your feet up
- Cool down with the help of wet cloths, alcohol wipes or immersion into tepid water
- Replenish fluids; drink water and sport drinks (isotonic fluids)
- Get rest. Recovery may take days

Social & Teacher Wellness

Brenda Richer & Brandy Springer

June!!!! The month that always seems so far away until it sneaks up on you at the end of the third term. We hope that you've all had an amazing school year and we're so proud of how everyone has come together to serve their students over this difficult year.

The Fall Picnic will be held at Winkler Bible Camp on October 22nd, times TBD. We are going to try something different again.

There will be 2 different events for GVTA members:

Family Picnic- Members and their immediate family may join us for lunch and a variety of games.

Adults Picnic-Members that are solo or with their spouse may join us for dinner and games.

Please be sure to check your emails in September!

If you have any suggestions for next years' events please let me know (Brenda.Richer@gvgsd.ca) or Brandy (Brandy.Springer@gvgsd.ca).

Have an amazing last few weeks with your students and take the time to unplug, relax and reset this summer... you've most definitely earned it.

Watermelon Salad with Feta & Mint

Brenda Richer & Brandy Springer

Salad

5 cups cubed watermelon

1 heaping cup diced English cucumber

¼ cup thinly sliced red onions

1/3 cup crumbled feta cheese

1 avocado, cubed

1/3 cup torn mint or basil leaves

½ jalapeño or serrano pepper, thinly sliced (optional)

Sea Salt



Dressing

2 tablespoons extra virgin olive oil

3 tablespoons lime juice

½ garlic clove, minced

¼ teaspoon sea salt

Make the dressing: In a small bowl, whisk together the olive oil, lime juice, garlic and salt. Arrange the watermelon, cucumber and red onions on a large plate or platter. Drizzle with half of the dressing. Top with feta, avocado, mint and jalapeño or serrano pepper (if using). Drizzle with remaining dressing. Season to taste and serve.

GVTA FREE EVENT FOR MEMBERS

JUNE 22, 3:30-4:45PM

JOIN US AT **CHARLY B'S** FOR A TREAT
THIS IS A COME-N-GO EVENT!

CHOOSE 2 SCOOPS OF YOUR FAVORITE:

Baklava or Nutella Toast

Vegan Hibiscus Tea - GF + DF

GLUTEN FREE

Vanilla Bean, Bubble Gum, Maple Walnut,
London Fog, Charcoal Honeycomb,
Chocolate Peanut Butter,
Lemon Raspberry Cheesecake,



RSVP BRENDA.RICHER@GVSD.CA

BY JUNE 16TH 3:30PM



Executive Members Present:

| | |
|--|--|
| <i>Alyssa Friesen (PRS)- PD Chair</i> | <i>Jessica Riddell (ECS) – CB Chair</i> |
| | <i>Brandy Springer (JRW)- S&TW Co-Chair</i> |
| <i>Jonathan Cullen (NPC) – PR Chair</i> | <i>Karla Rootsart (SWD/HES) –MAL</i> |
| <i>James Driedger (NPC) – VP; Indigenous Ed Co-Chair</i> | <i>Shanna Potter (WES) – Member-at-Large</i> |
| | <i>Brenda Richer (NPC) – Social/Teacher Well. Chair</i> |
| <i>Mary Eberling-Penner (PCS/EDW)-Secretary; WSH</i> | <i>Mike Urichuk (GVTA) –President; CB Co-Chair</i> |
| <i>Anny Froese (PDS) – Treasurer</i> | <i>Moyra Vallelly (COSL) – COSL Rep</i> |
| | <i>Sarah Waldner (NPC) – PR Co-Chair</i> |
| <i>Jennifer-Laura Heide (DO) – PD Co-Chair</i> | |
| <i>Kirsten Carman (GVC) – Emp. Benefits Chair</i> | <i>Joel Swaan (PLS) – Past-President; Provincial Exec.</i> |
| <i>Jim Parry-Hill (SUB)—EB Co-Chair</i> | <i>Dawn Dreger (BVS/BES)—MAL</i> |

Zoom Link: <https://us02web.zoom.us/j/82716946521>

Members Present:

| | | |
|--------------------|--------------------|-------------------|
| Jessica Askin | Caleb Reimer | Patricia Neufeld |
| Crystal Hildebrand | Hayley Friesen | Melanie Urichuk |
| Jason Shephard | Erica Peters | Roxanne Baraniski |
| Angel Andal | Anne Weaver | Val Van Der Vlugt |
| Caitlin Parr | Heather Distefano | Lyndon James |
| Walter Fehr | Wes Neufeld | Kayly Letkeman |
| Warren Wall | Ian Hart | Amanda Hildebrand |
| Laura Kalyta | Ginette Wilkins | Brian Apperley |
| Chad Peters | Laura Friesen | Cecilia Gil |
| Ana Lapeare | Claire Goertzen | Kim Apperley |
| Yvonne Knight | Margaret Bergen | Linda Dyck |
| Kath Penner | Donovan Giesbrecht | |
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Regrets:

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| <i>Val Harder (DO) – ESJ Co-Chair</i> | <i>Donna McCausland (NPC) – ESJ Chair</i> |
| <i>Ashly Dyck (PRS) – Indigenous Ed Chair</i> | <i>Raffaele Bagnulo (NPC) – Ed Fin. Chair</i> |

1.0 Call to Order @ 4:00 pm by M. Urichuk

- 1.1 *Garden Valley School Division buildings are located on Treaty 1 lands: the original lands of the Anishinaabe people, and on the homeland of the Métis nation. We recognize our history as an organization that operates on these lands here in the Red River Valley.*

Garden Valley Teachers' Association respects the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to moving forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

1.2 *_Fifty-five_ members present. Quorum reached.*

2.0 Additions to the Agenda:

2.1 None

3.0 Acceptance of the Agenda: **MOVED: Mary Eberling-Penner/Seconder: Joel Swaan CARRIED**

4.0 Adoption of May 25, 2021 Annual General Meeting Minutes:

4.1 APPROVED by GVTA Executive on June 2, 2021

4.2 **MOVED: Mary Eberling-Penner/Seconder: Joel Swaan. CARRIED**

5.0 Business Arising

5.1 Executive Changes since May 25, 2021 AGM:

- 5.1.1 Jim Parry Hill (SUB)—EB Co-Chair
- 5.1.2 Brandy Springer (JRW)—S&TW Co-Chair
- 5.1.3 Anny Froese (PDS)—Treasurer
- 5.1.4 Raffaele Bagnulo (NPC)-- appointed Ed Finance Chair
- 5.1.5 Dawn Dreger (BVS/BES)-- Member at Large
- 5.1.6 Shanna Potter (WES)-- Member at Large

5.2 Policy Changes over the past year:

5.2.1 **MOTION: MOVED/SECONDED Joel Swaan/Seconder Jonathan Cullen: Teachers New to GVTA:**

5.2.1.1 The President in consultation with the Social and Teacher Wellness Chairs will organize a welcome package for new teachers to the GVTA.

5.2.1.2 These packages will be distributed in person along with a lunch at each worksite with new teachers. An invitation to each lunch will include the new teachers at that school, GVTA executive members from that school, and the GVTA president.

