



WINNIPEG SCHOOL DIVISION

# OUR SCHOOLS



## THE GREATEST PRIZE IN SPORT

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WINNIPEG SCHOOL DIVISION

## OUR SCHOOLS

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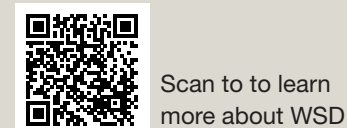
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# MEETING MR. TRUDEAU

Students and staff at Winnipeg School Division's (WSD) École Robert H. Smith School were excited to be hosting a special guest on Jan. 26, The Prime Minister, Justin Trudeau.

The visit was the result of a letter writing project students participated in last December. Their messages included an invitation to visit the school and talk to the student body about active citizenship and leadership.

"Prime Minister Trudeau received the letters, read them and was quite touched by them," said Tom Rossi, Principal at Robert H. Smith. "The Prime Minister's Office contacted us earlier this week and asked if we could make arrangements for the Prime Minister to talk to the students about these themes."

Student Julia Ethans said the Prime Minister encouraged students to be leaders of today.

"He said if we just wait for tomorrow, that won't help as much as doing something to help today," she said.

The Prime Minister said every effort made a difference in shaping a better Canada.

"If you want to make a big difference, it's not about doing one big thing one time... it's about doing little things every day. It's about being thoughtful of what you can do to make a difference, to shape the world around you and have an impact," Mr. Trudeau said.

Mr. Rossi said students were excited to have such an historical opportunity to interact with Canada's 23rd Prime Minister. "This is about our students feeling

pride in their accomplishments and being responsible for making something happen. If not for the efforts of all of our students, this visit would not have happened," Mr. Rossi said. "The Prime Minister wants to acknowledge their efforts and provide support by encouraging our children to be active citizens in whatever capacity that may be."

Before leaving, Mr. Trudeau engaged students in a 450-player game of Simon Says to see who got to ask the final question of the session.

"I thought he was great," said Grade 6 student Kieran Regehr Reddy. "All of the other prime ministers seemed super serious all the time, but he was able to have fun with the kids."

# NEW CANADIANS

Students and staff at École Robert H. Smith School welcomed 31 people as new Canadians when the school hosted its first citizenship ceremony.

The school had the opportunity to host the event after inviting Lieutenant Governor of Manitoba, The Honourable Janice Filmon, to speak at the school in October. Impressed by student ambassadors at the school, Ms. Filmon in turn invited students to watch a citizenship ceremony at Government House. Wheels were set in motion for a similar ceremony to take place at Robert H. Smith.

The ceremony also tied in with the school's Active Citizenship Month in January.

The audience of Grades 1-6 students broke out into a loud cheer once the 31 people—who hailed from across the globe—took the Oath of Citizenship and became New Canadians.

"It has been an honour and a pleasure to share this extremely special day with all of you," Principal Tom Rossi told the guests, their families and students. "To see the joy on your faces as you become



Canadian citizens is something in my mind that I will never forget."

Prsider Dwight MacAulay said it was the most enthusiastic audience he had ever performed a citizenship ceremony in front of.

The school's Grade 4/5 choir performed

*O Canada* to make the ceremony complete. "There are two words in our national anthem that describe this country perfectly—glorious and free," Mr. MacAulay said.

"All of us in this room today are lucky enough to call this our home."



# HALL OF HEROES

Manitobans frequently visit MTS Centre to cheer on their heroes, whether its in hockey action with the Winnipeg Jets and Manitoba Moose or the stage antics of Lady Gaga, Justin Timberlake and countless other touring performers.

A Grade 6 class from Clifton School recently visited MTS Centre to learn about the day-to-day heroes that keep the show running 365 days a year. Teacher Antonio Di Geronimo and his class are conducting an ongoing study of local heroes who work in a broad variety of careers.

"I wanted students to see where role models and heroes come from. It's their parents and the people working hard in the community every day," he said. "So we're meeting local heroes from all over Winnipeg."

One such parent/local hero is Ed Meichsner, Vice-President, Facilities Operations for True North Sports and Entertainment. He has two children in Mr. Di Geronimo's class, Grace and Jack.

Mr. Meichsner said that when it comes to preparing for entertainment events—for example, erecting a monster truck track and then tearing it down for a hockey game the following night—MTS Centre crews work around the clock. Each event and hockey game is a carefully choreographed operation with a full complement of staff goes as scheduled and planned.

"There's that old saying 'the show must always go on,' and that is absolutely true in this business," he said. "If the trucks roll in late, if something breaks, or there's a snowstorm, the show is still going to happen."

"It's an around the clock operation and it's always a beehive of activity... there's always people getting ready for the next event."

For the sake of fans and workers at MTS Centre, health and safety is a critical part of daily operations. Mr. Meichsner said he would like to see students learning more about workplace health and safety at an earlier age.

"There's a growing culture of learning about health and safety. One accident can change a life in a snap of the fingers...health and safety is super important and the sooner people can learn about it the better."

### MANY ROLES

Beyond the lights of centre ice or the stage, a host of employees from a broad variety of fields keep the operation running smoothly. Engineers manage the on-site ice plant. Carpenters, welders and maintenance workers keep the well-used building in good shape. A master chef and crew of culinary arts staff keep the Jets, Moose, various celebrities and patrons attending the facility well-fed. Clean-up crews work into the wee hours of the morning to keep the venue spotless. Add in safety crews, security, accounting, marketing and promotions and a host of other roles and you can see how varied the behind-the-scenes staff is.

"You can name a profession and we probably have it involved with this business somehow," Mr. Meichsner said. "Our staff is second to none. They're very knowledgeable in what they do and we're very proud of that."

Mr. Meichsner began his career in facilities operations in 1980, as a part-time employee at the old Winnipeg Arena.

"One of my first jobs was when the Jets first moved into the NHL, we put the new seats in the building," he said. "I liked the environment, so I improved myself and learned more about the business. I took courses, read a lot about building operations, went to seminars to learn more about the business and visited other venues to see how we could be better."

Although Jack has seen parts of his father's workplace before, he said this was his most detailed look at MTS Centre. "I didn't realize how many switches and computers it takes to run everything," he said. "It would be cool to be one of the IT people who does all of the computer work."

### LOCAL HISTORY

In preparation for their field trip, the Clifton students also learned about Winnipeg hockey history, the Winnipeg Arena and MTS Centre. One interesting fact hit especially close to home: the Olympic gold medalist Winnipeg Falcons (1920) were based in their own West End community.

"They were the first team to win the



hockey gold medals at the Olympics, and they came right from our area," Mr. Di Geronimo said. "The kids were awestruck to hear about that."

Student Fiona Navea said she was impressed with many displays in the arena, which included Falcons jerseys and other pieces of Winnipeg history.

"I think the best part is the statue of Timothy Eaton," she said, adding that they learned that passers-by rub the left shoe of the statue for good luck, as they did when it was located at the Eaton's store that originally occupied the MTS Centre site.





# WSD OUT 2017

With the goal of creating a more welcoming environment for LGBTQ students and supporting student-run Gay-Straight Alliances (GSAs), WSD held its first OUT Forum on Feb. 21.

The WSD Inclusion Across the Rainbow and Healthy Minds event saw 105 Grades 7 to 12 students and 30 educators come to R.B. Russell Vocational High School for a day of keynote speakers, workshop sessions and plenty of discussion about health topics relevant to all students, including those in the LGBTQ community. Sessions included an introduction to mindfulness practices, healthy relationships, overall wellness for youth during stressful/challenging times, and more.

"We wanted to promote a positive, holistic approach to health that included healthy lifestyles, healthy relationships and strategies for good mental health," said WSD Health Education Consultant Nori Korsunsky. "We also wanted to provide our LGBTQ students and allies with strategies and information about resources, supports and services."

"We want all students to feel safe, welcomed and included as part of the school community...we know if students don't feel safe or included, they are not going to attend school. Schools have the potential to lose out on a lot of creative, talented and bright young people."

Jared Star, Sexuality and Reproductive Health Facilitator with the Sexuality Education Resource Centre of Manitoba, served as keynote speaker at the event. He told students and staff about growing up gay in Winnipeg and the challenges he faced.

While Mr. Star had the support of his mother, teachers, counsellors and some of his friends when he came out as gay in high school, he still experienced bullying, isolation and felt out of touch with his peers.

The stress of living in a world where heterosexuality was the dominant norm eventually led to Mr. Star dropping out of school in Grade 10. Simply put, school didn't feel safe.



Uzoma Asagwaraa, founder of Queer People of Colour, presents during WSD's first OUT conference.

"I was worried all the time...I learned later in life that it was called anxiety," he said. "I felt like I was being chased by a tiger all of the time. I was always in fear, and it was really, really hard."

It took a few dark years before he came back to finish high school and eventually take social work in university.

"I realize, when I think back to it, that I wasn't looking to find myself, I was actually looking for community. I was looking for a sense of belonging and knowing that I mattered to people who were like me."

GSA groups are a way of providing that community; the intent is to provide a safe circle of peers for LGBTQ students and straight students who wish to offer support.

Multiple studies have pointed to LGBTQ youth in Manitoba and Canada having higher diagnosed rates for mental health disorders, substance use and abuse, homelessness and other issues.

"In Winnipeg School Division we are



really trying to change those statistics," Ms. Korsunsky said. "We have a number of innovative initiatives within our schools to foster safer and more inclusive school communities, and this event is part of that. We have many incredibly caring adult and youth allies and a very supportive board and senior administration."

WSD currently has 12 student GSA groups in its schools, with a few more on

the horizon.

As Mr. Star knows from personal experience, accessing supports, if needed, is critical for LGBTQ youth.

"Asking for help was very important, it was the doorway to turning things around," Mr. Star said. "I couldn't do it on my own. I had given up on finding myself and thought 'now it's time to go find my future. Now it's time to take care of me.'"

to the start of the season.

Among the hundreds of community members who visited the school on March 3 for the fundraiser was Craig Heisinger, the Winnipeg Jets Assistant General Manager and Director of Hockey Operations. Mr. Heisinger became friends with Rick Rypien while both were part of the Manitoba Moose organization, and was one of those whom the player would reach out to when he was troubled.

"To walk into this event today...I'm not sure the word 'overwhelming' is strong enough," he said. "It hits close to home

and makes you emotional, because this has Ryp's name on it. This is the kind of thing he wanted to do...for him to be here today, it's hard to put into words what that would have meant to him."

Perhaps equally important to fundraising totals were the many conversations the event generated about mental health amongst students and adults alike.

"Rypper would be proud, because people are here talking about it," Mr. Heisinger said.

The school ultimately donated \$18,000 to Project 11.

PHOTO NOT AVAILABLE FOR WEB

## LET'S KEEP TALKING

It looks like another banner year for École Robert H. Smith School's annual community fundraising breakfast.

As in past years, Grade 6 students researched different local charities as potential beneficiaries to the event. This year, students voted and selected Project 11, a mental health initiative started by the Winnipeg Jets' True North Foundation.

Community members, local businesses, and organizations such as the Mood Disorders Association of Manitoba came out to support the cause and encourage positive conversations about mental health.

"It's helping kids to realize that they have to open up about their depression and anxiety. They can't keep it to themselves forever," said one Robert H. Smith student. "I think it's great that Project 11 is helping kids to cope with anxiety and depression," added another student.

Project 11 was started in honour of the late Rick Rypien, who played with the Manitoba Moose and the Vancouver Canucks. Rypien was signed to play for the Winnipeg Jets leading up to their first season back in the city (2011-2012). However, Rypien, who struggled with clinical depression, took his own life prior

Health Education outcomes. Weekly lessons and daily activities have been designed to help support students and teachers with mental wellness practices. The program's lessons and videos provide mindful strategies for students to learn positive coping skills and build a greater sense of self-awareness.

Focused on students in Grades 5-8, organizers hope to create more awareness and conversations about mental health.

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# WALKING THE RED RIVER ROAD

Students in WSD's Aboriginal Youth Leadership Program had a chance to explore Red River College's Notre Dame campus during a daylong visit on Feb. 15.

The visit was one of five major Aboriginal Youth Leadership Program events scheduled during the school year. The group has also gone medicine gathering in Birds' Hill Park, learnt about tipis and Métis culture at The Forks and attended the Reel Canada Film Festival.

"Any student in Manitoba can get a credit for exploring a culture...we specifically provide opportunities for students to explore Aboriginal culture," said Shirley Delorme Russell, an Aboriginal Graduation Coach based at Grant Park High School.

Close to 160 students visited RRC for the day.

"This is an opportunity for these students to see themselves as being students at Red River College. These students could realistically be attending here next year, and we want them to see all of the supports that are available to them through Red River College's Aboriginal Student Centre," Ms. Delorme Russell said.

Along with a day of exploring and experiencing Red River College firsthand, the day was also about hearing Indigenous success stories. Students had the opportunity to hear from Aboriginal students who are now attending RRC as

full time students.

The keynote speaker for the event was Daniel McIntyre Collegiate Institute alumnus and current Manitoba Keewatinowi Okimakanak Grand Chief Sheila North Wilson.

Ms. North Wilson shared her life story, which included difficulties transitioning from Oxford House to life and schooling in Winnipeg. Despite early struggles and a recurring lack of opportunities, Ms. North Wilson went on to become a television journalist and later Grand Chief at MKO.

"I know all of you have ambition, because you wouldn't be here if you didn't," Ms. North Wilson said. "And your ambition should be met with opportunity. Our job as adults, industry and government to create these opportunities."

Red River College staff members were enthusiastic hosts for the day, taking students on an Amazing Race to explore different programs at the college.

Grant Park student Brad Monias, who came to Winnipeg from St. Theresa Point First Nation, said the experience was a worthwhile one.

"For us as students, it's great to see these people and hear from them about these programs," Brad said. He added that he ultimately wants to return to St. Theresa Point after post-secondary. "I want to do something that will help with my community's needs."



## LANGUAGE LEARNING

Isaac Brock School's Ojibwe and Cree Bilingual Kindergarten Programs celebrated 100 Days of Language Learning on Feb. 17.

