



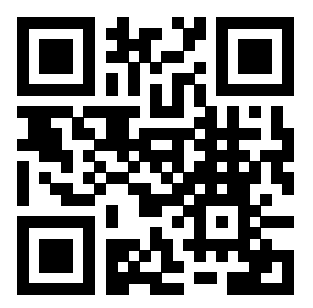
WINNIPEG SCHOOL DIVISION

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ARTS IN THE HEART OF THE CITY

FULL STORY ON PAGE 2

FRAGILE PEACE

Students from Churchill High School, Collège Churchill and R.B. Russell Vocational High School explored the issues of violence facing the people of the Democratic Republic of Congo (DRC) in a recent workshop and exhibit held in conjunction with the Graffiti Gallery.



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SPECIAL SECTION: PINK DAY



Wellington School's Fiddling Group performs under the direction of teacher Caroline Blais.

TALENT TAKES CENTRE STAGE

The creative abilities of more than 450 students from the Division's Inner City District schools were centre stage at the district's first annual *Arts in the Heart of the City*.

The event, dubbed a Festival of Student Learning in the Creative Arts, gave the Grade 1 to 12 students a chance to perform in front of more than 1,000 other students, teachers and community members in a variety showcase of dancing, singing, instrumental

performances, mixed media such as videos, Aboriginal drumming and pow wow dancing, and even a jump rope demo.

The students put on an impressive and entertaining show on the morning of April 24, says Jennifer Cox, Inner City District Consultant, one of the event's organizers.

"Not all students can shine in a classroom, sitting at a desk. For some students, this is their opportunity to shine – to really explore different domains of learning, and to be part of something," said Ms. Cox. "It's very exciting for them, and a really important learning opportunity."

Arts in the Heart of the City was conceived as a chance for students to come together, build community and share their artistic achievements with each other.

Grade 6 student Jane Santa Ana was thrilled to have the chance to perform a solo part with the Mulvey School Choir, which she has sung with for three years. She says besides

being a lot of fun and a great way to get to know her peers better, being part of the choir has helped boost her confidence.

"Singing in the choir, doing the lead parts and performing in front of a bunch of people has helped me get more confident and be less shy," said Jane before her choir's number. "It's fun performing for other people and putting a smile on their faces. It makes me feel happy."

Inner City District Superintendent Karin Seiler said the event helps demonstrate the immense talent and diversity in the district. Strong connections to the arts within the classroom is not just a tradition in the Inner City District, but also an important priority, she said.

"We believe the arts awaken passion and imagination in our students, enhancing their ability to communicate. The arts transform curriculum, engage learners and influence student achievement in a very powerful way," Ms. Seiler said.



A FRAGILE PEACE

CONTINUED FROM PAGE 1

Peace Should Not Be This Fragile had students working with Peter Frantz, artist and Co-Director of the Panzi Hospital Foundation. The hospital, founded by Dr. Denis Mukwege, offers a safe refuge and medical treatment inside the DRC.

Dr. Mukwege and Mr. Frantz were present at the March 26 exhibit opening, along with former Governor General Michaëlle Jean, Darcy Ataman of Make Music Matter and musical guests Ian D'Sa from Billy Talent and Cone McCaslin from Sum 41.

After taking part in two workshops with Mr. Frantz, students created artwork in a variety of mediums.

Student Aimable Lugumire, who was born in the

Congo, drew a pencil portrait of Dr. Mukwege.

"I did it to be thankful for all that he has done," Aimable said. "All of my family here knows him, and I have family in Congo who used to go to the Panzi Hospital a lot."

Aimable left the Congo when he was eight years old to move to Uganda; he eventually moved to Canada in 2012.

"The Congo is not a good place to live these days; it is not peaceful," he said. "A lot of Congolese emigrate to Uganda."

He said he still misses aspects of the country: "I miss the food, the trees and the vegetation. It's really green out there and it's always hot, not cold like here."

Student Evelyn Gillis created a visual art piece that incorporated a mannequin and pages from *National Geographic*, including a photo of baby.

"I tried to create a positive piece out of a negative situation...I called it *A Beginning of a New Life*, so it leads off from all that has happened (in the DRC) but it tries to move on in a positive way," Evelyn said.

On that note, part of the exhibition also focused on the resiliency of women in the troubled country.

Teacher Sandra Costa said that students were truly engaged by the project, using their free time to participate.

"This was a project that students worked on during lunch hours, after school and at home, so it was really self-driven," she said, adding that organizers connected what was happening in the Congo to issues that are happening in Winnipeg, such as our local missing and murdered Aboriginal women. "There were students who also got involved because of that connection."

NEW GYMS FOR KELVIN, LAURA SECORD

The school communities of École secondaire Kelvin High School and École Laura Secord School celebrated in April with the official announcement of new gymnasiums for both schools.

Division Board Chair Suzanne Hrynyk attended both announcements; she said the new gyms will enhance the learning environment for students and bring members of the school community together in many ways.

"I am a firm believer in the benefits of participating in sports and recreational activities that support and promote a healthy school community," Ms. Hrynyk said.

The Manitoba government announced a 10,000 sq. ft. facility at Kelvin on April 14; present at the announcement were Premier Greg Selinger, Education and Advanced Learning Minister James Allum, Trustees Jackie Sneesby and Mark Wasyliv, Superintendent of Schools-South Robert Chartrand, Principal Jim Brown and Andrea Firth, Kelvin's Parent Advisory Council president.

Student leader Clement Sackey, who plays basketball, football and track and field at the school, said the new facility was big news for the students and the school community.

"It's exciting for the younger generation. My brother's in Grade 9 right now and (the gymnasium) will be finished while he's still here. It's exciting for the kids because they'll get a new facility to train in, a place where they can work hard and get better," Clement said, adding he plans on returning to the new facility to help coach. "I definitely plan on coming back and helping out."

The Kelvin gym will feature new change room facilities and an elevator for accessibility. The design phase will begin immediately, with the completion of the project estimated for December 2016.

The following day, a 4,000 sq. ft. addition was announced for Laura Secord; the project will include space for change rooms, washrooms, storage and a teacher's office. The old gymnasium will continue to be used, with discussions now underway on how to repurpose the existing space.

On hand for the announcement at Laura Secord were Minister Allum, Board Chair Suzanne Hrynyk, MLA Rob Altemeyer, Principal Heather Boswick-Stanus and Robyn Andrews, president of the Laura Secord Parent Advisory Council.

"It's awesome, I'm a big fan of soccer and I think that this will be really, really good for the school. It will be great because we can be more active," said Laura Secord student Gabriella Beckta at the event.



Division Board Chair Suzanne Hrynyk was among the dignitaries on hand to congratulate Laura Secord students, families and staff on the announcement of the school's new gymnasium.



HONOURING HUMAN RIGHTS AT RALPH BROWN

Students, staff and families at Ralph Brown School explored human rights in Canada and around the world during the 2014 Celebration of Learning.

The event featured a gallery walk showcasing students' human rights projects on topics such as child soldiers and child labour. MLA Kevin Chief served as the keynote speaker for the evening, and helped unveil a new human rights mural in the school's main hallway.

"With everything that's happening in the Ukraine right now, this also really ties in with our Ukrainian program here at the school," said Principal Karin Freiling. "When we talked about the rights of the child, that was often our link. We have two families that arrived here from the Ukraine just a week ago, and so many of our staff have family there, so it's just so relevant for us."

The school-wide project was a progression of work done by the school's student-led Social Action Team earlier this year. The team, which includes 20 students in Grades 5-7, participates in Free the Children and We Day activities. Most recently, the team organized the We Stand Together campaign to help build awareness of First Nations culture, tradition, history and the issues affecting First Nations people today, such as the residential schools legacy.

"Our student Social Action Team really spearheaded all of this...we started with the residential schools," Ms. Freiling said. "The students all heard from different speakers about their personal stories and histories regarding the residential schools."

For the mural, students worked with artist Bud Gillies to create colourful tiles that carried a message.

"Every classroom was given one of the rights to focus on," Ms. Freiling said. "For example, the kindergarten students had housing, which is a concept they can understand. The older students got more abstract rights like justice and peace."

Ms. Freiling added that the school will continue to focus on human rights, whether that means supporting the homeless through Siloam Mission or sending school supplies abroad.

"We'll keep looking at local needs as well as global."



A CELEBRATION OF DIVERSITY

STORY AND PHOTO BY JEFF MILLER

All year long, Pinkham School students learn about the importance of diversity and celebrating each other's cultural traditions.

On March 6, the school celebrated some of the many cultures that make it such a great place to be. The students celebrated their own cultures as well as the various cultures which make up the student body.

"Students were encouraged to dress in clothing reflecting their own cultures, and many did, which further added to the celebratory nature of the festivities and instilled pride in our students about their own culture," said Principal Val Mowez.

The staff and students spent the day learning about different cultures through cooking, storytelling, art and singing. This year, community members were encouraged to teach some of the workshops.

"There was great engagement throughout the whole school today and that's exactly what we were hoping for, because not everyone is an auditory learner," added Ms. Mowez.

At the end of the day, everyone gathered in the gym for a Pinkham Multicultural Dance Celebration. Participating dance students from Grades 1-6 wore the dress of the culture they were representing, which enhanced the experience. Parents and family members attended as well, bringing the community closer together with such a memorable event.

Dance groups included Pinkham's Portuguese Dance Club, an after-school dance class open to Grades 1-4. The newly formed Philippine Dancers are part of the Philippine Cultural classes held once a week after school. The celebration also featured the pow wow dancers and African drummers from neighboring Sister MacNamara School.

The celebration concluded with a special performance from the Chinese Lion Dancers who had the whole crowd dancing and cheering.

CFL STARS HELP GIANTS CELEBRATE

Fresh off their championship season in the Winnipeg High School Football League's Andy Currie Division, the Elmwood Giants celebrated in style with some stars from the Canadian Football League.

