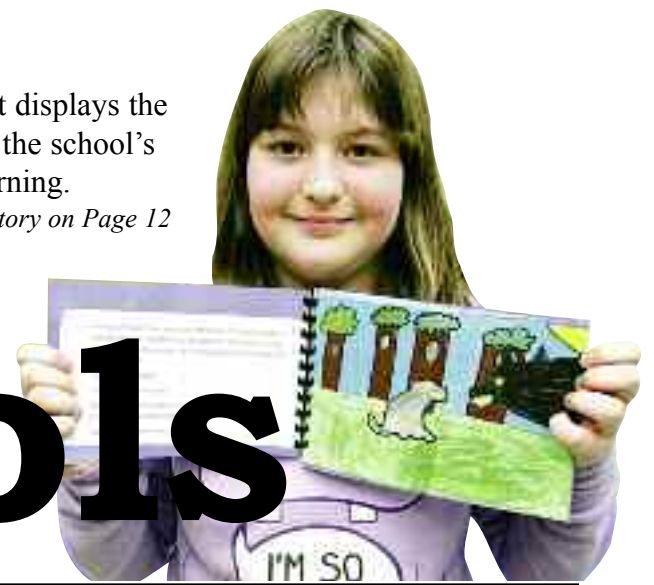




WINNIPEG SCHOOL DIVISION
INVESTING IN THE FUTURE

This Ralph Brown student displays the storybook she created for the school's recent Celebration of Learning.

See story on Page 12



Our Schools

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Laser Gangnam Style!

After students at Lord Nelson School read over 151,000 pages during I Love to Read festivities, teachers and staff held up their end of the bargain and performed their own rendition of PSY's worldbeat hit "Gangnam Style" at a school assembly.

The school incorporated the song many times during the all-week reading event, using it as a signal to DEAR (drop everything and read). Themed dress-up days had students reading in pajamas, crazy socks and more throughout the week, while students also enjoyed book swaps, guest

readers, a travelling fairy-tale written by every classroom and more. Students also pursued personal reading goals for book prizes and gift certificates. Congratulations to Lord Nelson students for making this another I Love to Read celebration to remember!



Quantum Finale

A Kent Road School student puts finishing touches on a fanciful hat at the Winnipeg Art Gallery studios. WAG students' work is featured in the gallery's annual Through the Eyes of a Child exhibit, as well as the Quantum Arts Finale in March.

See story on page 3

Kicking for wishes

This École Robert H. Smith School's student was one of many student entertainers who took to the stage at the school's annual community breakfast.

The sixth annual fundraiser, held on March 1, earned a remarkable \$15,000 for the Children's Wish Foundation. As in previous years, the school's Grade 6 students researched numerous different charities and made presentations to the rest of the school before a final beneficiary was selected. Children's Wish representatives visited the school prior to the breakfast, along with a child who had recently been granted a wish through the foundation.

"I think that made a big impression on the students," said Principal Tom Rossi, adding that the fundraising total was a school record. "It's about kids giving to kids, embracing our community and helping others."



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Building stronger children, families and communities

2013/2014 Budget prepares students for future, mindful of current economic challenges

“The Board of Trustees of the Winnipeg School Division has approved a Budget for the 2013/2014 school year which will provide the resources required to support programs and services for students, while being mindful of our financial responsibility to residents and ratepayers in the Division,” said Rita Hildahl, Chair of the Winnipeg School Board.

Following considerable consultation with our communities, “the Board heard clearly from parents the importance of continuing to provide the best possible education to our children and our youth,” said Cathy Collins, Chair of the Finance/Personnel Committee. Thus the Board focussed its efforts in areas that would not directly affect students in the classroom and preserve the quality of programs and services.

There are so many components involved to ensure that each student is given the opportunity to succeed in school which are beyond the provincially mandated educational requirements, such as Nutrition, Nursery and Special Education Programs, Technology and Transportation Services that our students and parents rely upon on a daily basis.

It is also important to note that many increased costs in school division operations are outside the control of school boards due to changes in student population and enrolment numbers, community needs and expectations, provincial policy directions and legislation, arbitrated salary awards, and inflationary increases for services and commodities all of which have significant financial impacts for school board budgets and property tax levels.

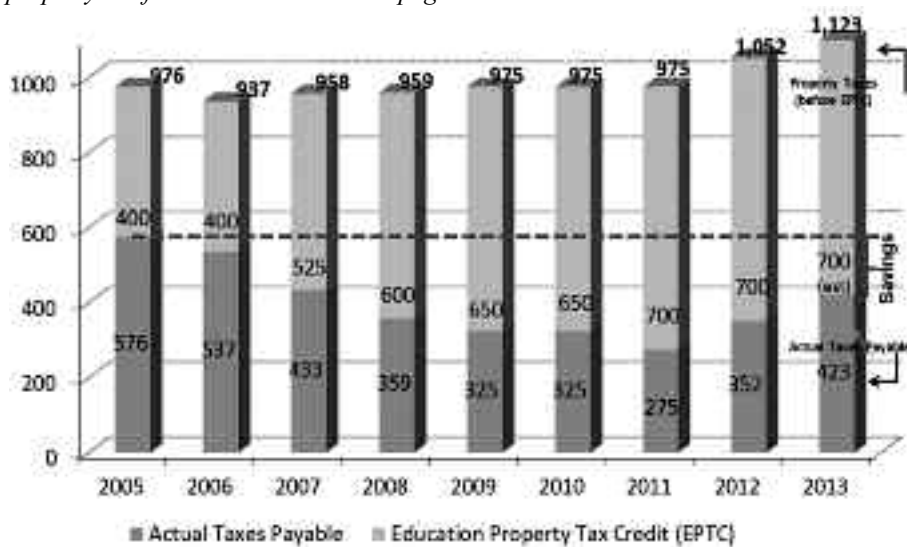
“Faced with a slight increase of funding from the Province of Manitoba of \$1.05 million which fell short of the amount of funding necessary to offset the expenditures required for existing programs and services, the Board explored possible options for savings and reductions,” Ms. Collins said.

