



WINNIPEG SCHOOL DIVISION

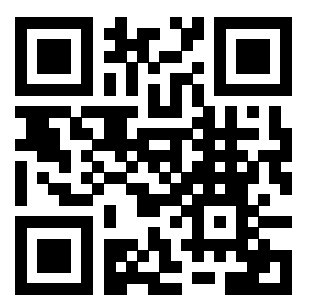
OUR SCHOOLS

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WINGS OF NATIONS

Daniel McIntyre Collegiate Institute students arrived to a spirited welcome this fall.

Alumnus and artist Christian Miranda created a larger-than-life mural in the school's front hallway that captures the DMCI experience.

Along with depictions of the school and nods to academics, athletics, arts and technology, the mural also features actual DMCI students. Teachers Lorraine Ilagan

and Kris Stawski connected the artist with the eight diverse students who are featured in the mural, which is entitled *Wings of Nations*.

"I took pictures of the students and transferred them into Photoshop," said Miranda, who graduated in 2013. "Some of them were a little embarrassed with the attention, but I think they were proud to do it."

Miranda worked numerous evenings to sketch and paint the final mural.

"You use a projector a lot in murals, because you don't want to spend all your time measuring. I'd rather spend it sketching, painting and refining the details," he said. "I would come in around 4 p.m. and stay until 9 or 10 p.m. Sometimes I would zone out while I was working and stay until 11 p.m."

The final result is a work that stands proudly alongside DMCI's rich artistic legacy. Miranda made his name as an artist

while still attending DMCI; he received the Gold Key Award in the U.S.-based Scholastic Art and Writing Awards in 2013. Previous recipients include Andy Warhol. His work has also been displayed at the National Gallery of Canada. He is currently studying as a digital media artist at Red River College, while still doing commissioned pieces.

"I'm still pursuing my dream to work at Marvel, Disney or places like that."

LEADING THE CHARGE

Runners get off to a good start during WSD's annual junior and senior high cross-country finals, held Oct. 7 at Woodsworth Park.

OUR APOLOGIES

In the June 2015 issue of *Our Schools*, our Red River Heritage Fair coverage featured an image from a student project that spoke out against negative stereotypes and labels against the Muslim people of the world. While this project pointed out that these labels are unjust and that the vast majority of Muslims are peaceful, the accompanying image still may have offended some if taken out of context, and may also have been confusing for our younger readers. We offer our sincerest apologies. The photo has been removed from the online archival edition of the June 2015 issue.



WHERE KNOWLEDGE FLOWS

École Riverview School has opened a four-season outdoor learning space on its school grounds. It offers students a natural setting to learn about sustainable development and Aboriginal culture, develop motor skills and gain an appreciation for nature.

The learning space incorporates sitting and gathering areas, integrating Aboriginal perspectives and other curricular areas into the physical structure. Components include a new berm, a rainwater cistern and troughs, a deck area, limestone sitting areas and oak stumps in the shape of a turtle.

The school officially opened the learning space during its meet the teacher barbecue this fall.

“We are really excited for the opportunity to use this space to engage our students and add an entirely new level of interest to their education,” Principal Grant Bridgeman said during the opening ceremony.

The school community fundraised extensively for the project, while a parent council committee applied for grants from several sources including the Province of Manitoba, the City of Winnipeg and WSD’s Children’s Heritage Fund.

“What you see before you is the culmination of countless hours of effort by committed individuals, as well as the financial support of several organizations,” Mr. Bridgeman said.

In attendance to help open the learning space were MLA James Allum, WSD Trustee Chris Broughton, WSD Aboriginal Elder and Traditional Knowledge Keeper Myra Laramie, Aboriginal Education consultant Marsha Missyabitt, Hilary Allum (who brought greetings on behalf of city councillor Jenny Gerbasi) École Riverview School Parent Council President Erin Wilcott, Outdoor Learning Space Committee members Colin Joyal, Rhian Christie,

Sonya Jantz (Matthew Lawrence was not able to attend) and Liz Wreford from landscape architects Plain Projects, who designed the learning space.

Teacher Julie Ross thanked the WSD Aboriginal Education team for its ongoing involvement in the project.

“They have been there to help support us along this journey. I look forward to developing, with my co-workers, curriculum based lessons and activities that will incorporate Aboriginal perspectives and Education for Sustainable Development in our Outdoor Learning Space.”

The Riverview community is currently fundraising for additional features to the learning space, including cutouts for the facing exterior wall that will depict the Seven Aboriginal Teachings.



A STEAM MASH-UP

Students who attended sessions at the Winnipeg School Division STEAM Enrichment Centres in 2014-15 were reunited in June for a week of collaborative problem solving, creativity and innovative learning fun.

Pinkham School hosted the students from several different sessions daily from June 1 to 5.

STEAM Centres provide students with a chance to experience inquiry-based programming that focuses on excellence in Science, Technology, Engineering, Arts, and Math education (thus providing the STEAM acronym). Grade 4 to 6 students across WSD attended STEAM Centres for one day a week for a block of eight weeks.

The June Mash-Up mixed students from the different sessions into brand-new learning groups.

“We’re giving students a chance to reconnect with students from their STEAM groups, as well as a chance to meet students from all across WSD from the other STEAM Centres,” said Shauna Cornwell, WSD Enrichment and Innovation Consultant.

The students worked as groups through six different Destination Imagination challenges that put their skills to the test.

For example, at one station, students used materials like tin foil and paper to create enough wind resistance to use a fan to propel a golf ball across a mini-zip line.

Destination Imagination is an international, hands-on system of learning that fosters students’ growth through open-ended academic challenges in science, technology, engineering and mathematics, fine arts and service learning. Students work in teams to solve challenges and learn how to present their solutions to others. Teams may showcase their solutions at Destination Imagination tournaments.

“It’s a chance to practise some of the skills they worked on in the STEAM Centres—creativity, collaboration, critical thinking and communication,” Ms. Cornwell said. “We’re looking at 21st Century learning skills.”





LAVÉRENDRYE GYM PROJECT IN MOTION

École LaVérendrye staff, students and parents celebrated a milestone on Sept. 24 with a sod turning to officially begin construction of a new gymnasium and classroom facility at the school.

“This is an exciting day for our school community,” said Principal Claudette Warnke. “École LaVérendrye is a wonderful school and we’re looking forward to having more space to meet our growing student body.”

Construction of the 9,268 sq. ft. facility will be completed by the end of summer 2016 and 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.

The Honourable Jennifer Howard, MLA for Fort Rouge, brought greetings from the Province to the event, noting the exceptional pride the community has for its school. Winnipeg City Councilor Jenny Gerbasi also congratulated the school and community for helping make the construction possible.

Winnipeg School Division Trustee Chris Broughton commended the school and community for their contribution to the facility.

“It is thanks to the commitment of this community that builders will be adding an additional 310 sq. ft. to the gymnasium,” said Trustee Broughton, noting the community contributed funds to add a total of 540 sq. ft. to the entire project.

Parent council member Ian Bastin brought greetings on behalf of the many LaVérendrye parents who worked for years to fundraise for the project.

The architectural firm of Stantec Architecture Ltd was selected for this project in 2013. The project followed the Integrated Design Process (IDP) which is a collaborative process that brings all stakeholders together during the design stage to review and provide input and ideas, and to ensure the project meets

the intent of all parties concerned. The addition was designed to be durable, sustainable and livable. The project is targeted for LEED Silver.

Located in the Winnipeg School Division, École LaVérendrye is a French Immersion milieu school for Grades 2 to 6 with Nursery to Grade 1 at the Sir William Osler site. The parent committee occupies a room at both sites to run a Kindercare program, as well as providing supervision for students at lunch, before and after school.



WELCOME TO ‘MINI-LAV’

École LaVérendrye’s second location at Sir William Osler School opened on schedule this September, welcoming Nursery to Grade 1 students. On Sept. 24, the school held a meet the teacher evening and celebration for its students and families.

“Tonight is all about parents coming to meet the teachers and learn about the programming for their children,” Principal Warnke said. “As well, this is the grand opening of our brand-new ‘Mini-Lav’ at Sir William Osler.”

Sir William Osler School underwent a major makeover for the arrival of the Nursery, Kindergarten and Grade 1 students.

Exterior changes included the addition of a hard-top exterior play surface and the installation of a play structure, while interior renovations included the installation of a PA system, data and Wi-Fi systems, plumbing for nursery and kindergarten classrooms, lighting upgrades, drywall and fresh paint, and the fabrication and installation of cubby storage for students.

Parent Gina Imbrogno, whose



Voyageur dancing was all part of the entertainment during Mini-Lav’s Meet the Teacher Night.

daughter attends the school, said she has gotten used to the secondary location for the school.

“Now that I see it in action and see my daughter here, I’m very happy, and

she seems happy,” she said. “When you walk in the school in the middle of the day and see all the young children playing, it’s quite a peaceful and happy environment.”