Pictured here, a Giants' player is congratulated by Blue Bomber defensive back Donovan Alexander, former Bomber QB and current running back coach Buck Pierce and Saskatchewan Roughrider linebacker Cory Huclack.

"Be extremely proud of yourselves, that's quite an amazing accomplishment," Mr. Pierce told the Giants. "Hold your heads high, but also (remember) the work starts next week. The repeat starts right now."

The CFL stars were at Elmwood High School for a March pep rally to present the Giants players with their championship rings.

The Giants won the Currie Division Championship in November with a 14-7 victory over the West Kildonan Wolverines.



SCIENCE FAIR 2014

Young scientists from around the Division converged on the University of Manitoba's Health Sciences Centre campus for The Winnipeg Schools' Science Fair. The April 10 event featured students problem-solving in areas such as sustainable development, medicine, biology and more.

These students were recognized for their projects at the Brodie Centre:

Dennis Drewnik (Sisler High School) received the Intermediate Platinum Award for his project "Identification of Gene Regulatory Networks Controlling Host-Pathogen Interactions."

École secondaire Kelvin High School student **Dareen El-Sayed's** project "The Anti-Diabetic Activity in Hemp Seeds through the Inhibition of Alpha-Glucosidase" earned her the Most Outstanding Senior Award and the Science Innovator Award.

Brock Corydon School's **Ella Hechter** received the Elementary Platinum Award for "My Gelatin Garden."

École River Heights School students **Wynonna Mendoza** and **Allie Skwarchuk** won the Most Outstanding Junior Award, the Junior Manitoba Hydro Energy and You Award and the Junior WSD Sustainable Development Award for "Can we use Plants to Control the Amount of Waste in Lake Winnipeg?" The duo also earned a spot at the Canada Wide Science Fair.

Brock Corydon student **Jakob McKenna** received the Most Outstanding Elementary Project Award for "Peanut Contamination: Yes or No."

Jack Osiowy of Grant Park High School received the Most Outstanding Intermediate Award—and a berth at the Canada Wide Science Fair—for his project "Linear vs. Logarithmic Changes: What Works Best for Human Senses?"

River Heights' **Alex Roth** was also in a three-way tie for the Junior Platinum Award with his project "How Sociality Affects Trapability in African Ground Squirrels."

Grant Park High School's **Amanda Wong** was presented with the Senior Platinum Award, the Manitoba Hydro Energy and You Award, the Science Innovator Award and the WSSF Sustainable Development Challenge Award for her project "Infrared Multi-touch Sensors."

Mac Wong (Grant Park) won a Junior Platinum Award and a Junior U of M Innovator Award for his project "A Monofilament Polymer Actuator."

Other award winners included:

Tekla Cunningham, Collège Churchill: Intermediate Manitoba Hydro Energy and You Award for "La gestion des déchets dans l'industrie de pêche."

Erik Goddard, Brock Corydon: Elementary Manitoba Hydro Energy and You Award for "Gardening Green Soybeans."

Atticus McIlraith, J.B. Mitchell: Elementary Science Innovator Award for "Germophobes."

Sumika Raban, J.B. Mitchell: Elementary Sustainable Development Challenge Award for "Water Conservation."

Eva Rodrigues, Grant Park: Intermediate Sustainable Development Challenge Award for "Harnessing the Earth."

Angelica Vilorio and **Elisha Corsiga**, Sisler High School: Intermediate Science Innovator Award for "Les Distractions."

Kiersten Zueff and **Veronica Elkins**, River Heights: Junior Platinum Award for "Le projet de Glycémie."



Machray Cadets pose for a group picture at their annual inspection.

SUCCESS IS BUILT ON TEAMWORK

STORY AND PHOTO BY JEFF MILLER

A very distinct voice rang out over the gymnasium at Machray School: “Machray attention, Machray quick march,” barked out Staff Sergeant Robert. Then 13 proud cadets marched in unison and came to a halt in front of friends, family and honoured guests.

April 17 marked the eighth year the Machray Cadet Corps paraded in for their annual inspection.

The guests were treated to a precise drill demonstration prepared by Staff Sergeant Robert and his daughter Drill Sergeant Ashley. After the cadets returned to attention they were asked by Staff Sergeant Robert to recite the five principles on which Cadets is based. The cadets proudly and loudly answered, “Honour, Respect, Friendship, Trust, and Pride.”

“What do they all require?” asked the Staff Sergeant.

“Teamwork,” was the proud reply.

Machray is one of several schools involved in the Winnipeg Police Service’s Community Cadet Corps program, which is supported by the Kinsmen Club of Winnipeg. The program promotes partnerships between community groups, schools and the police, and encourages volunteering.

Among the honoured guests at the Machray event were Inspector Baldwin from the Winnipeg Police Service, School Resource Officer Constable Alexander, and Point Douglas MLA Honourable Kevin Chief.

“We need to recognize the amazing job that the Winnipeg Police Service does. Not only do they serve and protect the community but they also take time to reach out to the various resources in the community and put on programs like the Cadet program,” said Mr. Chief.

Principal Gordon Armstrong said, “The Cadet program is fantastic and the younger students can’t wait to get to Grade 4 so they can join. There is such a great sense of pride when the younger children see the Cadets in uniform during assemblies. The Cadets are the role models for our school.”

He added, “We guide the Cadets through the program, but some of them really buy in and become outstanding citizens in the community. This past winter two young Cadets that happen to be brothers were playing at St. John’s park with another Cadet who got injured. These two young men used their cell phone to call the parents of the other Cadet and then waited with him until help arrived, and followed up to make sure he got home safely to his family. It gives me great honour to award both Cadet Harrises with the citizenship award.”

Grade 6 student Thao Ngyun, a second-year Cadet, said, “Cadets is lots of fun. You get to learn new things and meet new friends that aren’t in your regular classes.”

With the great success the Winnipeg Police Service is seeing, they are hoping to expand the Cadet program into more schools across the division. This will require the help of volunteers to make the program successful.

SWEET DREAM

Andrew Mynarski V.C. Junior High School staff and students got into the fundraising spirit wholeheartedly in March with their Month of Dreams event.

The fundraiser was on behalf of the Dream Factory, a charitable organization dedicated to fulfilling dreams for kids who are battling life-threatening illnesses.

Student council, along with teacher Meghan Davidson and Guidance Counsellor Lauranne Benoit, led the charge for the fundraiser.

Students operated a donation booth all month, where donors could write their name on clouds for a large mural in the main hallway. Students also brought home pledge forms for some unique opportunities at a March 28 pep rally. Principal Greg Bouchard and fellow staff members Meghan Davidson, Matthew Reis and Steve Zimberg offered to take a pie in the face from top-fundraising students, while teacher Steve Jankac had his long locks cut for charity.

“Our goal was \$500 and we raised \$1,250,” said student co-president Julia Le. “It’s amazing; our school went above and beyond for this.”

Andrew Mynarski V.C. has proven to be the Dream Factory’s highest school fundraising group so far this year.

“This is a small example of what the students and staff here at AMVC are all about,” Mr. Bouchard said at the pep rally. “Your hearts are huge, you are willing to give selflessly. I can’t be more proud.”



An AMVC student pies Principal Greg Bouchard as part of fundraising fun for the Dream Factory.



Hungry Grade 9 and 10 students from Tec Voc line up for a Made In Manitoba Breakfast served by Manitoba farmers and producers.

DON'T FORGET TO THANK A FARMER

STORY AND PHOTO BY JEFF MILLER

Entering the main doors of Tec Voc High School, the smell of pancakes and sausages was in the air. Nothing beats the dreadful cold of a March morning like a Made in Manitoba Breakfast.

The Made in Manitoba Breakfast (MIMB) program travels across Manitoba feeding breakfast to students and connecting them to where that food comes from. Students enjoy a morning feast served by local agricultural producers from a variety of sectors.

“We have been going steady flipping pancakes and cooking sausages since seven this morning,” said Culinary teacher Livia Gloux. “Thanks to a

great group of around 10 volunteer staff plus our culinary team, we have prepared 1,500 pancakes and 1,100 sausages to feed 550 hungry Grade 9 and 10 students.”

Before the event, students took part in an educational presentation to explore the agriculture industry and learn about its importance to the provincial economy, job opportunities in the industry and the education and skills required.

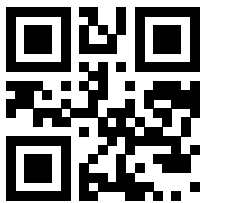
The MIMB is made possible with funding from the Monsanto Fund, a grant which also supports the development of more curriculum-related resources for teachers.

So what’s on the menu at a Made In Manitoba Breakfast? Tec Voc students and staff enjoyed pork sausage, flax pancakes containing canola oil, eggs, canola-based margarine, fruit and honey, and chocolate milk. All the foods and ingredients are grown and/or produced by Manitoba farmers.

Jessica Brady, Made in Manitoba Breakfast Coordinator said, “Throughout university, the more I learned about agriculture, the more I wanted to help dispel myths and promote this diverse and important industry. Agriculture in Canada not only feeds us, it clothes and houses us. Living on a farm and being part of agriculture I really see the need to encourage future generations to take part in agriculture. Agriculture in the Classroom gives me the opportunity to share my knowledge with and engage youth in agriculture.”

Ms. Brady added, “We are so fortunate to have a great team of volunteers from the school today. Everything just ran so smoothly. Of course we come fully prepared to do all the cooking and serving with our awesome team of producers and farmers, but I must say today was extremely relaxing and I had a chance to talk to the fabulous volunteers.”

MIMB visits about 30 schools and feeds over 10,000 students across the province every school year. To find out more about Agriculture In The Classroom or apply to have your own Made In Manitoba Breakfast at your school, visit www.aitsc.mb.ca



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CLASSROOM ADDITIONS

Trustee Anthony Ramos was on hand at École Sacré-Coeur for a provincial government announcement of a second phase of classroom additions in Manitoba.

