



# Our Schools

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## Welcome to École Victoria-Albert School!

It's a new year and a slightly different name for the Division's newest dual-track English/French Immersion school. École Victoria-Albert School welcomed its first French Immersion class—21 kindergarten students—this September.

Pictured are students from Victoria-Albert's inaugural kindergarten class; the sign in the background reflects the school's name change.

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## Happy New (School) Year!

David Livingstone Community School marked the first day of classes with a special "New Year" celebration on Sept. 5.

Students and staff paraded around the block in a colourful display that included New Year's hats and horns.

## Students tackle e-waste



Prairie Rose students with Miller Environmental Corporation worker Jeremy Allard at the company's Hekla Avenue transfer station.

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# Together en Español



Photo by CiJae Filipchuk

Dance instructor Carmen Infante leads Collège Churchill students through some Spanish dance moves during the school's Spanish Day. Students enrolled in Spanish classes—as well as those simply interested in cultural experiences—took part in the day. Teacher Griselda Treminio said the event was all about creating cultural awareness.

## Robots come alive at Fort Rouge School!



Photo and files courtesy of Fort Rouge School

Grades 4-6 students at Fort Rouge School donned protective goggles and rolled up their sleeves for a hands-on, inquiry-based project on robotics.

Students researched the role of robotics in today's world, designed robots and even built their own

robots from special kits. The young inventors worked individually and in groups to problem solve and create the motorized robots, relying heavily on math and science skills to complete the project.

Students were delighted with the final results as they steered their robots through a test course in the classroom. Some students commented on the usefulness of their project in terms of future jobs, especially in the area of engineering.

"What a great opportunity for students to be involved in such a successful inquiry-based project," commented principal Leslie Maxwell-Joseph.



Photo by Denny Atienza

## From farm to the plate

Michelle Lester—a Newfoundland Agriculture in the Classroom representative—serves some pancakes to a St. John's High School student. Ms. Lester was in Winnipeg for the organization's recent national meetings.

Agriculture in the Classroom strives to educate students on how food gets from farmers and other producers to their tables.

After serving up a wholesome breakfast, the organization gave students an educational presentation in the school's theatre.

## Around the Division

### Smoke-Free Environment Policy

Smoking is prohibited in all school division buildings, vehicles and on all school division property.

All students, employees and visitors are required to comply with this policy.

### Heritage Classroom

École LaVèrendrye's hands-on Heritage Classroom is ready for class bookings.



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## Welcome to École Victoria-Albert School!

It's a new year and a slightly different name for the Division's newest dual-track English/French Immersion school.

École Victoria-Albert School welcomed its first French Immersion class—21 kindergarten students—this September. A new class will be added every year to build the French Immersion track into a full kindergarten-Grade 6 program. The French track meets a growing demand for French Immersion in the Inner City District.

"Our plan is to have two healthy, vibrant language programs at our school," said Principal Paulette Huggins. "This gives our parents another option if they choose."

For a school that has proudly included students from many different countries and linguistic backgrounds over the years, the French Immersion program adds an exciting new dynamic to daily life at Victoria-Albert.

"The staff has really embraced this," Ms. Huggins said. "With the number of EAL (English-as-an-Additional Language) students here, that diversity is really alive and well...this program just adds to the possibilities."

The school was able to use one of its existing kindergarten teachers, Rina D'Ottavio, who gained over 10 years of experience teaching immersion at her previous school, École Lansdowne.

"I'm very excited to help start the kindergarten French Immersion Program here at École Victoria-Albert," said Ms. D'Ottavio, who is one of several teachers at the school who are fluent in French. "The kids pick up the language very quickly. When they're very young, they're open to learning a new language. They're like little sponges."

Victoria-Albert has been in existence since the fall of 1877, when it opened as Central School. In 1898, it was renamed as Victoria School, while a second school building was renamed Albert School (the name changes honouring Queen Victoria and her husband). A new school building was built in 1930, combining the two schools under its current name.

# Many voices, one world

Hailing from distant countries that include Bhutan, Burma, Eritrea, The Philippines, Somalia, Uganda and Vietnam, the students in General Wolfe School's English-as-an-Additional Language (EAL) program bring a vastly different set of cultures, languages and life experiences under one roof. It is a world where generalities rarely apply.

These are students whose needs can reach far beyond simply that of learning English—and their numbers are growing.

When Anita Riedl first began teaching in the EAL program at General Wolfe in 2005, there was one classroom of 20 newcomer students.

"When I first started here, I had mostly Filipino, Vietnamese and Chinese students who had consistent prior schooling, and maybe a few kids that were war-affected," Ms. Riedl said. "And then, around 2008, we started getting more and more refugee students. It sort of exploded...it isn't just happening here, it's happening everywhere. The Inner City is booming."

In the 2011/12 school year, the program had grown to two classrooms and supported approximately 70 newcomer students; meanwhile, almost half of General Wolfe's student population lists English-as-an-additional language.

"The needs are very different. These students have come from very different settings around the world, from refugee camps to living displaced in urban centres," Ms. Riedl said. "These students are navigating a very multicultural environment. Most of them come from areas that are quite homogenous, and now there are all of these new cultures and languages. Some of them may be living in a city for the first time, so even having streets with names is so new."

Ms. Riedl's classroom, known as a Literacy Centre, focuses on students who may only have a few words of English.

"I'll teach around thematic units, using lots of visuals and vocabulary," she said. "There are all kinds of ways to teach...oral, listening, learning to speak in smaller groups and lots of hands-on stuff. A beginning language learner needs a lot of different approaches."

Fellow teacher Jorge Rivero-Vallado, who joined the program in 2009, teaches in a second classroom for students who have a functional use of English and varying levels of integration with mainstream classes. Through instruction in one specific subject area—Social Studies—students not only learn more about the history and cultures of their new country—they also learn a host of skills essential in any subject area.

"What we do in my class is look at different ways the students can deploy the English language they already have," Mr. Rivero-Vallado said. "With every unit, we can work



*General Wolfe students and educational assistant Greg Tresvalles work on a storytelling exercise.*

within spheres of reading, writing, representing, speaking and listening, or get more specific and look at researching and reporting."

Along with all the classroom learning that takes place, EAL teachers try to encourage students and their families to connect with both the school and their new community in as many ways as possible.

This can mean simple things like ensuring their students understand the morning announcements, or taking students to the public library to get their first library card.

"The more attachments the students make in their new neighbourhood and school, the less likely of issues in the future," Mr. Rivero-Vallado said. "The newcomer parents can have difficulty because they themselves are learners and are going to school. They can be so overwhelmed the first two or three years. But it's still important for kids to make connections, attach to the community and feel a part of something. So sometimes we're connecting students to groups that can provide things like soccer or swimming lessons and other activities that students will eventually do with their parents."

The teachers, along with other supports in the school—such as guidance counselor Laurie Miller—work to involve students' families as much as possible. Parents are invited for information sessions on Internet safety, gang awareness or the differences between the Canadian education system and other countries.

"It's also about visiting the home, having dinner with parents and talking about their kids," Ms. Riedl said.

"Every teacher is a social worker sometimes, but in this job, the kids kind of become a little family," Mr. Rivero-Vallado said. "Even once they've moved on, the students will still come back to you and ask for help once in a while."

Student Fertun Bare, who originally hails from Somalia, came to Canada by way of Eritrea in 2008. She said the teachers have created a tight-knit family that helps students to adapt: "We are all helping each other."

One methodology that has proven

successful in helping EAL students—including those from war-affected backgrounds—to adapt is encouraging them to share their life stories.

In the Literacy Centre classroom, Ms. Riedl and Ms. Miller recently undertook a storytelling project that encouraged students to orally tell their stories; students could use any rough guides they wanted, including photos, drawings and symbols—to trigger points they wanted to tell others. Families were encouraged to attend the sessions, which also included cultural foods and interpreters from the Welcome Place to ensure that everyone could share their story.

"These kids are so proud to tell their story," Ms. Riedl said. "This builds oral fluency and trust as well—kids can feel safe in here."

It's a colourful canvas of stories, with students such as Koh Plor Say (see sidebar)—who came to Canada via Thailand after his family had to flee persecution in Burma—and Esperence Shima, who came to Canada from the confusion of Rwanda in 2009.

"When I first came to Canada it was March; in Rwanda the weather was always nice, and it was so cold here," Esperence said. "I already knew some English so learning the language was much easier than the weather. But now I really like how the seasons change and how the trees change colour."

Watching students adapt and grow is one of the many rewards of the job for EAL teachers. For Ms. Riedl, whose parents had to immigrate to Canada from Germany following the Second World War, and Mr. Rivero-Vallado—who immigrated to Canada from Mexico as a 21-year-old—the program offers insight into the New Canadian experience in countless ways.

"What keeps me here is the students...hearing about where they've lived, their culture and what they believe in terms of faith and their perspectives of the world," Ms. Riedl said. "They have a resiliency—at 12, 13 or 14, they have already been through so much more than most adults in Canada have ever experienced...they are survivors."

## From Burma to General Wolfe: one student's story

Photo unavailable for website

Hi! My name is Koh Plor Say. I am from Burma and I am Karen. The Karen are a group of people from eastern Burma. We have been fighting with the Burmese government for about 60 years so we may keep our land and culture. Thousands of Karen people, including my own family, had to run away from our village and hide in the jungle so that we weren't killed by Burmese soldiers. We survived with little food and water until weeks later, we made it to a refugee camp in the mountains of Thailand. In the camp, life was more peaceful than Burma, but we still struggled to survive by having enough food and keeping healthy.

I was a happy kid who went to school every day, climbed big trees and hunted in the jungle for food. Until one day, my mother told me we were moving to Canada. When we got to Canada, I saw I was in a very different place. The cold weather, automatic doors, computers, stores, cars and seeing and hearing everything in English were all things new and strange for me. For my first day of school, I couldn't understand anything or answer when the teacher spoke to me.

Being in the EAL program then really helps me. We learn a lot of English and about Canada. We read, play games and go on field trips. We learn English and have fun at the same time. We also get to know other people from all around the world. I've met people now that I would never have met if I stayed in Thailand. We are from different countries, but we have all become good friends. It is also nice that the teachers understand us and where we come from. The EAL classroom is a good start to our new life here in Canada. I hope to become a police officer when I am older, and I look forward to a happy future here.

# Parents as partners in seasonal project



Photo by Santina Bueti.

This parent watches while his daughters place coins in an egg carton 'ten frame' during a subitizing game at the Nursery Math Night.

It was all dice rolls and smiles for the nursery children and families at Earl Grey School. Parents, grandparents and siblings of students in teacher Santina

## Coming home

Grosvenor School students completed a three-year learning journey with the fine arts extravaganza, Coming Home.

Since 2009, students were involved in an extensive inquiry study of human rights and the issues facing children in other parts of the world. The project coincided with the start of construction for the Canadian Museum for Human Rights.

The project was inspired by David J. Smith's book *If the World Were a Village*. Breaking into four multi-age villages, students enhanced their learning by undertaking a broad variety of humanitarian projects for organizations such as Winnipeg Harvest, Rice Raiser and others.

The school's annual spring concerts allowed students to share their learning with their families through visual art, dance, drama, music and song.

"Year Three was about the students sharing their experiences and knowledge they'd gained over the years with human rights," said Principal Brad Corbett, adding that the next school-wide project would continue to focus on sustainable development.

Bueti's classroom enjoyed an evening of fun at Math Night on May 31.

A Literacy Night was also held earlier in the year on Jan. 26. Both evenings were part of a year-long project funded by an Early Childhood Development Initiative grant.

"Playing games is such a smart way of engaging children in reading and math, since these are their first steps towards future knowledge," commented parent Gentiana Collaku.

The project, "A Multi-Sensory Exploration of the Four Seasons," was designed to immerse students in a study of seasonal changes through books, hands-on experiences, and parental involvement. Each season was explored through all subject areas including dramatic and visual art, while students recorded their discoveries in journals. Parents joined students on field trips, shared expertise and volunteered in the classroom.

Both the math and literacy evenings were well attended and provided further opportunities for parents to participate in their child's learning.

Parent Laure Ghia said, "We loved the math and literacy nights, since it is sometimes difficult for our daughter to describe her work. She was so proud to show us what she achieved and to play (the role of) the teacher, explaining the rules of the games and conducting the night."

Information sheets with useful websites and ideas and library card applications were available for parents; students also received math bags containing their games to play at home with their families.

