

The Apple Core

June 2023

Upcoming Events

June:

- 20, 12pm: [Registration Deadline](#) & Audited [Registration Deadline](#): MTS Professional Perspectives: [Field-Led Course \(FLC\) 4: Change Leadership](#) (Jul 4-13)
- 20: GVTA Charley B's Ice Cream Social Event (registration deadline Jun 19)
- 20, 4pm: GVTA-GVSD PD Committee Mtg
- 21: [National Indigenous People's Day](#)
- 21: Early Dismissal
- 26: NPC Grad
- 27: GVC Grad
- 29: K-8 Noon Dismissal
- 30: Last Day of Classes

July:

- 1: [TRAF Cost of Living Adjustment increase of 1.5%](#)
- 1: Canada Day
- 4-6 & 11-13: MTS Professional Perspectives: [Field-Led Course \(FLC\) 4: Change Leadership](#) (Jun 20 deadline)
- 9-11: [CTF 2023 Canadian Forum on Public Education](#) (June 9 deadline)
- 31: Final [Pension Application Deadline](#) for Retiring Teachers to Receive Pension Payments without Lost Income

August:

- 7: Terry Fox Day
- 23-24: MTS Summer Seminars
- 25: MTS Presidents' Council
- 28-31: GVSD Summer Seminar
- 29: [Registration Deadline](#) for MTS [Substitute Seminar](#)
- 31: GVTA & MTS Financial Year Ends

September:

- 4: Labour Day
- 5: K-12 Admin Day
- 5: 12pm: [Registration Deadline](#) & Audited [Registration Deadline](#): MTS Professional Perspectives: [Field-Led Course \(FLC\) 6: Leading Safe, Caring, and Inclusive Schools](#) (S23, O28, N25, J20, F24, M16)
- 5: MTS [Substitute Seminar](#) (Aug 29 deadline)
- 6: K-12 PD Day
- 7: K-9 First Day of Classes
- 8: Gr. 10-12 First Day of Classes
- 12: GVTA Executive Mtg
- 12: GVSD Board Mtg
- 14: WS&H Inspection Deadline
- 15: [Registration Deadline](#) for MFL [2023 Women's Conference](#): Women Belong In All Places Where Union Decisions Are Being Made
- 15-16: Rosh Hashanah
- 19: September The Apple Core
- 20: Early Dismissal
- 21: WS&H GVC-NPC Committee Mtg
- 22: GVTA CLG Applications Due to PD Committee
- 23: MTS Professional Perspectives: [Field-Led Course \(FLC\) 6: Leading Safe, Caring, and Inclusive Schools](#) (Sept 5 deadline)
- 24-25: Yom Kippur
- 26: GVTA-GVSD PD Committee Mtg
- 26-27: MFL [2023 Women's Conference](#): Women Belong In All Places Where Union Decisions Are Being Made 27: COSL Virtual Learning Series
- 28: WS&H Committee Mtg
- 30: National Day for Truth & Reconciliation (Orange Shirt Day)
- 30: Last Day to register for approved CLGs

MTS will oppose, in the strongest possible terms and at every opportunity, any attempt by any group to police what students may access in their school libraries.

Greetings, GVTA-ers!

June is definitely here – the first full year of the “new normal”. From what I hear, not everyone’s embracing it quite yet.

This month we get to experience track and field, field trips, field days (why so many “field”-related June activities?), graduation ceremonies, swimming days, and more – as well as report cards, final exams, class cleaning, saying goodbye to students and colleagues, and so on.

As an Association, we are also experiencing some changes and growth. After our May AGM, we are welcoming seven new members to the Executive next year. Welcome to Erin Boschmann (SWD), Sarah Coates (GVC), Lyndon James (SWD/HES), Jacqui Kusnick (ECS), Caitlin Parr (GVC), Caleb Reimer (JRW), and Brenda Richer (NPC) as new executive members. We are also saying goodbye to Dawn Dreger (BVS) and Melanie Urichuk (GVC). Thanks Dawn and Melanie for your service and your time.

We are also getting an office! Come September, there will be a physical office space that members can come to when they want to meet with the president, or representatives from MTS. We’re working on outfitting the space right now, as well as arranging for updated contact information. Look for an invitation in the fall to stop by the office as a part of our Social & Teacher Wellness back-to-school event.