ANGLING ADVENTURE

Students at Daniel McIntyre Collegiate Institute are exploring Manitoba's great outdoors, learning about sustainable fishing practices and practising the fine art of fishing as part of the new DMCI Anglers club.

The club was started by English teacher Benjamin Paul, an avid angler who ranks as one of the top 15 Master Anglers in Manitoba.

The teacher floated the idea of a fishing club to students after a request from student council for more extracurricular clubs at the school; the response was overwhelming.

"With a lot of our students, I think there's a genuine interest in angling," Mr. Paul said. "They either already enjoy doing it with their friends or families, or they want to learn."

While there was still snow on the ground this past spring, the club met after school to review fishing skills like knot tying, lure preparation and species identification. Students also learned the rules and regulations in the Manitoba Anglers' Guide, as well as general etiquette and safety, ethical fishing practices and sustainable development.

"We talked about topics like why we practise catch and release, rules regarding barbed hooks and how to hold a fish in a way that's healthy for the fish," Mr. Paul said.

Approximately 40 students met once a week at sites around Winnipeg, like LaSalle River. With the emphasis on safety, students wore lifejackets for the outings.

"There are a lot of lakes and rivers in Manitoba, it's so interesting to explore," said student Kohplorsay Desjardins. "The best moment is when you've caught a fish, that feeling is amazing."



For student Jam Dychitan, who fishes with her father in the summers, the club is a chance to pass her know-how on to her friends and fellow club members.

"Sometimes the other students ask me to put their worms on their hooks for them," she said, adding that the club offers a chance for earning Master Angler medals. "Last week I caught a White Bass off the Master Anglers' list."

The DMCI club has drawn support from the community in a variety of ways: Canadian Tire donated lifejackets and fishing rods, while The Fishin' Hole, Wholesale Sports, Manny's Live Bait, Manitoba Fisheries and other businesses supported the club as well.

"The angling community has been extremely positive about it. I think there's a desire in that community for youth to learn about sustainable development with respect to fishing," Mr. Paul said.



During a June outing at the LaSalle River, students were pulling in fish left and right; they would hold their catch long enough for a quick photo before releasing the fish back into the water.

"I know all the buzzwords in education,

but I think the number one thing the students get out of this is that they just have a lot of fun," Mr. Paul said. "They get to go out with 40 of their friends, on a beautiful day like today and catch fish and get excited about it."



OLD COTTON

Argyle Alternative High School is site to Manitoba's first Provincial Heritage Tree.

A massive cottonwood, located on the school's east side, received the designation Oct. 1.

Manitoba has teamed with the Manitoba Forestry Association and Trees Winnipeg to create the first provincial heritage trees program in Canada.

"This helps us to raise awareness of the special trees that we have here in the province, as well as to highlight the important role trees play in our every day lives," said Patricia Pohrebniuk, Executive Director of the Manitoba Forestry Association.

Way back in 1891, student Bessie Goodman and her siblings brought their own tree to a civic tree planting ceremony. While the other trees have long since vanished, the cottonwood thrived.

As Ms. Pohrebniuk puts it, it was a case of "location, location." The tree was planted near the school's well and was able to thrive and grow.

Two other trees have been designated, the Old Souris Oak, believed to be 550 years old, and an elm tree at 100 Waterloo St.

The Argyle tree is being marked with a plaque to commemorate its status. The official name of the tree represents one of

the previous incarnations of the school: the Point Douglas School Cottonwood.

A plaque was presented to Argyle staff in a ceremony that included WSD Chair Mark Wasyliw and Conservation and Water Stewardship Minister Tom Nevaikhonoff.

Mr. Wasyliw said it was fitting that one of the first trees to be designated in the provincial program was situated on the grounds of a Winnipeg School Division site.

"Winnipeg School Division strongly supports education for sustainable development in our 77 schools and various office buildings," he said, noting that WSD activities include bio-diesel fueled school buses, reduced energy use through improved building materials, tree banding and recycling programs, as well as community beautification projects.

Students and teachers can go to www.manitobatreeregister.ca to learn more about trees on the heritage list, as well as to nominate further trees. The heritage tree project, which combines Winnipeg's history and sustainable development, is a great starting point for cross-curricular learning.

"It's an excellent resource for classrooms," Ms. Pohrebniuk said.



BETHE CHANGE

WINNIPEG SCHOOL DIVISION KICKS OFF EVERYBODY HAS THE RIGHT WEEK

More than 300 Winnipeg School Division (WSD) students roared in support as Mayor Brian Bowman issued them a challenge for life:

"I challenge every student in the Winnipeg School Division to find a way to educate yourselves and each other to increase our understanding of diversity; to celebrate the rich cultures of our people, those who are the roots of our city and nation, and those who have chosen Canada as their home," said Mayor Bowman. "Together we must identify the issues and outline a path to success for all citizens in our journey toward unity and behaving as one Winnipeg - a diverse and inclusive city."

The Mayor's challenge, addressed to a student forum at St. John's High School, helped kick off the WSD 2015 Everybody has the Right week from Oct. 13 to 16. St. John's High School Principal Doug Taylor opened the forum, addressing the Mayor's challenge.

"We need to change perspectives," said Taylor. "There is a danger of a single story and our responsibility right now is to turn this story around and change the way we all relate." Taylor reminded students that together we are better, "Our hope is that you, our student leaders, will accept the challenge to make a difference as outlined by our Mayor to open the door on the soul of our city."

In January, student representatives will again meet with Mayor Bowman to share

their school's activities and initiatives toward meeting his challenge.

"The WSD Board of Trustees is extremely proud of the supports and inclusion found in this division," said WSD Board of Trustees Vice Chair Sherri Rollins, speaking at the student forum. "We have the largest and most diverse student population in Manitoba - and Everybody has the Right is a year-long celebration of our strength in diversity."

To open the student forum, Aboriginal Language Support Teacher Rudy Okemaw led students in a traditional blessing. Grade 6 to 12 student representatives from schools across the division then took part in an exercise using the Empathy toy.

"You can't teach empathy, acceptance or understanding from a textbook," said St. John's High School Vice Principal, Cree Crowchild, who led the activity. "Empathy, acceptance and understanding have to be experienced and nurtured."

The Empathy toy has simple components: slotted wooden blocks that feature a variety of different textured surfaces. Participants are blindfolded. Player one, who holds a completed version of a puzzle, must describe the completed version to player two, who must assemble individual blocks into the same structure.

"Everyone, including Mayor Bowman, participated in the exercise. It's a very good way to come together as equals," said Crowchild.

Winnipeg School Division started



Everybody has the Right in 2014 with a week-long celebration of human rights, diversity and equity to coincide with the opening of the Canadian Museum of Human Rights. The inaugural week was a huge success and WSD has made it part of

division-wide programming to celebrate diversity and learn about human rights. In addition, a year-end celebration is being held on May 20, 2016 at The Forks and will feature special artwork created as part of this year's Everybody has the Right.

A COLOURFUL STATEMENT

Students at Andrew Mynarski VC School made a colourful statement about human rights with a massive art installation piece on their school grounds.

Students tied coloured ribbons to the school's exterior fence each day of the week to mark Everybody Has the Right, WSD's celebration of human rights.

On Oct. 13, students tied blue ribbons to represent anti-racism, diversity and equity; Oct. 14 featured white ribbons to represent inclusion; Oct. 15 had pink ribbons to represent anti-bullying and anti-homophobia. The week concluded on Oct. 16 with red ribbons to celebrate Aboriginal culture.

Students wrote on a ribbon each day, sharing their thoughts on human rights.

"I wrote that we should treat Aboriginal people with respect," said student Rica Legaspi.

"Sometimes we would write something inspirational that could make someone's day when they read it," said student Julia Monge.

The project was conceived by art teacher

Tracy Woodward, guidance counsellor Meghan Clements and students who sit on the school's human rights committee.

"This gives kids a chance to say what each of the themes meant to them individually," Ms. Clements said.

Passers-by were treated to a colourful display that offers more wisdom upon closer inspection.

Ms. Woodward said the theme of human rights tied in nicely with a public installation piece.

"Installation art, particularly outdoor art, can be a powerful medium to put out an important message, such as human rights," she said.

The human rights committee is planning further events throughout the school year, including an art installation "heart garden" to honour residential school survivors and the Day of Pink anti-bullying event in the spring.

"This human rights week is only just the start of it," Julia said. "We'll be doing even larger projects throughout the school year."



EVERYONE HAS THE RIGHT

Brock Corydon students perform during the school's special concert *Everyone has the Right*.

Reading Recovery Teacher Carrie Standil Cox helped to organize the June 2 concert, which took several months of preparation. She said the concert was the result of each classroom's inquiry studies of human rights throughout the school year.

"We are trying to make sure all of the students have a clear understanding about human rights," she said. "We all should be afforded the same respect, regardless of colour, creed, religion or anything else."

In the lobby of the Bethel Mennonite Church, classrooms displayed their inquiry projects for families to enjoy before and after the show.

"This is an opportunity to showcase what the students have been learning all year," Mrs. Standil Cox said.