"It is so important to develop a partnership with parents and involve them in their child's education," Ms. Bueti said. "In this way, the teacher and parents are working together towards a common goal." *Courtesy of Earl Grey School*

Whereas the past focus was on social justice, upcoming work will include further exploration of environmental issues. "All of the work that we do this year, we'll be keeping in mind that idea of having enough for all, for everyone, forever."

Students Justin Villeneuve and Ashton Bateman said the experience of learning about world issues and participating in humanitarian projects was worthwhile.

"I think we're more aware...we can do things to make this world a better place," Ashton said.

"The reason we did this was so we wouldn't think the rest of the world was like sunshine and rainbows, because it's not," Justin added.

In an interesting twist, David J. Smith read about the Grosvenor project online and has been in contact with the school, commending the students on their work; the author and school officials are exploring the possibility of working together in the future.



Taking centre stage at Bethel Mennonite Church.

"It was really an honour to hear from him," Mr. Corbett said.

## Students tackle e-waste

There is a place for e-waste—and that doesn't mean clogging up homes or landfills.

Two Prairie Rose School students, Maliya Cruzat and Catherine Dang, studied the issue as part of a school project.

"Before doing this project, I didn't even know that we could recycle electronics," Maliya said.

Curious about how much other students knew, the duo created a survey for students and their families regarding e-waste.

"Most of the surveys said that families would like to recycle their electronics, but they did not know where to return them to," Maliya said.

The students found out about Miller Environmental Corporation, which has a transfer station/e-waste drop-off point on Hekla Avenue—not far away from Prairie Rose.

"Miller Environmental is helping out by collecting these things, like older computers and phones," Maliya said.

Catherine and Maliya set up an e-waste collection day at their school, and also visited each classroom to deliver a PowerPoint presentation on the importance of recycling electronics.

"We filled three medium size boxes," Catherine said. "We got things like old cell phones, video games and chargers."

The items were dropped off for recycling at Miller Environmental on June 15.

"Last year, we did a Heritage Fair project on Siloam Mission, and we were able to make a difference...we wanted to make a difference again this year and I think we did," Maliya said.

The duo also presented their work at the Red River Regional Heritage Fair, where they earned a special award for Excellence in Sustainability.

For further information on recycling e-waste and other household items, visit Green Manitoba's website at <http://greenmanitoba.ca/pros/>.

## Get involved in your child's education

Your child will do better in school if you are involved. The Winnipeg School Division knows how important you are and welcomes your involvement.

Here are many ways you can get involved:

- Come and talk to us about things that matter to you.
- Volunteer in the school.
- Help your child with his/her homework.
- Read with your child.
- Come to the parent council or advisory group meetings.

You can be involved in decisions at your school: about the budget, the building, school plans, use of staff and goals of the school. Contact your child's school for more information, or the Division office.

# Go Ride a Bike!



*This Garden Grove student navigates a bicycle safety course during GRAB.*

Over the course of two decades, École Garden Grove School's GRAB week has come to represent many things.

"It usually means Go Read a Book—we'll have book alerts and everyone will stop what they're doing and read," said student Chase Wiwsoniski.

This year, the acronym also stood for Go Ride a Bike. GRAB Week, which ran from June 4-8, was also dubbed Green Week.

"GRAB is really a celebration of learning," said Principal Paul Sutherland. "We've done a variety of themes over the years, including math, and this year it's sustainable development...we're getting the message out that it's a big world and we need to take care of it."

Activities focused on promoting sustainable living—including a community litter clean-up and a massive community bike ride.

"We went all around Tyndall Park...there were over 100 people riding their bikes," said student Kiana Fernandez.

Manitoba Public Insurance repre-

sentatives visited during the week to present sessions on bike safety and maintenance, as well as a bike training course.

"Students have been learning hand-signals and the safety aspects of cycling all week," Mr. Sutherland said.

Two years ago, the school was approached by organizers of the Trans-Canada Trail, who were offering to fund the construction of secure bike cages for schools that were in close proximity to the path.

"That was a nice stepping stone for all of this," Mr. Sutherland said. "It got all of us thinking about bringing bikes to school more often. The parents and the kids knew they could bring their bikes to school without worrying about them getting stolen—and it's working."

In keeping with the social/economic aspects of sustainable development, the school also held a bake sale in support of Winnipeg Harvest during the week.

"We have so much, and we can help other families when they need it," Chase said.



## Kindergarten bound!

This Earl Grey School nursery student was happy to receive his certificate of completion from teacher Santina Bueti (left) and principal Gail Singer. "I feel like a hero," said the student, who was among 27 students taking part in the Nursery Farewell Ceremony on June 22.

The Winnipeg School Division runs nursery classes at 58 elementary schools. Children attend school half days, five days a week. This school year, 1,866 students attended nursery classes. Nursery is a program funded by the Winnipeg School Division via the education special levy on property taxes.



## Red and white: always in style!

On the last day of classes, Kent Road School bid farewell to another year of learning—and gave a big birthday wish to Canada.

Students, staff and parents took part in the school's traditional advance Canada Day parade on June 29.

# A map to guide us along the way



Churchill High School students write the Grade 12 provincial standards test in mathematics.



Assessment practice takes into account students' different learning styles (such as the visual style, pictured).

**I**n 2006, Manitoba Education, Citizenship and Youth introduced *Rethinking Classroom Assessment with Purpose in Mind*. The document was designed to support teachers in assessing their students effectively, efficiently, and fairly, and to serve as a basis for designing professional learning.

Assessment is a part of daily life in the classroom. If learning is indeed a lifelong journey, then one may consider assessment as a map to guide us along the way.

Assessment can show learners the sum of their knowledge—in other words, where they have already traveled on their learning journey. More importantly for young learners, assessment can also show the next learning destination—and the precise pathway to that destination.

Today's students are learning to embrace the notion that we are all unique as learners, with our own strengths—and we are all on our own unique stages of the learning journey. Assessments are simply snapshots taken along the way.

"Assessment for learning is important now, as opposed to when we went to school and assessment was simply summative in nature," said Meagan Mutchmor, Division Math Consultant (K-Grade 6).

"Assessment isn't testing. Testing might be one component of assessment, but assessment for learning means that before you can teach the learners, you need to determine where they are. That way your programming is authentic, practical and targeted."

In Division Schools, assessment informs the teaching and learning process throughout the school year.

"This process is fluid, with ongoing observation and conversations with students," said Division Language Arts Consultant (Grade 7-12) Kathie Kolybaba. "Teachers are using what they are learning about their students to change the activities, lessons and create the best opportunities for learning. Every child is in a different place, so the instruction is differentiated to meet their needs. Assessment is not a one-time event."

Assessment for learning provides detailed information on each child's skills, understanding and the strategies they use to solve various tasks. Assessment data is collected by each classroom teacher for all students.

In nursery to Grade 6, teachers focus on the following curricular/developmental areas in these assessments:

- English Language Arts (N-6);
- Mathematics (N-6)
- Fine Motor Skills (N-4)
- Basic Movement Skills (K-5)
- Social/Emotional Behaviour (N-4)
- French Language Arts (1-6, Immersion schools only).

Children's hearing is also screened in kindergarten by volunteers.

Teachers begin teaching and observing students in small groups, and on a class-wide basis, assessing early in the school year. They gather useful assessment information that helps them plan appropriate instruction.

The assessment processes give an indication of where a child's learning and understandings are at a given point in time. Students, parents, teams of teachers and other educators are all critical participants in the process.

In mathematics, students follow Learning Pathways—written documents where students can mark their current stage of learning and see the next goals and curricular objectives.

"The Learning Pathway is deliberately written in 'I can' statements," Ms. Mutchmor said. "The student approaches their learning with the mindset of 'I can count to 20—that's a point of strength. My next step is to count to 50. I can do this too.' And as teachers, we are going to help you as a student to get to the next step."

That basic learning philosophy is encouraged as the student progresses through the Middle Years and into high school.

"Students are always encouraged to look at the work they have done, to look at the descriptive feedback and improve through reflection and purposeful practice," Ms. Kolybaba said. "We are always building on strengths and looking to achieve more all the time. We're always thinking about

what the next step is, as students and teachers."

"We're helping students find their

voice, share their strengths and celebrate their successes," Ms. Mutchmor

added. "When students leave Grade

**There are three kinds of assessment that take place in our schools. These forms of assessment are supported by Manitoba Education:**

## **Assessment for Learning (Formative Assessment):**

Assessment helps teachers learn more about each and every student. Various assessment tools enable teachers to discover what students understand and where their strengths lie as learners. Teachers are then able to plan and guide instruction to address students' varying needs. In addition, teachers are able to provide helpful feedback to students to help them grow as learners.

"There is very much an interplay between the teacher and the student," said Language Arts Consultant Kathie Kolybaba. "Whether the student is producing a drawing or an essay or other piece of writing, the focus is on the process, not the finished piece. The student does the work and reflects on their learning, and the teacher is responding and giving specific feedback for improvement."

Assessment for Learning tools include tests such as the Grade 3 provincial assessment in mathematics, the Grade 7 provincial assessment in math and student engagement, and the Grade 8 Provincial assessments in ELA and French.

## **Assessment as Learning:**

Assessment helps students gain valuable insight and awareness of how they learn; where their strengths lie and what their next steps are to achieve their learning goals. Students gradually take on more responsibility and become an equal partner in their learning.

"The student is very much a part of the conversation while they are learning," Math Consultant Meagan Mutchmor said. "They understand and take ownership for what they are learning...and what they need to learn next. We want students to ask questions, to be thinkers, readers and writers...to listen and to communicate, because they will need those skills in the future."

## **Assessment of Learning (Summative Assessment):**

Assessment of Learning informs students, teachers and parents, and the broader educational community, of achievement at a certain point in time on the learning pathway. This type of assessment can take the form of provincial exams, tests, etc. and offers an opportunity to celebrate successes, plan interventions and support continued progress.

Assessment of Learning tools include the Grade 12 Provincial Standards Test in Math, Language Arts, and French. The Division also has two Grade 8 Common Exams, in Math and ELA.

These assessment tools are summative. Ms. Kolybaba commented that "Senior High ELA and Math departments use the specific, detailed results of the Standards Test to inform their planning and adjust teaching for the next group of students. So although the assessment tool measures student progress at one point in time, department heads and teachers use results to notice patterns, and to strategically and purposefully plan for the next group of students. Consultants use the data from these provincial and divisional assessment tools to plan strategically and to inform decision making for professional development and allocation of resources division-wide. As the Grade 8 Common Exam becomes more aligned with the Grade 12 Standards Test, it enhances our ability to see patterns between the two, and to work more strategically to improve student learning."

12, we don't know what kind of world they will face. There will be technology and jobs that don't exist now...so we have to prepare these students to be critical thinkers, readers and writers. They have to have the ability to make choices."

**Assessment @ Clifton School:  
A new generation of learners**

For adults, the term "assessment" may seem intimidating or foreign. Some equate the word with testing, or fear that it labels students. Students at Clifton School already know these are fallacies; assessment is as common in their world as computers or whiteboards.

Teacher Antonio Di Geronimo's Grade 6 students have been learning through assessment practices for their entire academic careers.

"Assessment has been a priority here at Clifton for many years," the teacher said. "It's always ongoing. It starts from the day the student walks in this building until the day they leave. The child is involved in the process right from the start. It's not just the teacher asking the questions; the children are assessing themselves as well. They know where they're coming from and where we're coming from—there's nothing to hide."

Students can also reflect on their progress by keeping their own learning journals for subjects like Language Arts. When it comes to a skill such as story writing, the teacher will cover the task, intent and criteria for learning with the students. After students produce a piece of writing, they know their work is not complete—they will meet with the teacher, have conversations and reflect on how their writing compares to the established criteria, and then go back and rewrite. The process may happen several times, but it is to be expected as part of learning.

"Assessment is building learning," Mr. Di Geronimo said. "You may use many different methods, but there is always learning happening, not just a final product."

That philosophy extends to marks and the reporting process.

"Instead of just showing a parent a mark—89 per cent—well, what does that mean? With assessment, you can be very specific with parents and students...you can tell them whether students need help with something like punctuation or anything else. When teachers are specific and detailed with feedback, students can work towards meeting their learning goals."

Principal Mary-Jo Hodge added that assessment provides a way to involve the parents and allows them to see their children's growth like never before.