The Board was able to achieve savings and reductions of over \$2.6 million by reducing school building operating costs through energy management strategies, proposed adjustments to school start and dismissal times, improvements and increased efficiencies in technology and reductions to administrative costs and reassigning duties of staff.

These savings and reductions enabled the Board to approve a total budget of \$365 million, which will require a property tax increase of \$6 per month for a typical house in the Winnipeg School Division for 2013, which is lower than anticipated in the early Budget development stages. More importantly, these savings and reductions provided the Board with an opportunity to increase math supports for students at the elementary level, add additional teaching positions for the provincial class size initiative, and make the necessary investments to maintain school buildings, facilities and equipment.

“Going forward, the Board is hopeful that with appropriate levels of funding, ongoing efforts to control costs and with some growth in the assessment base, the Division would be in a better position to mitigate 2014 property taxes,” Ms. Hildahl said.

The graph below provides an example of the year over year changes in education property tax for a home in the Winnipeg School Division.



With the 2013/2014 Budget, the actual annual taxes payable for the typical home in the Winnipeg School Division will increase by \$71 to \$423. This would represent an increase of \$6 per month or 6.7% for a home with an average assessed value of \$149,185.

HIGHLIGHTS FROM THE 2013/2014 FINAL BUDGET INCLUDE:

Addressing expenditure requirements for the continuation of existing programs and services for students

Changes in cost play a significant role in determining the level of expenditures in the budget. Negotiated salary changes, salary scale increments, Canada Pension Plan and payroll tax, increases for fuel for buses, increased utility and building maintenance and repair costs.

Maintaining buildings and equipment conducive to learning, safety and efficiency

The 2013/2014 Budget includes budget allocations for: technology enhancements; cafeteria upgrades; energy management improvements; window, roof and bus replacements; electrical, vocational equipment and elevator upgrades.

Enhancing supports for math instruction and learning

The 2013/2014 Budget will add an additional \$57,000 for math resources.

Reducing administrative costs

Reductions as a result of using new technologies, changes to processes and program administration, and reassigning duties of staff will result in reductions of \$447,500.

Savings from improvement, increased efficiencies as well as changes in technology

Increasing efficiencies such as: employee support programs; the closing and repatriation of one off-campus program; savings in staff training sessions; replacing outdated telephone systems; updating technology supports and improved efficiencies to student transportation will total \$1,490,000 in savings.

Lunchtime program offers opportunities, mentorship



Hugh John Macdonald School students and Blue Bomber Chris Cvetkovic are all smiles just before a game of pick-up basketball.

Mr. Cvetkovic was at the school in February along with teammate Pierre Luc Labbe, Mayor Sam Katz, Winnipeg Police Chief Devon Clunis, MLA Kevin Chief and 4 Life Foundation Executive Director Peter Karl Youngren to announce an extracurricular program that will offer students recreational opportunities such as basketball and deejaying,

as well as mentorship. The foundation will work with volunteers to create lunchtime programming in six inner city schools, including Hugh John Macdonald.

Around the Division

Isaac Brock School is celebrating its 100th Anniversary

100th Anniversary concert: Thursday, May 23, 2013; **Time:** Evening

Wine and Cheese: Friday, May 24, 2013; **Time:** 6:00 p.m.- 9:00 p.m.

Dinner and Dance: Saturday, May 25, 2013

Tickets for all events are available at the school office.



Winnipeg Film Group students in the studio.



RWB students pause in the final moments of their performance at Muriel Richardson Auditorium.

A time to shine

For both children and adults, one of life's greatest joys can be the thrill of discovering and developing one's inner talents. In essence, this is what the Division's Quantum Arts Program is all about: giving students the opportunity to explore their artistic talents and celebrate their discoveries with their families and fellow students.

The general Quantum Arts Program takes over 100 Grade 5-8 students from across the Division and provides them with professional instruction from The Prairie Theatre Exchange, The Winnipeg Art Gallery or the Royal Winnipeg Ballet School. Students are immersed in the arts for two hour sessions twice weekly for a total of eight weeks.

Two film programs are also available for students in Grades 9-12. The Quantum Arts Film Acting Program has students learning the elements of acting for both television and film through the Prairie Theatre Exchange for eight weeks, while the 11-week Quantum Arts Basics of Film Program has students learning film direction, cinematography, screenwriting, lighting, sound and more through professionals at the Winnipeg Film Group.

All of these Quantum Arts Programs are made possible through the sponsorship of the Children's Heritage Fund and its donors.

"The Quantum Arts Program is only feasible because of the generous donation of the Children's Heritage Fund and its supporters," said Superintendent of Schools-North Dushant Persaud, who also noted the massive collaborative effort on the part of teachers, administrators, parents and instructors to make it possible for students to participate every week.

Every March, the PTE, WAG and RWB students in the general program all participate in the Quantum Finale performance at the WAG's Muriel Richardson Auditorium. The event is always characterized by an electric environment, as students proudly demonstrate their growth over the last eight weeks.

"Sitting here in the audience, you can feel a great excitement amongst the performers," Mr. Persaud said.

The performance is equally exciting for the Quantum instructors.

"It's very rewarding for us as teachers to see how far the students come in those eight weeks," said Nicole Egeland, the RWB's Quantum Coordinator.