The additional classrooms are intended to support the creation of smaller kindergarten to Grade 3 class sizes.

Also on hand for the announcement of the 21-school second phase were Superintendent of Schools-Central Celia Caetano-Gomes, Manitoba Education Minister James Allum, MLA Flor Marcelino, Sacré-Coeur Parent Council Chair Donna Gull, Principal Lisa Calvez and Vice-Principal Cristina Dias-Acquisto.

Sacré-Coeur, which will be receiving a three-classroom renovation, was one of six Division schools included in phase one of the project. Other phase one schools included École Lansdowne (three classroom additions), LaVérendrye (two classroom renovations), Lord Nelson (two classroom additions), David Livingstone (one classroom addition) and Sister MacNamara (one classroom addition).

“The Winnipeg School Division is pleased with the continued support from the Manitoba government to reduce class sizes in schools,” said Division Board Chair Suzanne Hrynyk.



IMAGE UNAVAILABLE FOR WEBSITE

Sargent Park students Angel Ramos and Chey Winogradoff take the vow of silence.

WE ARE SILENT

Sometimes silence can carry a powerful message; junior high students at Sargent Park School provided a case-in-point after taking part in Free the Children's We Are Silent campaign.

On April 17, students and staff held a day-long vow of silence. Their intent was to draw attention to the many children around the world who do not have a voice—children who are denied essential human rights.

"We are doing this to raise awareness about children who are being denied things like education and health care," said student Chey Winogradoff.

The day proved to be a challenge. Teachers had to conduct their classes only through writing on whiteboards or PowerPoint presentations, while students had to communicate through notes and gestures.

"We are asking that students stay off social media as well, to stand in solidarity and be silent for the entire day," said teacher Maureen Wilson.

"The moment we step into the school, no one is talking," said student Angel Ramos. "Some students think it will be a challenge, because we're in Grade 8 and we still like to talk a lot."

Angel and Chey are both members of the school's Me to We group, which links students to Free the Children's local and global humanitarian efforts.

"We try to let students who are not part of the Me to We group know what's going on in other countries," Angel said.

"I joined because I wanted to 'stretch' and raise awareness of the bad things that are happening in our world, and help to right them," Chey said.

Students donated loonies to support Free the Children's education and clean water programs. Thanks to Sargent Park's efforts, an impressive \$356 was donated to the humanitarian organization.

Free the Children was started by a young Canadian, Craig Kielburger, as a response to the story of murdered child laborer and activist Iqbal Masih. The organization seeks to provide equality to children around the world with access to education, freedom from poverty and the recognition of their human rights.

A GREAT DAY AT R.B. RUSSELL

R.B. Russell Vocational High School students and staff showcased their many programs and talents at the school's annual open house, held April 24.



Meadows West students wait patiently to speak to guest speaker Tracy Garbutt from the CNIB.

MAKING A DIFFERENCE AT A COMMUNITY LEVEL

STORY AND PHOTO BY JEFF MILLER

Meadows West School sent 26 students to attend We Day at the MTS Centre in October, where they were among 16,000 other students looking to make a difference in the world.

The Global Mission Team (Meadows West Leadership Team) were so inspired at We Day, they got together to come up with ideas of how they could take what they learned and bring it back to the whole school.

The mission of We Day is to inspire young people to not only make a difference globally, but in their own community as well. With this in mind the members of the Global Mission Team decided to host their own Mini We Day.

The assembly kicked off with a seven-minute video that the students prepared interviewing fellow students at the school about what changes they would like to see in the future. The video also offered ideas from fellow students on how to make a difference in the community and the world, with a repeating theme – that one person can make a difference and when others see what you are doing, they will be inspired to do something good as well.

The students were then treated to a guest speaker who is definitely making a difference in his own community. Tracy Garbutt, who teaches independent living skills at the Canadian National Institute for the Blind (CNIB), spoke to students about how he goes about his daily tasks as well as helping others. Tracy has been visually impaired for 29 years, since the age of 12.

"I was still a kid and I wanted to do what all my friends were doing, so I needed to surround myself with great friends and family who could help me overcome the obstacles I needed to overcome. There were a lot of times when I got very sad and I just wanted to sit in my room and do nothing, but thanks to great friends, family and even my teachers who told me there was more to life than just seeing it, I didn't," Tracy said.

Not only has Mr. Garbutt learned to become more independent through technology assisted devices and other techniques, but his job with the CNIB is to teach other blind and low vision people to adapt in the workplace and at home.

"My biggest fear is going out in public and people laughing at me because my clothes don't match, so you might ask how do I overcome this if my wife isn't around to lay out my clothes? I have this really cool talking pen and I also have special tags that I can attach to my clothes to tell me what colour my shirt is. When I get a new shirt I attach the special tag and I speak into my pen and say 'grey shirt', so the next time I go to the closet I just push a button on my pen and it will tell me 'grey shirt'. Technology nowadays is so cool," Mr. Garbutt said.

HELPING THE HUNGRY WITH STONE SOUP AND DANCE

STORY AND PHOTO BY JEFF MILLER

Grade 5 students from Sister MacNamara School had the chance to try out some creative movement and dance activities, as well as some tasty soup, all in support of student nutrition.

It was all part of the Child Nutrition Council's second annual Stone Soup fundraiser, held at Manitoba Hydro Place on March 12. All proceeds from Stone Soup are used to support child nutrition programs around Manitoba, which provide free breakfast or snacks to school, so that every student has the chance to start the day off right.

"During this year's Stone Soup fundraiser, we raised over \$15,000 to contribute to our province-wide network of nutrition programs. That's enough to cover the cost of about 11,500 breakfasts, 7,500 lunches, or 25,000 snacks," said Viola Prowse, executive director of the CNCM.

The Stone Soup fundraiser is based on a folk tale that provides a lesson in co-operation and togetherness. In the tale, the community comes together to produce ingredients for a nourishing soup to be enjoyed by all.



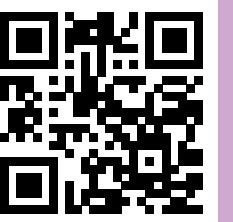
Sister MacNamara students join members from the Royal Winnipeg Ballet learning how to dance to the story of Stone Soup.

The Royal Winnipeg Ballet taught the Sister MacNamara students their new moves.

"We aren't very good at cooking so we decided to make our stone soup out of dance movements," said Suzanne Andre, from the Artistic Faculty at the Royal Winnipeg Ballet.

To prepare for the event, the students studied healthy eating and making healthy choices for their bodies.

To learn more about the programs the Child Nutrition Council funds and supports, visit www.childnutritioncouncil.com.



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“DON'T WAIT TO GET HIT BY A SEMI TRUCK”

STORY AND PHOTO BY JEFF MILLER

Instead of pursuing a record deal, Robb Nash and his band Live On Arrival have taken a different path in life: sharing stories of hope and inspiration with over 850,000 students across Canada.

For Mr. Nash, his band's name hits close to home. While in high school, Mr. Nash sustained major head injuries when the car he was a passenger in was struck head-on by a semi truck. Discovered by his friends with a shattered skull and no pulse, he was pronounced dead by paramedics at the scene. In the ambulance, his vital signs suddenly returned, against all odds.

The accident still left Mr. Nash in a coma for several weeks, along with severe cranial injuries and a long rehabilitation process ahead. While Mr. Nash was initially bitter about the accident, he one day realized that many people don't get a second chance at life. He decided to use his story to encourage people not to wait until a tragedy to make every day count.

“Everyone knows what they do, but ask them why they do it, very few people have a good answer. For me, I never wanted to be a musician, but I wanted to tell my story. Music is a good way to tell my story,” Mr. Nash told students during a



Robb Nash shares his message with students at Tec Voc High School

recent visit to Tec Voc High School.

“I was bitter for almost two years until I realized I needed to do something. I think we've all been given that prompting at some point in our lives. My first impulse was to call the semi driver that hit me. It took a long time but I found this guy's number. I found out that guy had not driven a vehicle since that day, not seen a psychologist. We talked for two hours and the guy was set free. I hung up the phone and realized that I had never done anything for anyone in my entire life, because I had a feeling when I hung up that I never had before. I realized we all have that feeling to do something significant for someone else. From that day on I wanted that more and more and more, and I wanted young people to feel that too.”

“Pain does not go away, but neither does the strength. When your pain is a 15, your strength is a 20. The strength you need to get through your tragedies is already inside of you,” said Mr. Nash.

“I went through something tough and I found the strength within. It's OK to get help. It's OK to talk about it. It's OK to be vulnerable.”

Tec Voc Career Education teacher Geordie Wilson first heard Mr. Nash speak at a gala event he attended.

“I was so inspired, I thought I have to try and get him at our school,” Mr. Wilson said.

He added, “We had over 1,000 students attend his performance and like most presentations of that size, it started out a little noisy but after a few fun songs and impressions, Robb started to deliver his message and share his story. The room went so silent you could hear a pin drop.”

Mr. Nash told students that they don't need a tragedy to start making a difference.

“Some people think you have to hit rock bottom, that you have to have a tragedy to learn. I would stop this tour right now if I thought that were the case.”

“TELL ME A STORY...”

Students at Sister MacNamara School explored storytelling in all its forms with a major school-wide project entitled Tell Me a Story.

The cross-curricular learning project had students telling stories through writing, visual arts, oral storytelling, music, video and other means. Classes showcased their projects for their families at a Feb. 27 finale.

“This event is a way to celebrate literacy during I Love to Read Month by engaging our learners through different mediums,” said Grade 3 teacher Kate Ollinik. “It makes storytelling accessible to all of our students.”