Students showcased their language and cultural learning to parents and guardians. Students, staff and guests also participated in a Pipe Ceremony and Feast to celebrate the opening of the school's Lodge Room. The Lodge Room will be utilized for cultural teachings and ceremonies.

It is exciting to watch the students engaged in their ancestral languages. The students are very proud to share their language and cultural learning. The

program follows land-based learning experiences critical for Indigenous learners.

"The Isaac Brock community is honoured to host the Winnipeg School Division Bilingual Ojibwe and Cree language programs," said Principal Melody Woloschuk. "It is incredible to witness the positive impact of these programs on students, families, staff and the community."

Woloschuk says she looks forward to the program expanding to encompass both Kindergarten and Grade 1 for the 2017-18 school year.

Photos by Jeff Miller

## SOLAR COLA

A group of R.B. Russell Vocational High School students turned discarded pop cans into alternative energy in a recent project as part of the school's Sustainability Circle.

Under the guidance of Educational Assistant Paul Clarke, students in the school's Junior LAC and Passages programs collected over 100 aluminum cans to create a proof-of-concept solar panel.

"We drilled holes in the bottom of the cans and taped them together," said student Monique Michelle. "Then we spray-painted them flat black—it absorbs the heat better—and put them in a wooden box with a glass cover."

The project required aluminum tape, as duct tape would melt from the heat.

"You're basically making a miniature greenhouse," Mr. Clarke said. "The box draws air in passively from the bottom,

and fans at the top are drawing air out. The air heats up in the time it spends going through the metal tubes."

The final panel was able to heat air to 40 C in frigid winter temperatures. Mr. Clarke said the prototype could be used to heat an ice fishing shack or warming hut in winter. Larger versions of the same concept can be used to heat freestanding buildings such as barns. Tec Voc High School's Audrey Jones Field House has a similar solar wall on its southern side to provide savings in heating costs.

"The costs can go way down for heating these kinds of structures," Mr. Clarke said. "And this was made with salvaged materials, except for the paint and tape. The scraps of wood, the cans and the glass came from an old picture frame I found in the back lane."

PHOTO NOT AVAILABLE FOR WEB

Educational Assistant Paul Clarke, students Monique Michelle and Nichole Bruyere with their school's proof-of-concept solar panel.



# THE GREATEST PRIZE IN SPORT

While athletics can provide students with many lessons on dedication and the pursuit of excellence, there are so many other character-building benefits, like leadership skills, teamwork and the acceptance of others.

Prairie Rose School's Track and Field Club is an excellent example of athletics teaching broader life lessons. The club, which is open to Grades 3 to 6 students, has 90 per cent participation amongst those grade levels.

The school had 98 of its Grade 3 to 6 students attend the March 14 Athletics Manitoba Elementary Relays at the University of Manitoba's Max Bell Centre. An earlier event, on Feb. 1, had a similar high turnout.

The reason for those numbers is that students of every background and ability have the opportunity to participate. In a school that has a high number of Inclusive Education students, the opportunity-for-all philosophy is evident in all aspects of life at Prairie Rose.

"Acceptance is something we're always fostering at Prairie Rose School," said Principal Ken Romaniuk. "It's nice to see the acceptance of all Prairie Rose students, no matter what level of athlete they might be. They all have a chance to participate."

Every student can benefit from participating in sports.

"It certainly promotes active, healthy living, and there are different skills in running and track that students can pick up and transfer into adulthood," Mr. Romaniuk said.

During team relay events, it is not



uncommon to see Prairie Rose students going back on the track to run alongside their teammates and offer words of encouragement.

"Even though some students may have limited ability in some of the events, we get other students to help them out," said phys. ed. teacher Scott Smoke.

"It's a fantastic leadership opportunity and works into our whole program about

sportsmanship. When it's appropriate, students can still be competitive, but at the same time they can also be inclusive."

Grade 6 student Jonathan Dela Cruz said the high participation rate makes the track events so much more meaningful.

"Everyone has a chance to go and experience it," he said. "We get to have fun and learn how to cooperate with each other."

In preparation for the track meets, students have been exercising at track and field club practices three lunch hours a week. It's a commitment that students are more than willing to make.

"I like it because you can show your true colours in competition," said Grade 5 student Rhiana Garcia. "And we learn about team work and how to improve our leadership."

# BEHIND THE BEES

PHOTO NOT AVAILABLE FOR WEB

Carpathia School students and staff are hoping to make this upcoming spring and summer "bee season."

During a school-wide inquiry project, students learned that the bee is responsible for pollinating roughly 30 per cent of the world's crops. But honeybee populations face many challenges. Colony collapse disorder is causing bees to abandon their hives in vast numbers. And monocultural practices—using bees to pollinate one specific crop rather than a diversity of pollen sources—has impacted the health of colonies and made bees vulnerable to adverse conditions. Pesticides meant to reduce other insects can also contaminate and impact bees. Natural enemies such as the parasitic varroa mite have also been devastating to honeybee colonies.

The idea for a honeybee project came at the suggestion of educator Sandra Figueroa, who spent a week working with Carpathia students and teachers in January as part of a Regie Routman Residency.

"We have been researching, reading

and learning about bees from Nursery all the way up to Grade 6," said Principal Gordon Armstrong. "Every class has been learning about the life cycles, the different parts and the different roles of bees. It's been some of the best learning we've seen at Carpathia."

Students read books, online materials and watched educational videos (including some of the Ted Talks series) to learn more about bees; that led to a wide variety of writing, science, art and other projects to demonstrate student learning.

"Once students got the materials in their hands and started learning, it was amazing the conversations we had in the classrooms and the hallways," Mr. Armstrong said. "Parents have also been noticing rich discussions and vocabulary from students when they're passing along facts about honeybees."

Teacher Michael Conklin invited Winnipeg's "rockstar entomologist" Taz Stuart to come to his Grade 4/5 classroom to discuss honeybees and other insects

with his students.

Mr. Stuart said one of the ways students could help honeybees was to plant a diverse variety of flowers for bees to pollinate. Students are currently researching which flowers would be most beneficial and provide the most nutrients to bees for a possible springtime project.

He also said students could write letters to pesticide companies to encourage industry led solutions.

"The whole school was researching and writing letters to important people about the disappearing honeybees," Mr. Conklin said. "The quality of writing from Nursery to Grade 6 was incredible. This

was a huge topic that affects so many people. The students quickly understood the magnitude of this and were excited to learn as much as they could."

Students are also spreading the word about the honeybee through posters and other projects. They said the complex insects are a valuable part of our world.

"They're a community too," said Grade 4 student Milca Bukasa. "They even have different jobs over their lifetime in the colony."

"If we didn't have bees we wouldn't have as much food, like lots of fruits and vegetables," said Grade 5 student Teigen Baumgart.

# NUTRITION A PILLAR OF SUCCESS

STORY BY JAY MAKWANA

Improving learning outcomes for students is a top WSD priority. Through the WSD Student Services and other programs schools are creating a safe, positive and healthy environment to help students overcome challenges they are facing in their daily lives.

The WSD nutrition program, which began in 1975, is one such school-based effort.

"The nutrition program started with the focus of providing a nutritious breakfast for students who may come to school without adequate nourishment," said Julie Millar, Director of Student Services. "Nutrition is essential for students' physical and mental health and their learning ability."

Millar says children who receive a balanced and nutritious breakfast show better performance, increased levels of attentiveness, classroom participation, more energy and improved attendance. "We also promote initiatives that help parents, teachers and community members to have a positive attitude toward nutrition and lifelong healthy eating habits."

WSD's nutrition program involves 32 breakfast programs and 57 nursery snack

programs. All elementary schools with nursery classrooms receive an allocation of staff, food, and supplies to provide a balanced breakfast for students in need. On some occasions, students are also provided lunch. The number of students getting breakfasts or lunch fluctuates daily based on their needs. Since September 2016, there have been 122,157 breakfasts and 12,000 lunches served in WSD schools. The elementary students also received 182,104 snack servings as a part of a separate nursery snack program during the same period.

WSD also funds a milk subsidy program for students that covers the majority of the cost of a 250 ml carton of milk. The program is available to students in parent-run lunch programs in elementary schools and in supervised lunch programs in junior high schools.

"Just as students need good teachers for inspiration and caring parents for encouragement, they require a strong nutritional foundation to succeed in life," said Anastasia Sych-Yereniuk, Principal at Strathcona School. "Our breakfast, lunch and snacks program deliver this nutrition to our children according to their food preferences. Strathcona staff work very



hard and go out of their way to ensure that all children receive nutritious foods every day. Everyone in the school works beyond their regular work hours, they personally contribute as well as approach partners for additional support. The school also has a garden in which teachers involve students to plant and harvest potatoes, carrots, beets and turnips during summer/spring season."

Lee Tavares, community coordinator at Strathcona, cited supports such as the Nutrition Council of Manitoba's Breakfast for Learning program and the University of Manitoba's Science in Campus program, while Nature's Harvest regularly contribute food items like whole grains, bread, jam, fruits, vegetables and milk products.

"We are very fortunate that so many community organizations, agencies, and organizations support the school's nutrition program," said Tavares.

"The food program also becomes a way to learn about building relationships for our students - when kids share food they learn to be kind

and develop feelings of empathy." Twenty-two schools have food coordinators who carefully select and test new recipes which reflect the multicultural diversity of WSD schools. The food coordinators attend two professional development sessions every year to update and improve their skills.

"The special training sessions are very important for food coordinators as they learn about foods from around the world, nutrition facts, ways to enhance nutrition and cooking workshops that help increase variety in menus," said WSD Health Education Consultant Nori Korunsky. "The division also provides food handler training to EAs, teachers and community support workers who prepare the food for our nutrition program."

Nutrition, hunger and eating disorders are issues that need to be tackled together as a community and WSD continues to partner with parents, community organizations and public health professionals to support nutrition programs for our students.

# ENGINEERING SUCCESS AT VICTORIA-ALBERT

PHOTO NOT AVAILABLE FOR WEB

Students at École Victoria-Albert School are one of ten proud winners of the 2017 Fluor Engineering Challenge grants.

Working with limited materials and their imaginations, students in the "Girls Rule Engineering Team" used the engineering design process to build an efficient irrigation design using only cups, tin foil, tape and craft sticks. The winning team won a \$1,000 USD from Fluor for École Victoria-Albert School.

"We could only use a certain amount of materials. Everything you used cost points," said student Beth Moore. "So we had to think how much everything was going to cost when we were building."

She added that the team was inspired by Banaue rice fields when creating their final design.

"We kind of built it to resemble the Banaue rice terraces in the Philippines," she said. "All of the plants on the terraces get watered layer by layer as the water moves downward."

This year's Fluor Engineering Challenge

was originally developed by engineers from Fluor's Manila office in celebration of Engineers Week. With the help of an expert team of scientists and educators from Science Buddies, the employee competition was adapted to provide students the opportunity to experience how real-life engineers design solutions, and to show students first-hand how fun engineering can be.

Over the course of the month of March, students met during class time, recess and noon hour to research and design their irrigation systems. They designed, tested, redesigned and finally created a final submission. Victoria-Albert is supported by the WSD's STEAM/STEM initiative. WSD has two STEAM centres which are currently in their third year of programming. The STEAM Enrichment Centre classrooms invite students from across the division to participate in an experiential learning program focusing on excellence in Science, Technology, Engineering, Arts, and Math Education.

Victoria-Albert Grade 4 students Jayde Reyes (left), Brooklynn Sims, Faith Camaclang and Beth Moore with their award-winning irrigation design that used only cups, tin foil, tape and craft sticks.

"One of the things we always say at this school is that all ideas are acceptable, and all ideas are improvable," said Renee Sanguin, Inquiry Support teacher at École Victoria Albert School. "When you go in with that mindset, students feel a lot more free to take risks and make mistakes. Working with WSD's STEAM program, we're looking at inquiry-based, deep learning that comes with creating and making...that's what really resonates with the students. We're giving students life skills that they can take with them into

any learning situation." The students were overwhelmed with the news of their submission being chosen. "All the girls agreed that their favorite part was working together to come up with ideas and choose one that they liked the best," Ms. Sanguin said. "They loved that they all got along and never fought about how to build it." "It's great—no one thought we would win because there were so many other people entering," said student Brooklynn Sims. "So we were excited to win for the school."



# HEALTHY MINDS 2017

Highlighting the importance of mental health for the overall wellness of students, staff and the community, WSD is holding a series of special events as part of Healthy Minds Week 2017.

WSD has ongoing mental health programs and initiatives throughout the year; the week of school based events and professional development sessions offers the opportunity to celebrate and share ideas.

WSD Student Services Consultant Jón Olafson said the week is being held in conjunction with the Canadian Mental Health Association's National Mental Health Week.

"For the last few years, Winnipeg School Division has looked really strategically at mental health initiatives and how that supports our school communities," he said. "This is a week to recognize and celebrate the multitude of mental health initiatives that are happening throughout WSD."

Mental wellness is essential in helping students succeed personally, socially and academically. Last fall, the Manitoba Centre for Health Policy released a first-of-its-kind study on the Mental Health of Manitoba Children, which looked specifically at a number of mental health concerns facing children and youth in the province.

"The research demonstrates quite concretely that we need to be doing this work in schools, not only to enhance wellness and mental health of children and youth, but to enhance learning and academics," Mr. Olafson said. "It's all connected and part of a holistic approach to education."

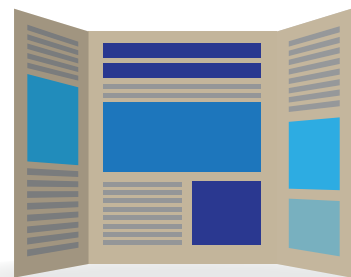
The second annual event gets underway May 1 at R.B. Russell Vocational High School with opening ceremonies and a gallery walk display open to the public. After a slate of guest speakers and performers, schools will showcase the various ways they support positive mental health at a gallery walk in the school gym.

Winnipeg Police Service will also be holding its annual Youth Wellness Conference for junior high students that week; the full day event takes place at Tec Voc High School on May 5.

"We're excited to be partnering with the Winnipeg Police Service for Healthy Minds Week this year," Mr. Olafson said. "This is a full day event for our junior high students that focuses on wellness and personal safety topics."