5.2.2 **MOTION: MOVED/SECONDED Anny Froese/Donna McCausland Removal of mandatory division-wide event Policy Changes: distributed**

5.2.2.1 Kickoff Event. ~~The Social & Teacher Wellness Committee Chair may organize a kickoff event for the school year. The fall picnic is hosted and organized by the teaching staff at a different school each year according~~

~~to a rotational order kept by the Social & Teacher Wellness Committee Chair. The fall picnic is open to all divisional staff.~~

5.2.2.2 GVTA Events Open to All GVSD: If events are made available for all GVSD employees/trustees and those events ~~that~~ have a participant maximum or are subject to other resource limits, GVTA members will be given priority over other eligible participants ~~(GVSD employees)~~.

5.2.2.3 b. To plan, budget for and execute a minimum of three (3) events throughout the school year - **at least one (1) of these events will be near the start of the school year**. These events shall be relevant and serve our diverse community of needs throughout the year;

5.2.3 **PAC policy: MOVED/SECONDED Kirsten Carman/Karla Rootsart**

5.2.3.1 Political Action Committee

5.2.3.2 The primary function of the Political Action Committee (PAC) is to assist the GVTA Executive in determining the political priorities for the Local and to prepare for local, provincial, and federal elections. The membership of the PAC will include the President, Vice President and up to three (3) other members of the GVTA Executive. The responsibilities of the PAC shall include:

5.2.3.3 (a) reviewing and making recommendations regarding the political messaging of the Local on an ongoing basis;

5.2.3.4 (b) reviewing current provincial government policy on public education;

5.2.3.5 (c) reviewing and making recommendations on the Local's local election preparedness and planning;

5.2.3.6 (d) reviewing and making recommendations on the Local's provincial election preparedness and planning;

5.2.3.7 (e) reviewing and making recommendations on the Local's federal election preparedness and planning;

5.2.3.8 (f) reviewing and making recommendations on affiliations to support the Local's political endeavors; and,

5.2.3.9 (g) fulfilling other duties as mandated by the GVTA Executive and MTS.

5.2.3.10 **MOTION:** That suspend the policy to fund the GVTA AGM food.

MOVED/SECONDED: Kirsten Carman / James Driedger

5.2.4 **MOTION:** That we remove the policy to cover the funding of the Stanley Ag Society prizes. **MOVED/SECONDED: Anny Froese / Alyssa Friesen**

5.2.4.1 **MOTION:** That the new teacher gift package items to a maximum of \$30.

MOVED/SECONDED: Anny Froese / Kirsten Carman

5.2.4.2 **MOTION:** That the 2022-23 GVTA Budget number of new teachers be oved from 30 teachers to 15 new teachers. **MOVED/SECONDED: Val Harder/ James Driedger**

5.2.5 **MOTION:** That we suspend the executive gift policy for the 2022-2023 budget year.

MOVED/SECONDED: Donna McCausland/James Driedger

5.2.6 **MOTION:** That we remove the Principal and VP and Head Teacher gift from policy.

MOVED/SECONDED: Mary Eberling-Penner / Ashly Dyck

5.2.7 **MOTION:** That we reduce the Collective Bargaining honorarium from \$500 to \$250.

MOVED/SECONDED: Jessica Riddell/ Karla Rootsart

- 5.2.8 **MOTION:** That if the president has full time release time, there would be no honorarium of \$500. **MOVED/SECONDED: James Driedger / Mary Eberling-Penner**
- 5.2.9 **MOTION:** That we reduce the new teacher meeting with the president be changed to the president bringing a snack and not provide a meal. **MOVED/SECONDED: Raffaele Bagnulo / Jim Parry-Hill**
- 5.2.10 **MOTION:** That the PR teacher gift be given out once every two years, with the same cost annually. **MOVED/SECONDED: Kirsten Carmen / Jim Parry-Hill**
- 5.2.11 **GVTA President Release Time MOTION: MOVED/SECONDED: Anny Froese / Sarah Waldner**
- 5.2.11.1 L. GVTA President Release Policy:
1. The Association President shall have full-time release. The Association shall second the member from the Division and compensate the Division appropriately.
 2. The Association President shall experience no loss of benefits and the Association shall reimburse the Division for the President's salary, allowances when applicable, benefits and other costs related to the President's leave.

Executive Reports

6.0 President – M. Urichuk

6.1 I write this report after serving as the first GVTA president to have worked a year as president with full-time release. While this job has likely required full-time hours long before I came into the position, the full-time release provided the flexibility required to respond to the needs of GVTA members.

6.2 The GVTA membership and executive predicted an increase in member concerns this year with Bill 64 projected to pass the legislature and to have amalgamated numerous school divisions. While Bill 64 was defeated through PR campaigns of education stakeholders like MTS, there was certainly an increase in member concerns regardless. At the time of writing, I have handled 162 different members concerns this year since July 1, 2021. This is a significant increase from last year's 94 concerns.

6.3 While the concerns are varied by context, individual circumstances, and impact they can be generalized as involving the following topics: hiring procedures, PowerSchool structures, Respect for Human Diversity, mileage, eligible educator school supplies tax credit, term vs perm issues, car insurance, substitute emails, staffing, applications, mat/parental leave, carryover personal days, pay stubs, assignable tasks, provincial bargaining, sub exposure, extracurricular, sick leave, family medical leave, vaccination requirements, testing procedures and requirements, COVID harassment, censorship, workload, availability of subs, start of school day, end of school day, discipline, mental health/EAP/MFAP, member fee usage, WS&H, COVID cleanliness, PowerSchool and non-binary students/teachers, Masks in Gyms, Workload (missed preps & start of school day), Mental health, Noon Duty for part-time teachers, Workload Survey (inclusion), Travel, Sick leave requirements, EAP transition, membership mailing lists, Itinerancy, personnel, transfers, rapid tests, hostile environment for non-binary individuals, COVID restrictions, MTS remote learning press release, working over break, contract tracing, ERIP, expectations of work while on sick leave, rapid tests, improved masks, Humanacare, missed preps, personnel issue, 120 day

maximum, childcare, working from home, worksite inequalities, staffing allocations, increasing enrollment, adapted Sex Ed curriculum, inclement weather, part-time teacher entitlements, parent-teacher conferences, religious exercises, Backpay, late payments and NSF impact, violence, sexual harassment, resignation, and pay stubs.

6.4 Attended/Participated in meetings and events, including monthly Executive and Superintendent meetings, quarterly Liaison meetings; PD and Collective Bargaining meetings; President Check-in Meetings with MTS; accountability meetings with GVTA VP and Past President; regional meetings with presidents from the Prairie Rose Teachers' Association and Western Teachers' Association; MTS Presidents' Councils; government committee hearings; Collective Bargaining and other seminars when chairs were unable to attend. As of writing, the total number of engagements since July 1, 2021 is 184 events.

6.5 While COVID-19 restrictions impacted the beginning of this school year, restrictions lifted on March 15, 2022 and we entered a transition period to get to a post-COVID-19 restriction environment. This resulted in significant stress to many members. It appears most teachers have found a way to engage in a post-restriction school environment. However, COVID has continued to strain substitute lists.

6.6 For the first time in many years, GVSD is facing consecutive years of reduced enrollment. While the division has not resorted to lay-offs, they have used attrition and transfers to reduce FTE to a predicted 307FTE (24FTE lower than last year).