In other more concerning news, divisional boards in the province are being challenged with book bans and negative statements or actions around the 2SLGBTQIA+* community. [Brandon School Division](#), [Louis Riel School Division](#), [Prairie Rose School Division](#) have each been in the media within the last two months. GVTA has had conversations with the GVSD Board and the superintendent regarding local board meetings, safe space cards, and protecting our students. In December, the GVTA Executive sent a letter to the South Central Regional Library Board in support of their actions after their latest book ban controversy. In January, GVTA sent a letter to the Board in response to the Safe Space cards discussion at their December board meeting. GVTA had a presence at the local Pembina Valley Pride parade this month as well. For these actions, we have had questions from both

the public and our members.

The answer is not nuanced. We are in the public education system. Our first professional obligation is to our students ([Code of Professional Practice \(English\) – The Manitoba Teachers' Society \(mbteach.org\)](#), #1). This means that – *regardless of personal conviction or religious belief* – I need to ensure that *all* my students receive the same quality of education. I must pursue this responsibility “with integrity and diligence” (Code of Professional Practice #2). According to the [Manitoba Education](#), “The Public Schools Act supports Manitoba’s philosophy of inclusion”. They go on to say that “Inclusion is a way of thinking and acting that allows *every individual* to feel *accepted, valued, and safe*” and “In Manitoba, we embrace inclusion as a means of *enhancing the well-being of every member* of the community.” I can’t only “enhance the well-being” of my straight students, or for those that share my own religious convictions. If my class library or school library only reflects the experiences of my white students or my straight students, then that is not a welcoming environment that respects inclusion. If “sensitive issues” teachings only reflect the sensitive issues of heterosexual students, then how have I ensured that all my students have received the same quality of education? The [Public Schools Act](#) states that “the public school system is to serve the best educational interests *of students*” – including those who identify as members of the rainbow or queer community.

“An inclusive school is a respectful and safe place for all members of the school community” ([Manitoba Education](#)). There is no room for “hate the sin, but love the sinner” in a safe, respectful school. My students won’t *feel safe* if I’m actively rejecting a part of them. I can’t include them in a way that “enhances the well-being of every member of the [school] community” if I call them by a different name than the one they want to be called, or if I refer to them other than the gender with which they identify – “Whereas Manitobans recognize the *individual worth and dignity* of every member of the human family” ([Manitoba Human Rights Code](#)). For further reference, Garden Valley School Division’s “Respect for Human Diversity” policy can be found later in this edition of *The Apple Core*.

MTS’s statement on book bans is at the top of this page. Certainly, we believe that not all books are appropriate for all ages. We also believe that the diversity of our books needs to reflect the diversity of our community. We believe that books are essential to opening up our world. In order to be good citizens and good neighbours, we need to have empathy and respect for those who are different than us. We gain these perspectives from the stories – fictional and factual – of others. Within our own community and in our own families, we have students, colleagues, and strangers who are looking for books that are a reflection of themselves – including members of the 2SLGBTQIA+ community. Having these books does not threaten students who are not looking for these perspectives. Students who pick up a book that they do not identify with have the right and the ability to put that book back down just as much as another student has the right to pick up that book and value it.

With respect to Pride Parades, book bans, pronouns, 2SLGBTQIA+ students and staff in our school community, and everything else that has the potential to be uncomfortable on this topic, there is no “both sides” to present. There isn’t a way to respect human diversity and nurture a sense of belonging *and also* deny some students the representation they deserve while affording it to the rest – not in the public education system.

Member, if any part of this is hard for you – if these concepts are difficult for you to put into practice, or if you struggle with aligning your personal convictions with the above (if you’re still reading, and I haven’t turned you away yet) – that’s okay. I like to borrow from Alcoholics Anonymous: the first step to solving a problem is to admit that there is one. We are all on our own journeys, and we have all come from different places. While our starting points may be different, we have all chosen the same path: to work in education, to make a difference in the lives of children. Each child needs your help and wants to benefit from having you in their lives – regardless of the reason you may end up in a room together. If you need access to more resources, or professional development, or you want to have further conversations about how we can do better by those placed in our care, then know that GVTAs are here for you. I don’t have all the answers, but I know that the calling is great and sometimes can be difficult, and I’m prepared to walk with you on your journey.

I wish for you rest this summer, and a time of contemplation. Let’s remind ourselves about why we do what we do, and who we do it for.

In solidarity,

Joel

Email: GVTAPres at mbteach.org

Call or text: 204-384-5635

*2SLGBTQIA+: Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, and Asexual, as well as other ways that individuals may express their gender and/or sexuality outside heteronormativity and the gender binary.

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.