Meanwhile, WSD staff can take part in professional development sessions with experts like Stephen DeGroot, Dr. Joseph Gone and Keith Macpherson. A number of yoga and zumba sessions will also take place throughout the week at various locations in WSD.

WSD will also be offering parents Tree of Life workshops designed to promote strong and empowered families. The sessions, which are based on the program designed by David Denborough and Ncazelo Ncube, will be delivered by the Social Work Department of WSD's Clinical Support Services. All supplies are provided, including a healthy snack. Childcare may be available for children under the age of six. For further info on Tree of Life workshops, contact Jennifer Curtis-Klein: jcurtis@wsd1.org or 786-7841 (Ext. 204)



## MONDAY, MAY 1

### Opening Ceremonies & Gallery Walk Display

**RB Russell School (11:00am-1:00pm)**

Join WSD for the official opening ceremonies to Healthy Minds Week 2017. Schools will be showcasing through creative displays how they support positive mental health. All are welcome!

**Register with Cherie Waterman at cwaterman@wsd1.org**

For further information contact Jón Olafson at jolafson@wsd1.org

## TUESDAY, MAY 2

### Keith Macpherson

#### Making Sense of Mindfulness

**École River Heights School Theatre (6:00-8:00 pm)**

Discover the foundations of a daily mindfulness practice to convert stress into inner peace & balance.

**Register on Employee Connect**

## WEDNESDAY, MAY 3

### Stephen DeGroot (Myriad Consulting)

#### Getting to Better: Strengthening Mental Wellness through Quality Leadership and Great Culture

**Prince Charles ERC (1:00-3:30pm)**

This session will place emphasis on leadership and culture, while offering participants strategies for improving the wellbeing of all staff and students.

**Register on Employee Connect**

## THURSDAY, MAY 4

### Orange Daisy Project Presentation: WSD Launch

**Daniel McIntyre Collegiate (Grade 11 and 12 students at 1:30 - 2:30 p.m.)**

**École Secondaire Kelvin High School (10:05 - 11:05 a.m.)**

Orange Daisy Project is a social action campaign in support of mental health for teen girls and young women, raising awareness, and building community.

**www.orangedaisyproject.com**

**For further information contact Fiona England at fengland@wsd1.org**

## FRIDAY, MAY 5

### Winnipeg Police Service Youth Wellness Conference

**Tec Voc High School (9:30am-2:30pm)**

Junior high students are invited to learn and explore around issues of wellness and personal safety.

**For further information contact lbryce@winnipeg.ca**

## MONDAY, MAY 8

### Dr. Joseph Gone (University of Michigan)

#### Integrating Indigenous Perspectives into Mental Health and Wellness Practices: Supporting Today's Youth through Culturally Competent Services

**Canadian Museum for Human Rights (9:00-4:00pm)**

A learning opportunity for school staff and community health colleagues who work with Indigenous youth.

**www.gonetowar.com**

**Register with Sharon Taylor at shtaylor@wsd1.org**

**(\$125 conference fee)**

## POP UP EVENTS!

### YOGA & ZUMBA DROP IN SESSIONS

#### May 2

Noon – Yoga at King Edward School

Noon – Zumba at Cecil Rhodes School

#### May 3

Noon – Zumba at Sisler High School

4:00 p.m. – Yoga at Lord Roberts School

#### May 4

3:45 p.m. – Yoga at Greenway School

Open to all WSD Staff! Free! (Bring your own mat)

**All sessions are 1 hour.**

**For further information contact Fiona England at fengland@wsd1.org**

## TREE OF LIFE PARENT/ CHILD WORKSHOPS

**JB Mitchell School - May 1**

**Wolsely School - May 1**

**Hugh John McDonald School - May 5 and 15**

**Machray School - May 18**

**Shaughnessy Park School Date - TBA**

The Social Work Department of Clinical Support Services will be facilitating "Tree of Life" workshops at various schools for WSD students and families. The Tree of Life workshop is a group program designed by David Denborough and Ncazelo Ncube (2008) with the goal of promoting strong and empowered families.

The Tree of Life workshop invites caregivers and their children to work together on an art project while discussing individual, family, and community strengths. The workshops are intended to be fun and uplifting.

**For further information contact Jennifer Curtis-Klein at jcurtis@wsd1.org or 204-786-7841 Ext. 204**

## RISING WRITER

A student from R.B. Russell Vocational High School appeared in the pages of Winnipeg literary magazine Red Rising.

Grade 10 student Jordan Whitehawk had a poem that appeared in the magazine's fifth issue, which was released March 24 in a special launch at Graffiti Gallery.

Jordan's teacher Shawn Sigurdson encouraged him to submit his work in November, after the magazine made a general call for student work.

"The poem is what we call an 'I Am' poem, we wrote them during a unit we did on identity," Jordan said. "Language arts has been my best subject area, I've always done well in English. I just kind of have a thing for story writing."

Poetry is another form he'll consider more given his recent success.

"When it comes to poetry, I find it a lot easier to write if it's personal," he said. "I can describe things if I've seen it or connected with it."

## I AM

I am a proud, but troubled kid living in Central Winnipeg.

I wonder what life would be like if things played out differently.

I hear the names and comments people still say about me.

I see life from a place not a lot of people like to admit.

I pretend the things I lack or fear don't bother me.

I feel as if my effort doesn't accomplish anything yet. In reality, it does.

I touched the hearts and minds of those I care about; be it good or bad.

I worry sometimes that I might not make it to tomorrow, that today could be my last.

I am strong and resilient, but like any other human being, still vulnerable.

I understand now that bad, terrible things will come to me. However, I also know that with them, will come wisdom and appreciation.

I say if you want something, go get it with as much vigor and focus as possible. Fuel yourself off those who oppose your goals.

I dream that someday, I'll have a family of my own, and we'll live without constant fear and struggle.

I try my best to work towards bettering myself and showing people they aren't alone.

I hope to be able to muster the strength and courage I need to push myself and those I love.

I am what I once dreamed of becoming.

- Jordan Whitehawk

PHOTO NOT AVAILABLE FOR WEB



## CONNECTING TO INDIGENOUS CULTURE

Every morning before the 9 a.m. bell, a group of ten to 14 Kelvin High School students and staff gather in a circle outdoors on the school's south side.

Smoldering sage, held in shell, is passed around as each person in the circle smudges in his or her own way. The smudge—a traditional means of purifying and dismissing negative energy—was passed for years through a residential school system that sought to dismantle Indigenous culture and families. Today, students and staff are rediscovering those lost pieces of culture.

"There was a time when this culture was frowned upon or even illegal," said one student. "So it's good we're doing things to help bring that culture back."

Teacher Pat Strachan said the smudges were a way to find a balance with the usual morning rush.

"It's a way to practise mindfulness and think about your intentions for the day," she said. "You're deliberately calming yourself and starting off on a positive note."

Teacher Deb McAlpine said it was beneficial to bring students and staff in touch with traditional means to build resilience: "The whole idea of resilience and wellness has been an issue for people across all cultures. The Indigenous community has cultural teachings that build that resilience...and that was taken away in residential schools. Bringing those teachings back and sharing them with the non-Indigenous community as well is an amazing opportunity."

The smudge circles have become a welcome part of the morning routine at Kelvin.

"I love the sense of family here...we're like aunts and uncles with our nephews and nieces," said teacher Michelle Gougeon. "I like starting my morning with everyone and finding my centre."

Kelvin Social Worker Rob Marriot concurred:

"It's a good way for staff and students to get connected at this school. There's a teaching that we're all related, and here at Kelvin we all work really hard to support one another."

**THE JOURNEY**

The smudges are part of Kelvin's



Aboriginal Journey Group; the program is based on WSD Elder and Traditional Knowledge Keeper Myra Laramee's Journeys training for staff. Through the program, staff members are learning more about Aboriginal traditions and perspectives, which in turn are being passed onto students. Some Indigenous staff members are even learning about their culture in depth for the first time.

"We're educating staff to feel more comfortable about teaching Aboriginal perspectives," said Vice-Principal Cree Crowchild. "We're not saying that we're experts on it—sometimes Aboriginal people have lost that culture and are still learning themselves."

The Aboriginal Journey Group arose out of personal meetings Mr. Crowchild had with every student who identified as Indigenous at the school. Several students mentioned a desire to have the option of smudging before classes start each day.

"This came directly from the students, we're just the conduit," Mr. Crowchild said.

**SWEAT LODGE**

Fifteen Kelvin staff and two students also recently participated in a sweat lodge conducted by lodge keeper Cecil Sveinsson.

"It was pretty powerful, most of them had never been in a sweat lodge before," Mr. Crowchild said.

Prior to the lodge, a scaabe (fire keeper/

helper) visited the school to give some pre-teaching about what to expect at a sweat lodge.

The fire keeper waits until the grandfathers (that's what the rocks are called) in the fire are "ready" to be removed and brought into the sweat lodge. It can take time—which has an entirely different meaning in Indigenous culture.

"Being in a Eurocentric timeframe, you're always wondering when things are going to start," Mr. Crowchild said. "Traditionally, it isn't always that way... it's a different perspective of time. Things are ready when they're ready. You don't rush, especially when it comes to cultural and spiritual aspects."

While this particular lodge meant to serve as a teaching lodge, lodges can be conducted for a variety of purposes, such as healing, etc.

"The lodge-keepers posed questions to people that involved a lot of self-reflection," Mr. Crowchild said.

Participants followed the three-hour lodge ceremony with a traditional feast.

"Afterwards, there was that atmosphere of joy and emotion. That event brought everyone who started the Aboriginal Journey Group together and solidified that partnership."

What's most important to the group is that it isn't a "one and done" project.

"Even after we're gone, this journey will continue," Mr. Crowchild said.



# NEW COUNTRY, NEW HOPE

When it comes to settling in a new country, life is a series of firsts for newcomer students, from experiencing that first winter to learning a new language.

Grant Park High School has helped newcomer students reach these milestones for many years through its Literacy Transition Centre and its day-to-day operations. The recent influx of newcomers from areas such as Syria is simply business as usual for the school.

Rather than use a one-size-fits-all program, the school uses a variety of approaches, such as a newcomer-tailored Grade 7 and 8 classroom, the transition centre and varying levels of integration to meet students' needs.

"The word 'newcomer' can have different meanings," said Principal Susan Anderson. "We have newcomers who arrive as refugees, who may have had interrupted schooling or no schooling. We also have students whose families are just moving here from other countries for job opportunities, and some whose families are staying behind in their home country and sponsoring their children to attend school here."

For Grant Park students who have lived in Canada for all of their lives, it's an opportunity to see their country with fresh eyes.

"We have newcomers from all over the world here. Columbian, Ukrainian, Iraqi... it's all happening on a regular basis," said Vice-Principal Mohammed Rezaei. "It's an enrichment opportunity for all of our students."

In a school that is also home to over 200 Inclusive Education students, Grant Park students have long been used to a diversity of friendships and backgrounds.

"It's always two-way street. The newcomer students are teaching us as well...our students and staff get a sense of the broader world," Ms. Anderson said.

## "I HAVE A FUTURE NOW"

Salih Naso is a 19-year-old refugee student who came to Grant Park from Iraq in September. At the beginning he had no English comprehension at all.

"The cold weather is the most difficult thing," Salih said. "It's good, I like Grant Park. I like the teachers, the sports...the school is so different than my old school. Life is easier than in the camps."

Salih has already become a leader and ambassador for incoming newcomers.

"Salih worked hard to learn English, now he's helping us translate with other newcomer students if we can't understand each other," Mr. Rezaei said. "Some of our new arrivals came from the same refugee camp as Salih, so to have him at our school ready to help out was amazing."

"I meet the new students, I help them and take them to class," Salih added.

Among those new students is Diyar Salih, a 20-year-old Iraqi who came to Grant Park in December, after spending time in a Turkish refugee camp. When asked about the most difficult aspect of adjusting to Canada, he replied: "Nothing. I like being in Canada. I have a future here."

Both students have found other connections to their school through sports like soccer and volleyball.

"Those early connections they make, even in the first week or so, can be very meaningful," Mr. Rezaei said. "One of the things we try to do with the newcomer students is to take a look at their interests and connect them with it at the school, if



it's sports or whatever the case may be, just to give them that experience of being with different circles of students."

Mr. Rezaei cites one group of newcomer students who have connected to the wider school community through a sewing club.

"They started off with hand gestures and began to learn the words they needed," he said. "You're taking baby steps, putting them into English literacy classes, numeracy classes and getting them to a point where they can have basic communication and determine what is a best fit for them in terms of option classes."

Mr. Rezaei speaks from experience, as he was once a newcomer to Canada himself. After spending 18 months in a Turkish refugee camp, he came to Canada to start a new life decades ago. Today, Mr. Rezaei is able to use some of his other languages, such as Kurdish and Turkish, to communicate with newcomer students. "I have an idea of what they've been through and some of the challenges they'll go through," he said.

## INTERCULTURAL SUPPORT WORKERS

To help newcomers with adjusting to their new school, WSD has Intercultural Support Workers that can speak with students and their family members in over 20 languages, from Arabic to Urdu to Vietnamese.

"We make arrangements to match the student and parents with an appropriate cultural support worker," said Joseph Fofanah, a Grant Park Intercultural Support Worker who speaks Creole and Gbandi. "We try to connect them with community resources that will enhance their knowledge outside of the school setting."

That can mean connecting families with community support groups such as Welcome Place and IRCOM, or providing access to hearing tests and hearing aids for students who need them. It's a varied job that both strengthens newcomers' community ties and targets barriers to learning.

## NEW EXPERIENCES

The key to making students feel



welcome is flexibility. Grant Park has taken students out for swimming lessons, including making accommodations for all-girl/female instructed swim classes (in accordance with some cultures' practices).

In March, the school booked ice at a nearby community arena after some of the newcomers expressed a desire to learn how to skate.

"The boys said to be Canadian, you need to learn how to skate. So this Wednesday we'll be renting an indoor arena and taking the boys skating," Ms. Anderson said.

"The bottom line is that we want to make these students feel welcome and this school to reflect who they are as people."

Parents have also been supportive; Grant Park's 20-plus strong Parent Book Club started off the school year with a study of Jan Stewart's *Supporting Refugee Children*.