“The classrooms all feature stories from many different cultures that highlight the diversity in our school,” added Art Specialist Brenna Bacchus. “For example, we worked on a shadow-dancing project with a Grade 3/4 classroom where several students had little-to-no English. But they were completely involved in the project. Through performance and dance, they can share their stories.”

Student Aaron Erpelo said the class's shadow-dance video was about two lonely people who fall in love and stay together for the rest of their lives. Students danced in front of a projector screen to create shadows over pre-existing



imagery and recorded the results.

“We were also studying about light in class, so we wanted to test that,” Aaron added.

Grade 6 students in teacher Joanna Langtry's class created their own book: *Power to the People: The Biography of Nelson Mandela*. The book incorporated a graphic novel format, with students pairing up to contribute chapters.

“When Mandela passed away in December, many of our students didn't understand who



he was, so we started doing research and investigation into his life,” said Ms. Langtry. “We used iPads and an application called Comic Life and that made everything really accessible for us—we were able to do everything in the comfort of our classroom.”

Ms. Bacchus said the students were proud to share their work with their parents and siblings: “We always tell parents to read and tell stories to their kids...this is a chance for the kids to tell their stories.”

SPECIAL

PINK DAY



THE POWER OF PINK

Students at Sister MacNamara School were among many spreading a positive message for Pink Day in April.

The anti-bullying, pro-empathy day was inspired by a grassroots campaign in Central Kings Rural High School in Nova Scotia several years ago. Students Travis Price and David Shepherd convinced 50 other students to wear pink after a student was bullied for wearing a similar coloured shirt the first day of school. Since then, the day has become a way to inspire positive behavior and tolerance in all walks of life.

Sister MacNamara students shared a similar message during a school-wide assembly on April 8; students also performed a positive behaviour song that they wrote, called “Cups of Kindness.”

Students drummed out the percussion parts using pink plastic cups, while Grade 5 student Daniel Mahamba even learned to play the guitar to help lead the sing-along.

“Pink Day means caring about each other...we care about all of us and we want to stop bullying,” Daniel said.

Arts specialist Brenna Bacchus said she was impressed with how well the Sister MacNamara students performed. “Many of the students started from square one to learn that song.”

Sister MacNamara's Pink Day activities culminated with a neighbourhood walk that had students taking their message of mutual respect and empathy to the community at large.

“We're saying never give up and stand up to bullying,” said student September Beardy.

“We want people to take care of one another,” Daniel added.

Cups of Kindness

One day when I went out for recess play and somebody called me names It was upsetting and it hurt, I ignored it but it made it worse and there was nothing I could say

**It's all we need
It's all we need
For all of us to get along
If you feel bullying is wrong, stand up tall and join our song
Then everyone can get along**

Then along came an older kid and he asked me what was wrong I said “I don't know what to do can I get some help from you?” He said “Together we'll be strong”

**It's all we need
It's all we need
For all of us to get along
If you feel bullying is wrong, stand up tall and join our song
Then everyone can get along**

We went together walkin' to the field to see the other children there. He said “Let us use our teamwork here and we will never have to fear. Friendships like this can show we care.”

**It's all we need
It's all we need
For all of us to get along
If you feel bullying is wrong, stand up tall and join our song
Then everyone can get along**

PINK DAY 2014



TREAT OTHERS AS YOU WISH TO BE TREATED

STORY AND PHOTOS BY JEFF MILLER

It's a message you'll find in the Kent Road School code of conduct: 'treat others as you wish to be treated.'

Presenters at the school's Pink Shirt Day also spoke the same message. The goal of the Pink Shirt Day bullying awareness campaign is to show ways to stop bullying and to empower people to stop bullying at work, home, school, in our communities and online.

Among the presenters at Kent Road were City Councillor Thomas Steen, Owner Mel and therapy dog Nash from Munroe Avenue Early Education Day Care and Constable Cam Hyde, Kent Road's School Resource Officer.

Const. Hyde gave an interactive presentation to students. First, he asked for volunteers to come to the front of the assembled crowd. Then the volunteers were handed clean sheets of paper and instructed to crumple them up into a little balls; next they were asked to throw the paper on the ground and step all over it. Finally, the volunteers were asked to pick up their paper and to try and get the creases out.

"When someone is bullied, the wrinkles in the paper are like scars. They last forever...so please remember to treat others the way you wish to be treated," Const. Hyde said.

We can all learn from good examples demonstrated by others—and that is what six students from Room 3 did when they presented a brief version of their 30 minute meeting they do every school day.

Every meeting starts off with a greeting; one at a time, students get out of their chair and greet someone else in the classroom. The second part of the meeting is where everyone has an opportunity to share something that they have done or that they are going to be doing, and the rest of the class has an opportunity to question the presenter. The final part of the meeting is a playful group activity where students get to interact with one another. The purpose of the morning meeting is to get everyone to know about each other—and it makes for a great way to start the day.



WHAT WOULD YOU DO?

STORY AND PHOTO BY JEFF MILLER

Most people are familiar with the hit TV show *What Would You Do?*

The leadership team at Isaac Brock School came up with scenario situations involving bullying for the school's Pink Day awareness assembly.

The Isaac Brock Leadership Team, which is made up of a group of students from Grades 5–9, leads the school in activities such as fundraising, pep rallies, and spirit week.

"Pink Day isn't just about anti-bullying. It is also

about respecting others, and anti-sexism. We hope that we can help our fellow students make good choices that they will remember for their whole life," said Grade 8 student John Demanoy.

Before the Pink Day group activities began, students watched a series of videos on teamwork and identifying a bullying situation.

Students were presented with several different bullying scenarios during a group activity session. Rather than be passive bystanders,

students were encouraged to seek an adult if they saw another student being bullied.

"I am very proud of our leadership team, they came up with the activities and did such a fantastic job," said Principal Sherry Anderson.

Even Winnipeg Police Constable Jacob was in the spirit of Pink Day, sporting a bright pink service shirt.

The students earned a school wide afternoon recess for their great efforts.

SPREADING THE WORD

Teacher Lucille Galvez and her Grade 4 class at École Lansdowne helped spread the word about the International Day of Pink. April 9 marked the day where communities across the country and world unite in celebrating diversity and raising awareness to stop homophobia, transphobia and all forms of bullying. Photo and files courtesy of Lansdowne



PREVENTING AND RESPONDING TO BULLYING BEHAVIOUR

Schools in the Winnipeg School Division foster caring and inclusive school cultures, allowing students to flourish and achieve academically and socially.

The Winnipeg School Division is in full compliance with legislation designed to create safe school environments and continues to support school-based anti-bullying efforts through a variety of initiatives, programs, and strategies. Creating safe schools is a major focus and priority.

LEGISLATION*

The Safe Schools Charter requires all schools to establish a Safe Schools Advisory Committee that advises the principal in matters related to the code of conduct and developing safe schools.

In 2011, The Public Schools Act was revised to require adults in schools to report unacceptable student conduct to the principal. Unacceptable conduct means abusing another student physically, sexually, or psychologically. This can take place-orally, in writing, or in any other form. This behaviour may occur while students are at school, on their way to and from school, or participating in prescribed school approved activity. Principals will notify students' parents/guardians if the principal believes a student has been harmed.

In 2013, The Public Schools Act was amended with a revised definition of bullying; the act requires adults in schools to report cyberbullying to the principal when they become aware of it. Parents/guardians of students involved will be contacted if the principal believes a student has been harmed. Cyberbullying is bullying using any form of electronic communication, including social media, text messaging, instant messaging, websites or email. In this Act, bullying is behaviour that is intended to cause fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property. The behaviour is intended to create a negative school environment for another person. The duty to report also includes awareness that a student may have engaged in cyberbullying or been negatively affected by cyberbullying, even if it occurs outside of school hours.

*Adapted from: Manitoba Education and Advanced Learning. *Safe and Caring Schools, Taking Action Against Bullying*, May 2014. (http://www.edu.gov.mb.ca/k12/docs/support/taking_action/index.html)

CODE OF CONDUCT

The Division's Code of Conduct protects students and staff by addressing: bullying, discrimination, possession of weapons, abuse, gang activity, use and possession of alcohol and drugs, Internet use, disciplinary consequences, and appeal mechanisms for disciplinary consequences. The Code of Conduct is reviewed and shared with students, staff and parents.

CURRICULA AND PROGRAMS

All schools are expected to engage in preventative programming focusing on developing positive school climates and promoting pro-social behaviour. A preventative approach includes the development of a positive school-wide approach, data collection, procedures to respond to incidents, parent involvement and professional support.

The Division has identified six high-quality, comprehensive bully prevention programs for use in all schools. These evidence-based programs are aimed at preventing and reducing incidents of bullying while making schools safer and more positive for students.

- **Bully-Proofing Series (Nursery to Grade 12)** – A system wide curriculum that focuses on building a positive school environment by developing a “caring majority.”
- **Cyber-Bullying (Grades 3-12)** – A curriculum that provides awareness and resources for students who may need help. Encourages mutual respect and provides students with positive ways to use cyber technology.
- **Don't Laugh At Me (Nursery to Grade 8)** – A program that uses music, video and instructional activities to address bullying, ridiculing, teasing and harassment. Students are taught that personal differences are positive and develop compassion for others who may be different from themselves.
- **No Name-Calling Week (Grades 7/8)** – An annual week of educational activities aimed at ending name-calling of all kinds. Schools are provided with tools and inspiration to launch an ongoing dialogue about ways to eliminate harassment and bullying in their communities.
- **Roots of Empathy (Kindergarten to Grade 8)** – An evidence-based classroom program that has shown significant effect in reducing levels of aggression among students while raising social/emotional competence and increasing empathy. Students meet a neighbourhood infant and parent, then further engage and observe the child's growth during monthly classroom visits.

- **Second Step (Nursery to Grade 8)** – A classroom-based social skills/violence prevention curriculum that aims to reduce impulsive and aggressive behaviours and increase protective factors and social-emotional competence.