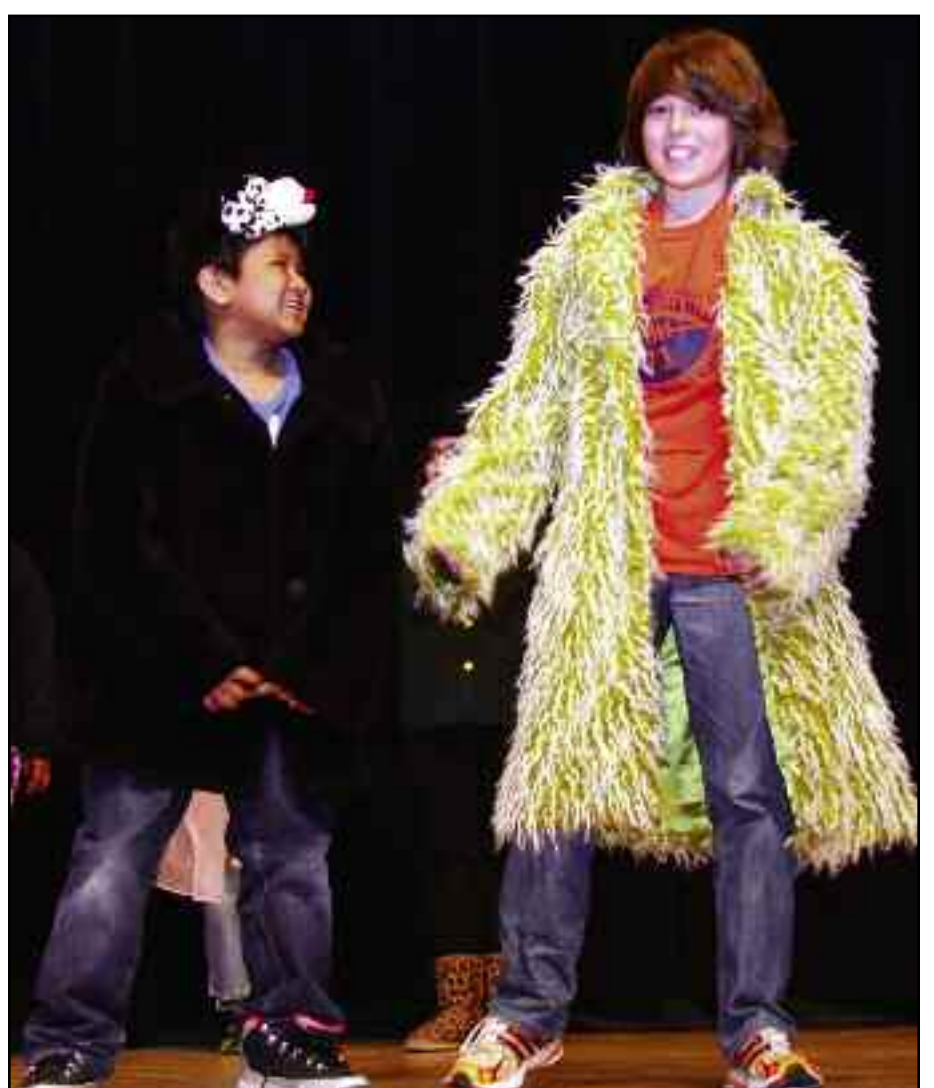
The extended study period allows ample time for students to grow and take their artistic process to the next level. For example, students exploring visual art at the WAG are able to do extensive research, design and explore inspirations as they take on a massive art project. This year's WAG project revolved around the influences of art, culture, form and function in fashion; students designed their own fanciful hats based on their explorations.

"It's a learning process about working with different materials, putting what's in your head down on paper, and then turning the two-dimensional into something that's three dimensional," said WAG instructor Susanna Portnoy. "These are all gifted and talented students, but there is a wide variety to them. The younger students are learning from the older students and their experiences, but the older students can learn from the younger kids as well, about being spontaneous and not being so worried about perfection."

C.J. Lauze, a Grade 8 student from Shaughnessy Park School, said he enjoyed his time at the WAG studios.

"I do a lot of art in my free time at school, like origami and drawing, so one of my teachers told me about this program," he said, while preparing a deconstructed cowboy hat for exhibition. "They told us we could make our hats as weird as we wanted. So I started with a normal cowboy hat, then I started curling the edges and I came up with the idea of even having tails on it."

Taryn Froese, a Tec Voc High School student who took part in the Basics of Film Program with the Winnipeg Film Group, said she



A Seusstastic Seussformance: PTE students get their Grinch on at the Quantum Finale.

appreciated the opportunity to learn under professional film makers. Taryn's group produced the short film *What Could Have Been*; she served as director on the production.

"This is what I want to do after I graduate, and I learned so much," she said. "You're working with a group of students who are all extremely passionate about what we're doing, and we also worked with professional actors."

"I was so pleased with the final film, and being able to see it on the big screen at Cinematheque was so exciting."

One of the many positive benefits of the program is the confidence students gain as young artists, being able to share their ideas with relative strangers.

"This provides students with an environment of structure and sup-

port...it allows them to use their imagination to try new things that they may not have felt secure in doing before," Ms. Egeland said.

École Victoria-Albert School student Marielle Casapao, who studied at the RWB, said the program gave students the confidence to learn their dance moves: "The teachers were really nice and I liked learning new moves, we got to learn ballet, jazz and modern dance."

PTE student Jazzy Kostelnyk, who attends Montrose School, said that over the course of the Quantum program, the initial shyness between students gives way to friendship and support.

"I was scared at first, but by the end it felt like we were all from the same school," she said. "The best part was being able to meet these new people and learn with them."



The Tec-celerator Team

Photo and files courtesy of Tec Voc

A winning formula

Tec Voc High School's Tec-celerator Team is the F1 in Schools Provincial Champions for 2013.