"Three of the parents in that book club arrived in Canada as refugees or newcomers," Ms. Anderson said. "Our

parents met once a month and looked at what it meant to be a refugee, and how we can support these students as a school. Parents are interested because their children are coming home and talking about the connections they've made with the newcomer students."

Instead of focusing on differences, the Grant Park community has found a balance of finding common ground and celebrating cultural uniqueness.

"Any one of us at any time could be in their situation. These are families and children who have courageously dealt with very difficult situations in their lives," Ms. Anderson said. "These are families that want the best for their kids...and we're all part of the same community."

Mr. Rezaei echoed those sentiments: "The thing with these students is that they want to be part of this community. They want to be part of the fabric of our society. There are challenges, but these kids are so resilient."

# KELVIN STUDENT NAMED LORAN SCHOLAR

École secondaire Kelvin High School student Sila Rogan has been named as one of the Loran Scholars for 2017.

The Loran Scholars Foundation announced the 28th class to receive the awards on Feb. 9. Thirty-three students were selected from 4,438 applicants on the basis of "character, commitment to their communities and long-term leadership potential."

When she received word of the honour, Sila said it was an emotional moment.

"I think me and my mom cried for a solid hour when we found out," Sila said. "My family has been really supportive through the whole process of getting to that end goal, so it's been pretty emotional for us."

The prestigious scholarships, which are worth \$100,000 over four years, are awarded after a rigorous interview and review process.

"They have regional interviews...I did mine over Skype, so you're kind of hoping the connection doesn't break while your doing it. It was my first time doing a Skype interview but it went quite well."

After excelling in the regionals, Sila was flown to Toronto for nationals; the process involved two solid days of interviewing.

"There was some pressure, but the interviewers were really nice. They just want to see who you are as a person, it was more like just having a conversation."

Along with maintaining her grades in Kelvin's International Baccalaureate Program, Sila has been president of Kelvin's Environmental Committee and actively promotes recycling at the school. She also serves on a youth advisory council, writes

for the school paper, helped to organize the Manitoba Aboriginal Youth Achievement Awards and runs with the school cross-country team.

Sila, who is Inuit, also has an active interest in Indigenous issues and served as a storyteller during an Aboriginal-focused WSD Everybody has the Right event "Learning with our Indigenous Human Books."

She said it's her natural interests that help get her through the busy schedule and many extracurricular activities.

"I'm really passionate about these issues, but I've been really fortunate to go to Kelvin, where that kind of passion is fostered. I've been given a lot of opportunities to be involved with these causes."

As for her post-secondary destination, Sila is currently considering taking biochemistry/biotechnology at institutions such as the University of British Columbia, the University of Victoria or McGill University.

"I'm hoping to become a doctor that will work in northern communities. My end goal is to provide more adequate health care in these areas."

Deciding on which program to take is a big decision, but Sila said she feels well-supported in making the choice that is right for her.

"Loran doesn't just provide financial aid, it provides a whole support network. I have an academic advisor that will help me choose, and I've also met other scholars that go to these schools...it just makes that decision-making process much easier."

- With files from loranscholar.ca

PHOTO NOT AVAILABLE FOR WEB

# THE MOOSE HIDE CAMPAIGN

A group of students at Niji Mahkwa School recently held a daylong fast to stand up for Aboriginal women and children.

The school's Young Warriors Drum Group joined in the nationwide Moose Hide Campaign, a grassroots anti-violence movement that enlists men to help change attitudes and bring awareness. The campaign had a coast-to-coast, sun-up to sundown fast Feb. 16; participants had no food or water during that time.

"We're doing this to end violence against Aboriginal women and children," said student Noah Boulanger. "We want to raise awareness for the Moose Hide Campaign and all of the abused women and children."

He added the young men and staff members who participated in the fast at Niji Mahkwa all participated in a smudge to ready themselves mentally for their fast.

Staff at the school said the Moose Hide Campaign was open to all men who want to support women and children.

"This is a grassroots movement for both Aboriginal and non-Aboriginal men to participate in," said Educational Assistant Jeremy Haines. "When I came across the pamphlet for the campaign at the Manitoba Métis Federation building, I decided I would participate in the fast. I talked to the young men in our drum group and they wanted to be a part of this too."

While the fast was a challenge, there was a light at the end of the tunnel for the young men at Niji Mahkwa.

"We're doing this fast under the guidance

of our school Elder. When we break our fast at the end of the day, she'll be with us. She's cooking a traditional feast with stew and berries, and then we'll end our day with sharing circle," Mr. Haines said.

PHOTO NOT AVAILABLE FOR WEB

Niji Mahkwa student Rowyn Kitchemonia, Principal Chris Goring, Noah Boulanger, Educational Assistant Jeremy Haines, Phys. Ed. Teacher Ryan Doyle and Logan Harvey during their daylong fast.



# MEDICAL HEAD START

STORY AND PHOTO BY JARED STORY

Daniel McIntyre Collegiate Institute students are getting a head start in the health care field.

The Medical Professionals Program is a three-year program at DMCI that combines classroom and career-related education to prepare students for postsecondary studies and jobs related to the medicine and health care fields.

The program was started in 2015 by DMCI teachers Max Hegel and Dan Gilbert.

"It's an enrichment program for students who are interested in medical careers," Hegel said. "What we do in the program is give students an opportunity to get some advanced anatomy and physiology, and provide opportunities to see different careers, tour different facilities, give the kids an idea of what is out there beyond the traditional doctor, nurse, dentist."

The Medical Professionals Program is offered to Grade 10, 11, 12 students. At the Grade 10 level, the students study anatomy and physiology, receive first aid training and get introduced to careers related to medicine and health care.

"The second year incorporates more patient care and a little bit more of the technical work involved in different medical careers," Gilbert said. "In the

Grade 12 year we really want to prepare them with some hands-on skill sets and build networks they can use in the post-secondary world and in the actual career they're interested in pursuing."

In March, Medical Professionals Program students witnessed a live stream of a left ulnar nerve decompression surgery (elbow surgery) performed by Dr. Jonathan

PHOTO NOT AVAILABLE FOR WEB

Medical Professionals Program teacher Max Hegel, students Denisse Roque and Therese Timbal, and teacher Dan Gilbert.

Marsh at the Pan Am Clinic. Not passive onlookers, the students were able to ask Dr. Marsh questions during the operation via microphone.

"I noticed that in some surgeries they use a Bovie, which cauterizes the blood vessels. I asked him why he didn't use it and he said it's different for every scenario and every part of the body," said Grade 12

DMCI student Denisse Roque.

Roque plans to become a nurse and has already applied to the Faculty of Science at the University of Manitoba.

"My dad was a surgical nurse and my mom was a trauma nurse, so I grew up job shadowing them. I saw how it's pressuring, but you're helping at the same time," Roque said.

# THE SURGERY NETWORK

STORY AND PHOTO BY JARED STORY

It turns out Sisler High School's library is easily converted into an operating theatre.

On April 18, the school hosted a surgery from Pan Am Clinic through interactive high-definition video conferencing. With technology provided by Frontier School Division, approximately 100 Winnipeg School Division students in Sisler's library witnessed the surgery, as well as students from such places as northern Manitoba, New York, California and Taiwan.

This was the fourth time Sisler students have looked in on a live surgery at Pan Am Clinic.

"Everyone behind the scenes here, we all have the same goals in mind, where we just want to show students the parts that you can't get inside of a classroom," said Sisler teacher Matthew Robak.

The surgery, a thumb trapeziectomy ligament reconstruction and tendon interposition, a procedure to treat thumb arthritis, was performed by Dr. Johnathan Marsh at Pan Am. While Marsh operated on the woman, he fielded questions from the students watching the live broadcast.

Luisa Roscuata, a Grade 11 at Sisler, asked Marsh "Is there any treatment the patient takes prior to taking the surgery?"

Marsh replied by saying before surgery is considered, patients are asked to first, modify their activity, and second, take pain medication. If those two steps don't do the trick, surgery is then put on the table.

"It's a really interesting experience, just



seeing it up close and personal. There's nothing stopping you from seeing the blood or anything gory that happens. It's the real thing," Roscuata said.

"Especially with kids that are interested in (entering the medical field), they're getting experience ahead of time. It's

preparing you for the future."

The broadcast was part of Sisler's educational video conferencing series SoapBoxED, an educational speaker series hosted by students for students through high-definition video conferencing.

"Our digital media program is

remarkable," Robak said. "It seems every week there's a special guest, like a surgeon or an animator. Two years ago, we had an astronaut (Jeremy Hansen) come and talk. And, instead of just it being for 100 of our Sisler kids, why not broaden it to 2000 kids?"

# LIVING INDIGENOUS BOOKS

Students from across Winnipeg School Division gathered Feb. 8 and 15 to take part in the continuing Everybody has the Right (EHTR) program for 2016/17.

The theme, Learning with our Living Indigenous Human Books, focused on how Indigenous children are traditionally taught, with storytelling beginning after the snow blankets the earth.

The Feb. 8 session, for Grade 7 to 12 students from 24 schools, was held at Thunderbird House. The Feb. 15 session, for Grades 4 to 6 students from 50 elementary schools, was held at the Winnipeg Soccer Federation Complex.

"This is a commitment to the Truth and Reconciliation 94 calls to action in the Winnipeg School Division," said Rob Riel, Director of Aboriginal and Newcomer Services. "We're honouring and respecting the way Indigenous communities learn from each other."

The goal of the February EHTR Human Library event was to help students consider "identity" from a variety of different lenses as they develop their own sense of who they are.

"Our human books are sharing and talking about their personal and professional lives," said WSD Education for Sustainable Development Consultant Chantelle Cotton. "In the afternoon, we are going through the Truth and Reconciliation Commission's 94 calls for action and turning it into found poetry. Despite the difficult language in the actual text, students will each have a final image and an action statement that they can do on their own."

Storytellers included artists, educators, politicians, high-school students and more.

"I think it's important that we have a chance to tell our stories as Indigenous people," said Kelvin High School Vice-Principal Cree Crowchild. "The more



Manitoba Métis Federation President David Chartrand tells his life story to students at the Winnipeg Soccer Federation Complex on Feb. 15.  
Photo by Rebecca Guffei, Tec Voc Photography

people hear our different journeys, the more they can be inspired in their own lives. We're all human beings, we've all struggled with things but we can all come together and be successful."

Student Jazmyn Harris-Otcheek and Kae Sae said there was value in hearing another person's story.

"It's important to learn about people other than yourself," Jazmyn said.

"If people can learn each other's life story, it helps us get along better," Kae said.

Students will have their own opportunity to be human books; they will imagine and write their own stories for the final EHTR gathering in April at Canadian Museum of Human Rights in collaboration with the International Storytelling Festival.



WSD Board Chair Sherri Rollins—who was part of the Truth and Reconciliation process—welcomes students to Thunderbird House on Feb. 8.

# RADON 101

Biology students at Grant Park High School hit the trifecta in a recent Manitoba Lung Association contest to create awareness about radon gas exposure.

Radon is a radioactive gas that occurs naturally when uranium in soil and rock breaks down. When radon is released outdoors, it dissipates and is not a concern. However, exposure to high levels of radon in indoor air creates an increased risk of developing lung cancer.

"Radon is an invisible, odourless and tasteless gas that can seep through cracks in your foundation and soil around your house," said student Graham Irwin. "You should get your house tested every couple of years, there are simple tests you can buy, or you can get your house tested by professionals."

The Manitoba Lung Association asked high schools in the province to create a social media post, a public service announcement/video or a children's colouring book.

Grant Park was ultimately a winner in all three categories.

- Eric Yeung, Kevin La, Cale Crockette and Graham Irwin won for the best a public service announcement/video.
- Wyatt Barber, Alex Minor, Blake Jacques, Nic Lu and Elia Reppchen

won for their social media campaign "Memes 101."

"A lot of teenagers look at memes quite often, so we thought it would be simple to understand and get their attention," said student Nic Lu.

- Alison Wong, Meixi Zang, Amaris Wong, Evan Chan and Julie Van won for their cartoon illustrations for a colouring book.

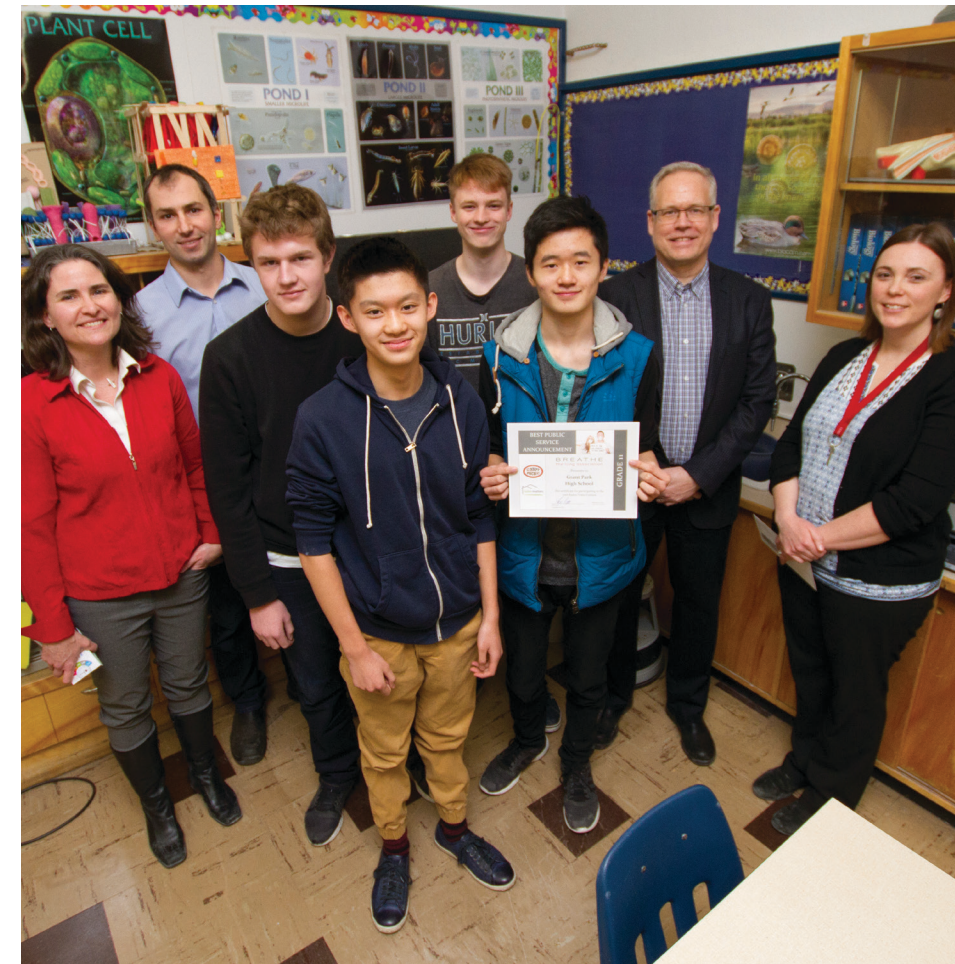
Students learned about the contest through teacher Karla Watts; a representative also visited the class to talk to students about radon gas.