"Parents can see their student's progress and their journey. For example, in the students' portfolios, they will have writing samples from different points in the year; it's a perfect way for students to show parents their growth as young writers."

Along with addressing students' individual needs, assessment data



**Assessment in action:  
Clifton School**

Afternoon sunlight is pouring in the windows of teacher Mariel Wong's Grade 2 classroom; with the relaxing strains of instrumental music playing in the background, the students—including Nathaniel Reves, pictured—are quietly drawing depictions of what happened at the last birthday party they attended. It's a simple, relaxing activity that

also happens to be assessment at work. Assessment activities can be done as a whole class, in small groups or individually; teachers can either directly engage with students and provide instant feedback, or review students' work after completion. "Assessment gives us a lot of information...it's a great tool for us as teachers to learn more about the students," Ms. Wong said. "In that picture of a birthday

party—and in the accompanying writing component—we can see many things. We can tell whether or not students are picking up detail, we can see fine motor aspects and whether or not a child may need support later on. We can also see how the students use space, how they follow direction and criteria...it's about students being able to take instructions, retaining those instructions and then showing me what they know."

also aids long-range planning at the school level.

"We'll have team meetings and look at the data for any big trends. We can see areas where students may be struggling and address that," Ms. Hodge said.

For example, data from Grade 1 assessments a few years ago indicated that students were having some difficulty with fine motor skills—like holding a pencil or scissors.

"It is becoming a bit more of an issue...their pincer ability isn't always as developed. That may be because they're more used to holding electronic devices," Ms. Hodge said. "When we noticed the kids were having some difficulties, we planned some parent evenings that focused on those fine motor skills. We had centres set up in the gymnasium that gave parents all sorts of ideas for home activities—even simple, hands-on activities like having fun with play dough—that helped build fine motor skills."

Ultimately, assessment is all a part of using best practices in the classroom.

"Assessment drives what the teachers are teaching, it drives the programming and it drives the students to become independent learners," Ms. Hodge said. "The students know why they are doing tasks in the classroom, what their goals are and how to get there."

**Assessment @  
Norquay School:  
Charting the path**

When it comes to following their students' journey as learners—and knowing where they are headed next—teachers at Norquay School are never far away from a wall-sized map.

One of the school's focal points is a specialized Learning Room, which features five large charts that track students progress in reading, writing, mathematics, behaviour and a chart where the school assesses itself on community involvement and interaction.

Students' names are written on coloured tabs of wood; every time a student progresses, they are moved to another slot on the chart. The system provides a living, accurate visual that allows teachers to see where their students are as individual learners—and it also lets educators see larger trends by grade level and other groupings. To protect students' privacy, the room is closed to the public.

"This room provides a private space for adults to meet and have conversations about students' learning and progress—and how we are learning and growing as educators," said Principal Nancy Dyck.

"We collect information about how we are achieving our goals. Our goals in reading and writing and math are very simple—we want every child to be at or beyond grade level, and those students with individual-

ized or adapted education plans will grow in accordance with that plan."

When it comes to student success, community engagement is another important piece of the puzzle—whether that means how the school and parents are connecting, or how the school partners with other key third-party organizations in the community. As a result, the school tracks community engagement in a variety of ways, such as the number of parent volunteers or attendance on family learning nights. There is also much discussion about how to improve these figures.

"There's a correlation between how engaged parents are and how successful their children are," Ms. Dyck said. "That's proven by research. By and large, parents who are partnering with us in their children's learning—who feel safe and comfortable coming to us and talking about things, and bringing issues to the open—that helps us to grow and be a more responsive school."

By the end of September, every Norquay teacher has completed a class overview that includes average reading levels, learning strengths, available supports and materials, goals for learning, and what their dreams are as a class.

Once students' needs as a class and as individuals have been identified, teachers prepare and deliver a "golden hour" of learning every day.

**Assessment**  
*continued, pages 8-9*

# It's all about learning

continued from page 7



Norquay teachers Tiffany Pritchard (left), Jessica Peterson and Ryan Buchanan in the school's Learning Room—where teachers track students' progress in areas such as reading, writing and mathematics and plan strategies to meet students learning goals.

This is an hour of focused learning that includes the use of a resource teacher, special education resource teachers and other teachers as necessary.

"The teacher is like the quarterback in that they figure out what groups need to be configured and how they work together," Ms. Dyck said. "They do that for a four-to-six week period of time, and then at that point, they come together and have a team meeting, reassess and regroup."

Teacher Jessica Peterson said assessment is a priority in September, as it helps to plan meaningful and targeted learning for students: "If you know where students are at, you can plan very specific, differentiated programming for them. They can start making progress right away in September...instead of waiting for that goal driven learning until October or November.

"We use that assessment information from the beginning of the year as a baseline to measure their progress. What did they know, and what do they know now?"

Grade 5/6 teacher Ryan Buchanan said these early assessments are tailored to the different types of learners in the classroom, with tasks that use visuals, reading, manipulatives and more.

"You can get a feel for how a student thinks based on the actions they use...whether they are using pen and paper, blocks or vocally demonstrat-

ing their addition, for example. Assessment really does provide students with an opportunity to show their teacher exactly where they are at and how they think," he said, noting that assessments are just a snapshot in time, rather than a permanent classification of a student. "It's not like they receive an assessment score and that's where they'll work for the whole year. We simply use that information to measure growth and find out what the next steps are for the children."

Grade 4/5 teacher Tiffany Pritchard said assessment is really about meeting the students' differentiated needs.

"No one is teaching to the middle any more...and assessment creates great, focused programming," she said, adding that the process gives both teachers and students specific, realistic goals.

"Sometimes a new goal can be challenging, but as a teacher, you can always say to students 'look at what you've already done. You thought this was challenging and you did it. You can do this too.' You're reminding them to be confident...because they are learning. That's why we're all in school. If you knew everything, you wouldn't be here."

## Assessment @ Lord Roberts School: It's all about learning

"How are you doing?" This familiar salutation has been replaced in recent years at Lord Roberts School with a more specific question: "What are you learning?"

From the first day of school, students are taught that their job is to be learners. By providing the task, intent and criteria for success in lessons and daily activities, students are able to reflect and assess their learning as they grow.

"Assessment is huge because it gives feedback not only to teachers and parents, but to the children," said Principal Roz Moore. "Students should know what they are learning and why. Teachers need to be very clear as to the learning intentions for the lesson and the criteria for success."

Grade 5 teacher Lindsay Blamey likens the task-intent-criteria strategy to golf because there is a clear and visible target (the flag) directing you toward success.

"Kids have the best chance of being successful if they know what they are doing, why they are doing it and what success is going to look like in the end," she said.

In early September, Ms. Blamey was familiarizing students with a tool known as a rubric. When students and teachers compare their results with the criteria, descriptive feedback is an essential part of the assessment process.

"We talked about feedback and



## Assessment in action: Lord Roberts School

Grade 4/5 teacher Marla Tran and a small group of students work on an assessment activity—in this case, skip counting—while the rest of her classroom is engaged in other mathematics activities targeted to their learning needs.

When it comes to specific tasks and activities in the classroom, students are told of the learning intent and the criteria for success. As a result, students are informed and self-guided in the classroom, providing the teacher with the time to focus on individual students or smaller groups of students for assessment or other activities.

"You establish your routines in the class," Ms. Tran said. "As long as the other students know what their task is, and they understand the learning intent and the criteria for success, they know their job and what is expected of them. These students can work independently, and it makes it easy to assess one child individually or a group of children within the classroom."



how it needs to be specific—just saying that something ‘looks good’ doesn’t really tell me anything,” Ms. Blamey said. “The students actually gave me targeted feedback on how well I drew my rubric grid on the whiteboard. One of the students said, ‘your lines are nice and straight and your printing is neat.’ That’s a perfect example of what we are looking for.”

Ms. Moore said all teachers try to provide useful, descriptive feedback to their students: “Our feedback is always specific and aimed at pushing the students’ learning forward...so the students can improve and grow.”

As students build self-awareness about their learning and develop the skills of self-assessment and descriptive feedback, they become the best advocates of their own strengths and stages as learners. These skills are brought to the forefront during student-led conferences; students build portfolios, picking and choosing pieces of work that best showcase their understanding and growth to their parents.

“Students need to take ownership for their own learning,” said Ms. Moore. “It is their responsibility to fully participate in the learning process. Teachers need to give students time to talk about their own learning and understanding. Throughout the process, the teacher and students work together to plan next steps, set new goals and celebrate all the successes along the way.”

#### Assessment @ École

#### Stanley Knowles School: Many students, many strategies

At École Stanley Knowles School, Grade 8 teacher Lee Van Cauwenberghe’s students have been notable for their outstanding successes in the Division’s Grade 8 common math exam—an assessment of learning tool (otherwise known as summative assessment)—for the past several years.

The 22-year veteran teacher said there is no single strategy that has led to these successes; rather, he uses many different strategies to provide differentiated, targeted instruction to meet his students’ varying needs. But it all starts with assessment for learning.

“When I was studying education in university, assessment was there, but it was something you did on your own as a teacher,” he said. “Now, we talk about it all the time...how to reach as many kids as you can. We have such a wide range of learners.”

When his students start Grade 8, Mr. Van Cauwenberghe can refer to prior assessment data that has been gathered on every student from kindergarten to grade 6 to help him get a feel for a student’s current strengths and needs.

And then there are the observational assessments, done every day in the classroom. Early in the school year, the teacher relies on focused class discussions about math, along with having students do mental math problems without the use of a calculator.



#### Assessment in action: École Stanley Knowles School

Teacher Lee Van Cauwenberghe chats with a small group of students about math during a lunch hour at Stanley Knowles.

Along with more formal assessment activities, teachers are often able to observationally assess students simply by having conversations—whether that means listening to student feedback about their learning or providing guidance and descriptive feedback to students.

“There are a lot of strategies that

we can use as teachers to get an idea of where our kids are at,” he said. “It’s really important that we get a feel for that as quickly as possible. You can’t take three or four weeks to figure that out. By now, we’ve been at school for two weeks and I’ve got a pretty good idea of where every kid is at.”

Whether it’s during class time, lunch hour sessions or before/after school, Mr. Van Cauwenberghe and his students do a lot of talking about mathematics. Students who show confidence in discussing math early on usually prove to be strong students who often mentor their peers;

for students who are less confident, the conversations are an opportunity to enjoy success and build esteem in mathematics as a “team” before growing as individual learners.

“I try to work with them as a large group for at least the first two weeks, and do a lot of question and answers...so students can tell me what they know and what they don’t know. That assessment for learning really works. I can use small groups and class discussion, but the more I get them talking...which is what they like to do anyway...it really gives me some good feedback as to where they’re at right away.”

“They’ll do ten mental math questions every day, and by discussing these questions with them, it really gives me a good sense of where their strengths and weaknesses are,” Mr. Van Cauwenberghe said. “By doing a lot of discussion-based assessment for learning assignments with students early in the year, I find they are able to get a lot of success under their belt early on. The sooner they feel comfortable, the sooner they’ll be openly participating and doing the work on their own.”

Technology provides many tools, both in the classroom and at home. For general class discussions, the teacher uses PowerPoint and interactive SMARTboard exercises, as well as Senteo survey devices (where students answer questions with handheld buzzers, creating a fun, quiz show environment).

“The kids are very interested in talking and in technology, so it works well,” Mr. Van Cauwenberghe said.

Mr. Van Cauwenberghe uses several different programs to aid students while they work on math at home. One online math program allows students to practise math at home any time they want. Another online resource allows students to go online and print assignments they may have missed if absent; an online

whiteboard allows students to remotely work with Mr. Van Cauwenberghe in areas where they may need extra help.

Mr. Van Cauwenberghe also uses another program to communicate effectively with both students and parents. Parents and students can review grades and homework; the program will automatically email parents if students have missed an assignment.

“It’s very motivating for my students if they can go home and see their grades in real time. If they write a test, they can go online and see their scores by 8 p.m. that night. They will always come and ask me the next day what mistakes they made and we discuss them.”

These digital tools don’t preclude the importance of real-life interaction in the classroom.

“Sometimes I’ll have students work in groups of similar abilities, or sometimes I’ll pair students of different abilities and some of the students become tutors. If one of my students can mentor and explain something to another student, so that student can understand it as well, then I know the student mentor has a perfect understanding of that concept. Sometimes the kids will get more out of something taught by their peers than me.”

Mr. Van Cauwenberghe also makes himself available to students before classes, during lunch hours and after school.