The Formula 1 in Schools Technology Challenge was held at the University of Manitoba's Department of Engineering on Feb. 15. The contest had teams research, design, manufacture, and race scale model F1 drag race cars; the CO2 propelled cars are designed to speed down a 20 meter track in less than 1.5 seconds.

The Tec Voc team of Design Drafting, Graphic Arts, and Machining students competed against five other teams from four Manitoba schools for the provincial championship, as well as the privilege to represent Manitoba at the National Championships (to be held May 10-11 at the Michigan International Speedway).

Another Division team, Sisler High School's Team Fast Forward, earned a second place finish.

The F1 in Schools Technology Challenge is geared towards students who have an interest in how things are made. F1 in Schools has encouraged over 12 million students worldwide to reach for the checkered flag while learning such important skills as teamwork and collaboration, research, design drafting, CNC machining, public speaking, graphics and marketing.

The Tec-celerator Team has begun planning and fund raising to attend the Canadian National F1 competition. To get ready for the event, their F1 race cars will be redesigned; a marketing plan and a completely new pit display will be also be created.

Tec Voc...on ice



Photo by Jeff Miller

It was a fierce winter, but that didn't stop students and staff at Tec Voc High School from taking to the great outdoors for Festival du Voyageur celebrations on Feb. 21.

Students enjoyed relay races, maple taffy stations, a hearty menu of meat pies and split pea soup and other festival traditions on the school grounds.

Instructor John Wade (right) and a student from the Culinary Arts and Baking Programs also gave passers-by a demonstration in the fine art of ice sculpture.

Our Elementary/Junior High Schools in Your Community

The following is a snapshot of some of the Elementary and Junior High school programs. For more information about your local school or specific programs, please log on to: www.winnipegssd.ca

Nursery

- Children who are four years old by December 31, 2013 and live within the Winnipeg School Division boundaries may be registered for a free Nursery program.
- The Nursery program runs five days a week for 10 months.
- Children attend 2½ hours per day either in the morning or afternoon.
- The Nursery program is offered in all Winnipeg School Division elementary schools. French immersion nursery is available at the Division's three milieu French Immersion Schools: École Lansdowne, École LaVérendrye and École Sacré-Coeur.

Kindergarten

- Children who are five years old by December 31, 2013 may be registered for Kindergarten.
- Children living outside of Winnipeg School Division boundaries may be registered at a School of Choice if there is space available.
- Kindergarten students attend either in the morning or afternoon (some schools offer only morning or afternoon classes, not both).
- Kindergarten is available in all elementary schools.

Aboriginal Education

Niji Mahkwa School - Nursery – Grade 8

450 Flora Avenue • Phone: 204-589-6742

- The school follows provincial curriculum, including traditional Aboriginal teachings, ceremonies and cultural experiences in daily instruction.
- The school includes Ojibwe and Cree basic language instruction: oral, written and syllabics.
- Students may continue their studies for Grades 9-12 at Children of the Earth High School.

All Girls/All Boys Program

Earl Grey School - Offered in Grades 7-8

340 Cockburn Street N. • Phone: 204-474-1441

Language Programs

French Immersion Programs

French Immersion students may be enrolled in either a dual track or milieu setting. French Immersion milieu students may start in Nursery, Kindergarten or Grade 1, while dual track students may start in Kindergarten or Grade 1. Grade 7 entry is available at Collège Churchill and River Heights for students not previously enrolled in French Immersion.

Collège Churchill**+	7-12	510 Hay Street	204-474-1305
Garden Grove**	N-6	2340 Burrows Ave.	204-633-6477
George V**	N-8	265 Grey Street	204-669-4482
J.B. Mitchell**	N-6	1720 John Brebeuf Place	204-488-4517
Lansdowne*	N-8	715 Wiginton Street	204-338-7039
Laura Secord**	N-6	960 Wolseley Ave.	204-786-4796
LaVérendrye*	N-6	290 Lilac Street	204-452-5015
River Heights+	7-8	1350 Grosvenor Ave.	204-488-7090
Riverview**	N-6	253 Maplewood Ave.	204-284-5983
Robert H. Smith**	N-6	315 Oak Street	204-488-1137
Sacré-Coeur*	N-8	809 Furby Street	204-775-2574
Stanley Knowles**	N-8	2424 King Edward St.	204-694-0483
Victoria-Albert**#	N-6	110 Ellen St.	204-943-3459

Hebrew Bilingual Program

Hebrew Bilingual students start in Kindergarten or Grade 1.

Brock Corydon** N-6 1510 Corydon Ave. 204-488-4422

Ukrainian Bilingual Program

Ukrainian Bilingual students start in Kindergarten or Grade 1.

Ralph Brown** N-8 460 Andrews Street 204-589-7355

* Milieu

** Nursery offered in English

French Immersion in Kindergarten and Grade 1

+ Grade 7 entry French Immersion, and continuing French Immersion

Relationships key to School Resource Officer program



Photo by Tricia Penner

SROs fill many roles in their schools—here, Const. Andrea Scott chats with Norquay School students during I Love to Read Month.



SRO Const. Kevin Chinchilla at Shaughnessy Park School with students.

The Winnipeg Police Service constables in the School Resource Officer (SRO) program serve many key roles in our communities: a knowledgeable voice of the law and the issues facing neighbourhoods; someone to turn to in times of trouble; a role model; and perhaps, most importantly, a name and a face behind the uniform that students can genuinely connect with.

“The SRO program is all about building relationships with the kids,” said Const. Shannon Fedoruk, who works in Churchill High School, Collège Churchill, École secondaire Kelvin High School, Grant Park High School and their associated junior highs and elementary schools.

“It’s about students seeing us more often, being able to approach us and knocking down the barriers and stereotypes they may have about police. There are kids out there who may have had negative experiences with police, and this is an opportunity to change the way they think about us.”