Students said they learned a lot in the process—for example, that Radon gas is the second leading cause of lung cancer worldwide.

"I was aware that Radon caused cancer, but wasn't really aware of the specifics of it before this project," student Julie Van said.

The Manitoba Lung Association's Neil Johnston, Pam Warkentin of the Canadian National Radon Proficiency Program and Erik Bjornson of Radonmatters informed the students of their success on Feb. 16.

As a result of their win, the school won \$1,000 for new technology in the school's biology lab, as well as a pizza party for the award-winning students.







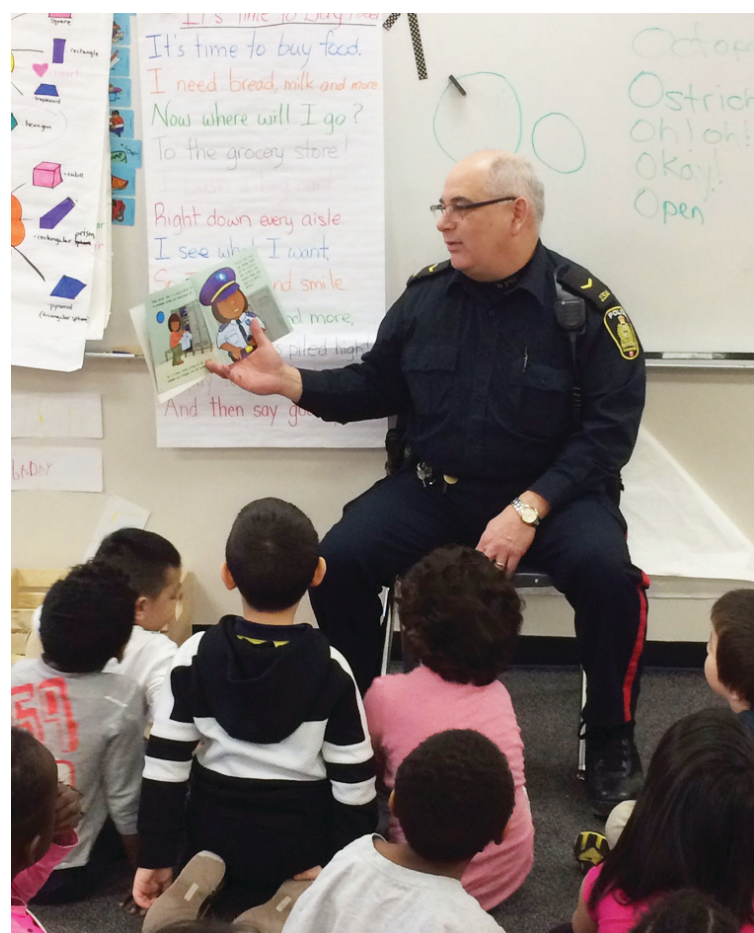
## BOOK BUDDIES

I Love to Read Month (February) may be officially over, but WSD students and staff are still sharing the joy of reading every day. Thanks to an exciting month of guest readers and creative reading-related events, students have a lot of great memories as another I Love to Read Month goes officially into the books.

So who loves to read? Here are just a few of the guest readers who stopped by to read with WSD students in February.

- Winnipeg Jets' forwards Nik Ehlers and Patrik Laine at Grosvenor School.
- Winnipeg Police Service Const. Jones at Wellington School.
- St. John's High School alumnus and Inner City advocate Michael Champagne at Norquay School.
- Author and graphic novelist David Robertson at Strathcona School.
- Manitoba Moose winger Kale Kessy and goalie Jamie Phillips at Brock Corydon School.

A big thank you to all of our students, staff and guests who made I Love to Read Month a smash success!



# LIGHTS, CAMERA, ACTION!

Winnipeg School Division (WSD) students took to the stage to mark the 2017 finale of the Quantum Arts Program.

The program showcases student talent and artistic growth in drama, film, dance and visual art.

Through the Quantum Arts Program, 102 Grade 5 to 8 students from across WSD spent eight weeks receiving specialized arts training. Students spent two hours, twice a week working with professionals at Prairie Theatre Exchange, Royal Winnipeg Ballet and Winnipeg Art Gallery. Quantum also offers two classes for students with an interest in film: a film and television acting program with the Prairie Theatre Exchange and a filmmaking course with the Winnipeg Film Group.

On March 16, students and their families gathered at the Winnipeg Art Gallery's Muriel Richardson Auditorium for a showcase of their work with the Winnipeg Art Gallery, Royal Winnipeg Ballet School (Recreational Division) and Prairie Theatre Exchange.

On March 21, students enrolled in the acting for film and television class gathered with their families at Prairie

Theatre Exchange's Colin Jackson Studio Theatre for their own finale. Students in the Winnipeg Film Group's filmmaking class had their finale at the Cinematheque Theatre.

Quantum is funded through the WSD's Children's Heritage Fund and its generous donors (for more information, visit [winnipegdsd.ca](http://winnipegdsd.ca)).

Photos by Jeff Miller



## STUDENTS MEET SCO GRAND CHIEF

Children of the Earth High School welcomed the Southern Chiefs' Organization's Grand Chief Jerry Daniels in February.

The school has invited a variety of Aboriginal leaders over the years to talk about issues facing Aboriginal people in general and discuss their own career paths.

Mr. Daniels recounted his upbringing on Long Plain First Nation and his trajectory to the top spot in the SCO, to which he was elected in January.

There are many issues facing First Nations communities, such as access to healthcare, education or even the basic necessities of life; Mr. Daniel's encouraged students be aware of these issues and get involved in those they feel passionately about.

"I encourage you to get involved as much as possible, in everything you truly care about...and follow your dreams," he told students. "Don't ever let anybody tell you that you can't."

He added that education was a key to the future.

"Everybody here wants you to graduate...all of the teachers want you to be successful, so they can say 'that was my student...I was a part of that journey.'"

## WAEC HEALTH FAIR 2017

# HEALTHY LIVING A STATE OF MIND



Keynote speaker for the event was Red Rising Magazine co-founder Ashley Richard, who overcame obstacles in her teen years to become a student at the Asper School of Business and a publisher.

The Winnipeg Adult Education Centre (WAEC) held its annual Healthy Living Conference on Feb. 20, once again partnering with Red River College's Princess Street Campus.

As in past years, the conference was built around students' needs and took a holistic approach to health.

"We surveyed our students in the fall, asking them what their biggest challenges are in terms of wellness," said Teacher-Librarian Darcie Kiene. "We got a lot of great answers and based on the results we looked into the community for presenters in areas like financial literacy, mental health, preparing for university and job readiness."

Sessions ranged widely from karate to emotional well-being. Student Siobhan Menge said she chose workshops that focused on emotional resiliency.

"It seems like there's more public dialogue about mental health," she said. "People are becoming more aware that these are issues that affect the majority of people. They're not unusual."

Ms. Kiene said Red River College was an ideal location for the conference; in the afternoon portion of the event, students were given a tour of the campus.

"Having the conference here is a terrific opportunity for our students," she said. "It takes away some of the mystery of what post-secondary looks like."

The conference was made possible with a WSD Education for Sustainable Development grant; health and well-being is one of the three pillars of ESD.

"It's a special day for our students," said Principal Roz Moore. "Many of the students haven't had the opportunity to attend a conference like this before."





# ÉCOLE LAVÉRENDRYE GYM OFFICIALLY OPENS

École LaVérendrye officially opened its new gymnasium and music room Jan. 27 with a celebration event including staff, students and the community.

The French Immersion school, located in the Fort Rouge area, has expanded by 9,268 sq. ft. which includes a 4,310 sq. ft. gymnasium, a 1,026 sq. ft. classroom plus ancillary spaces such as kitchenette, change rooms, washrooms, mechanical/service room and an above ground link connecting the second floor of the existing building by stairs and a new elevator.

"As the new principal this year, I'm honoured to have been part of the final stages of bringing this major project to its successful conclusion," said Ruth Schappert, Principal, École LaVérendrye. "All of us at École LaVérendrye thank the many people here in the community and the school division who have contributed to making this expansion possible."

Fort Richmond MLA Sarah Guillemard brought greetings from the province on behalf of Education and Training Minister Ian Wishart.

"It's so important to encourage and support young people in leading healthy, active lives," said Guillemard. "This new gym will provide students with greater opportunities to be active and build healthy lifestyles. I congratulate the school community here at École LaVérendrye on the opening of this new gymnasium, which will benefit students for years to come."

Winnipeg School Division Chair Sherry Rollins thanked the community for its efforts in raising funds to add an additional 310 sq. ft. to the planned expansion, noting



open space is what school children love.

"The Winnipeg School Division Board of Trustees is pleased to see results of the division's plans to accommodate French Immersion programs," said Rollins. "The demand for French Immersion continues, and expanding our space in this part of the city is an important step in ensuring we continue to meet the needs of the community."

In addition to the École LaVérendrye expansion, WSD recently reopened École Sir William Osler for Nursery to Grade 2, with plans to add grades as students advance in grade.



## NATURE'S TEACHERS

Students at Lord Roberts School have been working with some tiny teachers to learn more about friendship skills, self-regulation, anxiety, empathy and respecting differences.

Animals and staff from Lil Steps Miniatures and Wellness Farm have been visiting the school to teach students about emotions and positive mental health practices. The sessions were funded in part through WSD'S Clinical Support Services.

On Feb. 1, students were introduced to Éclair, a miniature horse who was half their size and weighs only 80 pounds.

"If you know what being in someone else's shoes means...it means trying to feel what it would be like to be that other person," Lil Steps Counsellor/Director Lucy Fouasse told students. "Today we're going into Éclair's hooves. We're going to try to feel what it would be like to be Éclair."

Ms. Fouasse said that because of Éclair's size—she is among the tiniest animals at the farm—she can feel insecure. She also has trouble getting the attention of the larger animals at times.

Student Zane Craig said he could relate: "I know how she feels, because I'm actually the youngest in my family...sometimes you get misunderstood a little bit."

Zane said that learning about empathy was a great idea.

"If we understand each other's feelings, it definitely helps everyone get along better."

Students have also worked with baby rats and a dog to discuss different feelings and emotions. For example, they discussed how the dog was nervous when it first met students, and then strategies to deal with nervousness, such as deep breathing and other calming techniques.

"Seeing how the animals interact, it's similar to how we interact with each other," said Grade 4 teacher Maria Pochailo. "That connection is so strong. We can learn from animals and they can learn from us. It really helps to bring out that gentle and caring side in children."

Working with animals provides a well-suited arena to explore feelings.

"Rather than just talking about emotions, this provides a real life connection and gives students another way to understand their feelings," Ms. Pochailo said.

# INNER CITY SOCCER LEAGUE GATHERS FOR NINTH ANNUAL JAMBOREE

STORY AND PHOTO BY JEFF MILLER

Approximately 1000 students and 44 teams enjoyed the game of soccer in a world-class facility during ninth annual Inner City Soccer League Jamboree. The event took place Feb. 9 and 10 at the recently opened, state of the art Winnipeg Soccer Federation North Soccer Complex.

Some 13 years ago, the Inner City Soccer League started out with 40 players from Mulvey, Sister Mac, Wellington, and John M. King schools. What was originally organized as an elementary school tournament soon expanded to junior high and now this year included high school teams because of an overwhelming request from the student players who graduated from elementary to junior high and now into high school.

Peter Correia, Principal at Mulvey School and one of the original organizers of the ICSL, said the league and event



were made possible by the contributions of many key partners: Peter White and the Laura Milner White Committee, The Winnipeg Foundation, Manitoba Soccer



Association, Winnipeg Youth Soccer Association, Culligan Water, Polar Bear Rubber, Tom Ambrosie, Scott Penman, John Hall, Winnipeg Police Service School Resource Officers, Winnipeg Soccer Federation, WSD'S Transportation Department, and the many dedicated staff and coaches of the WSD.

Mr. Correia also gave a huge thank you to the student athletes that participated and

truly made the jamboree a tremendous success.

"It's pretty neat to think that some of these students have played against each other throughout their entire school years," he said. "It really creates a sense of community."

The ICSL (Inner City Soccer League) has seven regular season games that run from October until March; in addition, each team plays five games in the jamboree.

# ROOTS AND SHOOTS

Lord Selkirk School recently hosted a Sustainability Exposition that focused on the needs of the surrounding Chalmers Neighbourhood.

The March 22 event was held in partnership with Chalmers Neighbourhood Renewal Corporation, Winnipeg Harvest and Jane Goodall's Roots & Shoots Program.

The Roots and Shoots program uses a four-step model where young people map their communities to identify local needs, prioritize their findings and implement a service campaign of their choice to make a difference for the issues they are most passionate about.

"Students take action to make change in the areas they've identified," said Colleen Dawson, a Grade 6 teacher and ESD mentor at the school. "Our students wanted hold an event that would create awareness and build partnerships to move forward on these issues."

They first targeted the difficulty in accessing healthy food in the community. "Our classroom has been working on food security, and how Elmwood should have access to healthy food at fair prices," said student McKenna Savoy. "Every family should have fresh, healthy food."