In addition to the six recommended programs, the Physical Education/Health Education Curriculum has specific learning outcomes related to personal and social management.

The mandatory personal safety program, Kids in the Know (Nursery to Grade 8), aims to reduce child/youth victimization by teaching effective personal safety strategies. Beginning in Grade 3, lessons on cyberbullying and Internet safety are taught in order to equip students with the skills needed to navigate cyber technologies safely.

RESPONDING TO INCIDENTS

Schools have implemented a variety of responsive practices that aim to manage conflict and tensions by focusing on repairing harm and strengthening relationships.

Examples include:

- Conflict resolution programming
- Peer mediation programming
- Conflict manager programs
- Restorative practices
- Involvement of School Resource Officers

COUNSELLING SERVICES

Counselling services are provided by guidance counsellors and Clinical Services to help support students and families impacted by bullying behaviour.

SURVEYS

Students in the Winnipeg School Division and throughout Manitoba complete two surveys: Youth Health Survey (Grades 7-12), and the Tell Them From Me Survey (Grades 4-12). Each survey has a number of questions related to bullying and safe schools. Data results help staff to understand the prevalence of bullying behaviour and assists in the development of school-based prevention and intervention strategies.

PROFESSIONAL DEVELOPMENT AND SCHOOL-BASED SUPPORT

Professional staff are available to conduct school-based workshops on topics related to developing safe schools, bullying, cyberbullying and human rights/anti-homophobia. They are also available to meet with administrators and teachers for ongoing consultation, support and planning.

PAMPHLETS FOR PARENTS

Three pamphlets are available to inform parents how they can make a difference in bullying situations. They are:

- Making a Difference in Bullying, What Parents of Elementary School Children Need to Know
- Making a Difference in Bullying, What Parents of Teens Need to Know
- What Parents Need to Know About Cyberbullying

Interested parents are asked to contact their child's school for copies.

POSTER CAMPAIGN FOR STUDENTS

The Winnipeg School Division has developed a number of posters for elementary and secondary students on the topics of bullying and cyberbullying. The posters are distributed to schools upon request.

FURTHER INFORMATION

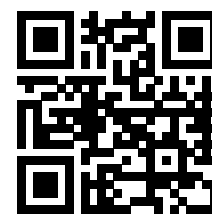
To learn more about how bullying is addressed, contact your child's school.

The websites have many resources designed to help students, educators, and parents understand and respond to bullying behaviour:

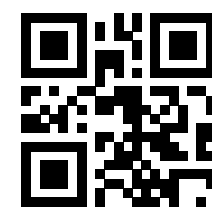
- Safe Schools Manitoba at: www.safeschoolsmanitoba.ca
- PREVNet at: www.prevnet.ca

The following document summarizes current Manitoba legislation and provides information for educators and parents on reporting procedures for incidents of bullying:

Manitoba Education and Advanced Learning. Safe and Caring Schools, Taking Action Against Bullying, May 2014. (http://www.edu.gov.mb.ca/k12/docs/support/taking_action/index.html)



CLICK TO VISIT SAFE SCHOOLS MANITOBA



CLICK TO VISIT PREVNET

WE STAND TOGETHER



Aboriginal Education Consultant and AAA Support Teacher Geraldine Whitford reads to Ralph Brown students during a school-wide First Nations storytelling day on March 7.

Ralph Brown School students explored Aboriginal culture, issues and traditions during a special awareness week entitled “We Stand Together.”

Led by the school's student Social Action Team, classrooms spent March 3-7 engaged in activities that included sampling foods such as bannock and wild rice soup; taking part in a school-wide First Nations Read-In; participating in sharing circles; discussing the Seven Teachings; and learning more about issues like residential schools and treaties.

Guidance Counsellor Sara Tarrant said the awareness campaign was part of the Social Action Team's work with Free the Children and We Day. The school's previous social awareness work earned students an invitation to Free the Children's Evening of Champions earlier in the school year.

“We hope students come away with more awareness of issues like residential schools and the impact that they've had on First Nations people, as well as an appreciation and respect for Aboriginal culture,” said Ms. Tarrant, who works with the Social Action Team along with Support Teacher Shauna Cornwell and Grade 5/6 teacher Kristin Grey.

Letters were also sent home to parents to encourage family discussions about residential schools and other issues.

“We included some conversation points in the letter,” Ms. Tarrant said. “Some families may feel like they shouldn't talk about (residential schools) or don't know how to talk about it, so this was a way to make that easier.”

“I think the most important part of the week was learning about the residential schools and how it felt to go there,” said student Caitlin Blackbird.

Both Caitlin and student Lee-Ann Shaler-Cadotte said awareness about such issues helps make the world a better place.

“There are things happening in the world that are good and bad, but we just want the world to be a good place,” Lee-Ann said.

CONFERENCE RUNS SMOOTHIE-LY

Students from across Manitoba learned how to cook with fair trade ingredients, made their own vermi-composters using live worms, and used their personal pedal power to blend organic smoothies, all at Sisler High School's annual Sustainability Conference.

This year's conference, held April 24, was completely run by students and attracted its biggest crowd ever. More than 100 students and teachers signed up for the day of presentations and student-led, hands-on workshops designed to empower students to take action and make a difference. More than half of those students were from other schools.

“What we do here at Sisler has inspired me to live a more sustainable lifestyle, and has made me a better person. We want to show other students that they can make changes and create positive effects in their community,” said Grade 12 student Charmaine Agsalud, who helped plan the conference and gave a presentation about Sisler's after-school cooking club which included a demonstration of cooking with fair trade ingredients.

“A lot of students don't know what Fair Trade is. They don't understand that very little of the money we spend on the things we buy goes to the farmers and their families who produce the food,” Charmaine said.

The conference is unique in part because it's “kids explaining to kids what they do,” said Home Economics teacher Lauren Sawchuk, who has implemented award-winning sustainability initiatives at Sisler including gardening, composting, recycling programs and the cooking club.

“It was a pretty incredible day! The feedback we received from students and teachers who attended was wonderful. Many said that the conference had inspired them to go back to their own schools and make change happen,” Sawchuk said. “Each year it gets better and influences more people into making wiser choices, and that is the key to truly being sustainable.”



Sisler students not only presented at the free conference, they also did all the planning and organizing, including choosing the topics, booking other presenters and registering participants. Sawchuk's students also cooked chili featuring local, fair trade and organic ingredients for lunch, and invited participants to make their own smoothies for \$1, by riding on a pedal-powered “bike blender”.

The conference delivered the message that every effort counts, no matter how small.

“If they try, students can really make change and create positive effects in their community,” Charmaine said.

NOTEBOOK

PROVINCIAL CONCOURS D'ART ORATOIRE

The Winnipeg School Division was well represented at the Provincial Concours d'art oratoire, with students participating in 16 out of 25 categories. The event, which was hosted by Canadian Parents for French (Manitoba Division), was held on May 3 at l'Université de Saint-Boniface. There were 132 participants in total from across Manitoba. The students from WSD were the first place winners in their respective categories at the divisional level; the following students placed either first, second or third at the provincial level.

EARLY IMMERSION GRADE 3/4

2nd place – Seoyoung Yang
École Laura Secord School

FRANÇAIS GRADE 3/4

1st place – Emelyne Surville-Barland
École J.B. Mitchell School

CORE FRENCH GRADE 4

3rd place – Madelyn Janzen
École Robert H. Smith School

EARLY IMMERSION GRADE 5/6

3rd place – Nathan Cook
École J.B. Mitchell School

FRANÇAIS GRADE 5/6

3rd place – Hana Chyzzzy
École Robert H. Smith School

EARLY IMMERSION GRADE 7/8

3rd place – Octavia MacIsaac
École River Heights School

LATE IMMERSION GRADE 7/8

3rd place – Abbey Harms
École River Heights School

FRANÇAIS GRADE 7/8

3rd place – Carolyn Kavanagh
École River Heights School

EARLY IMMERSION GRADE 9/10

3rd place – Tekla Cunningham
Collège Churchill

LATE IMMERSION GRADE 9/10

2nd place – Alex McMillan
École secondaire Kelvin High School

IMPROMPTU GRADE 9/10

2nd place – Sheehan Andres
Sisler High School

LATE IMMERSION GRADE 11/12

3rd place – Kim Laberinto
Collège Churchill

IMPROMPTU GRADE 11-12

2nd place – Halla Bertrand
École secondaire Kelvin High School

Congratulations to all students who participated at the school level, the divisional level and the provincial level!



SOMETHING TO HOOT ABOUT

A Weston School classroom recently had the distinguished honour of being named *Owl Magazine's* classroom of the month.

Teacher Danielle Jaworsky's Grade 4/5 class was selected on the strength of an Education for Sustainable Development project on water conservation and its cultural value. Students learned how to conserve, filter and measure water, as well as learning about factors such as oil spills, acid rain, sanitation and more. The class also visited Sagkeeng First Nation for a comparative community study, along with fundraising for Africa and clean water initiatives for Canadian First Nations.

The class was featured in the December issue of *Owl*; the project was also covered in the June 2013 issue of *Our Schools*.

IMAGE UNAVAILABLE FOR WEBSITE

CORRECTION

In the Spring 2014 issue of *Our Schools*, we incorrectly identified one of the students in a photograph accompanying the story about St. John's littleBits Music Club. To clear up any confusion, here are both students making music during a lunch hour session: Joshua Jackson (pictured, above) and Myles O'Reilly (pictured, below).

IMAGE UNAVAILABLE FOR WEBSITE

IMAGE UNAVAILABLE FOR WEBSITE

READY TO ROLL

Storm Smith (left) and Cameron Flatfoot stand with the massive mobile bike rack the students helped to create as part of their work in R.B. Russell Vocational High School's Metal Works Program.

"It took a good month and a half to make," Storm said. "The hardest part was adding the axle and leaf springs—the rest of the project was pretty basic."