“I don’t force the students to come in for extra help. If they come in on their own steam, I know they’re ready to learn. I can accomplish more with them in ten minutes than I could in an hour if I forced them to stay.”

“I always tell the students—I’ve done this job for a long time and I’ve got a handle on it. I know how to get you there...but I need your help to do it. You’ve just got to put the time and the work in. If they buy into that, they will be successful.”

*Rethinking Classroom Assessment with Purpose in Mind* had been produced by the Western and Northern Canadian Protocol for Collaboration in Education (WNCP), a partnership of provinces and territories with a mandate to provide quality education for all students from Kindergarten to Grade 12 through collaboration in educational programs and services.

- The ultimate goal of assessment is to help develop independent, life-long learners who regularly monitor and assess their own progress.

(Manitoba Education and Youth 2003)



Photo by Jeff Miller

# Friends for life

Students and staff from Principal Sparling School pose with personnel from the Winnipeg Fire Paramedic Service Station #5. The school and the fire

station have been actively involved in a community partnership over the past several years to build safety awareness amongst students and their families.

Photo unavailable for website.

## Want to get involved? Work with kids? Volunteer Opportunities in the Winnipeg School Division



### Thinking of volunteering to help kids?

School volunteers positively affect children's lives in many ways: from inspiring them to do better in school to motivating them to be better citizens.

### Who can volunteer?

Anyone over the age of 16 who can invest two hours per week, with a minimum four-month commitment during the school year.

### Here are just some of the many things volunteers do:

- Tutor one child or a small group of children;
- Assist in the school library, computer lab, classroom or with after-school programs such as Cadets, Running & Reading Club or Homework Clubs;
- Participate in parent councils;
- Read to students;
- Mentor at-risk students;
- Supervise field trips or overnight camps;
- Test children's hearing;
- Work with refugee/war affected students;
- Play and cuddle with infants;
- Coach sports, assist with drama or music classes.

### How to become a volunteer

Contact one of the volunteer coordinators to schedule an interview: phone: 474-1513 or 453-1748; email: [volunteerservices@wsd1.org](mailto:volunteerservices@wsd1.org).

## Fire safety contest nets student a laptop

An École LaVérendrye student was smiling ear-to-ear after learning she had won a fire-safety contest conducted by the Winnipeg Fire Paramedic Service.

Student Elissa Hall was presented with a new laptop computer after utilizing an online resource designed to reinforce home fire safety lessons.

WFPS officials also visited the school's Grade 3 students personally in June to go over home safety tips with students. WFPS Public Education Coordinator Marc Proulx returned later in the month to present Elissa with her prize.

"We partnered with a company called Community Safety Net and targeted all of the Grade 3 classes in the Division," Mr. Proulx said. "Together we're providing the students with a book to take home, so students can sit with their parents and practise a home escape plan, review smoke alarms and other tips."

A DVD was provided with the book for students to access more safety materials online.

Elissa said she was thrilled to receive the laptop. She added that she learned a lot from the presentation.

"One thing we learned is that your family should always have an escape plan and one meeting place outside," she said. "If you don't go to that spot, and say you go to your neighbour's house instead, your family might think you're still inside the house."

# King Edward play-structure rally begins in earnest

King Edward Community School's annual Celebration of Culture and Learning has always been a way to showcase the many great things happening at the school: Aboriginal education, inquiry projects and other student learning projects, cultural diversity, the community/school connection and more.

This year, the event also helped bring attention to the school's quest to build a much-needed play-structure.

In May, vandals severely damaged the school's existing play-structure. As a result of the vandalism, the structure was no longer safe to use and had to be removed.

"It's been hard, especially for the little kids, because it was their favourite thing to play with at recess," said Grade 6 student Chelsea Oliver. "Whoever did this should help us build another one."

Vice-principal Michelle Sacco said the community lost an important part of its dynamic when the structure had to be taken down.

"According to a recent survey here, the King Edward playground was the number one safe place in this entire community to play—and now that's been taken away from this neighbourhood," she said.

Costs for a new play-structure and grounds improvements run from \$80,000 to \$120,000. While students,

staff and families raised approximately \$4,000 in May and June for the replacement project, there is still a long way to go. One student—Serenity Isfeld—even asked for donations for a new play-structure instead of gifts for her most recent birthday.

King Edward students and staff are hoping to partner with other schools in the Division—perhaps establishing the project as a local goal for WE Day fundraising—in the hopes of rebuilding a play-structure that is sorely missed by not just students at the school, but the entire community.

"We're looking at this as a chance to build citizenship," said recently retired King Edward principal Spencer Clements (who is now chairperson for the Manitoba Council of School Leaders). "We have so many programs and people that used the structure—the summer CSI program, Flora House, the Lighthouse and day cares that used it every day."

At the May 31 celebration, the school had a silver collection and as well dedicated sales of bottled water and popcorn to the playground fundraising.

"People can see that we're working hard at it, but we just need that extra support," said community support worker Gary Burling. "We have great kids here. They put a great amount of work into everything they



King Edward students helped provide some of the musical entertainment for the school's Celebration of Culture and Learning.

do. It's still a good place to be...the community is going to pull through this."

Public donations are being accepted for the new play-structure; cheques can be made payable to the Children's Heritage Fund (attention: King Edward play-structure) and sent

to the Winnipeg School Division, 1577 Wall St. E., Winnipeg MB R3E 2S5.

Cheques can also be dropped off at King Edward School (825 Selkirk Ave.) during regular hours. Tax receipts will be issued for all donations of more than \$10.

## Celebrating new voices

Students from several different Division schools gathered to share their new voices at the Celebration of Aboriginal Languages Spring Concert.

The event, which was held at R.B. Russell Vocational High School, included students from nine Division schools.

The concert offered music, student orations, storytelling in Ojibwe and other languages, discussions with community Elders and more.

"We always dreamed of having a big event like this...it's the right time," said organizer Geraldine Whitford, an Aboriginal Education Consultant and Support Teacher. "I was at a language festival at the Friendship Centre in Winnipeg and thought it was a great idea...so we brought it back to the Division to get these students that are learning the languages to share with each other."

Ojibwe Language Support Teacher Sophie Boulanger said the Division was having great success in revitalizing and sustaining the Ojibwe and Cree languages. "There are remarkable projects being generated through infusing the secondary languages in Division classrooms. An important practical part is having the most

dedicated teaching and enthusiastic students learning through land-based experiences throughout the year."

Elder Dennis Chartrand said the connection to traditional languages was important for students.

"Language is connected to their well-being and knowing who they are," he said. "It's exciting to see this. At one point in my life I didn't think I'd be able to speak my language anymore, or I wouldn't have anyone to speak it with. That's connected to who we are as people. It's great to see young people experience this."

Children of the Earth students Jasmine Seenie and Jennie Morin were among the many students giving spoken-word performances.

"I feel privileged to be learning my language," said Jennie. "A lot of people don't understand that their language is being lost."

Jasmine added that students felt a responsibility to ensure languages such as Ojibwe lived on. "You definitely feel that...it's really important. It can be hard to learn, so it's good that we're going to a school where we can learn Ojibwe every day."

Both students said they planned on teaching their own children the language; they added they were



A William Whyte student and teacher Sandra Samatte go through the days of the month in Ojibwe during the Celebration of Aboriginal Languages Spring Concert.

impressed by the work of the elementary students at the concert.

"It's good to see them learning," Jasmine said. "Some of the younger kids up on stage today seem like they know more than we do."

Ms. Whitford was delighted to see

students inspiring each other with their stories.

"That is what is going to sustain us and keep us growing," she said. "We all need to feel good about who we are."

# Positive parenting program a powerful tool

Newcomer parents at Sister MacNamara School have found support and success through an international parenting program that is being translated into 16 languages.

Parents have been studying Joan Durant's Positive Discipline program, which is based on the UN Convention on the Rights of the Child.

Teacher Jean Tinling said the program—which is taught in partnership with the Mosaic Newcomer Family Resource Network—was started after the school found parents engaging with earlier parenting courses in the school's family room.

"This program also recognizes that parents have a right to support while parenting," Ms. Tinling said. "It looks at how we can raise our children to be kind, caring, healthy, independent adults...and how we can provide support to the parents and how they can support each other."

The program focuses on the establishing of long-term goals, instead of focusing on the short term stresses of daily parenting.

"We try to model how we handle stress, so our children can develop those skills of handling stress and problem solving," Ms. Tinling said.

Fourteen parents take part in the program on a regular basis.



Photo and files courtesy of Wolseley School

## Making food for thought

A student stirs soup in preparation for the school's Empty Bowls fundraiser. Wolseley students, staff and families raised over \$1,000 for Winnipeg Harvest through the humanitarian art project.

The fundraiser was held with the goal of building awareness about food banks and the fact that many children do not have enough food to eat.

Every student created an original bowl to put on display for the event, as well as making four kinds of soup and bannock. Attendees at the supper were encouraged to make donations to Harvest. The students' bowls were meant to be taken home and displayed where meals are eaten; they were to remain empty as a reminder of those people who do not have enough to eat—and the mission of working toward a hunger-free world.



Sister MacNamara parents Amina Mohamud, Ifrah Omar, teacher Jean Tinling, Idil Timayare and Principal Kim Midford in the school's family room.

Parent Ifrah Omar said she has found the program to be very helpful.

"Parenting can be a struggle...so we have to explain things to children in a positive way and in a way they can understand. If you just get angry with kids, they are not learning from that," she said. "When the children learn from you, they take that lesson outside of the house. They learn the best way to deal with the outside world—the school, the street, the playground...everywhere. They learn to solve the problems that they face every day."

Principal Kim Midford said the program—which is open to all parents in the community—has helped to build a strong support for families.

"It's been great to see the partnership growing," Ms. Midford said. "Just watching the comfort level of the families in our school and the relationship that develops...that partnership has been incredibly valuable for all the children in this community."

Over the summer, Ms. Tinling trained Save the Children staff in Kenya to teach the program in Dadaab refugee camps. The parents

in the Sister MacNamara program thought Ms. Tinling should bring a group photo with her to Kenya.

"The women thought I should bring a photo of them all holding their books from the program," Ms. Tinling said. "They thought it would be a message of hope for the women in the camps—that they would be learning from a program that would be invaluable to them when they left the camps and came to Canada or wherever they were going."

The Sister MacNamara parents will resume a second phase of the program in the fall.

## Standing up for her community

When a Sister MacNamara School student wanted to voice her thoughts about violence in her community, she turned to the power of the pen.

Student Roberta Harper-Flett wrote an essay entitled "Dangers" this spring; she expressed her concerns over the lasting effect that violent incidents have on her community.

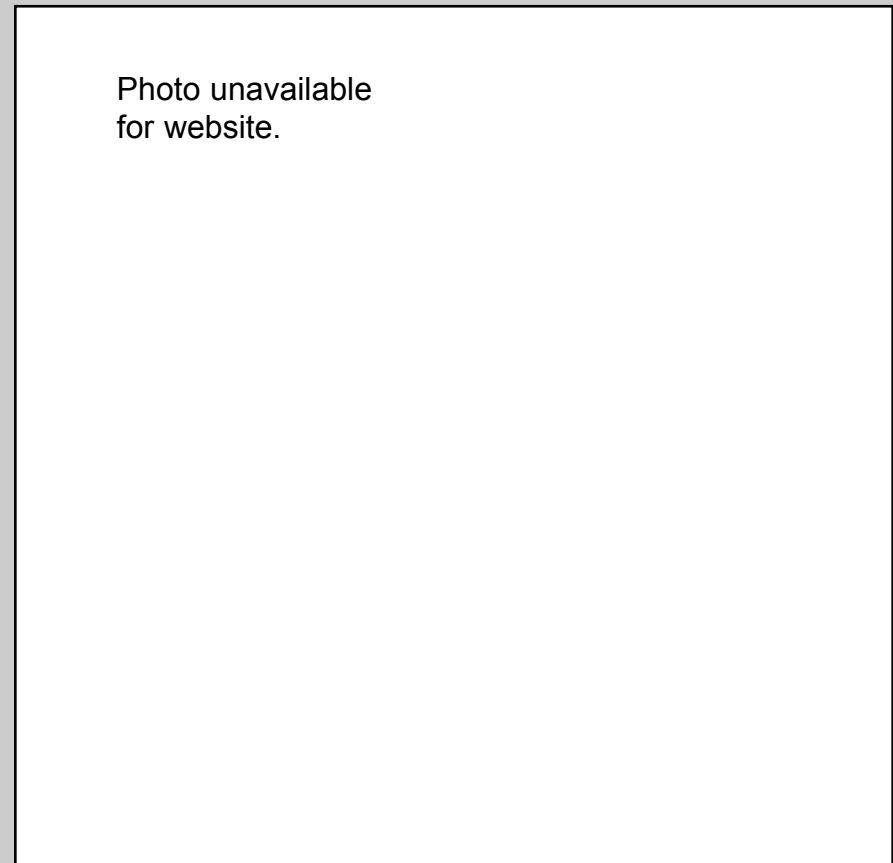
"I beg all the people doing this to stop so us kids could live with a healthy mind and a good life," she wrote. "The mess you created will live on for some time."