Most families cannot afford to eat healthy every day because of extreme prices at local convenience stores and far distances to big box retailers. This puts a physical and economic strain on local residents. The students hope to bring an affordable grocery store to the community.

Other classes chose to learn more about the Winnipeg Humane Society.

"We noticed a lot of stray cats in our community," said student Nikki Jamison. "We wanted to help them."

Classmate Ella Laidlow said students thought about creating cold-weather shelters and distributing them in the community: "It would give cats a place where they could get warm."

During the campaign, students also created mosaic tile bowls through Winnipeg Harvest's Empty Bowls Project. The bowls are to remain empty to serve as a reminder

PHOTO NOT AVAILABLE FOR WEB

of all the empty bowls in the world and in the Chalmers neighbourhood.

The bowls were created under the guidance of artist Ursula Neufeld, who is also working on a school wide mosaic project. The artist's work at the school has been sponsored through an ArtsSmarts grant.

"Their themes were all-encompassing when it came to sustainability and global awareness—and of course, food and the availability is a big part of that," Ms.

Neufeld said. "The final bowls each depict the individual students' personalities. I'm sure the parents can recognize their work without even seeing a name on it."

The event was well attended, drawing a large crowd of families and community members.

"People are proud of this community and they want to help out," said student Ivan Manimbao.

—With files from Lord Selkirk



# BREAKING THE SILENCE

In honour of International Women's Day (March 8), Winnipeg School Division joined the Winnipeg Blue Bombers in speaking out about violence against women.

Bombers Jamaal Westerman and Jake Thomas visited Hugh John Macdonald and Grant Park High School in March to deliver Break the Silence on Violence against Women presentations to students.

The presentations and workshops reviewed various forms of violence against women and how men and boys can be allies for women and create safer communities for everyone.

"Violence against Women is a men's issue, and we're proud of our players who are stepping up to be role models and offer high school students the tools they need to be more than a bystander when they see negative behaviours happening in their communities," said Wade Miller, President & CEO of the Winnipeg Blue Bombers.

By May, the Bombers will have hosted 20 presentations and 18 workshops with high school students across the province in 2017, including schools in Thompson, Elie, Lorette, Portage la Prairie, and Winnipeg, representing 10,000 participating high school students since the program's launch in 2015.

Mr. Westerman and Mr. Thomas asked students to be more than just bystanders if they see violent or inappropriate behaviour directed towards women. They encouraged students to use wise decision-making, have accountability for their actions and to have the courage to speak out when something is wrong.

"Anyone in this room can be a leader," Mr. Westerman told students at Hugh John Macdonald. "It just takes a little bit of courage to take that one step. If you see somebody doing something wrong... seeing somebody making a cruel joke about one of your classmates, or somebody being mean-spirited to a young lady in your class...then just step up and say 'hey

man, that's not right. That's not cool."

Grant Park High School hosted Mr. Westerman and Thomas on March 9, during a Stop the Violence Week of awareness activities.

Shirley Delorme Russell, an Aboriginal Graduation Coach based at Grant Park High, said the Pirates football team, newcomer students, Aboriginal students and Grant Park's RespectED group all worked together to have a week of related activities.

"Each group had a day this week to put something in our front hall that would educate students about violence against women," she said.

Pirates players collected written pledges from other students.

"We're spreading the word about domestic violence and helping students to make a pledge against it," said Grant Park Pirate football player Cody Gushulak, while standing beside a wall filled with written pledges from students.

Newcomer students held a pizza fundraiser for a local women's advocacy group, and while Aboriginal students brought attention to the high number of murdered or missing Aboriginal women by handing out red ribbons and displaying red dresses in the front hall (a tie-in with the REDress Project, in which red clothing is hung in public places as a reminder of women who are no longer present). Students also put up posters for missing and murdered women.

"Those posters were a show stopper," Ms. Delorme Russell said. "Students were shocked. They would say things like 'she was the same age as me' or 'she was just going to a party' or 'she was a little girl' or 'she was an old lady, why were they bothering her?' That was the reaction we wanted."

Grant Park's RespectED group, a staff and student initiative tied to the Red Cross's Beyond the Hurt bullying prevention program, also visited classrooms to talk with students about moving past the



PHOTO NOT AVAILABLE FOR WEB

role of bystander when confronted with inappropriate behavior such as bullying.

"We're promoting kindness, respect, reducing bullying and just improving the community in a positive way," said teacher Karen Wilson.

She added that research shows that by intervening, incidents are greatly reduced. When a peer intervenes incidents of bullying and harassment are stopped 57% of the time within 10 seconds.

Grant Park Pirate players with a stand beside a wall filled with students' written pledges against domestic violence.

# ANNE FRANK EXHIBIT PROVIDES TIMELESS LESSONS

St. John's High School had the opportunity to host an exclusive touring exhibit detailing the short life and struggles of Anne Frank.

Frank, a German-born Jew who was one of many casualties of the Holocaust, is famous for the posthumously published *The Diary of a Young Girl*. She died at the age of 15.

The journal documents her life in hiding alongside her family in the Netherlands from 1942 to 1944. Her father Otto, the sole survivor of the family, was able to get the document published in 1947.

The touring exhibit, which was brought to Winnipeg by the Anne Frank Museum of Amsterdam, helps bring that dark period in history to life—from the political climate that led to rise of Hitler to the Frank family's seclusion in a secret annex to a spice mill

and warehouse.

The exhibit includes banners with many photographs and recollections of the time period, as well as a model of the annex where the Frank family hid with others.

Sixteen St. John's students received two extensive days of training to be ambassadors and guides for tours by their fellow students, staff, other schools and the general public.

Student ambassadors had many reasons for taking on the project.

"Back in Grade 9, I went on a school trip to the Holocaust Memorial Museum in Washington," said Grade 11 student Emily Shemluk. "This was a chance to go into depth about one person's story...she was a teenager, so a lot of adolescents can connect to her story and how crazy that would be to go through all that at her age."

St. John's student Emily Shemluk guides spectators through the Anne Frank exhibit.

Grade 12 student Mustariah Muhmed said Anne Frank's story still had relevance today. "There are still lessons to be learned from her story...she had her childhood taken away from her," she said. "The more we learn about it, the better the world gets."

Emily agreed: "It helps us from creating the same problems and making the same mistakes again."

Principal Doug Taylor said the school leapt at the chance to host the exhibit in January/February 2017, after teacher Kira Coulter caught word of the opportunity and initiated the process last school year. "We bought into it completely—we

had just spent the year working with the mayor on empathy and reconciliation with Indigenous peoples, so it made sense to bring the exhibit here. This was a wonderful gift for our school," Mr. Taylor said.

"When you look at the Anne Frank story and the Holocaust, it happened so many years ago, but it still resonates with issues of discrimination, diversity and creating inclusiveness. Whether you're talking about women's rights, Chinese-Canadian rights, or the rights of Indigenous peoples, Inuit and Métis...all of that is embroiled in the Anne Frank story."

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# ZUMBA KID

Clad in a pair of glow-soled Skechers and a seemingly unlimited supply of energy, Anthony Manansala got Sargent Park School moving in a kinetic fundraiser.

When brainstorming ideas about how to keep costs down for a music trip to the Moose Jaw Band and Choral Festival, Anthony turned to one of his favourite hobbies: Zumba. The Grade 9 student has been doing Zumba for five years and is hoping to become a certified instructor when he turns 16.

Zumba combines dance styles like hip-hop, soca, samba, salsa, merengue and mambo with aerobic movement; Anthony teaches classes and is involved with the Zumba community in Winnipeg.

"I talked to all the Zumba instructors in Winnipeg, and we thought we could hold a Zumbathon to raise money for Sargent Park to go to Moose Jaw," said Anthony, who plays the flute in the school band.

Working with 17 of his fellow instructors, Anthony led Sargent Park students and staff through a two-hour marathon session in the Sargent Park gymnasium.

"There were a lot of people sweating," said Principal Luba Krosney.

Some of Anthony's Zumba students, instructors and his godmothers helped provide food like pansit, egg rolls, pandesal and granola bars to give those in attendance some recovery food afterwards.

"If you ate before Zumba, you'd get cramps and wouldn't be able to exercise," Anthony said. "Your metabolism will still be running for another hour after Zumba, so you eat afterwards."

While Zumba can be an intense workout, Anthony said he finds it relaxing.

"Zumba makes me happy, it gets all of the stress out of your body," he said. "You don't have to worry about homework or tests, you can just focus on things you love to do."

Music teacher Kara Martens said Zumba has transformed Anthony; he leads student lunchtime Zumba sessions at Sargent Park regularly.

"A few years ago, Anthony didn't talk much—he was a shy kid," she said. "He's really different now, this has helped him grow."

The Zumbathon raised \$1,800 for the school trip; 40 band and choir students will make the trip to Moose Jaw May 15-18.

Ms. Krosney credited Anthony for his initiative and making the fundraiser a reality. "This was all Anthony's brainchild," she said. "He organized it, he made and printed the tickets, it was all his work. We were there to help out if they needed it, but this was his vision. It was quite amazing,"

# RED REMINDER

Students in St. John's High School's Focus Program created a stirring reminder of a generation of missing and murdered Aboriginal women.

Students tied hundreds of red ribbons to the school fence facing Salter Street on March 10. Like the REDress campaign, the red ribbon has become synonymous with honoring the memory of these women—and as a rally point against domestic violence.

"There 1,181 ribbons on the fence, it was the most consistent number we could come up with in our research on the missing and murdered Aboriginal women across Canada," said Focus Program Teacher Linsey Piel-Glade.

St. John's students said it was hard not to feel empathy for the lost women and their families.

"This is important because most of the people in our school identify as Indigenous," said student Star Dujlovic. "Since October 2014, 256 Indigenous women went missing across Canada. We are trying to bring attention to what is happening."

Students from the class visited other classrooms in the school to discuss the issue.

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Teacher Linsey-Piel Glade, students Star Dujlovic and Raeden Bricklin in front of St. John's Red Ribbon Display on Salter Street.

Students and staff also talked about ways to stay safe, such as walking in groups rather than alone (especially at night) and having 911 easily accessible on your cell

phone in case of emergency. "They should also be putting this on the news more so people know about it," Star added.

# SISLER MICROBIOLOGY

A group of Sisler High School students recently had a rare opportunity to tour the JC Wilt Infectious Disease Research Centre, a training centre for the National Microbiology Laboratory based in Winnipeg.

The federal facilities are on the front line of world research into infectious diseases; as such, they are under tight security 24/7.

"Winnipeg is a hub for microbiology. The National Microbiology Lab is the only Level 4 Biosafety lab in Canada... this is where they handle Ebola, H1N1, Zika and so on," said teacher Matthew Robak. "The JC Wilt Infectious Disease Research Center is where they train those biologists, who come from across the world, to handle the viral diseases."

Four Sisler students and a few select teachers had the opportunity to visit a portion of the centre on March 8. In turn, the tour was broadcast as a three-camera live-streamed event to Sisler and other schools thanks to an ongoing partnership with the Frontier School Division (who provide technical expertise and equipment).

"They don't do public tours due to national security concerns, so this is their next best option to let the public know what happens inside," Mr. Robak said.

The Sisler contingent was able to tour a mock Level 4 laboratory, as well as being shown how to use a mobile disaster spill unit.

"Obviously it was an honour to go in there an experience what it's like first hand," said student Kyra dela Cruz. "I want to go into microbiology or somewhere in that field as a career. So I was actually really excited to go in to see what I might be doing for the rest of my life."

Kyra said students came into contact



Supplied photos



with several career role models there, such as Dr. Heidi Wood.

"I got her email and I look forward to talking to her," she said. "She's basically doing what I eventually hope to do."

Students had the opportunity to don protective positive-pressure personnel suits; while essential for biocontainment in a Level 4 lab, they can be challenging to move around in.

"If you bend over or move in certain

ways the suit will suction against you. But the scientists wear them and they still get the job done," Kyra said. "They do such important work."

While student Chesca Espiritu hopes to work with animals and environmental science, she said the tour was worthwhile.

"It was really cool to be in a lab and be a part of that setting," she said. "It's something you don't see a lot of here, a national facility in Winnipeg."





# THE BIG PICTURE

Fifty WSD students spent two days brainstorming with a Disney animator as part of MANiJam: the Manitoba Animation Jam.

Sisler High School hosted the special event, which was held March 6 and 7. Trent Correy, who has worked on major animated films such as *Frozen*, *Big Hero 6*, *Zootopia* and *Moana*, led the event.

Along with celebrating animation, students learned about Mr. Correy's career path and opportunities in the industry. Participants also worked on animated projects for the "jam" portion of the event and covered essential skills such as pitching stories and drawing.

"From caricature drawing to shot breakdowns to portfolios and demo reels and making connections, it's been very rewarding for students to take part in this event," said Sisler Interactive Digital Media head Jamie Leduc. "If you are passionate and never stop learning, the sky is the limit."

Mr. Leduc actually taught Mr. Correy in high school years ago, while both were living in Ottawa.

"Having a former student take the time to give back to these younger students is awesome," Mr. Leduc said. "He's giving back to the next generation of animators."

Mr. Correy said students must adapt to the role of perpetual learners; software is always evolving and the industry is marked by continual change.

"It feels like every couple of months, I'm learning a new tool or program. In animation and technology in general, you just have to stay up to date on everything," he said, adding that today's students have a level of fluency with technology that goes beyond anything seen previously.

"These kids will be rock stars. They're growing up with iPads and iPhones, they're

playing games younger and younger. So they have that hand-eye coordination and they're used to interfacing and learning new technology all of the time."

Students said Mr. Correy's visit has sparked their imaginations and given them an idea of what is possible in the industry.

"It's so inspiring to come face-to-face

with someone who actually made it to Disney—it gives hope for all of us," said one Sisler student.

The student added it was nice to see traditional artistic skills, like drawing, still having value in the animation field. "Trent is all about old school skills, he said if he could, he would do pencil drawing all of

the time." In an industry that is characterized by change, those traditional skills are also the most timeless and useful.

"Drawing is the quickest and easiest way to learn about animation, everything else is just a different tool...a computer is a more elaborate pencil," Mr. Correy said.