LASTING IMPRESSIONS

The Canadian Museum for Human Rights made a lasting impression on students from Champlain School following a school field trip.

The school invited officials from the museum to visit Champlain in June to hear some of the impressive poetry students wrote following their visit. Here is just one example of the students' thought-provoking work.

The Box

It's only a box
Or is it?

This box means change
This box means hope
This box stands up for human rights.

Millions of people gathered to vote.

For the first time
They are heard,
They have a voice,
They are no longer divided.
They count.

It's only a box
Or is it?

-Brenon and Sunny, Champlain School

PHOTO BY JASPER EVANS, TEC VOC PHOTOGRAPHY



COLOSSAL SURPRISE

The Elmwood Giants found something special in their locker room on Sept. 23 — all new uniforms, new helmets and cleats for every player on the team. The team was also treated to a bus ride to Investors Group Field for a special practice with the Winnipeg Blue Bombers.

“Everyone is excited to be here, it’s a nice way to pump up the season halfway through,” said head coach Nathan Falk following practice.

The special day came courtesy of the Nissan Kickoff Project, which donates

new equipment to high school football teams. Last year the program donated equipment and uniforms to the Daniel McIntyre Maroons.

The donation makes a big difference to the team members, and will help keep registration fees down so that students who want to play can.

“It’s really important,” said Giant Kyle Hulst. “Getting these new jerseys tell us that we belong here, that we deserve to be playing Double A.”

Following the presentation, the Giants were brought to Investors Group Field for



a practice and a chance to later meet some Bombers at a special supper.

While some of the Giants had played at Investor’s two years ago for the Winnipeg High School Football League’s Andy Currie Division Championship, the day still made its mark on players.

“It’s just different playing on this field,” said quarterback Jonathon McLellan. “The best thing that’s come out of today is that everybody is starting to realize that we’re actually a team. We’re not just a bunch of kids playing football, we’re a family.”

HELMET CHECK!

Winnipeg Blue Bomber mascot Buzz knows the value of wearing a helmet, and so do the students of the Winnipeg School Division.

Over 1,300 students from 20 schools gathered at Manitoba’s Materials Distribution Agency to promote cycling safety and celebrate the tenth anniversary of the province’s Low Cost Bike Helmet initiative.

The students are also hoping they broke the world record for the most people wearing helmets in the same time and place for a minimum of five minutes.

The current record is 1,263, but the official word has yet to come from Guinness World Records as to whether or not that total was broken by the Manitoba group.

Manitoba Public Insurance was on hand to fit students with helmets and ensure they were worn according to safety guidelines.

The morning also included activities such as a cycling safety trivia game and a dance-off with Buzz, while Grant Park High School’s leadership students led games of hula-hooping and Simon Says.



PHOTO AND FILES COURTESY OF MAYA PAVEZ

MANAGING ANXIETY

The Winnipeg School Division has opened a new program to assist students who have anxiety that is interfering with their attendance and success in school.

Located at Kelvin High School, the Anxiety Management Program (AMP) is a low enrolment classroom that includes a kitchen space, private washroom, and a comfortable discussion area to complement the classroom setting.

Grades 9 to 12 students will attend five days a week in two different intake sessions per school year, with the first intake to take place in November. Students will work with a teacher, a school social worker and an educational assistant in the AMP setting, in conjunction with their home school team.

Tim Thorne-Tjomslund, Service Director for WSD's Clinical Support Services, said the new program was created to address an identified need in the student community. In WSD's 2013-2014 Tell Them from Me Survey of students, anxiety was identified as a factor for some youth.

In Grades 4 to 6, 20 percent of students (girls 23 percent, boys 16 percent) reported having anxiety or "Intense feelings of fear, anxiety, or worry about particular events or social situations."

For Grades 7 to 12 students, the overall rate rose slightly to 22 percent (30 percent girls, 14 percent boys).

"There is certainly an awareness among students in WSD that they experience anxiety and depression to a degree," Mr. Thorne-Tjomslund said. "So there is a need there."

PREVENTING AND REDUCING ANXIETY IN CHILDREN AND YOUTH PROJECT

WSD recently completed a two-year pilot project, Preventing and Reducing Anxiety in Children and Youth (PRACY), with the broad goals of increasing awareness and knowledge of anxiety, and approaches to reducing risk factors, as well as to reduce the stigma associated with mental illness. As Mr. Thorne-Tjomslund is quick to point out, mental health affects everyone. Even without mental illness, anyone can have poor mental health, lacking introspection and having poor coping mechanisms when it comes to feelings.

The WSD Clinical Support Services team has worked with principals and vice-principals, facilitated professional development to support classroom instruction, and provided parent information evenings as part of the PRACY pilot.

"When kids are struggling with things, parents can get anxious too," Mr. Thorne-Tjomslund said.

HEALTHY MINDS — A THREE-TIERED APPROACH

Informed by the PRACY project, WSD is implementing its Healthy Minds mental health strategy. This involves a three-tiered approach to supporting students. At the first tier is mental health promotion for all students and WSD staff; this includes programs and strategies that foster wellness, resiliency and social-emotional well-being. Mental health literacy, which involves understanding mental wellness and illness as well as developing knowledge



and skills for promoting positive mental health and preventing mental illness, is a key part of the Healthy Minds strategy.

At the second tier is targeted intervention and prevention for some groups of students who are at risk of developing mental health problems. These students can be supported through group interventions programs that help students to understand and manage thoughts, feelings and behaviors.

The AMP classroom falls into the top tier of indicated intervention for a few students.

"At the top of this continuum we have the students who really need those specialized supports to manage their symptoms," Mr. Thorne-Tjomslund said. "Traditionally, at this level where the symptoms are so severe that the student has a hard time being in school, there is our Clinical Support Services staff and supports in the community."

AMP GOAL FOCUSES ON SAFETY

The goal of the Anxiety Management Program is to provide students with a safe setting to learn about their anxiety and its impact on learning. Students are also going to learn skills to manage their symptoms. The ultimate goal is always to reintegrate students back into the general school setting.

"With anxiety, and we can all recognize this in ourselves, when something makes you anxious, you avoid it. And if what you do to avoid it relieves your anxiety, we're reinforcing ourselves," Mr. Thorne-Tjomslund said.

"There's a lot that can be done to help students, primarily through teaching them strategies to manage their symptoms and overcome the barriers they might face."

AMP is designed to help

students build their skills through healthy lifestyles, mindfulness techniques and Cognitive Behaviour Therapy. Cognitive therapy examines how negative thoughts contribute to anxiety, while behavior therapy examines how one behaves and reacts to triggers of anxiety.

"Cognitive behaviour therapy is really important because it helps students face what makes them scared, and gives them techniques to deal with those fears," Mr. Thorne-Tjomslund said.

"A classic example would be desensitizing a student to something they fear. If it's a case of whenever they see a high school, they immediately have panic attacks and fear symptoms, what you would do is gradually just expose them to the building.

"You might go with them in a car and sit in a parking lot outside the building for ten minutes. The next visit you go a bit closer to the school—you systematically take the person closer and closer to the thing they fear, but only to the degree in which they can manage that fear. Every time they manage that fear, you reward them. It's a very effective way to help people manage their symptoms. Instead

of throwing people into the deep end of the pool and telling them to swim, you put them in the shallow end and let them get used to the water first."

In the AMP classroom setting, students will also learn other stress management techniques such as healthy lifestyle choices and mindfulness.

LEARNING STRESS MANAGEMENT TECHNIQUES

"Mindfulness is something we do a lot with students and staff. It's very

accessible and helpful. With kids, for example, we do activities in the classroom that helps them to be aware of how they feel inside. They learn the difference between feeling relaxed and anxious. We teach them some very simple techniques to help control the anxiety, like concentrating on their breathing."

Teacher-counsellor Jessica Blaikie and school social worker Carmen Bergeron said the AMP classroom will be a welcoming place where students can work on strategies and therapy in individual and group sessions with their classmates. The AMP classroom will typically be comprised of 8-10 students.

"We want the students to feel safe and comfortable coming to class every day," said Ms. Blaikie, who will be working in group counseling with Ms. Bergeron and also working with the students' home schools to offer some credit courses. "It will be a calm space with that balance of responsibilities and freedoms to explore their learning styles and abilities in the classroom. So when the students go back to their regular classroom, they'll have that toolbox of skills to cope with their anxieties."

Ms. Bergeron will work with families to ensure there is a continuum of support both at school and at home.

"Much of my role will be to work with families, so they can support their children with the efforts they've been making in the school environment," she said.

Ms. Blaikie said such partnerships were important.

"Part of the purpose of the program is to solidify that support team for students, so when we look at reintegration into their home school, there's identifiable supports for the students."

AMP is open to students within WSD on a referral basis; referrals are reviewed by the AMP steering committee and are subject to a screening process. Applications are available through your school's support services team.

For more information on anxiety and anxiety disorders, visit the Anxiety Disorders Association of Manitoba's website at www.adam.mb.ca.