She later added: "All this negativity will injure us mentally and maybe physically."

Roberta read her essay to Chicago Bears star Izzy Idonije when he visited the school in May. Mr. Idonije served as principal for a day at the school, as he has in previous years, through his foundation's First Down Attendance Program.

The defensive end said that one person couldn't change the problems in a community, but rather, everyone has an important role to play.

"Everybody can do their little bit



to help. I pitch in, you pitch in, and every single person can pitch in to help our younger generation...and help one another. Because the truth

is, you guys are the future. The things you do now will make a difference for the future. It starts with you guys taking care of one another."



A Machray student and Principal Gordon Armstrong with the plaque that will mark the memorial to teacher Tammi Kroeker.



After hearing about the project, students and staff at École secondaire Kelvin High School pitched in and cut almost 300 butterflies out of wooden sheets.

# Mrs. Kroeker's Butterfly Garden

Students and staff at Machray School have created a colourful, permanent tribute to their beloved teacher, the late Tammi Kroeker.

Mrs. Kroeker passed away in February after a battle with cancer. During her time at the school, the teacher often taught her students about the life cycle of the Monarch Butterfly; she envisioned creating a butterfly garden at the school to continue to educate students and beautify the neighbourhood.

"This garden was really started by Mrs. Kroeker," said Principal Gordon Armstrong. "The garden work happened with the help of students. Staff

and parents pitched in, all under the leadership of Mrs. Kroeker. Her family even came to rototill and work the garden as well."

Students, staff, parents and the teachers' family and friends have continued that vision by officially dedicating the garden as a memorial. Mrs. Kroeker's Butterfly Garden features flowers and plants such as milkweed to attract butterflies; the entire school community also painted wooden butterflies that grace the garden and the rest of the schoolyard.

Student Destiny Pelletier remembered being in Mrs. Kroeker's class in Grade 1, and in particular, the

butterfly project.

"We got to see the butterflies grow...I remember when we finally got to let them go free," she said. "Mrs. Kroeker was a fun teacher; she would always make us laugh."

The teacher's legacy was felt throughout the completion of the garden.

"As we were planting some flowers, very often there was a Monarch Butterfly in the garden, and we watched as they laid an egg on the milkweed that Tammi had planted," Mr. Armstrong said. "We attached the butterflies along the fences to remember the impact that Tammi has

had on our lives...and to welcome everyone into our beautiful community of Machray School."

Art teacher Ann Rallison guided students through the project in the weeks leading up to the garden's opening in June. Students learned anatomical terms and concepts such as symmetry prior to painting their creations; as well, they learned about the joy of sharing their work.

"The students are learning about that whole concept of public art. The children feel an ownership, but there's that sense of giving their work to their community," Ms. Rallison said.

## Sharing memories



Files courtesy Garden Grove, photo by Jeff Miller

Salin Beaufoy looks through photos on an iPad with École Garden Grove School students.

Students were engaged in various activities throughout the year with the seniors of Westhaven Retirement Centre. As part of their Language Arts curriculum, which includes: speaking, listening, writing, reading and thinking, students participated in non-electronic games (i.e. Chinese checkers, Crokinole, beanbag baseball and carpet bowling), interviews with the seniors and using technology (using iPads and laptops) as a means of researching, recording and sharing.

As part of this Intergenerational Project, the children and elders were able to appreciate one another's experiences and develop meaningful friendships. Students prepared creative and colourful 3D dioramas for the seniors, providing snapshots of the lives they shared during the interview process. For a farewell tea, the students prepared pieces of witty poetry that allowed them to predict their own future lives as seniors.



## Summer Thriller

Busting a move during Hugh John Macdonald School's community feast and street festival.

The well-attended June barbecue featured many entertainers, including the Jazz On Wheels program, hoop dancer Brian Clyne, a student dance retrospective of Michael Jackson music and more. Students and staff also took time to formally

open the school's massive new 40-ft. by 8-ft. mural (profiled in the April 2012 edition of *Our Schools*).

Photo by Jeff Miller



## Dance of summer

This Greenway School student dances to the beat during his school's annual powwow, which was held in June.

# Moments in time

Over 320 students explored the vast canvas of Canadian history as part of this year's Red River Heritage Fair.

The students, ranging from Grade 4 to 11, came from across Manitoba to have their projects fielded before some 95 judges. In their downtime, they enjoyed historical workshops held elsewhere at The University of Winnipeg's Duckworth Centre.

"This is our largest fair ever, and we've seen some of the most amazing projects to date—every year I learn something new," said event co-chair and St. John's High School teacher Marie Zorniak. "We have over 70 Grade 9 projects alone this year, so we are seeing a lot of older students, and as well there are more rural schools participating."

Along with sending students to participate in the fair, Sargent Park School also sent 22 student volunteers. The students helped complement a dedicated group of teachers and other adult volunteers, like Principal Sparling School teacher Kevin Roberts, who work hard to make the event a reality.

"We're 100 per cent volunteer run...we do this because it's Canadian, it's educational and we love it," Ms. Zorniak said.

On the fair floor, École LaVérendrye student Jacob Sanchez chose to explore the story behind the Moose Jaw Tunnels—infamous for being used by bootleggers during the Prohibition Era.

"The first use for the tunnels was for steam engineers to get between businesses without having to go outside," Jacob said. "The second use was by Chinese immigrants who could not pay an expensive head tax when they came to Canada—so they went and lived in the tunnels."



Canadian history is full of colourful characters and places, as these two École LaVérendrye students ably demonstrate:

Jacob said he plans on visiting the tunnels as soon as the opportunity arises.

Fellow LaVérendrye student Nova Martin studied the Battle of the Plains of Abraham for his project.

"This is my first time at the fair...it's very exciting," he said between rounds of judging. "The workshops are good and I like seeing the other projects too."

Nova was ultimately one of three Winnipeg students who were finalists in the national Young Citizens video contest. The contest, which was held by Canada's History magazine, had students creating videos about their heritage projects for the internet. Ultimately, a panel of judges will select six students to go to the National History Awards in Ottawa this fall.

**Division award winners from this year's fair:**  
**Bethany Balaktsis**, Sargent Park School. Hudson's Bay Co. Explorer Award.  
**Joshua Caldo**, Prairie Rose School. City of Winnipeg Museums Award.  
**Gabrielle Cochingo**, St. John's High School. Canada's History Society Medal.  
**Catherine Dang, Maliya Cruzat**, Prairie Rose School. KGS Award in Science/Technology.  
**Madison Durupt, Raven Michelle**, William Whyte Community School. Aboriginal Circle of Educators Award.  
**Gelian Fernandez**, Sargent Park. Aboriginal Circle of Educators Award.  
**Valentin Lazo**, École J.B. Mitchell School. Manitoba Sports Hall of Fame Award.  
**Alenna Mark**, Grant Park High School. Red River Heritage Fair Award of Excellence.  
**Nova Martin**, École LaVérendrye School. Manitoba Social Science Teachers' Association Award.  
**Sky Matheson-Littlechief**, St. John's. Impact of Faith Award.  
**Jack Mulvena**, St. John's. Louis Riel Institute Award.  
**Derelyne Raval**, École J.B. Mitchell. Dalnavert/Manitoba Historical Society Award.  
**Maguire Steingart**, École LaVérendrye. St. Boniface Museum Award.  
**Alexis Waytiuk**, École J.B. Mitchell. Manitoba Social Science Teachers' Association Award.  
**Jack Wood**, Sargent Park. Louis Riel Institute Award.  
**Vanessa Yalung**, Sargent Park. Relocate Reggie the Red River Regional Heritage Fair Buffalo Award.

The students' videos can be found at: [www.youngcitizens.ca](http://www.youngcitizens.ca).

## Archeologist digs up facts, great stories

Students from Lord Nelson and Queenston schools rolled up their sleeves and dug into a few archeological mysteries.

Author Gina McMurchy-Barber—creator of the Peggy Henderson series of archeology-themed mysteries—visited with students from both schools as part of Canadian Children's Book Week.

"Archeologists are time travelers...as we dig down deeper, we go back in time," said Ms. McMurchy-Barber.

In the novels *Broken Bones* and *Reading the Bones*, archeology becomes a way for Peggy to link to the past and learn the stories of human remains she finds at dig sites. As a former archeology student, Ms. McMurchy-Barber has taken part in similar digs, and has even studied orangutans in Borneo, Indonesia to find out about our past.

Since then, Ms. McMurchy-Barber worked as a journalist before becoming a teacher—a job she continues to balance with her writing

career to this day.

"When I became a teacher...that was when I felt like I had finally arrived to the job I was meant to be in."

As a children's writer, she is able to continue to work with students in another capacity.

Ms. McMurchy-Barber met with Lord Nelson students at the Sir William Stephenson Library. The school transported parents and students to the library to enjoy the reading with the author.

"We are doing this to build the home/school/community connection," said teacher Louise Snidal. "We've partnered with Sir William Stephenson in the past to do literacy nights for dual language families...we use any opportunity we can get to reinforce literacy."

"The students are pretty excited to meet a real live author today, and this really emphasizes how they are authors as well in the classroom."

Meanwhile, at Queenston, students were able to tie in their human



Gina McMurchy-Barber explains the archeological process with Queenston students using a mock-up of a dig site.

rights studies with the author, who also wrote the non-fiction book *When Children Play*. The book focuses on the humanitarian organization Right

To Play, which seeks to ensure students around the world have the time and ability to access sports and recreation.

# Flying the colours



Students and staff at Elmwood High School enjoyed a day of intercultural insights and expression during a May Diversity Day.

The day included a broad slate of workshops from presenters such as Somali refugee/social advocate Muuxi Adam, Inuit throat singers Melinda Tautu and Zeann Manernaluk, Amnesty International, Ugandan musician Gentil Mis, Aboriginal educator Rebecca Chartrand, Manitoba Theatre for Young People and more.

In the afternoon, students and staff gathered for a school-wide feast and pow wow. Children of the Earth High School, including traditional advisor and pow wow emcee Colin Mousseau, helped the school organize the event.

"This is a phenomenal opportunity to use the pow wow as a chance to celebrate the many cultures we have here at Elmwood," said teacher Joanne Sabourin, who was part of the organizing committee. "It's great for our community as well; it gives a sense of pride."

The event also included a feast of stew, bannock and fruit for 1,000 people.

"We cooked at Tec Voc for two days continuously to get ready for this," said teacher Christine Osztian, who was part of a group of Elmwood teachers and students who helped prepare food. "Tec Voc and teacher Rossita Schau were very kind to let us use their facilities. The students and staff made us feel so welcome."

Alyssa Le Fort-Lynx said the day was worthwhile: "Cultural awareness is great, not just for Aboriginal people, but for everyone. So this helps everyone to be aware and learn more. Cultural identity is extremely important."

Alyssa is also part of the school's Aboriginal Leadership Group.

"It's great, we meet every week to provide a strong environment and support," she said. "Many of the kids that are new to the community are from up North, and the more mature students have experience here and can help them."

*Aboriginal veteran and Order of Manitoba recipient Joe Meconse led the grand entry at Elmwood's pow wow.*



*Photo by Jeff Miller*

## Garden tour

Manitoba Education Minister Nancy Allan was given a tour of Lord Nelson School's thriving sustainable development gardens in June.

Ms. Allan helped plant some new additions and also shared some gardening advice with students.

## Grosvenor principal receives library award

Grosvenor School Principal Brad Corbett was recently honoured by the Manitoba School Library Association's Administrator's Award for distinguished service.

"It was nice to be nominated and a great honour," Mr. Corbett said. "I'm a big believer in libraries and literacy in general is obviously a priority in anyone's school."