6.7 Thanks to Ashly Dyck (PRS) who represented GVTA on the Indigenous Voice and Action Standing Committee of MTS. Thanks to Raffaele Bagnulo (NPC) who represented GVTA on the Professional Development Standing Committee of MTS. Thanks also to members who serve on SAGE Executives.

6.8 Thank you to Joel Swaan in his work on PX this year. As a member of PX, Joel represents all MTS members, but we appreciate the work that he does there and mention him specifically as he is also a GVTA member.

6.9 This year marks the final year that GVTA members will be covered by a non-expired, locally bargained collective agreement. There is significant means of hope for our members as we look to provincial bargaining. Historically, GVTA members have received pay that is below the vast majority of other school divisions. While we did make more gains than the bargained pattern, this past round of bargaining did not bring us up to equity with other teachers in the province. While the initial ruling on Bill 28 was successfully appealed by the MB government, the government chose not to pursue clawbacks of negotiated settlements.

6.10 GVTA delegates attended the Manitoba Federation of Labour Convention for the first time. Kirsten Carman and I attended and represented GVTA members by voting for action resolutions to lobby the government for numerous things including: increasing the minimum wage from the lowest in Canada to a liveable wage, establishing and funding school lunch programs, updating school curricula and to have any concepts in sex ed or having to do with relationships to reflect the standards set by SIECCAN, and funding initiatives committed to and called for within the 94 calls to action.

7.0 Vice-President – J. Driedger

7.1 The role of the Vice-President is to complete tasks delegated by the president of the local. For the 2021-22 school year, this included: providing accountability in the creation of monthly meeting

agendas, consulting on various LOU documents and attending GVTA-GVSD liaison meetings. I will also be attending MTS AGM in Winnipeg from May 26-28.

8.0 Past President- J. Swaan

8.1 This year as past-president, I acted in a role of support for the president and vice-president in monthly meetings, as well acting “on call” for the president throughout the year.

1.1 In addition to serving as the Parkland School rep on the Executive and sitting on the GVTA Executive Nominations Committee, I also worked with the Equity & Social Justice Committee on inclusive language in GVTA documents, and was involved with the Equity & Social Justice Collaborative Learning Group Book Club.

1.1 I also continued my role on the Collective Bargaining Committee as the Parkland School rep, although the committee was largely inactive this year.

9.0 Secretary – M. Eberling-Penner

9.1 My main responsibility this year was to record the monthly minutes for our Executive meetings. At times, this was more challenging than usual, because of the virtual meetings held during the year. In these cases, I had to manage two devices simultaneously. We are currently again able to do in person meetings which are easier to follow and record. However, our experience with virtual meetings has allowed some members to attend remotely when no able to be at the in-person meeting site.

7.0 Treasurer – A. Froese

7.1 As a new (and inexperienced) Treasurer, I have faced a huge learning curve in 2021-22. I have really appreciated your patience and grace as I navigate a lot of new territory, especially as I dealt and continue to deal with grief due to my husband, Dwight’s passing in September 2021. COVID-19 has really impacted how we conducted our GVTA work as the Executive and within our respective schools, which changed how the budget played out different in previous years. It was good to see that more time was spent on Mental Health (PD spending), not only to help GVTA members to advocate for their students, but for their own self-awareness and care. We saw full-time release for our GVTA President, Mike Urichuk, which will continue to be a full-time need, as we look to the future. Declining enrolment results in reduced staffing allocations, which results in lower FTE member numbers. Inflation is impacting every sector of our lives, both personal and professional, which also means costs for GVTA services and supports have already increased. Each dollar spent buys less than before and we have made budget cuts in many areas. We remain committed to providing essential services to you, our members, while being fiscally responsible.

8.0 Collective Bargaining – J. Riddell / M. Urichuk

8.1 The 2021-22 school year will go down in the Collective Bargaining history books as it marks the transition from locally-bargained agreements to a single provincially-bargained agreement. In October, CB chairs and co-chairs from around the province elected a Provincial Collective Bargaining Committee (chaired by GVTA’s own Joel Swaan) and they immediately got to work on creating the first ever province-wide opening package. CB chairs and co-chairs met again in March to review that opening package and unanimously voted in favor of accepting the package. We are now prepared to begin the bargaining process with the government and look forward to presenting an agreement to membership in the (hopefully not *too* distant) future.

9.0 Education Finance – R. Bagnulo / VACANT

- 9.1 A presentation was created and shared with the board's liaison committee in January outlining GVTA's priorities regarding education finance locally.
- 9.2 The provincial Education Funding Model Review continues with a report anticipated in the 2022-23 school year and implementation of recommendations for the 2023-24 school year.

10.0 Employee Benefits – K. Carman / J. Parry-Hill

- 10.1 There were two major changes for GVTA members this year regarding Employee Benefits.

Firstly, due to a surplus in our Dental Plan, it was considered prudent to make some changes to this particular benefit; in particular, a reduction in premiums and/or increase coverage for the plan. In accordance with GVTA by-laws, an electronic vote was held on October 29, 2021, to determine the will of members. Prior to the election, members were given more detailed information via the September and October editions of the Apple Core, our social media account, and through an online event hosted by Glen Anderson, Head of Benefits, Manitoba Teachers' Society. A total of 109 members participated in the vote with 57% voting in favour of an increase in the maximum combined benefit from \$1500/year to \$1750/year, with an estimated 10% reduction in premiums. These changes came into effect in January 2022.

Secondly, the Educator Assistance Program (EAP) available to all members of the Manitoba Teachers' Society has been replaced with a new Member and Family Assistance Program facilitated by HumanaCare. Information regarding this new service, including the access code, was provided to members in the November and December additions of the Apple Core and a virtual presentation (in conjunction with the Western Teachers' Association and Prairie Rose Teachers' Association) was offered on January 27, 2022. The HumanaCare program has been available to members (and their eligible family) since January 01, 2022.

The Employee Benefits chair and co-chair attended the MTS Fall Seminar (Oct/21) and the chair virtually attended MTS Spring Seminar (April/22). Topics of note were the new HumanaCare program, a reduction in Long Term Disability premiums from 1.9% to 1.75% (effective Jan/22), and that MTS is considering increasing the maximum for clinical psychology from \$850/year to \$1500/year.

11.0 Equity & Social Justice – D. McCausland / V. Harder

- 11.1 Book Club: The ESJ book club met on the first Wednesday of each month. The focus of the Book Club this year was on the concepts covered in "This Book is Anti-Racist" by Tiffany Jewell. Some of the ideas discussed were social identities, personal and institutional racism, prejudice, our history, an action plan, and working in solidarity against racism. A few books were chosen by the members to read and share at our June meeting. These books varied from books for classroom libraries to teacher resource books.
- 11.2 Policies: Joel Swaan, Val Harder, and Donna McCausland reviewed the GVTA policies to ensure inclusive language was being used throughout. Donna, Val and Mike (GVTA President) have started to review GVSD's Respect for Human Diversity policy and how the concepts within that policy are furthered and how this policy interacts with other divisional policies. Work will continue in this area.
- 11.3 Sessions: Donna attended the ESJ MTS Fall sessions and both Val and Donna attended the Winter sessions virtually. Both Donna and Val have attended different sessions

throughout the year in areas such as diverse voices in classroom libraries, Indigenous perspectives in the classroom, and how to teach with an equity lens.