GEORGE V JOINS WSD CENTURY CLUB

Alumni, students, staff and families shared 100 years of memories at the centennial celebration for École George V School.

The school held a tea for returning alumni on June 5, followed by a carnival for the entire community on June 6.

The school—which was built in 1916—was named after King George V, who ascended to the throne in 1918 for a 26-year reign. In 1948, there was an addition of seven classrooms and an auditorium. A single storey, separate addition was built in 1951 adjacent to the school, providing an additional seven rooms. The two structures were joined by a link way in 1991. Most recently, the school opened a new gymnasium in 2012.

Before the two schools were adjoined, alumnus Bob Stevenson (56-64) remembers the thrill of moving from the smaller, single storey building—where students Grade 3 and under were taught—and on to the larger building with the older students.

“It’s like anything else, you looked forward to being one of the big kids,” he said. “You got out of the short pants and into the big school!”

When asked about what he cherished most, he said it was his schoolmates: “I just think about the friends and all the fun we had hanging out together. They used to have these Civil War bubblegum cards that were popular, and we’d pretend we were The South or The Union at recess.”

Student Aysia Mechor said every class researched a different decade between 1920 to the present to prepare for the event: “We’re sharing what we learned with the people that are coming to the school for the anniversary. Room 204, which is our class, did the 1940s.”

Principal Manuel Silva said preparations for the event began in the fall of 2013.

“We had a committee comprised of school staff, parent council and retired staff that came on board as well,” he said. “We also had a group of former students who graduated in the 1950s, back when George V went up to Grade 9. We took some input from them as well. People didn’t want anything too formal—they just wanted the opportunity to see the old school, come and sit down and visit with old friends.”

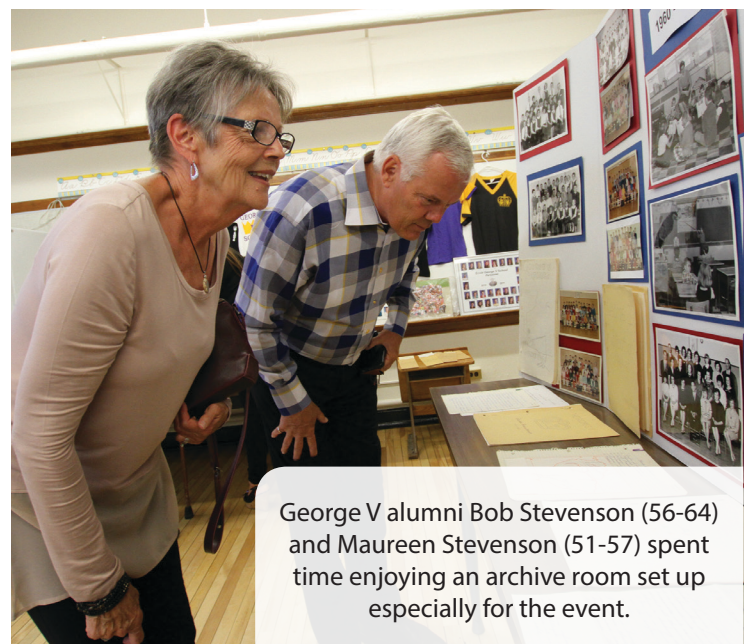
And that goal was met in spades; all over the school, alumni gathered in old classrooms, roamed the many historical displays and reminisced about the past.

“This was one of the nicest schools I ever attended as an administrator,” said former Principal Bill Hinter (76-78). “What I liked best about the school was the architecture. It’s a beautiful building.”

Mr. Silva said the event wouldn’t have been a success without the efforts of staff and the students, who had been contributing to the anniversary efforts since September.

“The heart in this school is the kids,” he said. “They’re involved, they’re lively and they make the school what it is. And the staff complements that.”

“If you ask anything of the students and staff, they will deliver. And that is evident here today.”



George V alumni Bob Stevenson (56-64) and Maureen Stevenson (51-57) spent time enjoying an archive room set up especially for the event.



Dave Gillis (left) and Terry Downey hold up a team photo from 1957, when they played on the George V softball team that won the city championship.



The school also had a community carnival on June 6 as part of anniversary celebrations.

NOTABLE NEWTONIAN

Winnipeggers have come to know the story of Winnipeg Police Service Chief Devon Clunis well over the past few years: how he came to Canada from Jamaica and struggled in school, until his teacher Mrs. Hanna helped him catch up; how he graduated from St. John's High School; and how he became the first Black Canadian to ever be appointed as a police chief in Canada.

But what isn't as well known is that Chief Clunis is also a product of Isaac Newton School, which he attended in his junior high years. It even came as a surprise to Isaac Newton's current staff; a staff member noticed the chief's name painted on one of the many honour rolls that adorn the school's walls.

"We contacted his office and asked about it...they went to him immediately and he said 'Absolutely I went to Isaac Newton,'" said Principal Ryan Hughes.

Staff immediately saw an opportunity to have the chief return to his former school and chat with students.

"He reinforced some of the things we've

been talking about with the kids—that positive belief in themselves, building on what they do here at school every day, and having goals is huge," Mr. Hughes said. "The fact that he walked these halls and is a product of this school, that's a huge message that he can share. It gives him that authenticity with students."

Chief Clunis told students "You can become anything you want, and you are in the best place to achieve that. Your principal, vice-principal and teachers, they really do care about you. And as young people, all we need to achieve our dreams is to have a few supporting people around us...and then there is nothing that can stop us from achieving that dream."

Student Rivaldo Garcia, who also came to Canada from Jamaica, had the chance to meet the chief afterwards: "It was good, I was excited to meet him...I asked him what part of Jamaica he was from."

Chief Clunis said he was from Harmony Bay.

"It was a beautiful place...everyone knew everyone there."



THURSDAY NIGHT LIGHTS

Gordon Bell High School turned on the Panther Field's lighting for the first time on Oct. 8, 2015 during the school's fundraising walkathon.

"The kids are really pleased, now they'll be able to skate here in the winter after school when it gets dark so early," said Principal Arlene Skull.

Gordon Bell alumnus Peter Mikos, who is from the company EnduraliteLED, donated the lights for the field.

The school is continuing to fundraise for the remainder of the costs, which include poles, wiring, electrical boards etc.

The Lions Club of Winnipeg got the \$53,000 campaign off to a good start with a \$6,000 donation; club representatives were

at the walkathon to show their support.

After students walked their laps, they continued to play on the field into the early evening, using giant inflatable balls donated for the evening by River City Bubble Ball.

Students said the newly-lit recreation field has brought an added dimension to Gordon Bell.

"This brings some pride to the school, where before we were just another concrete building in the middle of downtown," said Grade 12 student Sarah Norman.

"It's a safe place where the community can come together...they can play without any worries," added fellow Grade 12 student Rachel Miltenburg.



MEETING JANE GOODALL

Winnipeg School Division officials met with famed anthropologist, primatologist, ethologist and UN Messenger of Peace, Dr. Jane Goodall, on Sept. 10 to discuss a school-based sustainable development program.

The Jane Goodall Institute of Canada's Roots & Shoots program engages school communities to take on action-based projects that benefit people, animals and the environment. The program, now active in 129 countries across the world, also offers teacher/educational resources and access to grants of up to \$1,000 for action projects.

Dr. Goodall started the youth-led community action and learning program in 1991.

"Right from the beginning, the main message has been that every individual makes a difference every day," she said.

"Every individual has a role to play. We all matter in the scheme of things."

A small group of representatives from WSD, the Winnipeg Humane Society and Petplan Pet Insurance met with Dr. Goodall at the Hotel Fort Garry to hear more about the program.

Pictured here are: Robert H. Smith School Vice-Principal Dominique Ostermann (front, left); Education for Sustainable Development Consultant Chantelle Cotton; Dr. Goodall; WSD Board Chair Mark Wasyliv; Superintendent Fatima Mota (back, left), Director of Enrichment and Science Brad Corbett; Bill Skubovius, Vice President, North American Markets, Petplan Pet Insurance, who helped organize the meeting with Dr. Goodall; Robert H. Smith Principal Tom Rossi; and Winnipeg Humane Society representative Aileen Berger-White.

COURAGE, TRUTH, RIGHT

A group of staff and student historians have released a new book that details École Secondaire Kelvin High School's first 100 years.

The book, *Courage Truth Right: One Hundred Years of Kelvin High School History* was officially launched at Kelvin in June in the school's gymnasium.

Teacher Christopher Young researched, wrote, edited and coordinated a platoon of enthusiastic student contributors who also researched Kelvin history and alumni, while teacher Myles Burdeniuk handled the graphic design.

The idea for the book came a year before Kelvin's 100th anniversary in 2012, while Mr. Young and Mr. Burdeniuk were researching and preparing a series of videos chronicling each quarter century of Kelvin history.

"The more that I looked into it, I was shocked by how many stories there were, and how many famous alumni we had that some people still didn't know about," Mr. Young said. "I couldn't believe the richness of the archival material we had...it was all scattered, but it was there for us."

What initially began as a small booklet on Kelvin history has become a 170 page hardcover book.