When Mr. Corbett first came to Grosvenor, the school conducted an assessment of its library collection, and included parents in the discussions. This led to upgrades such as an automated system, a fresh new design and a bolstered non-fiction collection to reflect students' reading habits.

"We took a look and said 'this is our reality, let's look at what is possible.' We're fortunate to have a parent community that also shares in that passion for libraries. We've made it a hub and heart of this school. It's not just a place where students take a book off a shelf and leave. There are all sorts of learning that happens there."

The principal also praised teacher-librarian Pat Zealand for her role in making the library an important component of daily learning: "We're very fortunate to have an experienced, seasoned teacher-librarian who can deliver that important programming to students."



*Principal Brad Corbett and teacher-librarian Pat Zealand in the Grosvenor library.*

# Entrepreneurial spirits soar



Some of Children of the Earth's talented E-Spirit team.

Students from Children of the Earth High School achieved stellar results at this year's E-Spirit National Aboriginal Youth Business Plan Competition.

In fact, the school came away with gold, silver and bronze at the event, thanks to several impressive student business proposals.

The online youth business plan program, which is hosted by the

Business Development Bank of Canada, has run for 12 years. Every October, teams start an online component before convening in May for the final portion of the competition.

With this year's event being held in Winnipeg, the school sent both Grade 11 and 12 business students; the students are all participants in the Paul Martin Educational Initiative at

the school.

"Students have to create a marketing plan and a promotional video, and at the actual competition they have to do a tradeshow and a PowerPoint presentation for their businesses," said teacher Leigh Brown.

Students Brittany LaPlante, Courtney Johnston, Jestine McKay and Sierra Cromarty won the gold prize for Little Neechies Arts and

Crafts—a business which would supply materials and instructions to consumers to make Aboriginal crafts.

Justin Harper, Bradley Bushie, Brandon Pottinger and Tyler Boulanger earned silver with Rez-zidence: a proposal for safe, affordable, culturally-based housing for Aboriginal students who come from remote communities to go to school in Winnipeg.

Judges awarded the bronze to Danika Phillips, Maria Phillips and Drake Perry for their business plan outlining Euphoric Visions—which would share and sell artistic photography.

The medal prizes also earned the school cheques for \$1,500, \$750 and \$500 respectively.

"I think it was a good experience for us to go and present, it helps you build self-esteem," Bradley said. "It makes you more outgoing."

"It's incredible when you see the students' progress from the beginning of the year to reaching these competitions," Ms. Brown said.

Leading up to E-Spirit, students also took part in the Manitoba High School Investment Competition in April. Student Ariel Smith-Mink was a top finisher for an Aboriginal colouring book targeted at elementary students and schools.

"We're proud of our students—they did the work and put in the effort, and it was very rewarding," Ms. Brown said. "For any young person who has a business idea, they should just pursue it. There are so many supports and people out there who can help you develop your ideas and take them to market."

## Fundraising the fit way



Cecil Rhodes students get in step during the school's walkathon.

Cecil Rhodes School students and staff walked, jogged and ran their way to raise an impressive total during their fundraising walkathon.

Students collected pledges and took to the sidewalks surrounding the school in May to raise \$7,000.

The school holds a walkathon every year as its major fundraiser for field trips, supplies and other special student projects.

"We've been doing this walkathon for years...it's well sup-

ported by the community," said Reading Recovery teacher Ian Stewart, adding that the activity was a very economical way to fundraise. "It's a good way to fundraise quickly and you aren't paying out any money to anybody else for costs."

Student president Norman Relis said the event was a healthy way to unite the entire school.

"It promotes physical activity and gets you active for a good cause," he said.



Photo by Jeff Miller

## They're Sagkeeng's Finest...and Sisler has them!

Students at Sisler High School were thrilled in June when the winners of the television series *Canada's Got Talent* stopped by for a high-energy performance.



# Art in the Neighbourhood

When the kindergarten/nursery students at École Laura Secord School explored the “flower power” decade—the Sixties—as part of the school’s 100th anniversary year, they jumped into their roles wholeheartedly.

The students even had their flower power artwork displayed at the local coffee house. The Neighbourhood Bookstore & Café featured a display of artwork created by Room 204 in the weeks following the school’s 100th anniversary.

For their art project, students emblazoned CD cases with Plasticine floral scenes.

“It was supposed to be from the Sixties, so the flowers had to be really bright,” said student Molly Altemeyer, adding that her mother had come to see her work while it was on exhibit.

Teacher Deenie Lefko-Halas said students looked at Canadian artist Barbara Reid’s work for inspiration during the project.

“This is another form of community involvement for us,” she said. “All of our children were very proud and excited that their work was here and they came to visit with their families.”

Café-owner Bill Fugler said the artwork made an impression on his customers.

“It’s had a huge response from adults who don’t even have a connection to the kids—someone told me they thought it was a really creative idea for an indie band’s CD release,” he said.

“We always try to do a lot with local artists—Wolseley has always been so rich in art and music.”

*Right: Laura Secord students and Bill Fugler (proprietor of The Neighbourhood Bookstore & Café) with the display of Sixties-inspired artwork.*



## Vinyl visions



A group of artistically inclined students from Andrew Mynarski V.C. Junior High School and Sisler High School showcased their artwork during a recent public exhibition.

“We’re a feeder school for Sisler, and we thought it would be neat to do a joint project together,” said Andrew Mynarski V.C. teacher Meghan Davidson, who collaborated with Sisler art teacher Mike Thwaites.

Students were part of a spring exhibition at Ace Art Gallery, which has shown a commitment to developing artistic talent in the community.

“We’re not only showing students that there are other venues besides the school to display their work, we’re showing them a community that recognizes and values artwork,” Mr. Thwaites said.

The art project had students painting images on 12-inch LP records, which offered a uniform starting point for students’ wildly diverse ideas.

“We either did random images or juxtaposition, which is putting two images together,” said Sisler student Matthew Espino. “For my painting, I had a candle and chains, and I called it *Chained Enlightenment*. The candle represented hope and the chains were chaos...I was trying to say that amidst all the chaos there is still hope.”

Andrew Mynarski V.C. student Angela Tan said it was worthwhile for students to be part of a public exhibit: “It’s good because if any of us choose to be artists in the future, we’ll know how an exhibition works.”

## Aboriginal celebration



*Photo by Jeff Miller*

River Elm School students speak to the audience gathered at the school’s Celebration of Legends in June.

Teacher Gloria Giubega said the event was the culmination of a school-wide project—one of many designed to help students learn and appreciate Aboriginal culture.

Classes wrote their own Aboriginal legends and made animal totem poles; like many of the totem poles through history, the River Elm totems have become symbols of unity, tradition and pride.

# Elevator named after inspirational Hornet



Above: Rodmond's parents, Cheryl and David, unveil the plaque honouring their son alongside principal Gordon Crook.

Right: Plaque dedicated to late Tec Voc alumnus Rodmond Huska.

Students, staff and administrators gathered at Tec Voc High School for a special ceremony in June to honour an inspirational alumnus—the late Rodmond Huska.

The ceremony was held to formally dedicate the Rodmond Huska Lift—an elevator that improved accessibility at the school for all students wishing to take part in the school's broadcasting program.

Rodmond—who graduated in 2008—refused to let a wheelchair stand in the way of participating in that program, or indeed, all aspects of life at Tec Voc. The student and his parents, Cheryl and David, were active proponents of a lift that would allow students with mobility challenges to access the broadcasting program and studios in the school's ground floor.

"You could count on him to be very giving of himself—I think that's one of the things that inspired everybody about Rodmond," said Principal Gordon Crook. "Here was somebody who was facing challenges that most people couldn't comprehend, but he was always the first person there to help other people. He was also the person who was there at any Tec Voc event.

"For a young 21-year-old man who left us too early...he won't be

forgotten."

Teacher Nicole Bouchard, who worked with Rodmond in the broadcasting program, echoed those sentiments: "Who could ever forget Rodmond? Once you met him, he was forever embedded in your heart and mind. He was one of the most positive people that I've ever met."

Cheryl and David Huska were in attendance to unveil the official plaque, along with Mr. Crook.

The lift is just one of many ways of continuing the legacy of a student who taught both students and staff so much about life. A Rodmond Huska Memorial Award is also presented to one Tec Voc graduate each year who similarly overcomes major obstacles to attain their diploma.

"Rodmond taught us right from the very beginning," Mrs. Huska said. "This will be here forever...anybody who needs this lift can use it."

Superintendent of Schools-Central Celia Caetano-Gomes and former district superintendent (and later Chief Superintendent) Jan Schubert were among those in attendance at the dedication.



Part of the Shaughnessy Park film team that worked on the award-winning Louis Riel, Son of the Red River.

## Riel film earns accolades

A group of young filmmakers from Shaughnessy Park School made a big impression on judges at the 2012 Freeze Frame Film Festival with their documentary on Manitoba founder Louis Riel.

*Louis Riel: Son of Red River, Father of Manitoba* earned awards for both the best documentary and best technical achievement at the festival, which was held at the Franco Manitoban Cultural Centre.

The Grade 8 students, who were in teacher Mitchell Rygiel's class, visited and filmed at locations that included Riel's gravesite in St. Boniface and Riel House—which has since closed its doors due to federal budget cuts. The three-minute video is narrated by an animated version of Louis Riel, and also uses historical photos to tell his story.

"We worked on it for months—the effort shows in the movie," said student Kevin Macauley. "We made the talking Louis Riel in Final Cut Pro...we learned a lot."

Students Jesse Gomes and Nic Hunt helped shoot location photographs for the documentary.

"We used still photographs, but you can use computer effects to make them move and make it more interesting to watch," Jesse said.

Mr. Rygiel said the film was originally entered into a Parks Canada contest, but it wasn't until Freeze Frame that it finally found recognition: "The kids were fortunate enough to be chosen for the two awards at Freeze Frame, and they're very happy about that."

The Shaughnessy Park documentary can be viewed online at <http://www.youtube.com/watch?v=PfBzv84jx0c>.

## Celebrating at Kaakiyow li moond likol



Photo by Jeff Miller

Teacher and emcee Christa Yeates shares her best wishes with the 2012 graduates from the Kaakiyow li moond likol Learning Centre. Joining students and staff were guests from the learning centre's parent institution, the Winnipeg Adult Education Centre, as well as Elder George Spence and special guest speaker Tina Keeper.

### What to do if you have a problem at your child's school

Problems can arise but can be solved by open discussion.

The steps to follow:

- Talk to the teacher first.
- If you can't resolve the issue—talk to the Principal.
- If you can't settle the issue—talk to the Superintendent.
- If you can't settle the issue—talk to the Chief Superintendent.
- If you can't settle the issue—contact the Board of Trustees.

# Mini soccer pays big dividends

Nursery to Grade 2 students at Machray School are getting fit and learning valuable teamwork skills as part of a successful after-school mini-soccer program.

"Two years ago, we had a parent involvement meeting, and the parents said they wanted more sports for the younger students, and soccer was one of the sports they wanted to see," said community support worker Terri Chubala.

Parents play a key role in the program, which runs twice weekly afterschool.

"The parents help set up and put the equipment away, they referee and they coach—it's a team effort," Ms. Chubala said.

For the students—who may not have access to league sports outside of school—there are many benefits to participating.

"This gives the students an organized team sport, where they can learn cooperation, taking turns and playing as a team," Ms. Chubala said.

Students are also proud of their accomplishments and development on the field.

"I've played soccer since I was in kindergarten...I'm good at it now," said one Grade 2 student. "I'm really good at running and kicking the ball into the net."

Parent Monica Davidson, who serves as a volunteer coach while her daughter Haiden participates, said the program has been personally rewarding.

"I came to get to know Haiden's schoolmates, teachers and the other parents better," she said. "It's been very fulfilling—the kids all call me coach now. And the students are all getting good exercise."



A Machray student kicks the ball during the school's afterschool soccer program.



Montrose students plant seedlings in their school's soup garden.

## Growing season

Even when school is out for the summer, the work is always just beginning for the students and parent volunteers who take care of school gardens in July and August.

Students Savanna Henn and Eilä Hanson-Leith, who both work on the grounds at Montrose School as part of a gardening club, said there is always work to do.

"We're gardening to grow vegetables for soup," Eilä said. "This is part of a project to see how we can grow food in a safe, sustainable way."

"We have gardens at home too...we both like to work with the soil and get our hands dirty," Savanna said.