12.0 MTS Provincial Executive— J. Swaan

- 12.1 This year was the second of a two-year term on the MTS Provincial Executive as a Member-at-Large. One of the roles I fill according to GVTA Bylaws is to be a member of the local Executive. Thank you to the GVTA Executive who have nominated me to run again for a 2022-2024 two-year term, the outcome of which will be known by May 28th. Regardless of the outcome, it has been a privilege to Manitoba's 16,600 MTS members these past two years.
- 12.2 As a Provincial Executive (PX) member, this year I chaired the Provincial Bargaining Committee (PBC), which was tasked with the creation of an opening package for collective bargaining with the government's bargaining representatives; the opening package was approved by members from all of the affected local Teachers' Associations in March. We are now waiting for dates to be set for negotiations to begin. As the chair of the PBC, if I have been re-elected to the Provincial Executive, I will continue on with that committee, as well as serving as a member of the Table Team during negotiations.
- 12.3 I served as a PX liaison for the Metro Presidents (Louis Riel, Manitoba Institute of Trades and Technology, Pembina Trails, River East Transcona, Seven Oaks, St. James-Assiniboia, Winnipeg Teachers' Associations), and for the Manitoba Association of Teachers of French (MATF), Technology Educators' Association of Manitoba (TEAM), and Manitoba Teachers for Students with Learning Disabilities (MTSLD) Special Area Groups of Educators (SAGEs). I also served Human Resources Committee.
- 12.4 I was able to participate in several Professional Development opportunities. I took "Preparation for Collective Bargaining" and "Costing Out a Contract" courses from Cornell University, and attended the Canadian Association for the Practical Study of Law in Education (CAPLSE) 2022 Conference *Innovation in Education: Capital Ideas*. I am also taking a course in June through the International Foundation of Employee Benefit Plans (IFEBP), completing the first half of their Advanced Trust Management Standards (ATMS) program.
- 12.5 Finally, I am in my second year of representing the Manitoba Teachers' Society (MTS), Saskatchewan Teachers' Federation (STF), Alberta Teachers' Association (ATA), British Columbia Teachers' Federation (BCTF), Yukon Teachers' Association (YTA), and Northwest Territories Teachers' Association (NTTF) in a 3-year term as a Trustee-at-Large of the Canadian Teachers' Federation (CTE/FCE), supporting Project Overseas alternative programs, as well as projects with the African Women in Education Network (AWEN); the Education International Asia Pacific (EIAP) Women's Network; the All India Primary Teachers' Federation (AIPTF); the Caribbean Union of Teachers (CUT); the Syndicat national de l'éducation et de la culture du Mali (SNEC-UNTM); the Syndicat national de l'éducation fondamentale de la Mauritanie (SNEF) and the Syndicat national de l'éducation secondaire de la Mauritanie (SNES); the Confédération nationale des éducateurs d'Haïti (CNEH), the Fédération nationale des travailleurs en éducation et en culture (FENATEC), the Union nationale des normaliens d'Haïti (UNNOH), and the Union nationale des normaliens/normaliennes et éducatrices/éducatrices d'Haïti (UNNOEH); the Fédération des syndicats de l'éducation nationale du Togo (FESEN); the Grenada Union of Teachers (GUT); the Guyana Teachers' Union (GTU); the Ghana National Association of Teachers (GNAT); the National Teachers' Association of Liberia (NTAL); the Sierra Leone Teachers' Union (SLTU); the Saint Lucia Teachers' Union (SLTU); the Syndicat national des enseignants africains du Burkina (SNEA-B) and the Syndicat national des enseignants du secondaire et du supérieur (SNESS); the Syndicat national des enseignants des écoles maternelle du Bénin (SYNAEM) and the Syndicat national de l'enseignement primaire public – Bénin (SNEP); the Uganda National Teachers' Union (UNATU); Le Syndicat des Professeurs du Sénégal

(SYPROS); Teachers' and Education Workers' Union in Ghana (TEWU); and the Zimbabwe Teachers' Association (ZIMTA). We also manage the investment portfolio that funds these projects.

13.0 Nominations Committee— J.-L. Heide

13.1 At the close of nominations on March 10th, Mike Urichuk (ECS) was acclaimed as GVTA President for the 2022-23 academic year.

13.2 As of the May 13th Nomination Deadline for the remaining positions, there are candidates running for 19 positions, with two vacant positions yet to be filled: Education Finance Chair & Co-Chair. Nominations for any position can be made from the floor of the AGM, where there could be an election for any position with more than one candidate. Please look for the complete full-page list later in this document of the 2022-23 slate of officers as of the close of nominations.

14.0 Indigenous Education – A. Dyck / J. Driedger

14.1 This year, Ashly Dyck and James Driedger were the Indigenous Education chair and co-chair. Over the course of the year we were able to engage in conversations about different issues through training sessions, share some of the information and ideas around these issues with our membership, and we were able to continue the work done in past years.

14.2 Chair and co-chair attended the fall training session in November. The session was a hybrid session of online and in-person because Manitoba was still responding to the COVID-19 pandemic. The presenters at the session focused on sharing their knowledge on different teachings. There was a progression from Wilfred Buck's sharing about star teachings and traditional knowledge to learning about treaty making with Dawnis Kennedy, the impact of colonization on Indigenous Peoples from Joel Tétrault, and a discussion about land acknowledgements and where we should go next lead by Dr. Alex Wilson. Many questions about the genuineness of our treaty acknowledgement arose from the conversations around the tables at this session. Sarah Gazan, staff officer, shared briefing notes from this chairs meeting with the provincial executive. Indigenous Education chairs and Equity and Social Justice chairs had their winter training session together. Current topics were discussed. Bobbi-Jo Leclair shared what staff in Louis Riel School Division is doing to create an anti-racist and anti-oppressive approach to Indigenous education. Dr. Alex Wilson shared about land acknowledgements with this larger audience. The conversation was once again around making better connection between acknowledgement, reconciliation and action.

14.3 The focus of the chairs' efforts this year have been to work towards improved connection between acknowledgment, reconciliation and action in GVSD. Ashly Dyck shared what land acknowledgments mean to her in an Apple Core article. Ashly Dyck and Ashley Martin presented to the GVSD-GVTA liaison committee in April. Ashly Dyck shared a brief history of how land ownership has changed from the old world to the new world. Ashley Martin shared how she worked to create a land acknowledgement at GVC. The conversation ended with encouragement to review our practices with respect to land acknowledgements in GVSD. A final Apple Core article for teachers wanting to make land acknowledgements with their class, or in their school, will be shared next month.

14.4 We continue to encourage participation in acknowledging "Orange Shirt Day". Increased participation and engagement across the division was noted. Many staff and students ordered orange shirts from MTS in September. Many schools engaged in important

conversations. Manitoba Education recognized September 30 as “National Day for Truth and Reconciliation”. Treaty training is an ongoing option for schools. Some GVSD staff took this opportunity this year. Next year there will be a new chair and co-chair. We hope they continue the work that has been started in this GVTA executive portfolio.

15.0 Professional Development – A. Friesen / J.-L. Heide

15.1 GVTA PD committee has worked this year on promoting and providing quality PD in the midst of pandemic restrictions. We’ve worked with senior administration and divisional coordinators to deliver PD relevant to current educational topics and research and divisional goals. Some committee members work closely with their administrators on a school PD committee to plan school based PD days and consider how to integrate learning with school goals and student and teacher needs.