"We didn't want anything too flashy. The book is more about the content...the pictures, the bios and the stories speak for themselves," Mr. Burdeniuk said. "We decided to go for a large format book...it let us devote full pages to some of the great images we found. The detail in some of those old photographs is incredible."

Students were an important part of the process, researching the history of the school and its students through



classroom projects.

"We walk these halls every day, so to know the history behind the people that have gone here is not only inspiring, it enhances your connection to the school and the community," said student Hannah Lank. "You realize there were soldiers who attended here and died overseas, there are writers, academics, entrepreneurs, philanthropists...it makes going to school so much more meaningful. It makes you proud to be a Kelvinite."

Earlier this month, the school also

launched a historical website, www.kelvinhistory.org.

Student Morgan Wowk handled the coding for the massive site, which features photos by decade, a hall of fame, a hall of remembrance (with photos and information of Kelvin soldiers who lost their lives in wartime), videos and much more.

"I was really impressed how many photographs we had going all the back to 1910 or 1920," Morgan said. "We have a portion of them on the website and book, but there were so many more."

That wealth of information created an enormous task in making both the website and the book; both proved to be multiyear projects that required countless hours of work.

"I didn't expect this to be such a long-term project...I thought we'd be done in six months," Morgan said. "When we finally launched the site, it was very rewarding."

For more information on ordering a copy of *Courage Truth Right: One Hundred Years of Kelvin High School History*, email kelvin@wsd1.org.

THE SPIRIT OF INDIVIDUALITY

Gay Straight Alliance (GSA) groups in schools around WSD wore purple and spread a message of awareness and inclusion to mark Spirit Day 2015.

The international day, held to take a united stand against bullying and to show support for lesbian, gay, bisexual and transgender (LGBT) youth, has been held annually since 2010.

Participants are encouraged to wear purple, which symbolizes "spirit" on the rainbow flag. The date of the event, which is held annually in October, varies year to year; this year it was held on Oct. 15.

While Spirit Day comes once a year, GSA groups in WSD are spreading awareness and sharing a positive message throughout the school year.

École secondaire Kelvin High School's GSA group—dubbed Spectrum—has been in existence formally since 2003. Approximately 30-40 students—LGBT and straight—meet once a week.

Students Jessica Stefanik and Kat Lemire-Dawson, who have been involved in Spectrum for four years, said the group's diversity was its strength.

"I think it shows the rest of the school that everyone is different," Jessica said. "Yes we go to the same school and are often in the same grades, but we're not all the same. You can't assume the person beside you is straight...we want to show that we are all here for each other, no matter what."

Canadian teenager Brittany McMillan

started Spirit Day as a response to the bullying-related suicides of gay school students; the day since caught on with a larger audience.

"It's a way to raise awareness about people who are being bullied and suffering a lot for it because they are different," Kat said.

"It's showing people that they aren't alone, and it commemorates the people we have lost because of homophobia," Jessica added.

From a colourful booth in Kelvin's main hallway, Spectrum members sold baked goods as a fundraiser for their GSA, as well chatting with passers-by. The group also had books and information on gender issues available for perusal.

Teacher-librarian Alice Osborne has worked with the group since its inception.

"It's really a student-led group, we're just there as guides; they decide on their activities," Ms. Osborne said,

Spectrum also takes part in the Day of Pink anti-bullying event in the spring, as well as fundraising for groups like the Rainbow Resource Centre and suicide hotlines.

"Their message is really that Kelvin is a safe place that accepts you no matter who you are or what your orientation, race or beliefs are. It's an inclusive place," Ms. Osborne said.

Meanwhile, at École Sacré-Coeur, Grades 7 and 8 students also have a GSA group, dubbed Club TLM (Tout le monde,



a.k.a. Club for Everybody).

"We are promoting inclusiveness among all students, teachers and in the community," said guidance counsellor Monica Zurrin.

While regular guidance programming promotes inclusiveness in terms of orientation, culture, human rights, bullying

and more, the club offers a way for students to discuss current issues and reflect on ways to spread the message of inclusion and acceptance.

"It's important to support all families and members of our community," Ms. Zurrin said. "The students have been great...they've been very supportive."



HELPING HANDS

École Laura Secord School students were enlisted to help out with a project to assist Manitoba's dwindling Chimney Swift population.

In the past, the birds lived in the cavities of large trees. When that habitat was cleared or destroyed, they adapted to masonry chimneys. The chimney of the old Grace Hospital in Wolseley was one of the only remaining Chimney Swift nesting sites, but it had to be removed due to safety concerns in 2014.

The provincial government has built a temporary free-standing structure on the site for the endangered birds to nest and roost in.

In June, parent Nicole Firlotte, who is part of the project, enlisted Laura Secord students to add a creative touch to nesting structures before they were erected. The Chimney Swift will have a colourful new home for the time being; once the Grace Hospital site is redeveloped, it will include new faux-chimneys for the Chimney Swift to nest and roost.

PHOTO BY MAYA PAVEZ

PHOTO NOT AVAILABLE FOR WEB

Lord Roberts students Jay Hastings and Jory Giesbrecht with some of the bowls that were on display at Lord Roberts School's Empty Bowls evening.

EMPTY BOWLS HELP TO FILL STOMACHS

Students at Lord Roberts School raised money and awareness about local hunger issues with a successful Empty Bowls fundraiser in June.

Grade 6 students and the ESD (Education for Sustainable Development) Leadership Club took a lead role in the project.

"We were helping the younger students to make their own bowls," said student Jory Giesbrecht. "We got every class in the school and even some adults to make bowls."

"We had three tables set up in Room 313 with clay so they could come by and make their bowls," added student Jay Hastings. "Some of the smaller kids needed more help, but they made great progress."

Lord Roberts hosted a community

meal in mid-June; families paid a small admission fee to eat a simple meal of soup.

"We raised \$860 for Winnipeg Harvest," Jay said. "And because of the other groups that help Winnipeg Harvest, every dollar we raised turns into \$20."

While the bowls were displayed at the event, they will never be filled.

"We took them home and they'll stay empty as reminder of those who are hungry," Jory said.

Along with their humanitarian projects, the student ESD Leaders coordinate recycling and also speak about ESD issues at assemblies.

"We're trying to make the world a better place," Jory said.



STORIES FOR THE FUTURE

When author Paul Yee autographed a copy of his book *Tales from Gold Mountain* for the Luxton School library, he included the inscription: "Stories from the past, but for the future."

That inscription nicely sums up the Chinese-Canadian writer and historian's work. *Jade Necklace* is an early 20th Century story of a Chinese girl sent to North America to live as a servant, while *Tales from Gold Mountain* features stories about the struggles and history of Chinese immigrants to Canada.

"I tell stories from history, but I'd like people to learn from history—to find meaning in it and see how the past can help us build a better future," Mr. Yee said.

The author paints a vivid historical canvas, which he brings to life with this lively storytelling.

"In olden times before writing came along, there was no other way to pass stories on except by telling them," Mr. Yee said. "In the telling of the story, there's a certain kind of magic. There's a connection between the teller and the kids. Sometimes the teller can change the story to meet the needs of the audience. Stories can change over time."

Mr. Yee came to Luxton on Sept. 23 as part of a Thin Air Authors in Schools presentation.

"I liked how he told the stories," said Grade 3 student Callum Sorenson. "I also won one of his books in a book draw, so I liked that too."

DAWN OF THE TIMBERWOLVES

Shaughnessy Park School has unveiled a brand new team name and logo.

On Sept. 24, the school retired the Shaughnessy Park Stars team name and the Shaughnessy Park Timberwolves were born.

The new name and logo was unveiled on the school's refurbished gymnasium floor on Sept. 24, to the cheers of students and staff.

The Timberwolves name symbolizes much more than a team name; it represents a school-wide identity.

Principal Dennis Mogg said he was inspired by former St. John's High School Vice Principal Ross Wedlake, who infused the spirit of Tiger Pride to whoever entered that school's doors.

"Ross had a system where once you came into the building, no matter who you were out on the streets, you were a St. John's Tiger," Mr. Mogg said. "The same thing will happen here; we are all Timberwolves now."

With the new gym project and floor installation, it was an ideal time to embark on a new era at the school. A new logo, designed by teacher Anna Swaine, was painted on the gym floor and now graces shirts, jackets and other school branding.

"We met with the community, and the value of the animals in the Aboriginal community came up," Mr. Mogg said, adding that the new name was



Shaughnessy Park teacher Mitchell Rygiel unveils the new Timberwolves logo that adorns the Shaughnessy Park gymnasium floor.

overwhelmingly approved by students, staff and the Gilbert Park community.

WSD Elder Myra Laramée taught about the values of the Timberwolf at the assembly: "The greatest gift the wolf is going to bring to this school is family... family means everything to the wolf."

Other visiting dignitaries included MLA Melanie Wight and WSD Trustee Dean Koshelanyk.

Xavier, a Shaughnessy Park student, gave the new name thumbs up: "I like the Timberwolves name because it sounds stronger than a star."