MTS Opposes the Banning of Books

by [MTS](#)

[With the current book ban conversation happening in our neighboring school division of Prairie Rose, we are reprinting this article from MTS, published last month on the MTS website. – Joel]

May 11, 2023

No one person or group has the right to determine what others read. That right is fundamental to democracy—and one that teachers the world over value deeply and defend.

This week, a small but vocal delegation attended a meeting of Brandon School Division trustees, calling for the creation of a committee to look at which books are appropriate for children with the intention of removing some LGBTQ-related, sexual education and other books from school libraries.

“MTS stands in firm opposition to the banning of reading material from school—or any other—libraries,” MTS president Nathan Martindale said. “Not only is this an attack on democracy broadly, but equating sexual grooming and pedophilia with queerness is an utterly false narrative and is, in our opinion, tantamount to hate speech.”

Martindale said that books that reflect all students and all families are essential to students' personal growth, citizenship and allyship. And that such a ban has fundamental safety implications for public school teachers.

“Any teacher fulfilling their responsibilities to include all students and families in their classrooms can be targeted and intimidated into not doing their job. It is utterly unacceptable.”

Martindale added that parents have every right to make determinations about their own child's reading material—They do not have the right to determine that for others.

“Removing library books that reflect a child's identity is like erasing that child,” he said, “which has devastating implications.”

Books and libraries are essential to opening up the world to students. And access to information on social justice, equity, diversity and belonging is essential to the development of well-rounded citizens and allies.

Where there may be instances when an individual or group objects to the inclusion of a particular item in a school library, MTS, along with its member librarians, believe such a challenge should be handled in a respectful and professional manner, with all parties given the opportunity to share their perspectives. Clear, well-defined policies and practices around addressing challenges to school library materials are essential, as is input from teacher-librarians, educators, parents, and community members. These proceedings should be open, transparent and carried out on a case-by-case basis.

“Children count on schools to be safe places, especially in the case of 2SLGBTQ+ kids who are especially vulnerable. Books can be a life line for them. Seeing ourselves in the characters of a book is an important aspect of human development. It's validating, empowering and a source of joy.

“Books are a window to the world and to the human condition. School libraries provide equitable access to that window for all,” Martindale added. “The Manitoba Teachers' Society will oppose, in the strongest possible terms and at every opportunity, any attempt by any group to police what students may access in their school library. It is a direct threat to personal safety and democracy, and if it begins in schools, there is no telling where or how far such intimidation will extend. We must all speak out.”

On Book Banning

By Manitoba Reading Association

An Open Letter to the Prairie Rose School Division

The Manitoba Reading Association is a provincial council of the International Literacy Association, and is comprised of both rural and urban members from other local reading councils. We are writing today to express concern over the issue of book censorship.

Professor Emeritus Dr. Rudine Sims Bishop is credited with promoting books for children that act as windows and mirrors. It is important for children (really, all people) to see themselves reflected in the books they read. It is also important to see into the lived experiences of other people. This creates empathy and understanding of others for the reader. Children need books to learn about themselves and the world. Books hold the transformative power to broaden horizons, cultivate empathy and ignite meaningful discussions

Banning books from libraries is a dangerous precedent in a democratic society. Besides allowing one group of people to dictate what others can read, it has a ripple effect that impacts the rights of other readers. Readers who may need that book need to see themselves as a part of society and that there is a place in the world for all of us. We stand in solidarity with the 2SLGBTQ+ community, advocating for representation, acceptance and equal rights. Let us embrace diverse perspectives and ensure a society that values and respects everyone's identities.

-Manitoba Reading Association " Every Manitoba a Literate Manitoban"

Portage-Lisgar By-Election

By Manitoba Reading Association

On June 19th, there was a Federal By-Election for Portage-Lisgar to replace MP Candice Bergen. By the time you're reading this, the election has likely been decided, but at the time of writing, election day is still before me.

I was shocked and saddened to see how schools were weaponized as a part of the election campaign. I'm not going to repeat the statements here, but schools were spoken of in broad, sweeping statements that reflected negatively on education workers.

As a response, I wrote a Letter to the Editor at The Winkler Morden Voice. I don't know if it will be printed or not, but I'm posting it here for members. There will be a provincial election in the fall, and education matters will likely be a topic of much discussion. We hope that candidates will be respectful of the work that takes place in our buildings, and that empty rhetoric, false narratives, and unfounded accusations will not serve as a part of any party's platform.

j.