Montrose's parent council plays a major role in the school's various gardens, which includes an above-ground vegetable box-garden.

"Our parent council has formed a sub-committee to focus on maintaining and improving our garden areas around the school," said parent/committee member Wendy Love.

She added that while the sub-committee has only formally existed for two years, parents and community members have done extensive fundraising over the years to plan and create the school's exceptional garden spaces.

"They were the ones who created these garden spaces—the vegetable garden is one that has just been introduced in the last few years," she said. "We're using this space to tie into the curriculum and also to promote the concept of understanding where food comes from...so we'll be making soup with these vegetables in the fall, when the children come back."

Educational assistant Carrie Brown, who has been involved with Montrose's gardens for six years running, said the experience is invaluable for the school as a whole.

"The kids love it. Gardening brings the classroom outside, and the parents like to see the kids active and involved," she said. "The students are learning skills they can take home and use. When they see something like how lettuce can grow from such a tiny seed—I think that's a great experience."

## Still smiling



Since starting with one school in 1998, the Variety Children's Dental Outreach Program has grown to bring great smiles to many children in the Division.

Twelve schools will take part in the program this upcoming school year. Students are scheduled and bused to appointments at the University of Manitoba's Faculty of Dentistry every Friday. Prior to the visits, faculty dentists go to Division schools to screen students for any potential dental issues. Parents are provided with photographs of their child's teeth and an outline of recommended treatment. Once parental consent is obtained, students receive the necessary treatment at no cost to

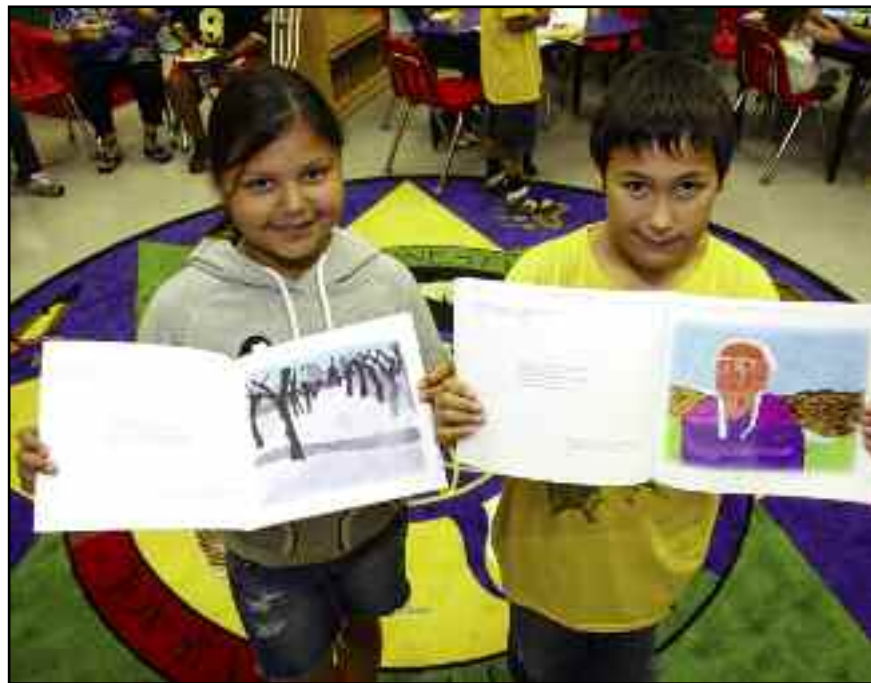
families.

The partners in the program met at the Division's Administration Building No. 1 in June to share success stories and celebrate another year of helping children.

Prairie Rose School was awarded a certificate for outstanding participation in the program, along with a \$500 cheque for school projects.

Pictured here are Variety Executive Director Wayne Rogers (left), Variety Director of Fund Development Janet McLeod, Prairie Rose Special Education Resource Teacher Anna Fernandes and Dr. Charles Lekic, the University of Manitoba's Head of Pediatric Dentistry.

# If You're Not From The Inner City...



Pages from their class's book *If You're Not From The Inner City*.

Inspired by the classic Canadian children's book *If You're Not From The Prairies*, Grades 5/6 students from Sister MacNamara School wrote their own book to celebrate the Inner City.

"We were reading David Bouchard's book in class, and the students really liked the way he wrote. They felt inspired by him and wanted to show their own community in a class book," said teacher Michelle Bevan. "The kids were involved with everything—they emailed Mr. Bouchard and asked if they could use his style of writing and illustration. He emailed them back and he gave them permission to go ahead with it."

The class also successfully applied for a Manitoba Grant for Citizenship in Education to fund the publishing project.

The book took almost a year to complete, from the initial spark of inspiration to publication in June.

Each student wrote sections about what made their community and its people unique and special.

"I wrote about wisdom," said Tristen Fontaine. "I said wisdom was the responsibility to take care of others, using your power for good, choosing wisely between nice and bad, having the courage to just be you and to stand up for others."

Student Shontay McGillivary wrote about the joy of exploring her neighbourhood. Her class toured and photographed the community for the project.

*"Exploring is like magic...feeling the fresh cold wind blowing in your hair in the shadows, and the garbage on the streets. Walking on the cement it's like you are a melting popsicle in the blazing hot sun. Searching place to place looking at the graffiti on the walls."*

Both students said they were proud of the finished book, and planned on showing it to all of their family members and friends.

"I like this, it feels good to be an author," Tristen said.



Students with the Robertson Peace Banners.

## Tales of peace

Through the power of visual art and storytelling, Grade 4 students have created a lasting message of peace at Robertson School.

The school's Peace Banner Project—which was sponsored by Project Peacemakers and supported by The Winnipeg Foundation—had students collaborating to write traditional stories under the guidance of storyteller Jamie Oliviero.

Art teacher Beth Henteleff then worked with students to create Aboriginal and Inuit-inspired artwork to accompany the stories on the banners.

Ms. Henteleff said the banners were essentially a way of showing "how important it is for us to take care of each other...and make this world a better place."

Each story does that in a different way. *The Wolf Messengers* is about a northern village that lives in fear after hearing the howls of approaching wolves. At the same time, they notice their igloooviuks are melting due to pollution and global warming. But when the wolves arrive, they turn out to be friendly and play with the local sled dogs. The villagers ultimately send the wolves to the south as messengers to warn about the dangers facing the planet.

*Promises* tells of the original peace that existed between all of the animals and the first people. But eventually, environmental pressures made the smaller animals scarce and people overhunted, causing the animals in turn to become aggressive—and peace was lost. Knowing that something had to be done, the Elders made an agreement with the animals: people would show respect for each and every creature and only take what they needed. The animals, in turn, promised to give of themselves and share the gift of life. These promises, made so long ago, must be remembered: "Unless we find a way to coexist, none of us will live."

The colourful banners were officially unveiled in late-June; Mr. Oliviero was among those in attendance.

"Look to the person next to you," he told students. "Now you know what a storyteller looks like. I am looking at a room full of storytellers."

The banners will be hung prominently in the school this fall.

Photo unavailable for website.

## Pixel-perfect

Tec Voc High School student Michelle Arnold stands beside her striking fashion shot during a recent exhibition at the Pixels 2.1 gallery.

Michelle was among a contingent of Tec Voc photography students that showcased their work at the gallery in May.

Photo by Richard Favari

# School Bus Information

## for Parents/Guardians

### Welcome aboard!

When it comes to ensuring children have a safe and relaxing bus ride, parents/guardians are an important part of the team.

We ask that you review the following information with your child.

You may also want to share this information with any of your children's other caregivers.

### Planning to take the bus

- Parents will receive a letter confirming their child will take the school bus each day. The letter will give the time and location for pickups and drop offs.

- Before your child starts taking the bus, walk with him or her to the pickup and dropoff locations and show him/her the safest routes to travel.

### Preparing for the bus

- Each day, ensure your child is suitably dressed for any extreme weather in the event the bus is late.

- Your child must leave home early enough to be at the pickup location five minutes ahead of the scheduled pickup time. If the bus has not arrived 10 minutes after the scheduled pickup time, you should call the Winnipeg

School Division Transportation Section at 789-0452 or First Student Canada at 586-8800.

- At the pickup location, students must stay on the sidewalk or on the side of the road while they wait for the bus.

- If children have to cross the street to get to the bus, they should wait for the bus to come to a complete stop. The red lights start to flash, the stop arm comes out and the bus driver signals it is safe to cross the street. Children must always cross in front of the bus.

### Getting on the bus

- Students form a line and wait their turn to get on the bus.

- Being respectful of each other's space, children should move up the steps of the bus, holding onto the handrail while boarding.

### On the bus

- Once on the bus, children should go directly to their seats.

- Students may have to share a seat. In some cases, up to three elementary children can be assigned to a seat. Once the bus driver becomes familiar with the students, he/she will assign seats and create seating plans.

- Eating and drinking is not allowed on the bus.

- Students should use their indoor voices while on the bus, so they don't distract the driver.

- All students must remain seated while the bus is moving.

- The aisle of the bus must be kept clear at all times—bags and backpacks must be placed on children's laps.

- Musical instruments and athletic equipment may be brought on the bus as long as they can be placed under the seat without blocking the aisle. Skates must be in an athletic bag at all times. Students may not bring hockey sticks, brooms, shovels, or oversized athletic equipment or musical instruments on the bus.

### Leaving the bus

- Children should watch for their stop and be ready to get off the bus with their belongings.

- All passengers must wait for the bus to come to a complete stop before getting up from their seat.

- When getting off the bus, children should hold onto the handrail.

- Once they leave the bus, children should take at least three giant steps away from the bus so the students behind can also unload safely.

- If students have to cross the street, they should walk to the front of the bus past the crossing arm.

- Children should wait for the bus driver to signal it is safe to cross. Students should still look both ways before crossing.

### Behaviour

The Winnipeg School Division is mindful of the need to create a respectful and safe environment that allows each child to reach his or her full potential.

Winnipeg School Division school bus drivers are expected to maintain control and report students displaying inappropriate behaviour while travelling to and from school.

Under the Province of Manitoba Public Schools Act, the principal of the child's school is ultimately responsible for disciplining students which can range from a verbal warning to a permanent suspension from bus service depending on the frequency and type of event.

### Bullying and harassment

Your child needs to know that if there are any problems with the behaviour of other students or if any child requires assistance, he or she should report these events to the bus driver. The bus driver is there to ensure that all students receive safe transportation to and from school.

If your child feels he or she is being bullied or harassed while travelling on a Winnipeg School Division bus, please contact the principal to report the incident. The principal will work with the Transportation Section to investigate the matter and determine the appropriate action to correct the situation.

### Frequently asked questions

*Q. What are the hours of operation of the Winnipeg School Division Transportation Section?*

A. The office is open from 7:30 a.m. to 4:30 p.m. or until the last child is dropped off.

*Q. Will I be phoned if my child's bus is running late?*

A. It is not unusual for a bus to run late. At the beginning of the year, when students are getting used to the bus routine, buses are often a little bit late. Buses can also run late for a variety of other reasons, including road and traffic conditions.

*Q. What if the bus is very late?*

A. If a bus is running very late, due to an issue such as bus breakdown, parents will be contacted.

If you have any concerns about the lateness of your child's bus please contact 789-0452 or the service provider directly using the following numbers:

-First Student Canada	586-8800
-Wheel Chair Services	982-0799
-Handi-Helper	999-5812
-Belle's Transportation	999-2862
-Duffy's	925-1305

*Q. Can I ask the bus driver to change my child's pick up location?*

A. The bus driver is not authorized to make adjustments to pickup and dropoff locations.

*Q. Should I meet my child at the bus stop?*

A. All nursery, kindergarten and special needs students must be met by an adult. In the event the parent/guardian is not able to attend please notify the Transportation Section at 789-0452 to provide alternate name(s) of people who will meet your child.

If there is no one to meet the child, he or she will be returned to the school at the end of the run. The parent/guardian can pickup the child at the school.

If your child is not special needs and is in Grade 1-6 and you want him/her met, please contact the Transportation Section at 789-0452.

*Q. When should I call to cancel my child's transportation?*

A. If your child is in nursery school, kindergarten or special needs it is important to notify the Transportation Section when your child will not need transportation.

Parents of all other students should notify the Transportation Section (789-0452) if their child does not require transportation for a period of more than three days.