# SIDE-SCROLL SUCCESS

Sargent Park School students Keaghan Horbas, Darshan Singh and Tomas Fonseca stand proudly with their award for Best Group Game at Sisler High School's third annual Game On Conference.

The trio won for their side-scroller game *King Drake and the Secret Banana*.

"We built this game in Construct 2," Tomas said. "We're in separate tech classes at Sargent Park so it's the first time we worked together."

Sisler Interactive Digital Media (IDM) hosted Grade 6-12 students from over 20 schools for the two-day conference and celebration of game/app design and coding.

The Feb. 2-3 event had students learning from industry experts and showcasing their own game and app designs. Guest instructors included industry leaders from New Media Manitoba, Vancouver Film School, Project Whitecard, Electric Monk Media, Mid-Ocean School of Media, Kindoma and more.

After sharing their games in a "game-jam" environment, students received awards for their successes—and

spectacular failures—at the end of the conference. Failing, as students learned, is all part of the creative process.

"Failing is one of the most important phases in development," said Jamie Leduc, teacher and Department Head of Sisler IDM. "Without failing, you won't make a fantastic game. When you fail at something, you troubleshoot and you

learn more than when you succeed." He added that the entire event had been a smash success.

"The support of the industry and the administration of Winnipeg School Division has been phenomenal," he said. "The students are making it happen—they're coding, they're making games and they're getting involved."

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# SUPPORTING SIERRA LEONE

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Student leaders at Prairie Rose School put their support behind Sierra Leone with a project designed to raise funds for safe water in the country.

The Student Leadership Team crafted hundreds of beaded bookmarks and sold them to fellow students and staff in February as part of a grassroots fundraiser.

"We decided to do bookmarks because it's I Love to Read Month," said Grade 5 student Caytah Calixto Vargas. "Every book also has a heart on it because it's Valentine's Day this month too."

The Leadership Team meets once a week to discuss local, global and school-based

issues. This year they chose the small African country as the beneficiary of the team's annual global project.

"It's a small country that doesn't have very much clean water, so we wanted to try and fix that," Caytah said.

The proceeds of the fundraiser, which exceeded \$200, were given to WE (formerly Free the Children) who in turn are establishing clean water systems in Sierra Leone.

Caytah said students also got a sense of accomplishment from spreading awareness of an important cause.

"Being a teacher and a role model for the

other kids just feels awesome," she said. Teachers Carla Simon and Jeremy

Tosczak serve as adult liaisons for the club, which has been in existence for two years.

"We look for students who are leaders in their classrooms and have already shown citizenship skills," Ms. Simon said.

The club has also raised money for The

Mitten Tree for a local project in support of the homeless and needy.

"We just take a backseat and watch the students go," Ms. Simon said. "They run the meetings on their own and delegate different jobs for each project—it's been fantastic to see a different side of these students."

# HÉHO HEROES

Schools across WSD celebrated the return of Western Canada's largest winter festival by holding their own Festival du Voyageur celebrations in February.

At École Sir William Osler, students paddled gym mats (with dollies underneath) to the shores of "Fort Osler" (pictured, left).

Students also enjoyed breakfast, crafts, games and songs to mark the start of the festival on Feb. 17.

"Festival is important for our French Immersion schools and it's an important part of Manitoba culture," said Principal Karen Loveridge. "All the staff and parent volunteers come together to make this happen."

Later in the month, Tec Voc took advantage of a cold spell during an otherwise unseasonably warm festival to have their own day of games and entertainment. The school's Culinary Arts students cooked up voyageur fare for a tasty lunch.

Tec Voc photos by Birehanu Bishaw







# TWEETING LEADS TO MEETING

STORY AND PHOTO BY JEFF MILLER

Grade 1 students from Dufferin School recently had the opportunity to meet their pen pals from Queenston School for the first time. Dufferin students made the cross city trip to Queenston on Feb. 8 for a day of games, crafts and friendship.

This was the first of hopefully many visits between the now sister schools, but the events leading up to the visit is where this story begins.

At a professional development day last spring, guest presenter George Courous challenged teachers to get involved with social media to share ideas amongst colleagues. Among the teachers who took up the challenge were Dufferin teacher Ms. White and Queenston teacher Ms. Vieira. Both left the conference excited to try out Twitter even though they both jokingly admit to having no clear understanding of how to tweet at the time.

"It was a big learning curve to learn the whole Twitter lingo and by accident I liked a post from Ms. White," Ms. Vieira said. "Ms. White posted a challenge to build a Lego bridge over a body of water, which just happened to fit in perfectly because we were studying a unit on structures. Shortly after liking the post I received a message from Ms.

White thanking me for liking her post but I wanted to thank her for sharing her idea. After having so much fun with the challenge between the classes we thought wouldn't it be great if the students could learn about each other."

Students in four classes were matched up with a buddy from another school and they became "pen friends." Students sent letters to each other in the fall in preparation for meeting in person. As students from Dufferin finally filed into the gym at Queenston, there was plenty of discussion amongst classmates trying to figure out who their pen friend was.

During the visit the students from both schools had a chance to learn and share with their pen pals; activities included making a valentines card, bracelets, decorating bowls and sharing a fruit salad.

"It is a wonderful thing. You never know, some of these pen friends might become friends for life, anything is possible," Ms. White said.

"We are very excited to be sister schools with Dufferin and just to see how happy the students were to meet their pen friends tells me we are doing something right," said Queenston Principal Wade Gregg. "I look forward to our students having the opportunity to visit Dufferin in the near future for more fun activities."

# HOME OF THE BEARS

Brock Corydon School has a colourful new way to welcome all who walk through its front doors.

Dimitry Melman was at the school Feb. 6 to 17 as part of the Artists in the Schools program to work on a major school mural project.

"We started off with students doing sketches, which all centered around the theme of identity," Mr. Melman said. "Based on all of those sketches, I created a larger image. The different sections represent different parts of that school identity, like personal, global, cultural and local."

In preparation for the art project, students wrote and drew what identity meant to them—whether that was being a Manitoban, a Canadian or a citizen of the world protecting the planet. Students brought the piece to life by creating the individual tiles, which were stuck onto the template sketch before being epoxied into place.

For Grade 3 student Isabel Neufeld, the mural conjures thoughts of being both a Canadian and a Brock Corydon student.

"When we wrote at the start, I wrote about being at my cottage with my family on Canada Day, watching the fireworks," she said. "It was cool to have an artist in

the school and make stuff with him. My favourite part of the mural is the bear in the middle of it—our school mascot is the bear."

Every second year, Brock Corydon embarks on a major art project; this year Vice-Principal Fernando Batista and teacher Carrie Standil Cox thought a tile mural would leave a lasting legacy in the school. They brought the idea to the school's parent council, which in turn supported the idea to make it reality.

The tile mosaic was an appropriate vehicle as it embodied the notion of many different parts joining together as one united group. The school is home to a Hebrew bilingual program and an English program, but students are all Brock Corydon Bears at heart, coming together for assemblies and daily school life.

"We thought the mosaic would be a great opportunity to have the kids work together. Everyone had input into the design of the mural, and they are united as whole," Mr. Batista said.

He added that the concept of identity coincided with the theme of this year's Everybody Has the Right program, which is being undertaken by schools across WSD.



# PREMIER ANNOUNCES BIKE TOUR

Premier Brian Pallister dropped in to William Whyte School in March to announce his bike trip in honour of the 200th anniversary of the signing of the Selkirk Treaty.

Mr. Pallister, who made the announcement alongside WSD Board Chair Sheri Rollins, Selkirk MLA Alan Lagimodiere and Grand Chief Jerry Daniels of the Southern Chiefs' Organization, said he would cycle between the original and current settlements of Peguis First Nation and invited Manitobans to participate in the event through the submission of letters of thanks to be taken on the journey.

When the Selkirk Settlers arrived in Manitoba from Scotland and Ireland between 1812 and 1815, Chief Peguis helped provide food and shelter. In 1817, Lord Selkirk signed a treaty with five

Indigenous leaders to grant each land, which included land at St. Peter's in East Selkirk to Chief Peguis' band.

Earlier this year, the premier sent letters to Manitoba school divisions and a variety of organizations inviting them to share letters of support for the trip initiative.

A Grade 4/5 class at William Whyte answered that call and their letters inspired the visit to the school by their premier.

"Dear Chief Peguis, thank you for helping the Selkirk Settlers to survive the first few years in Canada," the premier read at the launch event, quoting a student from the Grade 4/5 class. "Without you and your generosity, many of them would have died. Because of this friendship and support from 200 years ago, many of the first settlers' descendants still live in Manitoba."



# TRADE TALK

Young women from six different schools visited R.B. Russell Vocational High School for a daylong exploration of trade and technology careers.

The Young Women's Conference, which was held Feb. 16, was the result of a partnership between R.B. Russell, WSD and Skills Manitoba. Grade 7 and 8 students from Niji Mahkwa, David Livingstone, St. Johns, William Whyte, R.B. Russell and Children of the Earth were in attendance.

Students heard from a variety of career-specific speakers, as well as taking part in hands-on demonstrations in different trade floors such as horticulture, carpentry, welding and more.

"A lot of our students are not aware of all the trades out there that are available to them, especially students at these grade levels," said Jennifer Daniels, the North End Trades Coordinator with Skills Manitoba. "This is showing them that there are young women out there in these trades, and they can do it too if they're interested."

Niji Mahkwa student Tayah Meekis said she appreciated getting a chance to learn more about the programs at R.B. Russell. "It's a good idea to show kids around here, and they're learning what they can do later in life."

Welding teacher Mike Johnston said different trades can draw upon different student skill sets. For example, welding requires acumen in mathematics and welding physics.

"Having a strong understanding of math is definitely an asset, and athletic students also do well because they have that hand-eye coordination," he said.

Grade 7 and 8 boys were given a similar opportunity to explore trades at R.B. Russell on Feb. 23.



(Above): There's opportunity for creativity in any field, as R.B. Russell welding teacher Mike Johnston and his students have demonstrated with the construction of "the Iron Giant"—a wood fired pizza oven.

PHOTO NOT AVAILABLE FOR WEB

Collège Churchill Grade 8 students Gabriel Portillo (left), Cameron Rhineland, Vera Klueckmann and Laura Boyd placed first in the CSSMA Math Stars Competition at the University of Manitoba on April 8.

# STRENGTH IN NUMBERS

STORY AND PHOTO BY JARED STORY

A team of Grade 8 students from Collège Churchill is proving there's strength in numbers.

Gabriel Portillo, Vera Klueckmann, Cameron Rhineland and Laura Boyd placed first in the Math Stars Competition at the University of Manitoba on April 8.

Presented by the Canadian Secondary School Mathematics Association, the Math Stars Competition Series is a nation-wide mathematics competition for students in Grades 6, 7 and 8.

With its win at the regional level, the Collège Churchill team will assemble at the U of M on May 20 to compete online in the national championship.

"Right now, instead of doing the class work, they are pushing that aside to do in their own time and they have national championship practice questions that they are working on," said Collège Churchill mathematics teacher Kaitlyn Tarasenco.

Each Math Stars Competition consists of four rounds: the Power Round, the Team Relays Round, the Grit Round and the Project Mania Round.

"In the Team Relay there was five little

booklets (of short-answer problems) and you had to fill out the answers for each one. In the Grit Round, it was four semi-hard questions," Portillo said.

"And then in Project Mania we had to collect a bunch of data and put it together," Rhineland added.

"We'd work together. We'd try to do it ourselves but if we needed help we'd pass it on and talk about it together," Boyd said.

In addition to the team win, Rhineland and Boyd placed third in the Power Round, the individual portion of the competition.

Klueckmann said her favourite part of mathematics is the problem solving.

"I like it when it's figuring stuff out," Klueckmann said. "When it's the same, it's boring, but when it has multiple steps and it's interesting and it's hard, then it's fun."

Tarasenco said the team members are "very good problem solvers."

"I'm super proud that they've taken an interest in this competition and that they've come this far," Tarasenco said. "I think they gained a little confidence from it too. It's really great to see their passion for math come alive."

—Photo and article by Jared Story

# FASHION SHOWDOWN

Have you ever made a dress of recyclable materials? Lord Nelson School students did and it was really fun!

Grade 3 teacher Glenda Medina worked with her afterschool club of Crafters' Corner students to create a dress that was submitted to the recent Take Pride Winnipeg's Fashion Fest contest.

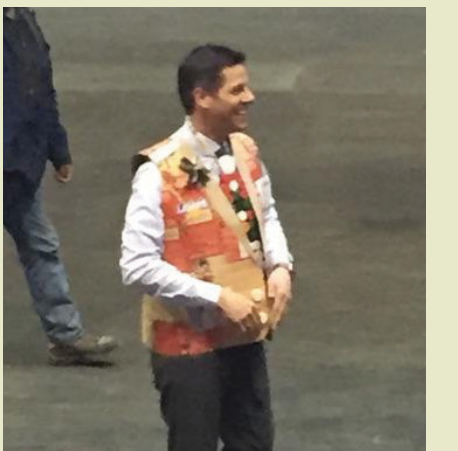
They created a beautiful dress, tiara and necklace with pizza boxes, old magazines, newspapers, glue, tissue rolls, soda caps, old cloth and used ribbon.

The afterschool club brainstormed about the importance of recycling materials and then decided what they wanted their dress to look like. Students sketched the dress on a piece of white paper and then began creating. They used some pizza boxes for the base of the skirt and then filled out the rest of the skirt by rolling and weaving magazine pages. Students used an old shirt for the string. As for the headdress, students made it with bottle caps and old magazines for the links; they also created a bottle cap bracelet to add some details and colours.

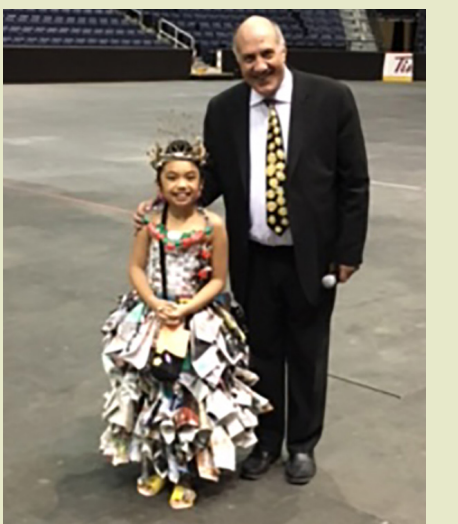
The Lord Nelson students' hard work paid off, as they won first place at the Take Pride Winnipeg event. Students attended the finals and were asked to create an outfit for Mayor Brian Bowman to wear.