15.2 The committee worked together to provide funding and support for the October and April school based PD days, and planned the February PD opportunities which included the following topics and speakers:

- Powerful Writing Structures – Adrienne Gear
- Numeracy and Good Math Questions – Carole Fullerton
- Autism Awareness – Brendan Boehr (St. Amant)
- Teacher Wellness – Sascha Epp (MTS)
- Dynamics of Abuse – Genesis House
- The Rainbow Connection – Ryan Schroeder

15.3 Six CLG’s were applied for this year. Funds will be carried forward to next year and an increased amount of CLG’s will be encouraged, along with more quality, in-person PD for our February PD Day.

15.4 Going forward, the committee is working on revising the Policy and Procedure of the committee and updating CLG application process and forms.

16.0 Public Relations – J. Cullen / S. Waldner

16.1 This year, PR has provided gifts to members to show appreciation. A book will also be given to the incoming kindergarten students on behalf of GVTA. Due to growing costs and inflation, we are planning on cutting the number of times we hand out gifts. We will rotate between the kindergarten gift and teacher gifts, so we are only handing out one gift each year.

17.0 Social & Teacher Wellness – B. Richer / B. Springer

17.1 The year started off with the first in-person gathering at Winkler Bible Camp, where participants were treated to various activities and fun. At Christmas, GVTA members were able to attend 2 different at-home events, WA&C Paint Night or New Leaf DIY Christmas Wreath. As of this print date, we will say farewell to 4 long term teachers. There is one event left to plan and details will be out shortly.

18.0 Workplace Safety & Health Liaison – M. Eberling-Penner

18.1 GVSD experienced a gap of regular inspections and meeting related to COVID-19 taking priority and added time, limiting visits to locations, and staffing changes on the WSH committee. A divisional variance asking for a divisional committee and high school

subcommittee was granted. The WSH committee has regained momentum and has held two in-person meetings. Inspections have been shared with the committee and training needs for committee members have been noted. Plans for next year likely will include a component of training for those on the committee.

19.0 Acceptance of Reports – **MOVED Kristen Carmen/SECONDED Patricia Neufeld. CARRIED**

20.0 Proposed Bylaw Changes:

20.1 **Local President release bylaw change**

MOVED/SECONDED: Joel Swaan/Val Harder CARRIED

| PROPOSED: | CURRENT: |
|---|---|
| <p>5.6 The Members shall determine the release time of the President of the Local and any other Members of the Executive, subject to the terms of the Collective Agreement, Bylaw 5.7, and the Budget of the Local.</p> | <p>5.6 The Members shall determine the release time of the President of the Local and any other Members of the Executive, subject to the terms of the Collective Agreement and the Budget of the Local.</p> |
| <p>5.7 The President of the Local shall have full-time release. The Local shall second the member from the Division and compensate the Division appropriately.</p> | <p>5.7 Subject to the approved Budget of the Local, the Local shall endeavor to provide compensation for release time to the Member, as though the Member of the Executive teaches or works for the equivalent of the release time, and no Member of the Executive shall suffer a reduction in salary that would be earned pursuant to the Collective Agreement as a result of occupying a position on the Executive with release time.</p> |
| <p>5.8 Subject to the approved Budget of the Local, the Local shall endeavor to provide compensation for release time to the Member, as though the Member of the Executive teaches or works for the equivalent of the release time, and no Member of the Executive shall suffer a reduction in salary or benefits that would be earned pursuant to the Collective Agreement as a result of occupying a position on the Executive with release time.</p> | |
| <p>Rationale: The Local President position has been a full-time position for years. The president is always on-call and the meetings require many evenings and weekends in addition to the typical workday. However, due to past collective agreement language, we had no choice but to offer only 50% release. With that restriction now removed,</p> | |

| | |
|---|--|
| <p>it is important for us to decide on this in an ongoing fashion.</p> <p>While enshrining this release time in the Bylaws does have other benefits such as stability in staffing and budgeting decisions, the adoption of this motion boils down to ensuring that the President of the Local is compensated for the work that they do. It is a general principle of the labour movement that we compensate Members appropriately for the work that they do. Making this change in our bylaws will allow us to be in line with this core value.</p> | |
|---|--|

21.0 Acceptance of financial statements

21.1 That the financial statements ending August 31, 2021 be accepted **MOVED Dawn Dreger/SECONDED Karla Rootsart: CARRIED**

22.0 2021-22 Budget and Membership Fees.

22.1 **MOTION:** That the 2022-23 Budget and Membership Fees (\$24.59/m/m) be accepted as presented. **MOVED Anny Froese/SECONDED Sarah Waldner: CARRIED**

23.0 GVTA 2022-23 Executive Elections

23.1 The following members are acclaimed as of noon on May 13

| Position | | Nominee (administrative unit) | | |
|--|-----------------------|--------------------------------|-----------------------|--|
| Acclaimed 4:00pm, Thursday, March 11 th at 4pm | President | Mike Urichuk (ECS) | | |
| | Vice-President | Joel Swaan (PLS) | | |
| Nominees by: 12:00pm, Friday May 13, 2021 | Treasurer | Anny Froese (PDS) | | |
| | Secretary | Mary Eberling-Penner (PCS/EDW) | | |
| | Collective Bargaining | Chair | Jessica Riddell (ECS) | |
| | | Co-Chair | | |
| | Education Finance | Chair | | |
| | | Co-Chair | | |
| | Employee Benefits | Chair | Kirsten Carman (GVC) | |
| | | Co-Chair | James Driedger (NPC) | |
| | | Chair | Val Harder (DO) | |

| | | | |
|---|---|--------------------------------|-----------------------|
| | Equity & Social Justice | Co-Chair | |
| | Indigenous Education | Chair | Karla Rootsaert (SWD) |
| | | Co-Chair | Jim Parry-Hill (SUB) |
| | Professional Development | Chair | Alyssa Friesen (PRS) |
| | | Co-Chair | Mikaela Martens (PRS) |
| | Public Relations | Chair | Jonathan Cullen (NPC) |
| | | Co-Chair | Sarah Waldner (NPC) |
| | Social & Teacher Wellness | Chair | Brenda Richer (NPC) |
| | | Co-Chair | Brandy Springer (JRW) |
| | Workplace Safety & Health Liaison | Mary Eberling-Penner (PCS/EDW) | |
| Appointed | Past-President | Joel Swaan (PLS) | |
| | MTS Provincial Executive | | |
| To be elected by the members they represent: | COSL Representative | Moyra Vallely (JRW) | |
| | School Reps for any Administrative Units that are not represented after a successful election. Currently, there are no nominees from BVS/BES, WES | | |

23.2 **ACCLAIMED**

23.3 **No nominations from the floor.**

23.4 **Members-At-Large:** Schools/Administrative Units who are not represented on the executive are entitled to a Member-At-Large, elected by those they represent.