Students and staff cut the ribbon on their new swing sets.

SWINGS A WELCOME ADDITION TO PRINCIPAL SPARLING

Students at Principal Sparling School recently celebrated the addition of a new swing set in their playground.

Students and staff took part in an official ribbon cutting ceremony on June 19.

The school's parent council fundraised extensively for the new piece of playground equipment, as well as applying for a grant



with the WSD Children's Heritage Fund.

"I think the most important reason to have these swings is community-building," said Principal Lionel Pang. "Even in the evening, we notice many

families using the playground, whether it be kicking a ball around with their kids, younger children on the play structure or teenagers using our basketball court. We are truly a community school."



SOWING MANY SEEDS

On a fine fall evening, families in the neighbourhood of Kent Road School gathered together for a barbecue/farmers market fundraiser. Perhaps students saw the Sept. 24 event as a fun evening with friends, while the parents got a night off from cooking supper; but the teachers of Kent Road School they saw the fundraiser as much more. They have long term goals in mind to not only get kids outside in the fresh air, but appreciating and falling in love with nature.

Arielle Garand, a teacher at Kent Road, says that being outdoors is great for students' learning. Teaching gardening and the importance of natural farm resources will set up this next generation to take care of our environment. Ms. Garand says we need to take ownership of our environment and teach kids how to protect natural habitats.

Along with selling fruits, vegetables, and your standard farmers market groceries, organizers also sold bags of organic seeds so kids and families could start their own garden in their own backyard.

Kent Road will use the proceeds from the event to help start their own mini-farm on school grounds next year. What a great way to start "sowing" into the next generation.

PHOTO AND STORY BY VANESSA LEWIS



CONSCIOUS KINDNESS

In an act of "conscious kindness," Pinkham School students visited the nearby Health Sciences Centre to hand out cookies in June. It was a sweet surprise for workers and passers-by, but for Pinkham, it was a way to build community and spread a little happiness in their neighbourhood.

PHOTO BY VANESSA LEWIS

WATERSHED CHAMPIONS

Sisler High School has received a 2015 RBC Evergreen Watershed Champions Award for its efforts to create awareness about water ecosystem issues.

"More and more organizations are recognizing that we need people to study and research these issues," said teacher Matthew Robak. "We now have jobs in this field to fix what we've done to our world... it's always been important, but it's more important now than ever because of all the damage we've done."

Last school year, Sisler hosted a science

and sustainability conference on the current status of Lake Winnipeg—a body of water that earned the title of "the most threatened lake in the world" in 2013.

The conference explored the challenges the lake faces, from human stressors that effect phosphorus levels to invasive species such as the zebra mussel.

Guests included Dr. Karen Scott, ecologist and education program director of the Lake Winnipeg Research Consortium, and Marlo Campbell, communications director with the Lake Winnipeg Foundation.

PHOTO NOT AVAILABLE FOR WEB



FIRST PERSON: DAVID LIVINGSTONE COMMUNITY SCHOOL'S ANNUAL POWWOW

Winnipeg is a culturally rich city. We are so privileged to have so many people groups and cultures to enjoy and experience. I recently had the opportunity of attending my first powwow at David Livingstone Community School.

There were all sorts of dancers such as jingle dress dancers, hoop dancers, among others. I could never fully appreciate their beauty and mystique before this day. With the drums beating in the background like a heartbeat, the jingle dress dancers would dance along to the heartbeat of their Native culture. How could anyone not stand in awe and admiration?

Dances with the jingle dress date back over a century. More modern interpretations have formed in the past 100 years, however these roots go deep into the native culture way back into their ancestry. The jingle dress was commonly known as a medicine dress. The history goes that a father made this dress for his sick daughter, prompted by a dream that it would make her well. As she was helped to walk in a circle to the drums beating she began to heal. Thus the medicine dress became a cultural norm for healing and unifying of people groups and tribes. “

Presently at David Livingstone, this is exactly the motivation of Vice-Principal Pat Mainville, of Aboriginal heritage, to bridge the gap in their community and to heal wounds of the past. As the elders would dance with teeny tots, and teens would dance with their friends or neighbours, everyone was welcome to experience the beautiful customs of the Aboriginal people. The whole community got to appreciate this culture and become the “David Livingstone Community”. Wounds can be healed, community can be made, our hearts can beat as one, and we can dance as one.

PHOTO AND STORY BY VANESSA LEWIS,
TEC VOC HIGH SCHOOL STUDENT



KIDS HELPING KIDS

Everybody has the right to an education and all of the essentials to realize that dream: food, water, shelter, clothing and more.

For 16 years, the students and staff at Rockwood School have helped to make that happen for a family in Vietnam.

The special bond with the Nguyen family began in 2000, when teacher Jennifer Elliot travelled to Vietnam to adopt a child.

“She returned with her son and decided she wanted to help people in that country and keep her son connected to the culture,” said Principal Jamie Hutchison. “And so we’ve had fundraising initiatives here for many years. It meshes really well with our sustainable development programming.”

The school has fundraised extensively over the years. Even though Ms. Elliot retired last year, Rockwood students and staff have continued to support the Nguyen family.

“The students who have come through Rockwood really want to honour their commitment and keep this running,” Mr. Hutchison said. “It’s amazing what they have done.”

Rockwood has held many fundraisers over the years, raising over \$25,000.

“Last year we had a readathon, so you would read books and people would sponsor you,” said student Betty Fleischaker.

The school was recently presented with a certificate of appreciation from Canadians Helping Kids in Vietnam Inc., in recognition of the school’s many years of service. The award was presented during the organization’s annual dinner in September.

Rockwood has contributed as well to the organization’s many different humanitarian projects over the years.

“They’ve made a number of initiatives

in Vietnam over the past 20 years,” Mr. Hutchison said. “There’s been a dental mission, a medical mission, there’s been money raised to build schools and there’s been money raised to buy children bicycles, as there are many children who have to travel great distances to get to school.”

Students said they feel like they are making a difference.

“I think it’s important because we’re helping them to get their education,” said student Fin MacKenzie.

Mr. Hutchison said Rockwood students have benefitted immensely from the ongoing humanitarian effort.

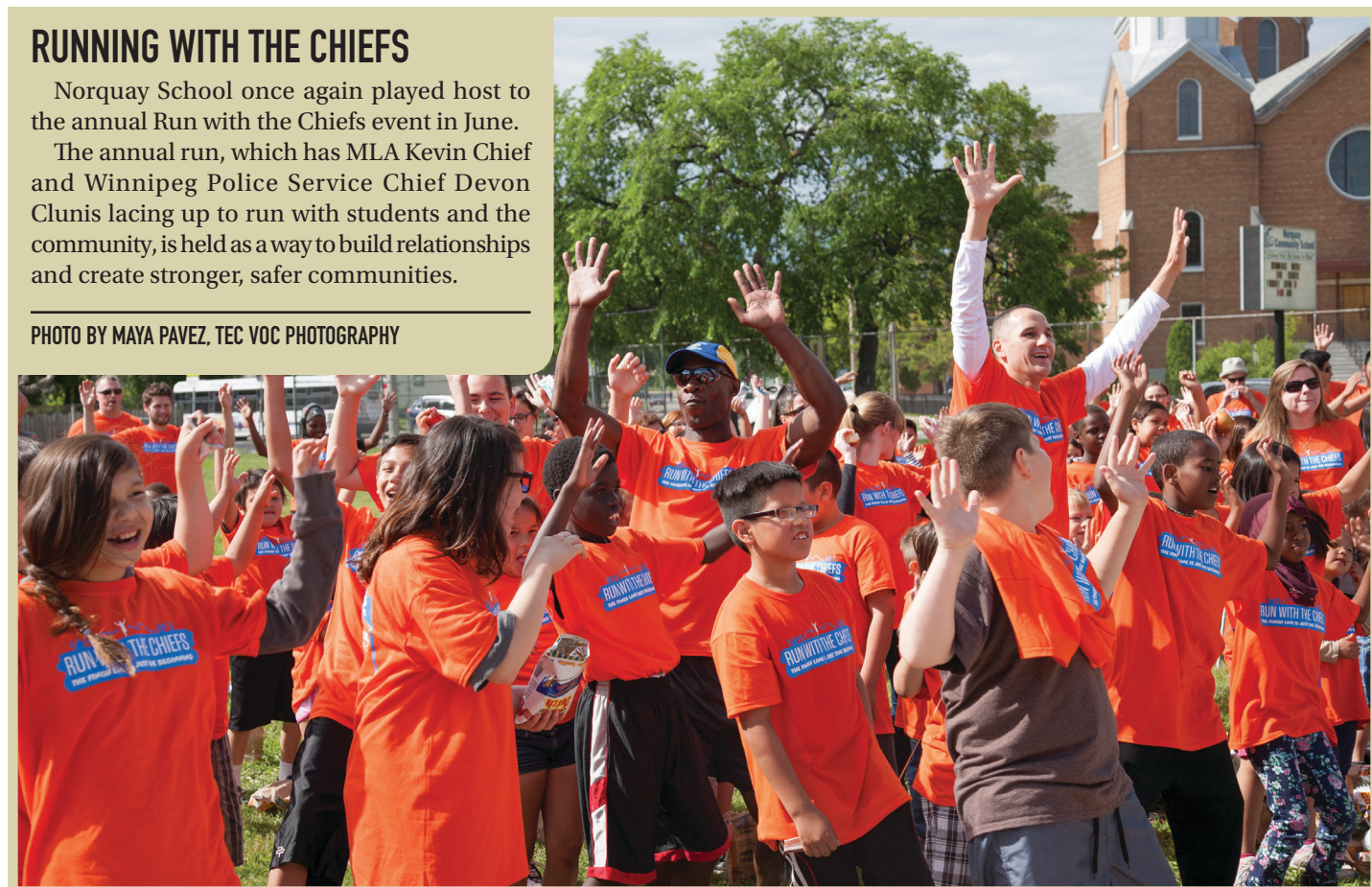
“Our students have learned so much about helping children in other countries, and what they have to go through on a daily basis,” he said. “They’ve also learned what a privilege it is to just go to school.”