Currently, there are 11 School Resource Officers, with nine based in Winnipeg School Division and two working in Pembina Trails School Division. SROs are available to all 77 Winnipeg School Division schools on a tiered service model.

Daniel McIntyre Collegiate Institute Principal and SRO Committee Chair Lorne Belmore, who has been involved with the program since its inception 11 years ago, said the SROs have always been about positive policing.

“The bottom line is that all of these SROs work on positive relationships. They are not school security or strictly there to be the enforcement of a school. But they still are police officers and they still carry all of the powers of the police service, including arrest if required,” Mr. Belmore said.

“They are developing a comfort level with the uniform. We’ve heard

anecdotal stories that kids will talk to constables on patrol in the two-man units and ask if the constables know a certain SRO they’ve already met...and that’s an instant relationship builder right there. It opens up communication with the other officers, and the WPS has hugely benefited from that.”

Const. Kevin Chinchilla, who works with Sisler High School and its associated junior high and elementary schools, said the SRO position can be vastly different than a typical officer on patrol.

“When you’re in a police car responding to calls, it’s all about time. You do what you have to do and there’s always another call waiting. In this position, you are making yourself available to people all the time. There’s a little more time for listening and adjusting to the situation.”

Someone to talk to

Students can approach SROs for advice and consultation on a wide variety of issues: personal safety; current issues affecting neighbourhoods; legal advice; conflict mediation and resolution; and career advice, to name a few.

“The majority of what we do is talk and give advice, as opposed to arrests,” said Const. Fedoruk. “You work with kids who have an issue or just want to talk about something. We’ll see if it’s something the police can act on or provide information to prevent it from happening again. One of the most rewarding parts of the job is the feedback we get from students and teachers, when we hear that they’ve appreciated talking to us or acted on the advice you gave them.”

Even schools in close proximity can have different needs; the SRO program has a flexibility that sees constables serving in a broad variety of roles, whether it be delivering gang awareness or Internet safety presentations for parent information

nights or creating new outreach opportunities for students. Const. Chinchilla is in the midst of building an after-school martial arts program for students in the Shaughnessy Park School community.

“You’re looking for ways to think outside the box. With this we’re looking to give the kids a fitness activity and feed them afterward,” he said. “I have a vested interest in this area. I came from here and lived here for a period, so that’s what drives me a bit.”

Earlier this school year, the Division’s SROs hosted a personal safety conference at R.B. Russell High School, inviting junior high students from several Division schools. It was a chance for students and constables to discuss personal safety, health and making positive choices every day.

“The feedback we received all around for that conference was outstanding,” Mr. Belmore said. “These students already have built relationships with these SROs and will be continuing on with them in high school.”

The future

The SRO program is currently in the second of a three-year contract, with funding coming from the province, the City of Winnipeg and the Division. The program has been given three external evaluations through the University of Manitoba, Prairie Research Associates and the Division’s Research and Planning Department.

“We’re always in the process of collecting data to gauge the effectiveness of the program. This is data all of the funding bodies need,” Mr. Belmore said. “We survey all members of the school community... staff members, administrators, students and the parents.”

From all the stakeholders, the feedback has been overwhelmingly positive.

“People don’t question the effectiveness of the SRO program in schools. It’s valuable to all of the players and all of the funders. But it is a very expensive program, the cost of police officers, equipment, uniforms, cars...they add up very quickly,” Mr. Belmore said.

However, he noted that there are many instances when SROs are able to steer situations clear of the court system through their own mediation and reconciliation efforts.

“When you look at all the court time saved, incarceration, legal fees, etc., I’m sure for every case diverted from the courts we pretty well save the cost of an SRO for a year.”

An investment in the future

Const. Chinchilla describes the SRO program as an investment in the future.

“My schools go all the way from students with two-parent, working families to families that have a lot of challenges. There are kids who look to that external support that they may not get at home. It’s hard when you’re 10, 11, 12...you don’t always know where to turn. This is about everyone working together collaboratively to help that kid.”

Sometimes, he adds, it’s the little conversations that can make all the difference.

“It’s the things you can’t necessarily measure or gauge. Just sitting and talking with a kid in passing, or making a classroom visit, those aren’t stats. But you hear those stories later, about someone who spoke to a police officer when they were growing up, and it changed them in a way. Or it might not be one particular thing, but just that positive influence.”

Const. Fedoruk echoed those sentiments: “We’re looking at prevention. Prevention doesn’t necessarily happen a day or two later, it’s the years down the road when you find out the impact you’ve had on someone.”

Committed, caring staff

LIONEL PANG, PRINCIPAL, PRINCIPAL SPARLING SCHOOL— DIAMOND JUBILEE MEDAL RECIPIENT

Mr. Pang, who previously served as principal at Pinkham School, received a Diamond Jubilee Medal from MLA Ron Schuler in a ceremony at West St. Paul.

The principal was recognized for championing the benefits of sports opportunities for inner city youth, particularly his involvement in the development of the Inner City Soccer League for students in Division schools as well as community involvement.

The Pang family and Principal Sparling students were also in attendance at the special ceremony at Middlechurch Home, in which 11 centenarians were also recognized. The students gave each centenarian a framed, handmade snowflake which included messages such as “no two people are exactly alike.” The Principal Sparling Choir, conducted by Ruth Reimer, also sang at the event.



MLA Kevin Lamoureux (left) presents the Diamond Jubilee Medal to George Heshka.

in trades, robotics and self-directed learning, just to name a few,” said MLA Kevin Lamoureux, who presented Mr. Heshka with the Queen Elizabeth II Diamond Jubilee Medal on behalf of the Governor General of Canada, His Excellency the Right Honourable David Johnston.