23.4.1 Schools/Administrative Units should seek to elect their representative at the June staff meeting, if possible

23.4.2 Schools/Administrative Units requiring a Member-at-Large:

23.4.2.1 BVS/BES

23.4.2.2 WES

23.5 **Executive Concluding Terms:** With gratitude, we thank those who have served on the executive in 2021-22 who did not run for Executive positions for the 2022-23 year:

23.5.1 Shanna Potter (WES)

23.5.2 Jennifer-Laura Heide (DO)

23.5.3 Raffaele Bagnulo (NPC)

23.5.4 Ashly Dyck (PRS)

23.5.5 Donna McCausland (NPC)

24.0 **Next Annual General Meeting – Tuesday, May 30, 2023 @ 4:00pm.**

25.0 Adjournment: 4:37 pm.

Appendix A:

GVTA BUDGET NOTES 2022-2023

1. GVTA Membership Fees (Revenue)

GVTA dues will continue to be pro-rated according to the fraction of employment.
2022 – 2023 rate based on Estimated 307 Full Time Equivalent
307 FTE's x \$24.59/month x 12 months = \$90 589.56
Plus fees from subs:
Average of \$295.08 per month x 8 months roughly = \$2 360.64
Total Fees of \$92 950.20

2. EI Rebate (Revenue)

\$28 877.65 (estimate)

3. Bank Interest (Revenue)

\$300

4. President's Release Time Subsidy (Revenue)

\$26 250 (estimate)

5. GVSD/Provincial PD Funds (Revenue)

\$32 000 GVSD contributes \$32 000 of PD budget

6. Grant Revenue

\$500 Executive Training
\$500 PR Grant – Internal
\$500 PR Grant - External

7. AGM-GVTA Expense

\$300 Prizes for AGM (arranged by PR)

8. Fall GM

\$0

9. AGM-MTS Expense

Subs
Binder meeting (6 half days= 3*164= \$492)
AGM (2 full days= 2*164= \$328)
Total: \$820

Mileage
1 vehicle to AGM \$195

Hotel Rooms
\$932.94 (previous year)

Hospitality (\$1/FTE= \$331)

Snacks \$150

Alternate meals (\$210)

Wed- supper

Thurs- all

Fri- all

Sat- Brkfst&Lunch

Supper- \$35; Lunch- \$20; Bkfst- \$15

10. Accountant Review Expense

\$2650 Estimated cost based on previous year

11. Benevolence and Gifts Expense

\$300 Benevolence & gifts as need arises

\$90 (\$15/outgoing executive x estimated 6 people)

\$450 New teacher gift packages (estimated 15 teachers x \$30 each)

12. Collective Bargaining Expense

\$300.12 MTS Seminars (2 Winnipeg return trips for co-chair)

\$1600 committee meetings (16 members x \$20 per diem x 5 meetings-- once every other month as needed)

13. Dependent Care

\$100

14. Education Awards Expense

\$3000 Two scholarships will be awarded in June of 2022 for \$1500.00 each

\$100 Meals for interviewers (5 x \$20)

\$70 Students (7 x \$10 gift card)

15. Education Finance Expense

\$100 chair/co-chair meeting

16. Employee Benefits Expense

\$480 GVTA liaison meetings

\$80 Committee meetings meals

\$100 regional meeting mileage chair

\$100 regional meeting mileage co-chair

\$200 MTS seminars for co-chair expenses

17. Executive Honorarium Expense

23 executive positions= \$6750

\$250 per portfolio holder (20 positions)

\$500 each President, PD chair, and treasurer (3 positions) -- remove president if president is full time

Unrepresented administrative units are entitled to have a MAL:
\$100 per MAL (3 eligible currently) = \$300
\$6500 + \$300= \$6800 Honorariums

18. Executive Meetings Expense

\$3150 Monthly meetings 26 people x \$15 per diem x 9 meetings (one of the meetings meals is in the retreat budget)

19. Executive Retreat Expense

\$560 Lunch November meeting \$20 x 28 (executive plus 2 presenters)
\$150 Meeting room rental
\$150 Snacks
\$500 Speaker fee
\$500 Team building
\$3772 Sub fee \$164/day x 23 attendees (some attendees will not need a sub)

20. Liaison Meetings Expense

\$260 Meals for meetings (4 meetings x \$65)— based on pre-covid spending

21. A) Professional Development Expense - GVTA

\$1 000 PD Budget subsidization (lower than usual due to anticipated carryover of provincial dollars)

21. B) Professional Development Expense - GVSD

\$2 500 PD joint committee meeting/planning meeting
\$12 000 GVSD/GVTA PD
\$12 000 CLG
\$4 700 Refreshment PD days
\$800 Supplies, photocopying

22. Portable Office Expense

\$360 Cell phone for President
\$888 internet for president (74*12)
\$810 internet for treasurer (67.20*12)
\$255 mailbox rental
\$130 Website
\$26 website domain registration

23. President's Meetings / Sub Expense

\$336 Start of year orientation/planning meetings
\$400 GVTA president meetings
\$1000 School visits
\$300 New teacher meetings (snack visit with new teachers-- estimated 15 new teachers)

24. President's Release Expense

\$102 000 full salary, benefits, etc. (salary grid position x 1.06 for CPP and other employer paid expenses rounded up to the next thousand)

25. Public Relations Expense

\$ 5300 PR campaigns
(Alternate internal and external each year)

26. Social / Wellness Expense

\$1500 GVTA picnic
\$3000 mid and year-end events
\$1000 Retirement gifts \$100 x 10

27. Supplies Expense

\$300 Paper, tape, stamps, ink cartridges, miscellaneous office supplies

28. Equity & Social Justice Expense

\$1400 snack and beverages for book club meetings (\$140 x 10)
\$1200 MTS Seminars
\$100 MTS regional meeting and Pride Parade mileage

29. Indigenous Education

\$500 MTS fall seminar (sub, hotel, mileage & meals for co-chair)
\$500 MTS spring seminar (sub, hotel, mileage & meals for co-chair)
\$300 Giveaways (Prizes for responding to Apple Core questions/requests)
\$100 Orange shirt gifts for new sr admin & admin

30. Vice-President

\$500 Professional Development
\$387 President's Council

31. Nominations Committee

\$100 Meals for meetings

32. Mileage

\$500 Approximate mileage for executive meetings and board meetings

33. Summer Leadership Training (Brandon)

Hotels
3 nights x 4 people x ½ subsidized by MTS (\$150/night x 3 nights x 4 x 0.5 = \$900)

Mileage
MTS covers

Meals
MTS covers

Total: \$900

34. Memberships

A group of seven diverse students and one teacher, all wearing face masks, standing in a classroom. The background shows a chalkboard with mathematical diagrams and letters. The image is overlaid with a teal color filter.

INCLUSIVE LANGUAGE

A GUIDE FOR
INCLUSIVE SCHOOLS
AND WORKPLACES
IN MANITOBA



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ACKNOWLEDGEMENT

The Manitoba Teachers' Society acknowledges with gratitude the contributions of staff and committee members who have contributed to this document.

This guide is a living document that will continue to evolve alongside the growth in our knowledge and appreciation. We are committed to continue the conversations around inclusion in all facets and appreciate continued feedback.



Using Inclusive Language in the Workplace and Schools

Acknowledging our responsibility with systems of education, we must strive to create learning spaces that are safe and caring. In using language that is free from words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views of particular people or groups of people, we are committing to use inclusive language.

The purpose of this guide is intended to support respectful schools and workplaces by paying attention to how language is used to ensure safe and caring spaces. Although rarely is it the intent to exclude or offend a person or group of people, our language can often have that negative impact. Developing our awareness of how language impacts those around us supports this purpose.