RUNNING WITH THE CHIEFS

Norquay School once again played host to the annual Run with the Chiefs event in June.

The annual run, which has MLA Kevin Chief and Winnipeg Police Service Chief Devon Clunis lacing up to run with students and the community, is held as a way to build relationships and create stronger, safer communities.

PHOTO BY MAYA PAVEZ, TEC VOC PHOTOGRAPHY





Mr. Darryl Balasko from Habitat for Humanity Manitoba speaks to students.

WHAT MAKES HOME A SPECIAL PLACE?

STORY AND PHOTO BY JEFF MILLER

In 2006, Genworth Canada started the “Meaning of Home” writing contest for Grades 4 to 6 students across Canada in hopes of encouraging young students to write about what a home means to them.

Genworth donates five dollars for every entry to the students’ local Habitat for Humanity, and the winning entry will have \$50,000 donated to their local Habitat group and a \$1,000 grand prize for their school.

Since the contest began nine years ago, Genworth Canada has raised over \$675,000 in support of Habitat for Humanity Canada.

Earl Grey Parent Council Chairperson and Habitat for Humanity rep Darryl Balasko was at Earl Grey School on Sept. 30, to encourage students to enter the contest.

Earl Grey principal Ms. Gail Singer said the essay exercise fit in with curriculum and the school’s sustainability objectives: “We are hoping to instill a sense of global citizenship in our students and to help raise funds for this important cause.”

Good-luck to all the students that entered and check back at meaningofhome.ca after Jan. 11, 2016 to see all the winning entries.

JOURNEY TO THE NORTH

A group of Sisler High School students made the trip of a lifetime to Churchill, Manitoba recently, getting a first-hand glimpse of Canada’s Northern frontier.

Sixteen Grade 9 to 12 students and their chaperones travelled to the Northern outpost in late June, just prior to graduation. Students stayed at the Churchill Northern Studies Centre, which houses researchers from all over the world, for three days.

The trip included a rare sighting of what is believed to have been a grizzly bear. Students saw the bear—which was far away from normal territory—from an observation deck at the centre.

“Two girls came banging on my door and told me there was a bear outside,” teacher Myriam Bara said of the evening sighting. “I took my camera and was expecting a polar bear. They have a bear balcony at the centre—there’s no exterior stairs so it was safe—so we went there and watched while he was hanging out.”

Meanwhile, teacher Matthew Robak was in the centre’s cafeteria, playing cards with a few students when a park ranger burst in.

“He said ‘There’s a bear outside...come and look!’” Mr. Robak said. “The kids all ran to the window and the bear put on a show.”

The group captured the sighting on cell phone cameras. Previously, there had been two grizzly sightings at nearby Wapusk National Park. The encounter was just one of many amazing sights on the trip. Sundown was close to midnight; the sky would darken only for a few hours before the sun rose again.

Students went beluga whale watching, bird-watching, dog-sledding (with a warm-weather cart replacing the sled) and toured a rocket testing range, as well as visiting with local Elders and other residents. The Sisler group also had an offshore sighting of a polar bear to add to their experiences.

“The kids experienced everything they possibly could in three days,” Mr. Robak said. “The only thing missing was the Northern Lights.”

Students had been looking forward to the trip for months.

“I was interested in seeing the difference between the city and a place that’s isolated,” said student Dom Geli.

ST. JOHN’S HERITAGE DAY

St. John’s High School was alive with moments from Canadian history when members of the Manitoba Living History Society visited the school for a special heritage day on Sept. 25.

“Instead of going on field trip to somewhere like Lower Fort Garry, we’ve brought the history to the school,” said Marie Zorniak, teacher and society chair.

Teachers and students were able to tie the day into many different curricular areas.

“The art students are coming out to sketch, and the English Language Arts students will be writing synopses of the day,” Ms. Zorniak said. “This interconnects with many of the history projects we do.”

She also hoped the event would give students ideas for their Red River Heritage Fair projects; the fair takes place May 5, 2016.

Students were swept up in the spirit of the day, dressing in clothing from events such as the War of 1812.

“It gives you a clearer picture of how things were, instead of just reading it in a book,” said Grade 9 student Shay-Ann Jolicoeur.



Below: Manitoba Living History Society and Forces of Lord Selkirk historians Keegan Gajek and Frederick Carsted demonstrate the battle styles used in the War of 1812.



Photo courtesy of Sisler High School

Churchill delivered on its advance billing, providing students with cherished memories and more.

“My favourite part was being able to witness how passionate people are about their jobs up there,” said student Rainbow

Corpuz. “It makes you realize that you’d want that for your own when you’re older.”

The Sisler group has documented their trip online at: sustainablesisler.org/churchill-project

FIELD WORK



A group of high school and university students gained valuable work experience and earned money for their post-secondary education in the fields and hallways of WSD this summer.

The Building Department hired 15 university students to work as grounds crews from the beginning of May until August. Twenty high school students joined the crews over July and August, along with an additional 20 high schoolers employed by custodial services. The high school students, who are in either Grade 11 or 12, have to be at least 16 years old.

WSD Maintenance Coordinator Chris Tormey said one of the main goals is to provide students with work experience while offering them the chance to financially support their post-secondary education.

“We’re an educational institution, so we’re trying to support post-secondary education and keep that process going.”

WSD conducts over 80 job interviews at its 15 high schools during a two-and-a-half-week period in May. Interviewers discuss students’ marks, extracurricular activities, post-secondary goals and their school attendance during the process.

“Attendance at school is an indicator to us about whether or not the student is going to be an employee that shows up for work,” Mr. Tormey said, adding that interviewers also ask about prior

work experience. “We’re not necessarily looking for practical experience as it relates to grounds or custodial, we’re looking for jobs like babysitting that show trust and responsibility. During the interview process, we always explain why we’re asking the students these questions.”

When students join the WSD workforce, they go through workplace safety and health orientation, as well reviewing the code of conduct, before hitting the fields and hallways.

Children of the Earth High School student Ricky Crowe was part of a crew working on a maintenance program for WSD play structures. Teams replaced pea gravel with Fibar, a recycled wood product made in Winnipeg.

“Right now we’re taking out all of the pea gravel from playgrounds and putting in wood chips,” Ricky said. “My crew—there’s five of us—is a bunch of good guys. It’s hard work but the day goes by fast. I like the people and I like being outdoors.”

Sisler High School student Jenna Tweed returned to the grounds crews for her second summer.

“It was a really good opportunity last year so I thought I would do it again. The

people are really nice, it’s a good job and a good wage,” she said, adding that she plans to attend university in the fall. “I’m doing pruning and soil work, we have a team of around ten people and we’re usually doing four schools a day.”

Custodial students washed walls, desks, lockers and other surfaces, as well as moved furniture while floors were washed and waxed. Summers are the busiest months of the year for school custodial staff, so the extra help was appreciated.

“Especially in our high schools, they can always use the extra help,” Mr. Tormey said. “The summer is a short window of time to get a whole bunch of work done.”

University students Jenna Intrater and Kristen Morier had their third summer working with WSD. Their work ranged from lawn mowing, pruning, weed whacking and laying sod to doing inventory and assisting with school clean-up on rain days.

“For me, it’s a chance to pay my tuition off. I don’t have to worry about starting a student loan,” Kristen said. “And it looks good on a resume.”

“It’s a great job, I’d recommend it to any university student,” said Jenna, who is a nursing student.

Mr. Tormey said the majority of the university students have worked with WSD at the high school level: “We bring them back year after year if they’re good workers.”

As experienced summer workers, the university students are often put into leadership roles, overseeing high school grounds crews on projects. University students also operate the riding mowers, as part of the requirements of the task is to have a valid driver’s license.

Mr. Tormey said one of the most rewarding parts of the program is seeing the high school students develop into leadership roles.