“In recent years, Sisler was acclaimed as one of the ten best schools in Canada and the best all-round high school by *Maclean’s Magazine*. Today, Sisler stands as a defiant champion, providing quality education to the next generation of leaders.”

TAMMY ORTYNSKI, TEACHER, ROBERTSON SCHOOL—SERT ABORIGINAL EDUCATOR OF THE MONTH

Tammy Ortynski, a Special Education Resource Teacher (SERT) at Robertson School, has been named Aboriginal Educator of the Month by Manitoba’s Aboriginal Education Directorate.

“This is a real honour,” said the Métis educator, who has been with the Division for eight years. Ms. Ortynski graduated from the University of Winnipeg in 2005.

She credits her parents, who hailed from Inwood and Eriksdale, Manitoba, for giving her an early sense of her Métis roots. She has kept her traditional connections thriving with her involvement in the Manitoba Métis Federation and numerous cultural events.

“I’ve always known what it meant to be a Métis person. My family exposed me to it right from the start, and it’s always been a part of me,” said Ms. Ortynski, who started out as a Grade 2 teacher before moving on to Reading Recovery and then Special Education. “I’m always aware of whom I am, and that always helps me relate to all of my students.”



Tammy Ortynski at Robertson School.

GEORGE HESHKA, PRINCIPAL, SISLER HIGH SCHOOL—DIAMOND JUBILEE MEDAL RECIPIENT

There have been many changes at Sisler since Mr. Heshka became principal at the school over three decades ago.

“Ever since accepting the job as Principal to Sisler High in 1980, this great Canadian has transformed Sisler from a regular high school in the heart of Winnipeg’s North End, into an innovative institution with award-winning programs in career exploration, youth entrepreneurship, women

TIMMY SHARMA, TEACHER, JUST LEARNING/GORDON BELL HIGH SCHOOL— DIAMOND JUBILEE MEDAL RECIPIENT

Ms. Sharma works with pregnant or parenting teens looking to complete their education in a smaller, nurturing environment. The Just Learning program is co-run by Gordon Bell High School and New Directions at an off-campus site on Ellice Avenue.

“We’re providing students with a safe and supportive environment to come to school and earn their high school credits,” Ms. Sharma said. “If they need any other supports, like counseling and support during pregnancy, that is provided by New Directions as well. We want the students to understand that school is important...once you have a baby, you keep on going.”

The teacher said she enjoys working in a close-knit setting with students in a broad variety of subject areas. Ms. Sharma teaches in core subject areas such as math, as well as phys. ed., while New Directions provides students with instruction in art, food and nutrition, sewing and other hands-on areas.

“This has been a good fit for me—there’s a lot of variety every day with the teaching and I love my students,” said Ms. Sharma, who taught chemistry and physics at Gordon Bell prior to coming to the off-campus program.



Timmy Sharma with her Diamond Jubilee Medal.

The teacher is also very active in the community, volunteering with the India Association of Manitoba, MS Society of Canada, CancerCare Manitoba and others.

“Volunteering is just an amazing way to meet people, it’s very rewarding,” she said.

Ms. Sharma was presented with the Queen’s Diamond Jubilee Medal in Ottawa on Feb. 6.

“It was humbling to be in the company of all these people who have done so much to enrich our society.”

Committed, caring staff



Teacher Brandi Vezina keeps a graduation cap at the front of her classroom—one of countless ways in which she keeps her students thinking about their future...and the endless possibilities.

BRANDI VEZINA, TEACHER, ST. JOHN'S— EARNS INAUGURAL NATIONAL AWARD

A St. John's High School teacher was recently among 12 Canadian educators honoured at the first National Gathering for Indigenous Education.

Teacher Brandi Vezina travelled to Calgary in March to receive an Indspire Indigenous Educator Award at the conference, which also included workshops and dialogues with educators from across the country.

The awards were presented to educators who are making a difference in the lives of Indigenous students in their communities: Ms. Vezina was honoured in the Role Model category and was the only Métis to receive an Indspire Educator Award.

"It was very exciting, yet humbling at the same time," said Ms. Vezina, who teaches Language Arts at St. John's. "It was incredible to be with a variety of educators, Aboriginal and non-Aboriginal, who were all there to be inspired to be better classroom teachers and administrators. We looked at how to best work with our Aboriginal learners...and found that a lot of our experiences are quite similar."

Both in and out of the classroom, Ms. Vezina strives to build students' sense of self-value and worth.

"If you can teach kids to love themselves, they'll take responsibility for their own learning. They'll feel like a part of the classroom and the community, and from there they can be altruistic and care about others. Social justice is a huge part of my teaching...it's not just about teaching kids to care about their culture and where they're from, but teaching them to care beyond themselves as well."

Prior to coming to St. John's this year, Ms. Vezina taught for five years at École Stanley Knowles School.

In her spare time, she is a singer/songwriter who hails from a long musical lineage. Ms. Vezina will be collaborating with her mother—local musician Holly Vee—for an upcoming concert to honour Manitoba's missing and murdered Aboriginal women.

The teacher is also working on a book about self-care and building esteem.

"Eventually, I want to get into consulting and teach self-care to other educators," she said. "If a teacher is stressed and unhealthy, they will bring that into the classroom. On the other hand, we have a great opportunity to teach children self-care from the time they are small—how to be active, eat well and build their self-esteem throughout their lives. I just feel blessed to

GARY SOVA, FINDING INNER STRENGTH IN THE INNER CITY—DIAMOND JUBILEE MEDAL RECIPIENT

Gary Sova at the Inner City Judo Club's home base: the gymnasium at École Victoria-Albert School.



Students grapple during judo practice. The club meets twice weekly at Victoria-Albert.