As educators, we understand the importance of curiosity and growth mindset. We approach the work of inclusive language with these qualities and are evolving in our understanding of diversity perspectives. We hope that this guide will be an evolving document that will continue the conversations about inclusion for all in Manitoba schools and workplaces.

Guiding Principles

The principles identified by the BC Public Service for its employees are equally relevant and the following principles are fundamental in using inclusive language:

- **People first.** Many general principles provided in this guide involve seeing the person as an individual first and becoming aware of diverse audiences.
- **Words matter.** Not only do terms and expressions allow people or groups to feel excluded, but they can also convey or embed stereotypes, expectations or limitations.
- **Language changes.** All language changes to reflect the values of society. As language changes, so do the norms that deem what is socially and grammatically acceptable.
- **Mindset matters.** It is important to keep a curious and empathetic mindset. Most language has evolved to reflect the values and norms of the mainstream or dominant culture, and if a person is a member of that culture, they have had the privilege to feel included the majority of the time. That is not the case for everyone.
- **Inclusive terms.** Try to make your language and your message as inclusive as possible. For example, when speaking to an audience, make sure your speech relates to all your listeners and uses gender-inclusive language.
- **Use of generalizations or stereotypes.** No matter your audience, be cautious about making sweeping statements about any social group. This includes making personal assumptions based on gender, culture, ancestry, age and other categories.
- **Use of prejudiced language.** Take time to educate yourself about what words, phrases, or perspectives may offend your listeners. One goal of an audience-centered, inclusive speaker is to be cautious about prejudiced language or remarks.
- **Self-reflection.** Bring self-awareness to the times when you use words and expressions in writing. Think about your intentions for using a phrase, whether it has any origins, and whether there is a more inclusive way to state what you are trying to say.

It may also be helpful to ask:

- Does the individual or group have preferred terms?
- Does the language reflect the diversity of the intended audience?
- Is reference to a person's gender, culture, ethnicity, age, etc. relevant?
- Am I staying open and curious, and encouraging others to do the same?
- Is there a need to consult a formal style guide such as *The Canadian Press Stylebook*, *APA Style*, or other resources such as *Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples* for guidance on written communication standards?

CULTURE, RACE AND ANCESTRY

Historically, there has been a hierarchical portrayal of cultural and racial groups. Today, language still has the potential to label groups of people as inferior or superior to others. Acknowledging that preferred terms change as society evolves, it is important to be aware and respectful of preferences of those we interact with.

The following are some important considerations for inclusive interactions with diverse cultural and racial groups:

- Capitalize the proper names of nationalities, peoples and culture. For detailed guidance on capitalization of proper nouns, consider using a formal style guide. Some examples include: Jewish, Indigenous people, Sikh, Caucasian, Muslim, Inuit, Arab, Asian, Cree, etc.

- Be cautious about racial, cultural and other identity references that are not necessary, or assume similarities and affinity. Instead of saying, “Have you met Dan? He’s Asian too. You two would get along,” consider saying, “Have you met Dan? He’s new to the team.” Avoid making assumptions about people and assuming that they share personal traits, interests or similarities based on their gender, race, culture, class, heritage, status or appearance.
- Consider when terms such as “visible minority” and “woman of colour” are relevant. Terms such as “visible minority” and “woman of colour” have often been used in writing and discussion; however, they are becoming less used. Before using such expressions, carefully consider if they are as relevant or current as in the past, or if a better expression or more specific identifier is available.
- Be cautious about introducing or describing someone by their race, culture or ancestry. Consider whether identification based on race, culture, or ancestry is relevant. Culture is a very fluid and dynamic concept that may not reflect the complexity of individual identities. Whenever possible, allow a person to introduce aspects of their identity that they choose to share.
- When references are relevant and necessary, find the appropriate, widely-accepted terminology and use the language preferred by the individual or group concerned. Preferred terminology depends on the preferences of the individual or group, and may change on the basis of location. For example, in the United States, “African-American” is used; in Canada, some people in African-Canadian communities prefer the term “Black,” while others prefer “African-Canadian.”

INDIGENOUS PEOPLES

We recognize the importance that language plays in a spirit of reconciliation with Indigenous peoples. There are three distinct groups of Indigenous Peoples in Canada: First Nations, Métis and Inuit. “Indigenous Peoples” is commonly used as a collective term for all of the original peoples of Canada and their descendants. “Indigenous people” with a lower case “people” is simply referring to more than one Indigenous person rather than the collective group of Indigenous Peoples.

It is helpful to be aware of the following terms:

- Indigenous is a general term and is a preferred term in international writing and discussion that is gaining broader acceptance in Canada. In Canada, Indigenous collectively refers to people who identify as First Nations, Métis or Inuit. More specifically:
- First Nations describes people who identify as First Nations, which have distinct cultures, languages and traditions and connections to a particular land base of traditional territory.
- Métis is a French term for “mixed blood,” which refers to the specific group of Indigenous people who trace their ancestry to the Métis homeland and are accepted members of the Métis community.
- Inuit refers to a group of people who share cultural similarities and inhabit the Arctic regions of Canada, Greenland, Russia and the United States of America. Inuit is a plural noun, and the singular is Inuk. Also note that “Inuit” means “people,” so it is redundant to say “Inuit people.”
- Indian in reference to an Indigenous person is a historical misnomer with negative meanings for many Indigenous people as an imposed term. Use of this term should be avoided unless it is part of a historical reference, part of a legacy term, or used in reference to a government policy or classification, for example, “Indian Act,” or “status Indian”. While there are some status First Nations who prefer this term, “Indian” is considered an “in-group” term for their use.
- Aboriginal may be used in reference to First Nations, Métis and Inuit people. However, it is no longer the preferred term because there is ambiguity regarding negative associations with this term. As language use is constantly changing, the term “Indigenous” is commonly used.

POLITICAL BELIEFS

People are protected from discrimination based on their political beliefs and these beliefs cannot affect how they are treated by others. An awareness that people come from various backgrounds which could potentially have been influenced by their upbringing, culture and parental views. It is fundamental to recognize the difference between respecting a person, regardless of their political belief, and allowing personal opinions to affect the way a person is treated. Being respectful does not mean that one must agree with an opinion, rather it means being considerate of others' opinions.

RELIGION

Protection from discrimination based on religion or faith may include several considerations depending on the operation and workplace. Respecting a person's religious beliefs in the workplace may include:

- Altering schedules to recognize religious observances.
- Reviewing dress code to accommodate religious or faith-based protocols.
- Offering nutritional options to respect dietary accommodations.

Respecting a person's religious beliefs also requires the use of language that is inclusive and appropriate. An example provided by the BC Workplace suggests that "instead of asking a person of Jewish or Sikh faith their "Christian name", the use of the term "first name" prevents any misunderstandings and acknowledges people have different beliefs.

MARITAL AND FAMILY STATUS

There is a wide range of family types, including single parent, blended families, adopted and common-law relationships. Regardless of the gender of two people in a couple, the inclusive term "spouse" or "partner" are appropriate.

The following are additional suggestions for inclusivity:

- Avoid the question of marital or family status by using names only in both written and oral form.
- When a person identifies as being married or in a relationship, avoid making references to gender (husband or wife), if unknown.
- Refer to a person's "birth parent" rather than "natural parent" or "real parent".