Dear Editors of The Winkler Morden Voice;

During election season, it can happen that the education system—including schools and school workers—comes under attack for what, and how, students are taught. Although Manitoba's schools are provincially legislated and locally run by school boards, the current federal by-election is bringing attention to our local schools.

Garden Valley Teachers' Association is committed to speaking on behalf of members who are abiding by the Manitoba Human Rights Code and the Canadian Human Rights Act by working to prevent discrimination, harassment, and stereotyping in our schools. One of our goals is to "address broad societal issues that promote social justice, cooperation and understanding" (<https://www.mbteach.org/mtscms/2016/05/06/who-we-are/>).

Our members' first professional responsibility is to our students. School must be a safe and inclusive space for students to learn. Education is a right to which students must have access. Manitoba Education acknowledges that students have the right to the removal of "barriers considered to impede equal access to educational programming and services", especially those who have "historically experienced social, political and economic disadvantage" (https://www.edu.gov.mb.ca/k12/specedu/aep/human_rights.html). It is unreasonable that a negative light is now being cast upon educators for addressing these historic inequalities.

Manitoba Education's Framework for Learning's Vision is that "All Manitoba learners succeed, no matter where they live, their background, or their individual circumstances." Their "Guiding Principle: Equity" would have teachers "ensure that every Manitoban is valued and authentically represented in an equitable, socially just, anti-oppressive education system and, accordingly, a democratic society" (https://www.edu.gov.mb.ca/k12/cur/framework/docs/frameworkforlear12ning_eng.pdf).

It is within this context and framework that our teachers perform their work. We encourage eligible voters to vote, and to seek out candidates that support this work within public schools. Public schools fall under the jurisdiction of local school boards and provincial legislation; be mindful of those who are looking to weaponize this work as a federal issue.

Joel Swaan, President

Garden Valley Teachers' Association

VOTE: Public Education Matters

by Joel Swaan



With a provincial election on the way for October 3rd, MTS is making lawn signs available to members. The signs say “VOTE: Public Education Matters” and reference the EducationMattersMB.org website.

School reps are gathering numbers from members at their sites – if you would like a sign but haven’t spoken to your school rep about it yet, please let them know of your interest. Substitute teachers, please reach out to me.

GVTA Member Val Harder in MB Teacher Magazine

by Joel Swaan

You have perhaps noticed the absence of the MB Teacher magazine in your mailbox this year. The default option for receiving the magazine pivoted to on-line this year. Members only receive a physical copy if they request one in MyProfile (in the menu, click on “Update My Info”, the second last option on the list is “Request MB Teacher” and you can toggle between “Yes – Electronic” or “Yes – Print”; then click “Submit” at the bottom of the page).

If you’ve read the Spring 2023 issue already, then you noticed that our GVTA Equity & Social Justice Chair Val Harder, GVSD Literacy Coordinator, appears on page 4, as the author of a Book Review article on page 34. Congratulations, Val!

Extended Health and Dental Premiums

by Kirsten Carman

A reminder to members that Extended Health coverage is now provincialized, and premiums will be increasing in September 2023. Family rates are increasing from \$136 to \$142.

The Dental plan reads a bit of a different story. We continue to have a surplus and members will not have any increase in dental premiums this fall (yay!). Members should take note however, that this surplus is allowing us to have lower than expected premiums despite the recent inflation of the cost of dental services. Currently, GVTA is not part of a provincialized dental plan, and we are “paying down” our assets by offering lower premiums. Members can expect to see an increase in dental premiums once we are part of the provincial plan.

Social & Teacher Wellness

by Brandy Springer



We’ve made it to the end of the year! Congratulations to everyone on all your hard work and dedication. We have incredible staff members here in Garden Valley School Division and we all deserve the break we are about to get!

Thank you to everyone who joined us for our final event of the year (Charley B’s) and to all of you that responded to our S&TW survey.

Please join us in congratulating our 2023 retiring GVTA members!

David Hoepfner
Jerry Sawatzky
Walter Fehr

Darlene Derksen
Bernie Janzen
Bill Prazak

Donna McCausland

Baked Caprese Chicken



Ingredients

- 5 boneless skinless chicken breasts (about 2.5 lbs)
- 2 tbsp olive oil, divided
- ½ tsp Italian seasoning
- 1 tsp salt
- ½ tsp ground black pepper
- ½ cup balsamic vinegar, divided
- 2 cups cherry tomatoes, halved
- 2 cups bocconcini (mozzarella balls), halved
- 1 tbsp fresh basil, chopped

In a large ziploc bag, combine chicken breasts with olive oil, Italian seasoning, salt, pepper and 2 tablespoons balsamic vinegar. Let it marinate for at least 15 minutes, up to overnight in the fridge.