Behaviour Support Teacher with the Division's Special Education Department, was presented with the medal in

Winnipeg this past summer.

The former Canadian National Judo Team member started the club in 1982 at John M. King School, while working as a phys. ed. teacher. As a John M. King alumnus, he was looking for a way to give back to the neighbourhood.

"I started doing judo as part of my physical education program at John

M. King. Eventually my Grade 6 students moved on to General Wolfe and Gordon Bell, and asked if I could start offering judo after school or in the evenings so they could keep doing it...I thought it was a great idea."

Eventually, Mr. Sova got the City of Winnipeg on board to publicize and offer the program through their Leisure Guides, widening the club's already blooming popularity. The club, which is now based out of École Victoria-Albert School, has seen over 1,500 members pass through its ranks.

"Once you're a member of the Inner City Judo Club, you are always welcome. We have a lot of older members who come and go and we're always glad to see them when they come back," said May Baldo-Oduca, who along with early John M. King club members like Bryant Huynh and Dave Donaldson, went on to become part of the Canadian National Judo Team. Mr. Donaldson also went on to play football in the CFL.

Ms. Baldo-Oduca added that when students want to take their judo training to the tournament level, Mr. Sova is always generous with his time so his young charges can compete in provincial, regional and national events. She has since become a coach as well, with both her husband and daughter Sharmayne also heavily involved in the sport.

"We're a unique family here at the club, and a lot of that has to do with Mr. Sova. He's done a lot for so many of us," she said. "It's a cycle. We all try to give back here."

In his day job with the Division, Mr. Sova works with students

enrolled at Marymount, the COACH Program (run in partnership with Macdonald Youth Services) and students either in or exiting the Manitoba youth justice system.

"These are students that are referred to by the province as Level 2 or Level 3. That means these students have high needs in terms of behavior. They usually have a lot of different diagnoses, like ADHD, Oppositional Defiant Disorder... they are usually having trouble fitting in regular classrooms, so they need those extra supports."

Through his volunteer work with the judo club, Mr. Sova has seen how the sport can provide direction, discipline and self-esteem along with the obvious benefits of regular exercise.

"I get a lot of referrals from social workers...I figure we can get kids hooked into judo instead of crime," Mr. Sova said. "If you have a young person who comes from a tough family situation, they're under so much stress...but with judo, you have the movement and learning the holds and throws, it's good for that stress."

Because of Mr. Sova's lengthy connection to the Inner City through judo, he has been able to use those community ties to reach out to students who need extra support in their lives.

"I've been to some of the toughest homes in the Inner City, where a lot of the teachers are afraid to go to. But I've been able to get in the door because of the relationships I've built up in the community over the years," he said. "If the families realize that we care about the kids—which we do—they'll help us as teachers and work with us."

Forum for Young Canadians

Inspired by her older brother's interest in politics, Raquel Simard attended the Forum for Young Canadians in Ottawa, ready to see firsthand how Canada's political system works.

"I loved it," said Raquel, a Grade 10 student at Collège Churchill. "I wanted to go because my older brother studies politics and I wanted to learn more. I know a lot more about politics now."

At the conference, which took place during the last week of February, Raquel met students from all backgrounds from across the country and discussed issues affecting all Canadians.

"I was talking to a boy from the Northwest Territories," said Raquel, who is Métis. "He was talking about Arctic sovereignty and how it would affect their environment. We compared how people are governed on reserves and the quality of education on reserves."

Attending the forum gave Raquel a vision of what she wants to do in the future.

"I'd really like to help the Assembly of First Nations organize their government and help build a stronger relationship between Aboriginal leaders and the (federal) government."

Among the activities undertaken by Raquel and her young Canadian cohorts was meeting with representatives from Export Development Canada who taught them about negotiations, as well as a tour of the Parliament Buildings and meeting with three members of parliament, including Kevin Lamoureux, MP for Winnipeg North.

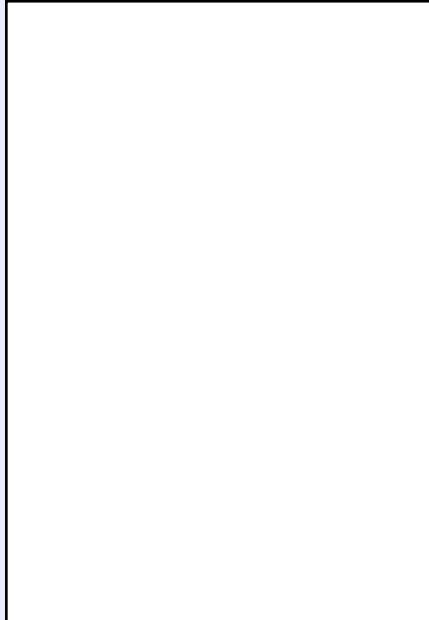


Photo and story by Gilbert Gregory



Elmwood clothing and textiles students and Ronald McDonald House rep Kerry Mushumanski with some of the quilts that will be used by families at the house.

Sharing the warmth

Elmwood High School sent some warm regards to the families staying at the local charity, Ronald McDonald House.

Students worked many hours to create rag quilts, which are comprised of many different fabrics; all of their final work was donated to the organization.

"I was glad to help, I always like doing volunteer work when I have the chance," student Jacqueline Towers. "It's totally good for people to help others."

Ronald McDonald House is a resource for out-of-town families who come to Winnipeg for their chil-

dren's medical treatment; families can stay for days or even months for more serious medical matters.

"It's a very affordable, safe, comforting and supportive environment for families going through stressful situations with their children," said house manager Kerry Mushumanski.

She added that Elmwood students have been very supportive of the facility in the past.

"Elmwood students have helped us over the past few years on their community service days—this year they helped wrap Christmas presents for families staying over the holidays. They're really an asset to our house."