“We have a university student this year who has taken the lead on the parking lot and play surface sweeping crews. Last year he came to us as an inexperienced high school student and this year he’s running a crew,” he said. “We also have a phys. ed. teacher at Tec Voc who started with us in high school and worked with us right through university.”

Mr. Tormey said students develop a sense of pride for the schools and their grounds.

“They know if they do a good job, there will be an opportunity for them next year.”

SISLER STUDENTS LISTEN INTENTLY TO FEDERAL CANDIDATES

Sisler High School’s Political Youth hosted a forum prior to the federal election on Sept. 24, with candidates from the four main Federal parties attending. Social Sciences Department Head at Sisler, Greg Shedden, was pleased with the turnout and the engagement of the students who attended.

“Having Liberal, Green Party, NDP and Conservative representation is great, and it has really helped to get the media out to cover the forum as well,” said Mr. Shedden.

More than 400 Grade 11 and 12 students, along with media and some members of the public, respectfully listened to the candidates speak and respond to predetermined questions.

“If this country is going to re-engage young people like me and my friends in the political arena we need opportunities to listen to the candidates and to be heard,” said Philip Kawalec, who leads Sisler’s Political Youth, the group that organized the forum.



ECO-GLOBE SCHOOLS

Two Winnipeg School Division elementary schools have received Eco-Globe status from the Manitoba Government.

Luxton School and Kent Road School both received the designation, which was created by the province to recognize and acknowledge the variety of Education for Sustainable Development activities taking place in schools.

The designation provides schools with three different levels of recognition: Awareness, Action and Transformation. Luxton was recognized as an Action level school, while Kent Road was recognized at the Awareness level. The schools both received certificates and window display stickers to recognize their ESD status.

For more information about the Eco-Globe program, visit www.edu.gov.mb.ca/k12/esd/eco_globe

COACH PROGRAM EXPANDS

Winnipeg School Division's COACH program—which is run in conjunction with the Manitoba government and Macdonald Youth Services—is expanding to offer more students in Manitoba Child and Family Services (CFS) care intensive mentoring, academic and treatment services to help them succeed in school and into adulthood.

Since 2001, COACH has seen much success in meeting the needs of Grades 1 to 6 students. On Oct. 6, 2015, the province announced additional funding for the program to allow it to expand supports to students aged 12 to 15.

"When we first conceived the idea of COACH, we knew we could reach those children who needed the kind of emotional support and social skills that could result in positive behavior outcomes," said Pauline Clarke, chief superintendent, Winnipeg School Division. "Today's announcement means the legacy of COACH will continue, and provide that support and training for even more students as they navigate their adolescent years."

Through the COACH program, mentors, teachers and principals support children and youth with profound mental health, behavioural and academic needs. Students receive intensive, year-round academic, community and clinical supports.

"During the past 14 years, the COACH program has helped children ages five to 11 develop the coping skills needed to succeed in school and in society," said Family Services Minister Kerri Irvin-Ross. "We're now expanding the program to help older children and youth in CFS care. These young people have complex needs and face huge hurdles every day in their lives. The mentoring, academic and family supports they receive through COACH will give them hope for a better future."



Celebrating the gift of a smile: Adriana Salles, Acting Division Head – Pediatric Dentistry at the University of Manitoba (left), Victoria-Albert School Vice-Principal Kathleen Palay, Superintendent Fatima Mota and Jerry Maslowsky, CEO of Variety, the Children's Charity of Manitoba, following the annual meeting for the Variety Children's Dental Outreach Program. Victoria-Albert School received a certificate of recognition for outstanding participation in this year's program.

DENTAL PROGRAM IMPROVING STUDENTS' LIVES

Officials from Variety: The Children's Charity, the University of Manitoba's Pediatric Dentistry Program and WSD met in June to celebrate the successes of The Variety Children's Dental Outreach Program.

During the school year, dentists with the U of M visit schools to screen students for any potential dental issues. Parents are provided with photographs of their children's teeth and an outline of recommended treatment. Once parental consent is obtained, students are bused to the U of M to receive the necessary treatment, at no cost to families.

Sixteen schools took part in the program, which is the result of a partnership between Variety, U of M and Winnipeg School Division.

King Edward Community School Principal Aaron Benarroch said such partnerships were essential in helping schools to meet the many needs of their communities.

"There's always the academic piece, which is the core of what we

do, but schools are also working very hard in other areas, such as community development," he said. "This partnership is a really important component of community development. We can't do it on our own...we have other agencies the schools often work with to provide services in many other areas—social work, psychology, therapy...it's a whole wraparound approach. Working with Variety and the University of Manitoba's Pediatric Dentistry program is really beneficial and helpful to schools to do the kind of work we need to do to make our communities healthier."

Donna Paschak, a resource teacher at École Stanley Knowles School, has seen first hand the impact the program can have on students' lives.

"There was a Grade 6 student, and the only reason we knew he had any issues was because of the screening, which indicated he was at a high level of need," she said. "At that time I realized, he never smiled. He always had his top

lip wrapped around his upper teeth. When I spoke to him he told me he had been in a lot of pain."

The student, who had just come to Canada from another country, had his dental issues addressed through the Variety program.

"After he had the work done I saw him in the hallway, it was the first time I'd seen him smile. He told me he was no longer in pain. He had been in pain every day, all day long. Now he's happy and smiling all the time."

Gail Guzda, Community Support Worker at Weston School, has seen similar turnarounds.

"We had a little girl who came to us, she never spoke much, and she told us she was in pain," Ms. Guzda said. "She thought it was from eating too much candy but we thought there was more to it."

The source of the pain turned out to be some infected gums, and the girl required several trips to pull a few teeth. "Now, she's talking and reading *Diary of a Wimpy Kid* out loud—and she's only in Grade 1."



SOCCER MADE IN MANITOBA

A Mulvey School student winds up to kick the ball during the WSD Inner City Soccer League's spring tournament at Gordon Bell High School's Panther Field. The league's indoor soccer season began at the University of Winnipeg on Oct. 20, with Elmwood High School's Girls and Boys Squads joining the league for 2015.

PHOTO BY MAYA PAVEZ



TEAMWORK RESULTS IN NEW LANSDOWNNE PLAY STRUCTURE

When the École Lansdowne community learned it had to remove its old play structure to make way for classroom expansion, they met the challenge head on.

After considering the options, the school's parent advisory group led the fundraising charge to marshal funds for a brand new structure. Thanks to a combination of school fundraising and grants from organizations such as the Winnipeg Foundation, the City of Winnipeg and the WSD Children's Heritage Fund, the school accomplished the nearly impossible.

"With everyone's help, we raised over \$100,000 in less than a year so that students could have this beautiful play structure during school and after school," said Principal Vince Audino.

In October, Lansdowne officially opened the new structure with City Councillor Mike Pagtakhan, Trustee Mike Babinsky, Winnipeg Foundation representative Joanna Turner, Playgrounds-R-Us representative Michael Lacroix, Parent Advisory Group President Sandra Donald and members Nikki Tresoor and Lynne Kammerlock on hand to cut the ribbon.

The play structure was already the talk of Lansdowne by that point, as it was erected during the summer months and immediately became a smash hit.

"We had a chance to play on it in the summer," said student Raynard Garcia, who added that the structure is well used before, during and after school. "It looks nice and it's better than the old one... the monkey bars are the best part."



GALA OPENING

Grades 3 to-6 students at Weston School held a special exhibition recently to show family and friends the results of a lengthy art project focusing on cultural family portraits.

Professional artist Kristi-Marie Guzda worked with students over several weeks. The project was made possible through grants from the Manitoba Association for Art Education and the WSD Children's Heritage Fund.

The artist and classroom teachers guided the students through learning about line, shape, colour and texture.

"The students also looked at other artists' works and how they used those elements of design," said teacher Danya Jaworski.

Students also made collages, kept art journals and made rough designs for their final project: cultural portraits of their families.

"The students gathered information

about their families and interpreted that either in realistic or abstract art style," Ms. Jaworski said. "It was wonderful for the students—they're very proud of what they accomplished."

Students were all smiles as they showed off their work in the Weston library to their families and schoolmates.

"My painting represents my family," said student Zack Arnason, as he proudly showed his abstract artwork. "I put a fish in there for my grandpa, because he likes fishing."

Ms. Guzda said the experience of creating art for an audience was a positive one for students.

"I think this gives the students a lot of confidence," she said. "They were a bit unsure of themselves at first. I told them the other day that there is really no wrong answer in art...it's about what you like and prefer as an artist. They started to come around after that."





WSD Children's Heritage Fund
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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VICTORY LAP

Grade 12 students across the Winnipeg School Division celebrated the end of their school days and the start of their new lives in post-secondary education and various careers this past June.

Among those students are graduates from Collège Churchill and Churchill High School (pictured in this gallery), who attended a joint convocation ceremony at the Calvary Temple on June 23.

The students celebrated their graduation with the community in the twin schools' annual graduation march, in which students walk around the community in their grad attire.

Congratulations to all WSD graduates and good luck in your future endeavours!



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Scan to watch the Winnipeg School Division in action!

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