Preheat the oven to 400 F. Arrange marinated chicken in a 8-inch square baking pan. Add tomatoes and distribute them evenly in the pan. Bake for 20 minutes until the tomatoes are soft.

Add mozzarella balls evenly over the chicken and continue baking for another 10-15 minutes until the melted cheese turns golden brown.

Meanwhile, make the balsamic glaze by adding the remaining balsamic vinegar to a small saucepan. Let it simmer for over low heat until thickened and reduced by half (about 5-7 minutes), stirring occasionally. Allow the baked chicken to rest for 10 minutes. Then, drizzle the balsamic reduction on top. Garnish with basil and serve warm.

RESPECT FOR HUMAN DIVERSITY

1. Purpose:

To provide learning and working environments that respect human diversity.

2. Scope:

Trustees, employees, and students.

3. Policy:

3.1 The Garden Valley School Division is committed to an educational philosophy that recognizes the fundamental equality of all people. It supports and accommodates respect for all people.

3.2 Diversity and Equity Education is the process of making education reflect a belief of the basic equality of all people, irrespective of ancestry, nationality, ethnic background, religion or creed, age, sex, gender identity, sexual orientation, family status, source of income, political belief, physical or mental disability¹. Learning environments present opportunities to educate students regarding mutual respect for all people.

3.3 The Garden Valley School Division is committed to meeting the diverse needs of all learners.

4. Procedures:

4.1 Definition – Diversity and Equity Education

4.1.1 Diversity education encompasses all the ways in which people are both similar and different; it means respecting the uniqueness of individuals. Diversity may include, but is not limited to ancestry, nationality, ethnic background, religion or creed, age, sex, gender identity, sexual orientation, family status, source of income, political belief, physical or mental disability².

4.1.2 Equity refers to the provision of equitable opportunity, equitable access to programming, services, and resources critical to the achievement of outcomes for all students and the staff who serve them. Equity and equality are not necessarily synonymous, as equity can be achieved through unequal means.

1 Noted characteristics are based on those characteristics identified with *The Manitoba Human Rights Code. 9(2)*.

2 Noted characteristics are based on those characteristics identified with *The Manitoba Human Rights Code. 9(2)*.

4.2 Goals of Diversity and Equity Education

4.2.1 The general goals of Diversity and Equity Education in The Garden Valley School Division may include:

- a) The development of an understanding of, and respect for, the individual's identity;
- b) The development of understanding and respect for diversity within our communities;
- c) The development of an understanding of, and respect for, the identity of others in a diverse society; and
- d) The development of safe and caring school environments, which help enable individuals to excel and achieve their personal best.

4.3 Curriculum and Instruction

4.3.1 The Garden Valley School Division is committed to providing students with the opportunities to acquire the knowledge, skills, attitudes, and values necessary to live in and contribute to a complex and diverse society by:

- a) Including the principles of Diversity and Equity Education in appropriate subject areas; and
- b) Ensuring that teaching and learning resources appropriately reflect Canada's diverse communities.

4.4 Assessment and Placement

4.4.1 The Garden Valley School Division is committed to assessment and programming decisions that are mindful to students' individual characteristics and experiences by:

- a) Assuring bias does not limit a student's access to programming, opportunities, and placement and that such decisions be evidence based;
- b) Ensuring that parents/guardians are able to consider and make informed choices about their child's educational program and in cases where students are 18 years or older that they are provided with support and opportunities to make informed choices about their educational programs; and
- c) Providing ongoing assessment, programming, and placement decisions that meet

individual student needs and offer opportunities for students to reach their potential.

4.5 Staff Development

4.5.1 The Garden Valley School Division is committed to providing learning opportunities and training for all employees to enhance their competencies and sensitivity in working effectively with students, parents, and staff and community members of diverse backgrounds. Staff development pertaining to bullying prevention and respect for human diversity in a positive environment will be addressed.

4.6 School – Community Partnerships

4.6.1 Effective school-community partnerships involve representation and active participation from the members of the school community. This participation allows for the inclusion of and facilitates the exchange of diverse perspectives, ideas, experiences, and the identification of the needs, which will enhance educational opportunities for all learners.

4.6.2 The Garden Valley School Division recognizes the need to create an inclusive environment in which all students, parents, staff and community members feel welcome and included.