The school will keep the bike rack for daily student use and for biking field trips.

SCHOLASTIC CHESS PROVINCIALS

Students from across the province tested their wits and had a lot of fun during two great days of chess action at the Manitoba Scholastic Provincial Chess Championships, held at Daniel McIntyre Collegiate Institute on March 10–11.

Among the winners were:

Grade 1 Swiss: 1. Alex Korenbaum 2. Zachary Piche 3. Misha Homenko

Grade 2 Round Robin: 1. Tyler Huston-Earle 2. Alexander Loukine 3. Zos Gross

Grade 3 Swiss: 1. Max Russo 2. Itay Amrom 3. Nazar Viznytsya

Grade 4 Swiss: 1. Joshua Huston-Earle 2. Max Korenbaum 3. Mike Ulitsky

Grade 5 Swiss: 1. Amir Khan Mukhamedshin 2. Ethan Eckert 3. Gabriel Perrie

Grade 6 Swiss: 1. Derek Ma 2. Theo Wolchock 3. Nicolas Denysenko

Grade 7 Round Robin: 1. Darian Chakhmouradian 2. Miles Carley 3. Hunter Carriere

Grade 8 Swiss: 1. Rayan Roy 2. Alexander Iomdina 3. Zemy Ulitsky

Grade 9 Round Robin: 1. Ben Mazur 2. Jared Hall 3. Deaken Barnabe

Grade 10 Round Robin: 1. Ryne Swift 2. Joshua Manguba 3. Noah Skorpad

Grade 11 Swiss: 1. Kevin Li 2. Martin Yin 3. Troy Bestelechman

Grade 12 Round Robin: 1. Leor Wasserman 2. Shuaihua Li 3. Leah Green



Grade 7-12 chess players on day two of provincials at DMCI.

FOUNDATION, FITNESS A GREAT TEAM

The R.B. Russell Y-Not? Downtown YMCA-YWCA Program received a major boost thanks to a generous donation from The Winnipeg Foundation.

Program Director and retired R.B. Russell English teacher Brian MacKinnon personally announced a \$5,000 grant from The Winnipeg Foundation to students and staff on March 25.

"The Winnipeg Foundation cares about what is going on in Winnipeg's Inner City," Mr. MacKinnon said. "The foundation has been actively involved in providing YMCA-YWCA memberships for Inner City youth over the years, and they've been a great friend to R.B. Russell."

The Y-Not? Program, which was established in 2002, has sent over 12,000 Inner City students to the Downtown YMCA-YWCA.

The program currently serves students from 20 Division schools and off-campus programs, and continues to promote the transformative power of exercise to provide fitness, positive activity and self-esteem to students' lives.



EVERY DAY IS EARTH DAY AT AWARD-WINNING SCHOOLS

Sustainable development programs and projects at Winnipeg School Division schools are really getting noticed. Four of the 12 Manitoba Excellence in Sustainability Awards for 2013 were awarded in March to schools or staff from the Division.

LORD NELSON SCHOOL WINNER OF EDUCATION FOR SUSTAINABILITY AWARD

Just like the monarch butterflies they wait for each spring, the front yard at Lord Nelson School has gone through an amazing transformation that students can learn from each day.

“We transformed the entire front yard of our school from a boring, ugly, unused green space into a living, breathing classroom” that helps Lord Nelson school expand their learning, said Grade 4 teacher Monique Russell, the school’s Education for Sustainable Development leader.

The outdoor classroom boasts more than 400 indigenous plants, shrubs and trees representing five native Manitoba habitats. The garden’s paving stone walkways lead to an Aboriginal medicine wheel with student artwork depicting the traditional seven sacred teachings (wisdom, love, respect, courage, honesty, humility and truth).



“The students get a hands-on experience and can make connections with what they’re doing in the classroom. So if the Grade 3 kids are learning about soil, they can go outside, talk about erosion and see first-hand how it affects plants. If they are talking about rocks in Grade 4, they can go out and see the types of rocks and do testing. If Grade 5s are talking about weather, they will measure the rain and look at how it affects the soil,” Ms. Russell said.

A highlight for the students in all grades is studying the monarch butterflies that migrate north and settle in the school’s outdoor classroom each year around June.

The outdoor classroom has helped in Lord Nelson’s mission to inspire students to live sustainably, says Russell. Lord Nelson students also have formed many student groups that support human rights, and they act as ambassadors for Winnipeg Harvest.

“It definitely makes me proud to see all the successes we see on daily basis, how the kids are paying it forward and how their small actions make a difference locally and globally,” Ms. Russell said.

STRATHCONA SCHOOL’S FOLLY FOREST WINNER OF SUSTAINABLE COMMUNITY AWARD



Strathcona School’s new award-winning outdoor classroom and natural playground is truly a student vision come to life.

Students were involved in imagining the space for Folly Forest, the school’s sustainable and inclusive playground. Their vision was incorporated into the designs created by school and divisional staff and University of Manitoba landscape architects.

“We started by asking our school community of learners to imagine what their ideal playground would look like. We interviewed the children, and they did paintings and drawings. We really took their voice seriously and included it in the garden,” said Principal Anastasia Sych-Yereniuk. She explained that the Folly Forest is part of an Artful Learning Garden project that has beautified the concrete schoolyard using native plants and trees alongside re-claimed objects, for example old wooden beams that were turned into benches.

“It’s our attempt to beautify the school yard and extend our classrooms and learning experiences to the outdoors. We wanted to give students opportunities for natural play, to contribute to their overall physical, cognitive and emotional development, which helps with academic performance as well,” said Ms. Sych-Yereniuk.

Folly Forest serves as a meeting place not just for students, but also for their families and the whole community.

“We were really excited to get the award, but we’re even more excited to have the garden. I’m just delighted that there’s a beautiful place for our children and families to gather and play naturally,” Ms. Sych-Yereniuk added.

LAUREN SAWCHUK WINNER OF CHAMPION FOR SUSTAINABILITY AWARD

Sisler High School home economics teacher Lauren Sawchuk was surprised to find out that not only had she won a Champion for Sustainability Award – she had been secretly nominated by her students.



“Somehow I have had the privilege of working with some of the most amazing kids,” said Ms. Sawchuk, who has implemented many projects to increase sustainability at Sisler and in her students’ lives including gardening, composting and an improved recycling program. Her after-school cooking program uses local, organic and fair trade ingredients including produce from the school garden.

“Not everyone thinks these things are important but I do. Here I am watching a group of high school students doing more than a lot of adults. They are so committed,” Ms. Sawchuk said.

Continued on page 19

Continued from page 18

“Every time I feel stressed out or wonder why I am doing these activities I see my students and what they are getting out of it, what they are learning, and the fun they are having in the end. All this extra time is what really adds value to my teaching career.”

Ms. Sawchuk wants other schools to follow in Sisler’s footsteps, and for other teachers to feel the same pride. She also oversees an annual Sustainability conference hosted at Sisler and run by her students, which attracted more than 100 teachers and students from schools around Manitoba this April (see page 15).

“The goal isn’t for us to be the only school doing this – we want to help other schools” practice sustainable activities as well, Ms. Sawchuk said. “Lots of teachers want to but don’t know how to get started. Our goal is to get the kids interested and help the teachers activate it at their schools, by giving them the resources they need.”

CURT BELTON WINNER OF EDUCATION FOR SUSTAINABILITY HONOURABLE MENTION

Rockwood School Principal Curt Belton says sustainable living is something everyone needs to think about.

He cycles, buses or carpools to Rockwood each day, where he leads initiatives that contribute to the idea of “whole school sustainability,” based on the three pillars of sustainability: environmental, social and economic. Beyond the school, he is committed to educating other teachers and community members on the importance of sustainable development.

“It is my absolute belief that climate change is a real force that we all need to be considering. It’s very obvious that social and economic inequity is huge,

not only across the globe but locally too. We need to get people understanding that we need to be sharing and supporting each other around the globe,” Mr. Belton said.

Rockwood students are committed to sustainable activities like lunchtime recycling and composting, planting and tending organic vegetable gardens and raising trout from eggs and releasing them into stocked trout waters. They work with Canadians Helping Kids in Vietnam, sponsoring a family and raising thousands of dollars to build schools, and participate in a strong bike education program, among other things.

“We’ve educated the kids about fairly traded products, particularly fairly traded chocolate. We give our outdoor patrols fairly traded hot chocolate when it’s cold, and only in reusable mugs,” Mr. Belton said.

Mr. Belton says his contribution to activities at Rockwood was to bring the broader picture of sustainability rather than just recycling.

“We need to be educating everybody, not just kids,” Mr. Belton said. “Some of the older kids in Grade 5 or 6 can go home and have a pretty good discussion about social justice with their families, or bring some of the things we do, like recycling and composting, home.”



ICELANDIC ADVENTURE

ARTICLE AND PHOTOS BY RYAN DESJARLAIS, TEC VOC HIGH SCHOOL

During spring break 2014, a group of 10 high school students, two parents, and two chaperones from Tec Voc High School left Winnipeg for a week long Science tour of the island nation of Iceland. Although the group was culturally diverse, there were some Icelandic ties. One young man’s first name was Thor, one traveller’s last name was Arnason, and another traveller used to be a paramedic in New Iceland! The travel club made their arrangements through Education First (EF) Tours, a travel agency that specializes in youth and education travel.

The group flew first to Toronto on the Sunday morning, and managed to squeeze in a visit to the CN Tower and the Hockey Hall of Fame. Then

it was all aboard Icelandic Air for an overnight flight from Toronto to Keflavik, making landfall Monday morning. To avoid jet lag, our tour guides from EF and Iceland Tourism scooped us up and immediately began our tour of the island. On the first day we got a top notch introduction to the city of Reykjavik, one of the cleanest and cutest cities you’ll ever experience!