*Q. Who do I contact if I have concerns about the operation of my child's bus?*

A. Please contact the Winnipeg School Division Transportation Section directly at 789-0452 if you have any concerns about any vehicle transporting Winnipeg School Division students.

*Q. Who should I contact if I have an address change?*

A. The child's school should be contacted with any address changes. School staff will make adjustments to the student's records and notify the Transportation Section of the changes.

**D**uring the school year, there may be times when school bus transportation is cancelled due to inclement weather or poor driving conditions, but schools will remain open.

**School bus transportation is cancelled when the wind chill reaches -45° C by 6:15 a.m. based on the Environment Canada readings at the Winnipeg Airport. The temperature readings can be found at the Environment Canada website (<http://www.weatheroffice.gc.ca>).**

When bus transportation is cancelled in the morning, it will not resume later in the day even if weather conditions improve.

**The following media outlets are contacted in the early morning to ask that they broadcast and/or post bus cancellation information: 89.3 CBC FM; 990 CBC AM; CKSB 89.9 FM (French); CJOB-680 AM; Power 97-FM; 1290 CFRW; 99.9 BOB-FM; FAB 94.3 FM; 92 CITI FM; 102.3 CLEAR FM; CKMM Virgin Radio 103; QX 104 FM; CTV News; CityTV; Winnipeg Free Press website.**

## Are you interested in driving a school bus?



### Enjoy working with children?

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# Accepting differences



St. John's player nabs a jump ball against Winnipeg Police Patrol Sgt. Kevin Smith during a friendly exhibition match; the game was part of the school's anti-bullying and diversity day.

St. John's High School students and staff spent a day embracing differences and campaigning against bullying during the school's Diversity Day.

The day featured diversity and anti-bullying workshops, as well as a friendly exhibition basketball game between St. John's students and the Winnipeg Police Service team, led by St. John's alumni and future Chief of Police Devon Clunis. Prior to the game, Const. Mitch Rocha also spoke about cyber-bullying.

"Our main objective is to start off our anti-bullying campaign and to understand that we live in a diverse community where everyone is welcome and accepted," said teacher and organizer Cindy Johnson-Gallegos. "We want to get kids hyped up and joining our student diversity group in September—and have them supporting a safe school."

St. John's student Aleksandra Manchuria said the basketball game was a simple way to show how people can get along regardless of differences.

"We can interact with other students, be friends and not bully each other," she said. "This shows that we can all get together and play a game without worrying about skin color or nationality."

Vice-principal Dennis Mogg agreed: "The day is going great—we have law enforcement and our community all working together and having a good time. These teams have people from all over the map."

St. John's varsity boys' team member Nikko Ferrier said the game was more than about basketball: "This game is about taking action against bullying. Everyone can take a stand...not just teachers...students can do it too."



Eye on the ball: River Elm Principal Tom Chan watches in horror as the ball bounces off the target following a direct hit—meaning he's headed for the water.

## Tipping point

The rain held off for everyone at River Elm School's annual community barbecue—that is, for everyone except Principal Tom Chan and a few students who braved the dunk tank.

Mr. Chan took to the plank as a reward for another successful year of community literacy. The principal has been doing similar outrageous stunts for years to encourage students to read as many pages as possible. From dancing to firefighting to wrangling with various animals, Mr. Chan has done it all.

"It went very well—it was supposed to thunderstorm tonight, but the rain held off and the community all came out," Mr. Chan said.

The principal said that the whole point of his annual reading challenge was to build a community of readers.

"That's what this 'Tomfoolery' is really all about. The teachers, the staff and the parents are all doing everything they can to get the kids excited about reading...and so am I."

As it turns out, River Elm is not only a community of readers; the school also seems to have more than its fair share of baseball pitchers, given the amount of times Mr. Chan hit the tank.

"He got dunked a lot, it was pretty funny," said student Shane Cinq-Mars, who added that he knew his principal would not back down from the dunk tank. "Mr. Chan would do anything—he's ate worms before for one reading challenge, and for another one he kissed a pig."

Shane said he prefers adventure and fantasy novels when it came to his own reading; he added that reading is an important life skill.

## A community gift



Photo by Jeff Miller

In their ongoing exploration of sustainable development—and the concept of having "enough for all, for everyone, forever"—students and staff at Grosvenor School had a unique way of demonstrating that philosophy to the community.

Students recycled plastic pop bottles to create small planters perfect for herbs and spices; the finished planters were hung from a fence to share the herbs with the community.

# Choral and dance students take note

A talented roster of students took to the stage at Pantages Playhouse Theatre for Take Note, the Division's annual choral and dance showcase.

The June concert featured students from: Andrew Mynarski V.C. Junior High School; Daniel McIntyre Collegiate Institute; Churchill, École secondaire Kelvin, Elmwood, Gordon Bell, Grant Park, Sisler and St. John's high schools; General Wolfe and Meadows West schools; and the Division's Senior and Junior High Choirs.

Pictured here are members of Tec Voc's jazz ensemble JazzTec, performing "Just The Way You Are."



Photo by Jeff Miller

## AAA legacy grows

Students and educators from all four districts shared their Aboriginal learning journeys at the fourth Aboriginal Academic Achievement (AAA) Gallery Walk and Elders' Tea.

The annual event—held this year on May 30 at the Prince Charles Education Resource Centre—is a way for educators to reflect on the school year and share their learning success stories.

"This gives teachers the opportunity to share their school projects infusing an Aboriginal perspective," said Aboriginal Education Consultant/AAA support teacher Geraldine Whitford.

The event also provides educators with a chance to learn from Elders and other speakers.

The keynote speaker this year was Ovide Mercredi, the former Assembly of First Nations national chief and the current chancellor of the University College of the North. Other panel speakers included Elder Wanbdi Wakita, Manitoba Deputy Education Minister Gerald Farthing, Marlene Gallagher of the Aboriginal Education Directorate, Greg Pruden (Aboriginal perspectives consultant for Manitoba Education's Instruction, Curriculum and Assessment Branch) and R.B. Russell Vocational High School student Nicole Keeper.

Nicole, who is in the landscaping and horticulture program at R.B. Russell, credited several Aboriginal education projects with helping to engage her in school.

"The Aboriginal Youth Leadership Program this year has taught me to see who I am, where I come from spiritually and that I have a purpose not only in my school, in my home, in my community, but in life as a whole," she said, adding that her school's horticulture and landscaping program has allowed her to further connect with her roots. "This all makes me very connected to my Aboriginal background because my ancestors lived off the land in their day and had much respect for Mother Earth."

Nicole also discussed a project that

Photo unavailable for website.

partnered the horticulture and landscaping program with culinary arts to tackle the issue of diabetes through healthy recipes and gardening: "Many of my relatives have struggled with (diabetes)," she said. "We did a film and made posters on the health benefits of growing their own gardens."

Nicole said Aboriginal education and programs provided tremendous opportunities.

"Many of our young people don't know the true value of academic achievement. I feel that we should not take for granted the opportunity to attend school...especially with schools that celebrate Aboriginal culture and have leadership programs. These programs will help us to see who we are and believe in ourselves."

A lunchtime feast was held with entertainment from Ed Desjarlais, the William Whyte Fiddle Players, the Weston Hawks Drum Group and the Tec Voc Drum Group. Elders were formally honoured in the afternoon, prior to the gallery walk portion of the day.

Mr. Wakita said that ultimately, there will always be a need for Aboriginal educators: "We still have a big contribution to make to Canadians who want to know who we are."



Students at DMCI's annual Business Mentors Luncheon.

## Work experience

Daniel McIntyre Collegiate Institute celebrated the school to work connection during the 2012 Business Mentors Luncheon.

The June event, which was held at the school, was an opportunity for the school to thank members of the local business community who hosted students through DMCI's various career programs. Through internships and other work experiences, students connected with medical and legal offices, engineering and architectural firms, banks, retail businesses and more.

DMCI also has a two-semester Medical Office Clerk program that also has students conducting practicum at workplaces such as the Manitoba Clinic.

"Students are trying out career areas they are interested in pursuing in their post-secondary education," said career internship and education coordinator Lynne Hanson. "This gives them a bird's eye view and they can find out whether or not this is what they want to do. This luncheon is our way of showing our appreciation to our mentors for the time and energy they put into our kids."

Students Robby Singh and Megan Dava both interned with Dr. Tooru Mizuno, a medical researcher at the Health Sciences Centre.

"He's researching insulin and the parts of the brain that are responsible for sugar management in the body," Robby said, adding that he was able to practise advance laboratory techniques. "It made me appreciate what medical research is all about, it's a lot different than looking at it in a textbook."

Both students said since their internships, they were considering medical research for a career field.

Megan added that the experience was invaluable: "You have to be independent...with an internship, you are on your own. You have to be able to communicate with your mentors and actually show how you can work hard and produce results."

# BOARD ELECTIONS 2012-13

*The following were elected to the position of Chairperson, Vice-Chairperson and to Committees for the ensuing year, effective September 10, 2012:*

## Board Advisory Committees

**Central Advisory:** Kristine Barr, Darlyne Bautista

**Inner City Advisory:** Cathy Collins, Mike Babinsky

**North Advisory:** Suzanne Hrynyk, Darlyne Bautista

**South Advisory:** Mark Wasyliw, Jackie Sneesby

**French Advisory:** Mark Wasyliw, Anthony Ramos

**Student Advisory:** Kristine Barr, Anthony Ramos

## Joint Committees

**Joint WSD/Police Services:** Jackie Sneesby (Ward 1), Cathy Collins, (Ward 2), Darlyne Bautista (Ward 3)

**WSD/WTA Joint Committee:** Mark Wasyliw (Chair), Kristine Barr, Suzanne Hrynyk

**Special Education Administrative Committee:** Anthony Ramos

**MSBA Regional Director:** (term ending March/13), Darlyne Bautista

**MSBA MUST Fund:** (term February 1, 2012 - January 2014), Mark Wasyliw

**Chairperson:** Rita Hildahl  
(The Chairperson of the Board is a member ex-officio of all Board committees.)

**Vice-Chairperson:** Mark Wasyliw

## Standing Committees

**Policy/Program:** Suzanne Hrynyk (Chair), Cathy Collins, Darlyne Bautista, Anthony Ramos

**Finance/Personnel:** Cathy Collins (Chair), Mark Wasyliw, Kristine Barr

**Building/Transportation:** Darlyne Bautista (Chair), Cathy Collins, Kristine Barr

**Public Relations/Communications:** Anthony Ramos (Chair), Jackie Sneesby, Darlyne Bautista

## Statutory Committees

**Pension Fund:** Darlyne Bautista, Cathy Collins, Anthony Ramos, Suzanne Hrynyk

**Children's Heritage Fund:** Cathy Collins, Jackie Sneesby

**Sinking Fund:** Suzanne Hrynyk



Students with their mural on endangered aquatic animals.

## Paint it silver

A group of young artists from Champlain School recently earned a silver medal in an international art competition on the strength of a marine-ecology themed mural.

The mural was created for the contest Painting a New World, which supports artists in developing countries. For the contest, students were to create a mural that focused on a world issue.

"This year the issue was protecting our coastal and marine ecosystems," said teacher Veronique Bedard, who was involved in the project along with teacher Melanie Gulas and eight art club students. "The students explored four issues affecting marine animals in each section of the mural, like oil spills and garbage."

Another issue depicted in the mixed media mural is the plastic bags that clog marine environments.

"For that part we stuck real plastic bags on the mural—they really can harm ocean animals," said student Emma Woodford.

Fellow artist Mark Bowman said students also depicted marine animals in the mural to show the cost of environmental pollution: "We painted a whale, a dolphin, a sea lion and a turtle."

The art club students, who worked on the mural over a three month period, were thrilled to find out they were finalists in the competition—and that they were being flown to Montreal.

"I was so excited at the awards ceremony...I was shaking and I couldn't even talk when we had to go on stage," Emma said. "I felt proud about what we did."

Students also raised \$500 for their mural project, while Assiniboine Credit Union provided financial support by purchasing the final mural. The money raised in the competition is being used to support artists in Haiti and Africa; another portion of Champlain's fundraising is being directed to Art City, which works with local youth.

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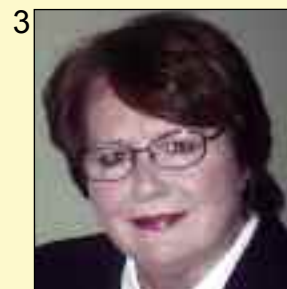
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