4.6.3 The Garden Valley School Division shall continue to support partnerships that promote effective participation in the education process by:

- a) Encouraging parent advisory councils to be reflective of the diverse communities they serve;
- b) Ensuring communication with parents and community partners is respectful of persons' individual characteristics;
- c) Providing opportunities for the school community to enhance their mutual understanding of, and respect for diversity;

4.7 Student Activities and Organizations

Schools must accommodate students who want to establish and lead activities and organizations that:

4.7.1 Promote:

- a) Gender equity,

- b) Antiracism,
- c) The awareness and understanding of, and respect for, people who are disabled by barriers, or
- d) The awareness and understanding of, and respect for, people of all sexual orientations and gender identities; and

4.7.2 Use the name "gay-straight alliance" or any other name that is consistent with the promotion of a positive school environment that is inclusive and accepting of all pupils.

4.8 Responsibilities

4.8.1 The Superintendent, or designate, shall be responsible for ensuring the implementation of this policy.

4.8.2 The senior administration shall ensure members of their departments implement the general goals of Respect for Human Diversity policy.

4.8.3 The principal shall play a leadership role and be responsible for ensuring that the general goals of the Respect for Human Diversity policy are implemented in the school.

Principals shall be responsible for providing assistance to the instructional staff in the development of an awareness of Respect for Human Diversity policy, appropriate instructional strategies, assessment and resources.

4.8.4 Human resource practices shall reflect the spirit of the Respect for Human Diversity policy, eliminating bias and being culturally sensitive.

4.8.5 All employees shall be responsible for ensuring that their practices and conduct are consistent with the general philosophy and goals of Respect for Human Diversity policy.

4.8.6 Parents and guardians play an important role in their child(ren)'s understanding and respect for and of human diversity. Parents have the responsibility to encourage their child(ren) to conduct themselves in ways that contribute to a safe and inclusive school environment.

4.8.7 All students shall be responsible for monitoring their own interactions and conduct in a way that ensures a welcoming, safe and inclusive school environment.

4.9 Dealing with Discrimination

- 4.9.1 An investigation will be conducted on all complaints of discrimination. Depending on the persons involved and the nature of the incident of discrimination, the investigative responsibility may lie with a school, the School Division, or an external party.
- 4.9.2 Persons found to be involved with or responsible for discrimination³ will be subject to corrective and/or disciplinary action, up to and including dismissal or expulsion.
- 4.9.3 The school's Code of Conduct will apply to all findings of discrimination.

4.10 Authority

4.10.1 The Respect for Human Diversity policy supports, is congruent with, and is to be implemented in correlation with existing Garden Valley School Division policies, regulations, and procedures which support a safe and respectful learning environment and workplace, including but not limited to:

- Violence Prevention (ADD)
- Video Surveillance (ECAF)
- Student Conduct on School Buses (EEAEC)
- Employee Conflict of Interest (GBEA)
- Information Technology Acceptable Use Policy (GBEBD)
- Progressive Discipline (GBKB)
- Appropriate Educational Programming (IH)
- Instructional Resource Material (IJ)
- Assessment, Evaluation and Reporting of Student Achievement (IKA)
- Code of Conduct for Students, Staff, Trustees, and Parents (JIC)
- Bullying (JICDA)
- Student Discipline (JK)

³ "Discrimination", as defined within Section 9 (1) of The Manitoba Human Rights Code means:

- a) Differential treatments of an individual on the basis of the individual's actual or presumed membership in or association with some class or group of persons, rather than on the basis of personal merit; or
- b) Differential treatments of an individual or group on the basis of any characteristic referred to in subsection (2); or
- c) Differential treatment of an individual or group on the basis of the individual's or group's actual or presumed association with another individual or group whose identity or membership is determined by any characteristic referred to in subsection (2); or
- d) Failure to make reasonable accommodation for the special needs of an individual or group, if those special needs are based upon any characteristic referred to in subsection (2).

4.10.2 The development and implementation of Garden Valley School Division's Respect for Human Diversity policy complies with requirements to do so as per clause 41 (1) (b.4) of the Manitoba Public Schools Act, and in response to S.M. 2013, c. 6, Bill 18, 2nd Session, 40th Legislature, The Public Schools Amendment Act (Safe and Inclusive Schools).

4.10.3 The Garden Valley School Division's Respect for Human Diversity policy was drafted mindful of and in the spirit of the following pieces of legislation:

- Canadian Charter of Rights and Freedoms
- Manitoba Human Rights Code
- Public Schools Appropriate Education Act