Our second day on the island was very busy. We toured parts of what is called the Golden Circle, including stops at Geysir, Gullfoss, and Þingvellir National Park. In this park is Silfra, a place where the North American & European tectonic plates are separating. Over this volcanic rift runs a crystal clear stream of glacier fed water, where we snorkeled and observed the rift. At times the depths got to 25m (80 feet) below us; it was a truly unforgettable experience!

The next day we took a tour of south coast treasures, including an exploration of Eyjafjallaköull, four years after its world-impacting volcanic eruption of 2010. Then we visited one of the many glaciers on the island. We also saw the basaltic columns near Vik that are the inspiration for the famous

architecture of Hallgrímskirkja, a Lutheran church in downtown Reykjavik. We ended the day touring a greenhouse that supplies the island with 50 per cent of its tomatoes. The greenhouse is powered, heated, and watered all through the landscapes on the farm, a product of the island’s abundant geologic treasures. No external sources are needed, and no carbon footprint!

The following days took us through Selfoss, Hvolsvöllur, and the Smokey Valley. We had hikes high into the mountains, and once at the top, we sat and splashed around in 42°C hot springs. We ended our tour lounging about in a huge health spa called the Blue Lagoon, and visited a fishing village that had a look and feel not unlike our very own Gimli.

When we finally got back to Canada, we were tired from our whirlwind six day adventure, but not one of us suggested for a second our trip wasn’t worth every moment or every penny. All of us want to go back to Ísland as soon as we can to explore all the other wonders this beautiful little country has to offer.



ARTS-O-RAMA IS BACK

STORY AND PHOTO BY JEFF MILLER

Talent abounds at Norquay School, and the students proved it at the third annual Arts-O-Rama.

The talent show, held on March 27, consisted of stage performances, poetry, singing, dancing and even a themed art gallery complete with guides to explain what was happening in each exhibit.

No show could ever be a success without the amazing work of the students and staff behind the scenes making sure every detail was covered and ensuring the audience enjoyed themselves, said art teacher Kara Wiebe, who is new to Norquay this year but could tell early on how important this event is to the school.

"When I was building my curriculum for the year I knew I was going to incorporate the projects into Arts-O-Rama. Instead of having each grade separate, I incorporated all the grades into different themes and proudly displayed them together. There are a minimum of two pieces of art work from each child from Nursery all the way up to Grade 6 spread out over the 10 galleries," said Ms. Wiebe.



Wiebe added, "We started on the artwork in September, and in February we had the students audition to participate in the show. We weren't looking for polished talent – we just wanted to encourage them to stand up in front of their peers. After the auditions the groups or individuals were assigned to a teacher to help them work on their act."

One of the projects the students worked on was making individual quilt patches. But they didn't know until later that their individual patches would be sewn together to form an impressive, giant quilt for everyone to see.

"At the beginning of the year I had a Grade 5 student that wanted nothing to do with the talent show because he said he had no talent, so I told him everyone has a talent and we would find something for him to do. Yesterday he came up to me and said 'Arts-O-Rama is the best thing all year'. Without his help the stage crew wouldn't have been a success," said Ms. Wiebe.

Arts-O-Rama featured 18 acts for parents and families to enjoy. All the performers and crew wore t-shirts designed by Grade 6 student Chantel Chastellaine-Pierre, who said she loves bubble writing and chose to use stars in her design because at Arts-O-Rama everyone shines. She wants to be a graphic designer when she gets older.



WASH YOUR HANDS

STORY AND PHOTO BY JEFF MILLER

In September 2013 The Canadian Institute of Public Health Inspectors – Manitoba Branch kicked off a campaign to celebrate Environmental Public Health Week 2013 and to raise awareness of the important role Environmental Public Health Professionals play in protecting the health and safeguarding the lives of Manitobans.

The goal of the campaign was to encourage Manitoba's youth in Grade 9–12 to begin thinking about environmental public health through a video contest. Contest winners received a \$500 prize and another \$500 for their classroom.

With the encouragement from Elmwood High School Foods and Nutrition teacher Leslie Singer, Grade 10 students Ashlee Mercredi and Dayna Grant put together the winning entry, a 25-second stop-motion video titled *Wash Your Hands*.

The animation shows a girl getting sick in the toilet and then leaving the bathroom without washing her hands. A fact slide pops up saying "Did you know a toilet seat has 295 bacteria per square inch?" In the next scene the girl is shown eating an apple in the kitchen; the final slide then says "She didn't wash her hands after touching the toilet after getting sick. That's a lot of germs!" The video can be viewed at <http://www.ciphi.mb.ca/videocontest.html>

Ashlee said, "The project took a very long time. We had to do over 300 separate captures including two backgrounds and lots of body movements. I did a stop motion project in Grade 9 but this was definitely a lot more work."

CIPHI Manitoba received just over 10 entries for the contest including videos, animations, and even claymation. "Once others can see the fantastic work that was done it will hopefully encourage more students to enter a project next year," said Ms. Singer.

Singer added, "This was a fantastic project the whole class participated in and it was a great way to have fun and learn at the same time. Our art teacher Briony Haig was the driving force behind teaching the students how to create and execute the animation. We worked collaboratively on this project for the whole month of October."

"We want to be sure that Manitoba residents know that in the end, environmental public health is your health," said Rhea Lefko, Vice President of CIPHI Manitoba. "The health and safety of our homes, workplaces and neighborhoods influence our health as much as eating well and exercising, and make it so that the food we eat and the area in which we exercise will not cause us harm."

Please see <http://www.ciphi.mb.ca/> for more information.

Ashlee and Danya had no immediate plans for their prize money, but Ms. Singer said that she would be using the classroom prize money to buy some much-needed new frying pans.



QUANTUM STUDENTS SHINE

Taking dance classes was something cousins Althea Quinto and Melrose Arellano had always wanted to do. This year, the Grade 6 students at Lord Nelson School got their wish, training with the best of the best: The Royal Winnipeg Ballet (RWB) School.

Althea and Melrose are two of more than 100 Grade 5–8 students who showed off their new skills in visual art, creative drama and dance at a Finale performance of the Quantum Arts Program on March 20.

The students spent two afternoons a week being trained by professionals at the RWB School, Prairie Theatre Exchange or The Winnipeg Art Gallery (WAG) Studio.

"It's been a really good experience," says Althea, who has enjoyed learning jazz, ballet and modern dance but likes ballet best. Melrose agrees,

adding that a perk has also been "meeting brand new people and getting to dance with them."

At the Finale, students in the drama program performed a play they had written, and those who studied dance demonstrated their new skills in modern, jazz and classical ballet. Students who were part of the fine arts program had their works displayed through a slide show featuring each of their final projects, a giant bead that was part of this year's *Through the Eyes of a Child* exhibit at the WAG.

The Quantum Arts Program was developed based on the Winnipeg School Division's belief that every child deserves a chance to shine, and is funded through donations to the Children's Heritage Fund.

"The students work so hard, and their pride shines through when they demonstrate their new talents," says Fatima Mota, Superintendent of Schools for the Winnipeg School Division's North District, who enjoyed the performance from the front row. "Without this great program and the generous donors to the Children's Heritage Fund, many of these students might not otherwise have the opportunity to participate in these types of arts classes."

Macayla Baldovi, a Grade 6 student at Sister MacNamara School, enjoyed the opportunity to

show her creativity in new ways at Prairie Theatre Exchange (PTE). "I was really excited and happy when I found out I was going into drama. It's exciting to try something new, and when we're rehearsing we all laugh lots," Macayla says.

The program has given Macayla's classmate Rahma Mairane, who also took drama at PTE, a chance to expand her acting performance skills beyond her living room.

"Acting is a very new experience, and also fun. I like that you get to express your feelings," says Rahma, who adds that the program has helped her become less shy and make new friends. "I was really nervous at first, but that changed after a few weeks."

Dianne Palce, in Grade 5 at Glenelm School, loves to draw but had never worked with clay before studying at the WAG. "With drawing, you have to think about what you're going to draw. When you do clay you can do whatever you want," says Dianne.

Jordan Unger, also in Grade 5 at Glenelm, went from doodling cars and aliens and never having been to an art gallery to working on a clay sculpture at the WAG. "It's a really neat way to learn more about how to do things with different raw materials. It's structured, but we learned that art can be whatever you want."

SPANISH A TRULY INTERNATIONAL LANGUAGE

A Churchill student and teacher Griselda Tremino demonstrate some Salsa dancing on stage during the school's sixth annual Spanish Day.

Students from Collège Churchill, Churchill High School and École Laura Secord School explored the Spanish language, culture and traditions during Churchill's annual Spanish Day.

"We want students to be more aware that the world just starts in Winnipeg," said teacher Griselda Tremino, the driving force behind the day.

The April 14 event had students trying dishes like Pastel de Pollo (chicken pie with a corn flour shell), pupusas (corn tortilla filled with cheese and pork) and Chilean empanadas. In the gymnasium, students tried out dances such as the flamenco (with instructor Carmen Infante), Salsa, Zumba and others.

Ms. Tremino said that Spanish is an excellent language to know for travelling the world.

"Spanish is spoken in 21 different countries—and it's also a business language," Ms. Tremino said. "With the free trade agreement, countries often communicate in Spanish."

The school also welcomed guests from the University of Winnipeg, the University of Manitoba and Red River College for the day.





EVERY TRICK IN THE BOOK

Sargent Park School students were delighted to round up their I Love to Read celebration with a performance by children's entertainer Al Simmons.

Mr. Simmons read from his book *Counting Feathers*, sang songs such as his geological hit "I Collect Rocks" and showcased some of his crazy inventions for students.

The Juno-nominated performer said that it was important for students to find reading materials that captured their interest.

"If kids can read a book that they love, they're on the right track," Mr. Simmons said, noting that he wasn't much of a reader as a child, until he was engaged by an autobiography of escape artist Harry Houdini. "Reading about the life he led, I just could not put that book down. It's almost like I wasn't even reading—the words just melted in my mind."