DISABILITY

In conversation with or about a person with a disability, it is important to focus on the individual and not their disability. Preferences regarding language related to differently able people varies and is sometimes inconsistent. It is appropriate to ask the person in a discreet manner. Be prepared that some individuals may be more comfortable than others with sharing of personal information and to be sensitive to the reality that disabilities (and chronic conditions such as mental illness) are both visible and non-visible.

The following are some suggestions for ensuring inclusivity:

- "person with a disability" is the currently preferred term. Other references, such as "handicapped" are considered offensive.
- Focus on the individual first, the disability after. For example, instead of saying "disabled person", say "person with a disability"

- Generally, frame a disability and most medical conditions as something a person has rather than what they are. For example, “She has a disability” not “She is disabled”, “He has arthritis” not “He is arthritic”, “She has epilepsy” not “She is epileptic.” For certain sensory conditions, people may prefer more direct language. For example, “He is deaf” rather than “He has deafness” or “She is blind” rather than “She has blindness.”
- Be mindful when referring to groups. Be cautious about referring to a group of individuals as the “disabled.” Instead, use references such as “person with disabilities,” “people with quadriplegia,” and “student with a developmental disability”.
- Be cautious about using language that suggests weakness or infirmity. Instead of saying “a person confined to a wheelchair” or “wheelchair-bound,” it is more appropriate to say “the student uses a wheelchair.” People use mobility or adaptive equipment as tools for greater independence.
- Be cautious about portraying a person as “courageous” or “special” just because they have a disability. Describing a person with a disability as “courageous” or “special” because they have “overcome” a disability implies that it is unusual for people with disabilities to have talents and the ability to contribute in society.
- If you make a mistake, acknowledge it, apologize and move on. Persons with disabilities are generally willing to educate others about their needs and preferences. A person may say the wrong thing, but apologizing for mistakes and exhibiting a commitment to learn are positive steps.

SEXUAL ORIENTATION, GENDER IDENTITY AND EXPRESSION

Sexual orientation, gender identity and expression have different meanings and are subjective and unique to the individual. It is also important to understand that the acronym 2SLGBTQIA+ is a term that represents many but not all groups as there are many more identities as well. An equally important understanding of sexual orientation, gender identity and expression is acknowledging that language is evolving and as we re-learn to be more inclusive, it is helpful to be mindful of inclusive terms and definitions.

Language has the power to take on unnecessary gendered forms which are used to distinguish between women and men. For example, “manpower” could be replaced with language like “workforce,” “personnel,” or “human resources.” The use of third person pronouns is one of the most powerful ways that we can encourage and create inclusion.

Terms and Definitions

- Cisgender refers to a person whose sense of personal identity and gender corresponds with their birth sex.
- Gender expression refers to how a person publicly presents their gender.
- Gender identity refers to a person’s internal and external experience of gender which may be the same or different from their sex at birth.
- Sex refers to the external physical characteristics used to classify humans at birth. AFAB - Assigned female at birth. AMAB - Assigned male at birth.
- Sexual orientation refers to whom one is sexually and/or romantically attracted.
- Transgender is an umbrella term to describe a wide range of people whose gender identity and/or gender expression differs from the sex they were assigned at birth and/or the societal and cultural expectations of their assigned sex.

Pronouns

Pronouns, words used to reference a person without using their name, are an important part of our

identity. Language is important when speaking about identity because it creates respect by allowing people to use language that describes their identity. To create an inclusive space for all, it is important to refer to people using the pronouns with which they identify.

The BC Public Service document *Words Matter: Guidelines on Using Inclusive Languages in Workplaces* provides the following general principles for creating inclusivity:

| | |
|---|---|
| <p>Be cautious about making assumptions.</p> | <p>All people do not look a certain way or come from the same background, and many may not appear "visibly trans." Rather, one should assume that an audience might include gender nonconforming people.</p> |
| <p>Gender identity or expression and sexual orientation are different.</p> | <p>Gender identity refers to a person's internal and external experience of gender which may be the same or different from their sex at birth. Gender expression refers to how a person publicly presents their gender. Sexual orientation refers to who one is sexually and/or romantically attracted to.</p> |
| <p>Take the time to listen if the pronouns are not known.</p> | <p>Double checking the use of terminology and language descriptors confers respect and can contribute to the development of most relationships. If the pronoun that a person uses is not known, listen first to the pronoun other people use when referring to that person. If you accidentally use the wrong pronoun, apologize immediately and sincerely, and then move on.</p> |
| <p>Be considerate about names.</p> | <p>Respect the name a gender nonconforming person is currently using. For some people, being associated with their birth name is a source of anxiety, or it is simply a part of their life they wish to leave behind. If you happen to know the name someone was given at birth but no longer uses, refrain from sharing it without the person's explicit permission.</p> |
| <p>Respect a person's privacy.</p> | <p>Some people feel comfortable disclosing their status to others, and some do not. Knowing a gender nonconforming person's status is private and it is up to them to share it.</p> |
| <p>Respect terminology.</p> | <p>People use many different terms to describe their experiences. Respect the term (transgender, transsexual, genderqueer, cross-dresser, etc.) that a person uses.</p> |

Here are some suggestions for inclusive terms:

| WORD OR PHRASE | SUGGESTION |
|---|---|
| Whoever gets promoted will have his or her pay increased. | Whoever is promoted will get a raise. |
| Each student should read his book quietly. | Students should read their books quietly. |
| Invite your boyfriend or husband. | Invite your partner or spouse. |
| Cleaning lady, policeman, chairman | Cleaner, police officer, chairperson |
| Sexual preference | Sexual orientation |

AGE

Ever increasingly, workplaces are inter-generational environments, and we must be aware about the bias that is perceived when referring to age, whether in reference to a younger or older person. By avoiding language that stereotypes a specific age group, we are creating inclusive spaces for all generations.

While the term “elderly” implies a stereotype, one important exception to the term is in the reference to Indigenous Elders. This title is considered an honour that comes with age and wisdom by the community.

| WORDS TO AVOID | SUGGESTED ALTERNATIVES |
|---|---|
| The elderly, aged, old people | Older person, older people, older citizens, older adults |
| Young and vibrant team | Effective and vibrant team |
| How would you feel about managing older/younger people? | What skills do you have to enable you to effectively manage a team? |



Ensuring Respectful Workplaces

Each school and workplace is a unique and diverse space. While one's intention might not be to explicitly stereotype or offend another person, the language one uses can have a negative impact. Being aware and open to learning about the diversity that exists is a fundamental first step in creating inclusive spaces. Being mindful of our choice of words and acknowledging when mistakes are made is another important part of the journey.

When you find yourself responding, "I didn't intend to hurt anyone," shift your perspective to the person you offended. Have you considered the impact on this person? When you focus on the impact you have on others, you demonstrate a willingness to demonstrate accountability and commit to do better.

It is also important to be aware of Manitoba's Workplace Safety and Health legislation and your employer's policies about harassment in the workplace. If your use of certain language causes a colleague to believe they are being harassed, you may be subject to discipline by your employer. Using inclusive language and being mindful of others' rights contributes to a respectful workplace and protects you from harassment allegations.

The evolving guidelines offered in this document can reinforce inclusive language that recognizes and celebrates diversity in all its forms in school and workplaces. Affirming language has the power to create bridges towards building relationships and communities.



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