Mr. Bowman wore their vest at the event—the ultimate compliment to their budding fashion sense.

—Photo and files courtesy of Lord Nelson



Mayor Brian Bowman wears a recycled vest crafted by Lord Nelson students.





# BE BILINGUAL WITH WSD

LEARNING A SECOND LANGUAGE OPENS OPPORTUNITIES FOR YOUR CHILD - GET THEM STARTED TODAY!

## BILINGUAL PROGRAMMING

**Cree, Ukrainian, Hebrew, Ojibwe and Spanish** are

all offered in Winnipeg School Division bilingual programming schools. The second language is used for instruction about 50% of the school day. In Kindergarten it may be used 100% of the time.

Students in bilingual programming receive all the same curriculum as English only schools, with the added benefit of learning Language Arts, Social Studies and other subjects in the second language. English Language Arts, Mathematics and Science are taught mostly in English.

## FRENCH LANGUAGE INSTRUCTION

Being immersed in a language throughout the school day is a great way for students to become truly bilingual.

## WSD MILIEU SCHOOLS

Winnipeg School Division schools that communicate in all French - between teachers and students, during recess, with the school clerk and over the PA system (with the exception of English Language Arts) - are called Milieu Schools.

DEVELOPS AN APPRECIATION FOR CULTURAL DIVERSITY

ENHANCES PROBLEM SOLVING AND HIGHER ORDER THINKING SKILLS

CREE

OJIBWE

FRENCH

DEVELOPS CRITICAL AND CREATIVE THINKING SKILLS

FACILITATES FLUENCY IN ADDITIONAL LANGUAGES

## SINGLE COURSE LANGUAGES

Heritage and Ancestral Languages - are single subject courses currently offered in Winnipeg School Division as follows:

- **Cree** - Children of the Earth, Niji Mahkwa
- **Filipino** - Daniel McIntyre
- **Latin** - Sisler High School
- **Ojibwe** - Children of the Earth, Niji Mahkwa
- **Spanish** - Churchill High School, College Churchill, Grant Park High School, École secondaire Kelvin High School, École River Heights School

## WSD DUAL TRACK SCHOOLS

Another French Language Instruction option in Winnipeg School Division is the immersion dual track school. In dual track schools both the French Immersion Program and the English Program are housed. Students in the French Immersion Program at a dual track school will hear school announcements, recess conversation and discussions with school administrators in English.

Please note that French Immersion starts in Kindergarten and Grade 1 in Dual Track settings. Students enrolling in WSD Dual Track or Milieu Schools must enrol according to their catchment area. To find out what Dual Track or Milieu School is in your catchment area, visit [winnipegdsd.ca/our-schools/find-a-school](http://winnipegdsd.ca/our-schools/find-a-school).

SPANISH

HEBREW

UKRAINIAN

VISIT US ONLINE AT: [WINNIPEGSD.CA/LANGUAGES](http://WINNIPEGSD.CA/LANGUAGES)



# STUDENTS' IMAGINATION GOES INTO OVERDRIVE

École Garden Grove School recently played host to an arena of imagination and innovation: the 2017 provincial Destination Imagination tournament.

WSD had five teams participating alongside ten other groups at the March 14 event.

Destination Imagination is a volunteer-led, non-profit educational program designed to inspire the next generation of innovators, leaders and creative thinkers. While WSD has participated in the program for the past two years, it has been existence for several decades—with over 1.5 million participants and partnerships with agencies such as NASA, National Geographic, Disney and more.

Each year, the program issues seven fun and engaging open-ended challenges for DI teams in science, technology, engineering, visual and performing arts, improvisation, service learning and early learning. Each challenge is designed to teach students the creative process—a powerful tool that is at the root of all innovation. Teams gather for Destination

Imagination tournaments and tackle these challenges, along with timed instant challenges.

"Destination Imagination builds the Four Cs: critical thinking, creative thinking, communication and collaboration," said Shauna Cornwell, WSD's Enrichment and Innovation Consultant and Destination Imagination's Manitoba Affiliate Director. "There's also building problem-solving and resilience. If something goes wrong, you're not panicking. You rebuild based around what you know and try again. All of these are 21st century skills that the job market is looking for."

Each student, with his or her own learning styles and talents, brings a unique perspective to each challenge.

"DI is all about innovation and creative thinking, and examining a problem with your own unique lens," Ms. Cornwell said. "You think outside the box and take a different approach."

Students can learn more about Destination Imagination challenges at [destinationimagination.org](http://destinationimagination.org).



The Creative Wonders test their acting chops during a challenge.

## WSD Destination Imagination teams:

- The Unique Geeks (Ralph Brown School—1st, Elementary Fine Arts; 2nd Instant Challenge)
- #sunnysideup (Garden Grove— 1st, Instant Challenge; 2nd, Elementary Fine Arts)
- DI Factor (Sisler High School—1st, Senior Fine Arts; 2nd, Senior Instant Challenge)
- The Creative Wonders (Ralph Brown—1st, Elementary Scientific; 3rd Elementary Instant Challenge)
- The Colourful Culprits (Ralph Brown and St John's High School—2nd, Middle Years Fine Arts).

-- With files from Destination Imagination

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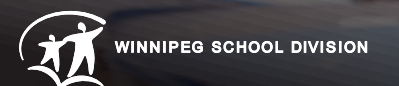


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# 2017/2018 FINAL BUDGET

## WHAT'S NEW FOR 2017-2018

Popular programs, although not Provincially funded, will remain in place for the coming year. These include programs and services such as Nursery, Library Technical Assistants, School Resource Officers, Adult Crossing Guards, Summer School, Off Campus Programs, Nutrition, and Therapy Services to support students. While these programs have become part of the standard of education in WSD, the division is not required to provide them under the provisions of the Public Schools Act. The total cost to taxpayers for these community programs is **\$13,032,850**.

### ENHANCEMENTS

The number of students diagnosed with Autism who are entering Winnipeg School Division is continuing to rise. To provide support for students and staff, the WSD Board has approved **\$350,000** for an Autism early intervention team and Autism assistive technology.

The Board has also approved **\$119,500** for an Arts equity adjustment. This will include a central Arts budget to support all 78 school with access to funds for arts supplies, materials and equipment; and professional development for an Arts leader at all elementary schools, professional development for Dance instruction at the Junior and Senior High School levels.

### COST SAVINGS

The Board has approved \$1,012,000 in cost savings to achieve a balanced budget without impacting programming for students.

**\$473,400** in transportation – standardizing our transportation policies to match the services offered by other metro Winnipeg school divisions including:

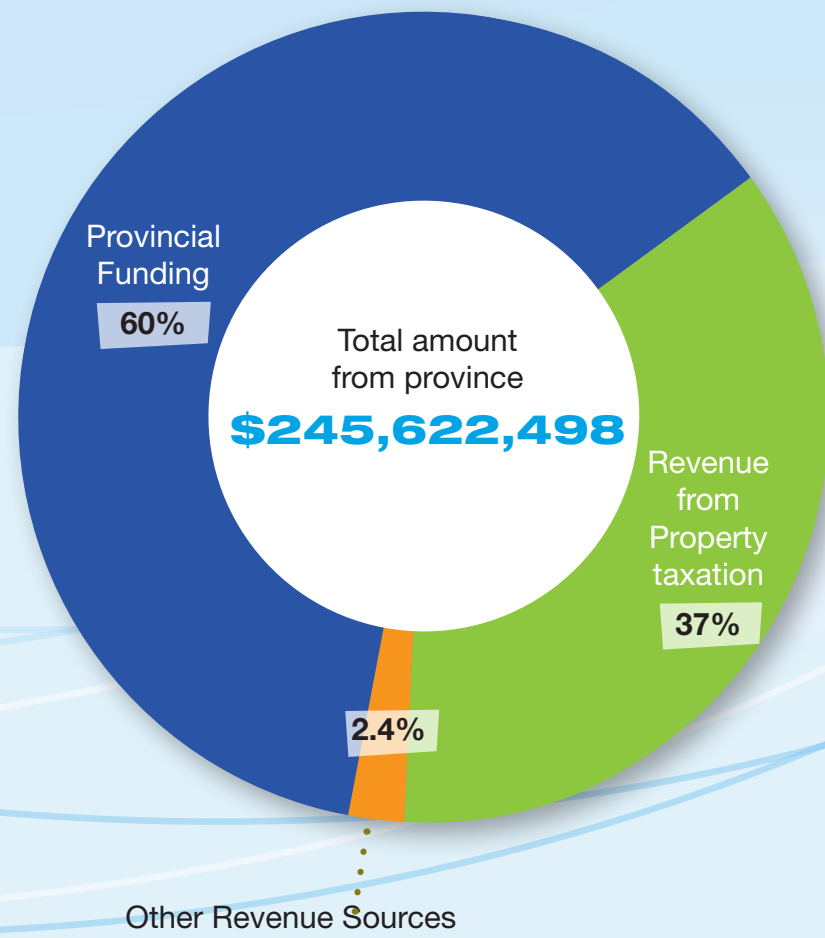
- Eliminating fee for service riders
- Eliminating exceptions to our policy

**\$151,200** in divisional operations and administration – changes mileage compensation to Provincial standard, staffing reduction and cost savings in professional development.

**\$387,400** in regular instruction – changes to a centrally administered school support fund for contingency needs, final alignment of district-based positions.

### INCREASED REVENUE

The Board has approved raising fees on permits, bringing them in line with other divisions in Winnipeg, for use of WSD facilities for an increase in revenue of **\$250,000**. More information on permit fee changes will be provided prior to the start of the 2017 school year.



## 2017/2018 FINAL BUDGET:

### EXPENDITURES

<b>Regular instruction</b> All subject areas; language programs; English-as-an-additional language	<b>\$214,273,350</b>	<b>52.7%</b>
<b>Student support services</b> Special Education; clinical services; resources and counseling	<b>93,686,100</b>	<b>23.0%</b>
<b>Community education and services</b> (including adult learning centres) Nursery; adult programs and community use of schools	<b>10,805,900</b>	<b>2.7%</b>
<b>Divisional administration</b> Computer and information services; business and human resources functions; Board and central administration	<b>11,414,100</b>	<b>2.8%</b>
<b>Instructional and other support services</b> Professional development; library services and nutritional program	<b>9,690,800</b>	<b>2.4%</b>
<b>Transportation of pupils</b> Operation of school buses	<b>6,431,600</b>	<b>1.6%</b>
<b>Operations and maintenance</b> Operating and maintaining 78 schools and other facilities	<b>51,319,300</b>	<b>12.6%</b>
<b>Fiscal and capital appropriations</b> Payroll tax; banking charges and capital transfers	<b>8,973,050</b>	<b>2.2%</b>
<b>2017-2018 Draft Budget</b>	<b>\$406,594,200</b>	<b>100%</b>
<b>2016-2017 Final Budget</b>	<b>\$396,036,400</b>	
<b>Changes from 2016/2017 Final Budget</b>	<b>\$10,557,800</b>	

Costs have increased by about **2.7%** from the 2016/17 budget

Provincial funding of schools increased by just **1.4%** of 60% of WSD budget

The Board has increased the property tax levy by **3.89%** or about **\$52** a year on a typical home in Winnipeg School Division.  
\* 2016 average assessed value \$203,900 in WSD.



# IMPORTANT NOTICE

## TRANSPORTATION CHANGES

The Winnipeg School Division Board of Trustees has passed a budget for the 2017/2018 school year. To achieve a balanced budget, the Board has considered many cost savings measures, including aligning our transportation policies to match the services offered by other metro Winnipeg school divisions.

**Effective September 2017, only those students who meet the distance requirements of 1.6 kilometers or further from the school to both the residence/daycare will be eligible to receive transportation.**

Students who have exceptional learning needs such as social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care will continue to be provided with appropriate school bus transportation.

Students in K to G6 in a language or alternative program, and Nursery students attending one of WSD's three

French immersion milieu schools or Aboriginal education school, whose residence/daycare is 1.6 kilometers or further from the school will also continue to be provided with bus transportation.

**Students who do not meet these criteria will no longer have an option to pay a fee for this service.**

Although WSD recognizes this will require some families to make adjustments to their daily schedules for the beginning of the 2017/2018 school year, it is important to implement these measures to ensure that all financial resources are redirected toward the classroom and programs that will enable students to be successful in their educational learning. No exceptions to this policy will be considered at this time.

Should you require clarification on the revisions to the Transportation Policy, please contact the Secretary-Treasurer's Department at 204-775-0231.



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# WINTER WELCOME

Kelvin High School students made the most of the chilly weather and enjoyed the great outdoors during a special Winter Activity Day.

The March 3 event was organized by the school's Mentorship Group, a collective of Grade 12 students that help younger Kelvinites transition into high school life. The group helps students with everything from exam preparation to having fun events that build camaraderie between soon-to-be graduates and newbies.

"One of our school goals is to establish these kinds of connections," said Vice-Principal Kim Gauthier.

Student Mairin Douglas said participating

in the group was way to give back to the school and "pay it forward" after getting similar guidance in their early years at Kelvin.

"The first day of school is all about meeting the students and showing them around," she said. "Throughout the year, we try and bring the whole school together to reinforce the community we have here."

Students learned how to do a Métis jig, ate frozen maple pops, cooked bannock on a stick and open fire, tried their hand at slooshing, learned about smudging in the school tipi and more.

"We were a bit late for Festival du Voyageur, so it's just a multicultural winter fun day," Mairin said.



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Supporting inspired learning

## Donate for a positive future

Your donation to Children's Heritage Fund plays an important role in ensuring children attending school in Winnipeg School Division enjoy experiences that instill a positive attitude and build confidence to achieve their goals.

**You can help support:**

- Multicultural and cultural enrichment
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For information on Children's Heritage Fund and how to make your donations:  
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