But it wasn't until Mr. Simmons had the pleasure of reading to his own children that he truly developed the love of reading: "It was basically

like going back to kindergarten."

"Al had a very important message for the students today," said Shayla Fink, one of Sargent Park's music teachers (who coincidentally has performed on stage with Mr. Simmons during her own music career). "Not everyone reads easily. When you see someone who is well-known and they talk about reading, you get inspired."

Other guest readers at the school in February included Olympian Susan Auch, MLA Andrew Swan, CBC radio host Terry McLeod and more.



Earl Grey School's Eco-Investigators and Earl Grey's Earth Week Tree.

EARL GREY'S ECO-INVESTIGATORS

STORY AND PHOTO COURTESY OF EARL GREY SCHOOL

During Earl Grey's Earth Week, April 14-17, student representatives from all classes took on the job of being "Eco-Investigators."

Each day, the Eco-Investigators were sent out to inspect the school for certain eco-friendly criteria. Working with partners, students used a checklist to keep track of how each class was performing in the areas of energy savings, composting, recycling and keeping classrooms litter free. Finally, the Eco-Investigators issued friendly "4 R Report Cards" to give each class some feedback about what they were doing well and what they could improve. The 4 Rs are Rethink, Reduce, Reuse, Recycle.

The Eco-Investigators were an enthusiastic and thorough crew! They worked hard to complete the checklists and to give kind and constructive feedback to the classrooms. The teachers and student body were also very pleased with this activity. They found it to be an excellent way to monitor their classroom habits and stay motivated to make eco-friendly choices every day.

Another activity the whole school participated in was the Earth Week Tree. Grade 4-5 students created the tree out of old carpet rolls and recycled paper towel rolls. Each student at Earl Grey then made a pledge—something they could commit to doing to take care of our planet. These pledges were written on leaves and then attached to the tree, bringing it to life. Now the tree is on display outside the office, where staff, students, parents and community members have been able to see it, read the pledges, and reflect on what they can do to put our planet first.

TAKING ACTION AGAINST WATER WASTE

STORY BY MS. MADDER & MME. SEBASTYANKO, ÉCOLE GARDEN GROVE / PHOTO BY JEFF MILLER

The future looks significantly brighter given the enthusiasm of the Action Group students at École Garden Grove. Comprised of empathetic Grade 5/6 students who encourage students and adults to become aware of global and community issues, the Action Group helps raise funds to improve the lives of others and to preserve our planet. Throughout this school year they have participated in a variety of Education for Sustainable Development

projects and has planned activities that involve students from Nursery to Grade 6. Even as they learn, they have helped teach other students and the school community. This year the Action Group is leading the school's Adopt a Village initiative. The goal is to pay for the installation of a pump that will provide clean drinking water for everyone in a small Kenyan village.

On April 17, the Action Group was thrilled to host Free the Children's RBC H2O 4U Speaking

Tour. Grade 4-6 students took part in a special presentation by two dynamic, passionate guest speakers. Andrew and Cassie wowed the students as they described sustainability issues that opened students' eyes and hearts to what other children are experiencing world-wide. The enormous waste of water in our world shocked teachers and students. One example was the amount of water that is required to manufacture one pair of jeans... the equivalent of over 90 bathtubs of water. Another example was the horrific amount of plastics used in developed countries, including Canada, especially when we have clean drinking water in our taps. It very quickly reminded all present to consider reusable containers on a daily basis.

In the afternoon workshop, facilitated by Cassie and Andrew, the students began to understand who they are and what motivates them to contribute their time and energy towards a greener, safer, healthier planet. They learned how to better communicate their ideas and they worked together to create a plan for Garden Grove's next project. For the rest of the school year the Action Group looks forward to continuing to work towards a more sustainable planet.



Cassie and Andrew from Free the Children's RBC H2O 4U Speaking Tour answer a speed round of question and answers with Garden Grove's Action Group.



The initiative, which has distributed more than 97,000 helmets to Manitoba children and their families since 2006, will start in the fall of 2014. Next year will mark the program's 10th year.

"Encouraging children to be active is a key part of keeping them healthy, and cycling is a great way for kids to have fun while being active," said Dr. Scott Sawyer, medical director of emergency services at Children's Hospital. "Head injuries from cycling can be devastating, especially in children, and wearing a helmet is an essential step in reducing head injuries. Making it easier for kids to wear bike helmets and teaching them about safe bike riding are excellent steps to keep kids safer."

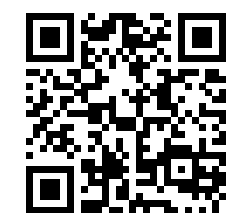
The Manitoba Cycling Association (MCA) has produced several bike safety videos, including Bike Helmets 101, which are available on its website at www.mbcycling.ca

"These are not your average run-of-the-mill safety videos," stated Twila Pitcher, executive director of the Manitoba Cycling Association. "Our goal is to make these videos accessible to a broad demographic and enhance cycling safety for cyclists, drivers, educators, parents and communities."

Meadows West Vice Principal Nancy MacTavish said, "This announcement comes at a great time because we

are a recipient of a Growing Green grant, and we are using our grant to build a bike cage so the children can safely lock up their bicycles during the day. Next school year we are doing a whole initiative on bike safety and the students that were in attendance today are going to be our safety ambassadors."

For more information on the Low-Cost Bike Helmet Initiative, visit: www.gov.mb.ca/healthyschools/lcbh.html.



CLICK TO VISIT WEBSITE

BIKE HELMETS 101

STORY AND PHOTO BY JEFF MILLER

Healthy Living and Seniors Minister Sharon Blady visited Meadows West School to announce that the Manitoba government will provide another 7,000 low-cost helmets, including 900 at no charge, to children this year with the continuation of their Low-Cost Bike Helmet Initiative.

"After such a long winter, families just want to get outside, and what better way to enjoy the outdoors than going for a bike ride," said Minister Blady at the April 29 announcement. "I'm pleased to hand out helmets today as part of the Low-Cost Bike Helmet Initiative, as we continue to raise awareness on the importance of wearing a helmet when cycling."

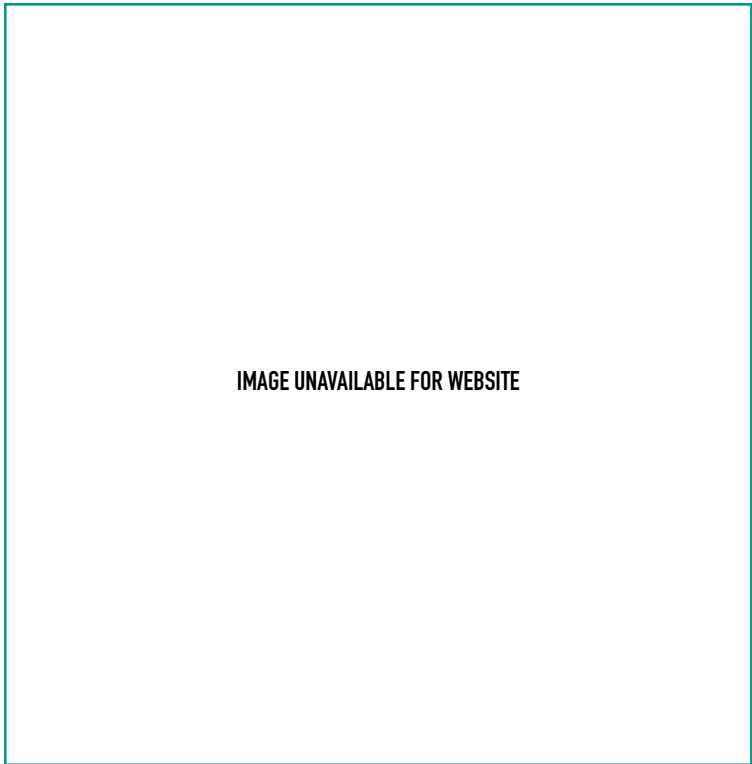


IMAGE UNAVAILABLE FOR WEBSITE

Sisler students Stephanie Zabar (left), Sim Gill and Jen Pazdor with Harrison Oakes, a member of PREVNet (a Canadian network of researchers and non-governmental organizations working together to end bullying).

NATIONAL HONOUR FOR SISLER MENTAL HEALTH PROJECT

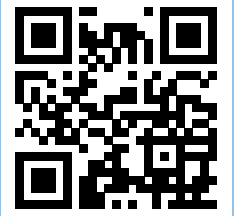
A group of Sisler High School students received a national award for their ongoing work to create a digital application for mental health awareness and resources.

Samantha-Maria Figueroa, Simarjeet Gill, Jennifer Pazdor and Stephanie Zabar's Save Our Minds project, which was profiled in the Spring 2014 issue of *Our Schools*, was selected for a 2014 Champion of Mental Health Award in the youth category. The awards were presented by the Canadian Alliance on Mental Illness and Mental Health.

Congratulations to these Sisler students for their inspiring efforts to bring more attention to mental health issues amongst students.



GEORGE V TURNS 100



CLICK TO VISIT WEBSITE

École George V School turns 100 years old in June, 2015. Events will include a Meet and Greet Tea on Friday, June 5 and a Community Carnival on June 6.

If you have any questions/comments about George V's 100th Anniversary, email georgev100@wsd1.org or visit: www.winnipeg.sd.ca/schools/GeorgeV/communityAndFamily/100thAnniversary/Pages/Default.aspx.

BOARD BRIEFS

APRIL 14, 2014

Jacqueline Connell

Appointed to the position of Principal at Children of the Earth High School.

MAY 5, 2014

Karin Freiling

Appointed to the position of Principal at École Garden Grove School. (effective Sept. 2, 2014)

Dennis Mogg

Appointed to the position of Principal at Shaughnessy Park School. (effective Sept 2, 2014)

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