Harrow helps the hungry

Stomachs that might have been empty are full thanks to the efforts of Harrow School's Eco-Kids.

The 24 Grade 6 students who make up the Eco-Kids collected more than 600 food items and \$265 dollars from their schoolmates and Harrow's staff for Winnipeg Harvest during a food drive Feb. 26 - March 1.

"The purpose was to help hungry children," said Eco-Kid Gwyneth Gilana following an assembly to celebrate the success of the week-long food drive.

The students were proud to help some of the city's less fortunate.

"All of us are happy we collected food to help hungry kids," said Raven Javier.

"We just want to help the hungry children and be part of the community," added Solomon Tekle.

The food drive was just one of several projects the Eco-Kids have taken on during the school year.

Educational Assistant Susie Weimar, who provides direction and guidance for the Eco-Kids, was very pleased with the students and what they've accomplished.

"I'm completely happy," a proud



Harrow's Eco-Kids with just some of the food gathered for Winnipeg Harvest.

Photo and story by Gilbert Gregory

Ms. Weimar said. "They're very caring students. They understand and

they enjoy being part of something...they're eager to pitch in and

help. They make me cry (tears of joy)."

National honour for Isaac Newton principal

Isaac Newton School recently celebrated a major honour as Sharon Pekrul was named one of Canada's Outstanding Principals for 2013.

The honour is bestowed by The Learning Partnership, a national organization that supports the public education system through innovative programming, leadership and other initiatives. In February, Ms. Pekrul joined other national honorees in Toronto to receive her award; the principals also took part in a five-day executive leadership training program.

Ms. Pekrul was quick to credit the staff and students at the school for the honour.

"There's always a buzz in this building...it's always high energy and there's a sense of pride in what we're doing here," she said.

Since arriving at Isaac Newton seven years ago, Ms. Pekrul, staff and students have worked towards building literacy and numeracy skills, and then looked at improving grades across the board. After Ms. Pekrul, teachers Stephanie Bourbonnais, Kelly DeKlerck and former Vice-Principal Ryan Hughes attended a conference organized by the North District Administrators' Professional Development Committee, they decided that to effect change, all students and staff had to be engaged and brought "on board the bus."



Vice-Principal Randy Routledge, Principal Sharon Pekrul and students in the Isaac Newton gymnasium; students and staff have worked together to make Isaac Newton a community of positive learning and growth.

"Kelly and Stephanie made a presentation to the school's staff and they just embraced it," Ms. Pekrul said. "The people in this building are problem solvers and always looking at how we can do things better...they have been instrumental in all of this."

The school established a lunch hour Assignment Catch-Up (ACU) program, as well as an afterschool homework hut and a math breakfast program. A flex program also allows students to spend extra classes working in specific curricular areas where they need extra support.

"ACU is great. They provide you with a lunch, and there are teachers there to give help if you need it," said Grade 9 student Sarah Kohinski. "Once a month, we have a surprise ACU at the last class of the day, where students who are all caught up can go to a recreational activity in the school, and other students can work on completing assignments."

These supports and other programs have improved marks at the school. Failure rates have been halved since 2007 and the number of students scoring 80 per cent or more has more

than doubled. A major school goal is to have all students achieving a 70 per cent or higher average.

"At this school, they want you to succeed," said student Brittany Fisher. "They want to help you understand why you are doing an assignment and what you need to do to be successful and move on to high school."

The school also operates under a positive behavior approach, with initiatives such as the "Invest in ISAAC" program; the acronym stands for taking Initiative, making Safe choices, Accountability, Achievement and Citizenship. Students receive a variety of rewards when demonstrating positive behavior.

"We worked with teachers and students to create this model, so we all know what to focus on...it's about positive behavior, rather than negative," said Vice-Principal Randy Routledge.

Student Queenie Ramos said the ISAAC model has changed the school for the better since it began last year: "It helps students to achieve and be better people."

Ultimately, while Ms. Pekrul is eager to share credit with students and staff, Mr. Routledge said the award was an acknowledgement of her strong leadership: "Sharon has a way of rallying the troops and getting everyone on the bus."

Bullying ends here

From victim to protector, RCMP Const. Tad Milmine shared his experiences and his determination to end bullying with Grade 9 and 10 students at École Secondaire Kelvin High School during a recent tour of nine different Division schools.

Kelvin Grade 9 student Kayleigh Swinn said Const. Milmine's presentation seemed to have an immediate effect.

"He was telling us about his personal experiences and how he overcame bullying," Kayleigh said. "I noticed a difference in the way people were treating each other right after the presentation. I think some people were thinking, 'Am I a bully?'"

In addition to telling students about his own experiences, Const. Milmine discussed how he has been inspired to combat bullying by the story of Jamie Hubley, an Ontario teenager who killed himself after being bullied for being gay.

Grade 10 student Hannah Lank said she and her schoolmates were introspective following the presentation.

"It was very moving. It shows people the effects their actions have on other people," she said. "It was so powerful we just kept our thoughts to ourselves. We were all thinking about what we had just heard. No one was joking around."

Const. Milmine suggested ways students can help curb bullying.

"He said if you see someone getting bullied, just step in and stop it," Hannah said.

"If you're trying to help the victim, it will make them feel better," Kayleigh added.

Vice-Principal Maria Silva said the opportunity to have Const. Milmine speak at the school was one she couldn't turn down.

"I thought it would be great," Ms. Silva said. "We're always looking for ways to teach about respect, tolerance and acceptance. One of our main objectives is for students to feel safe. How can you learn if you don't feel safe? When I heard about Const. Milmine, I thought it was perfect."

At the end of his presentation, Const. Milmine told students something they might not have expected, that he is gay. He then told students if the fact that he is gay has changed their perception of what he has told them

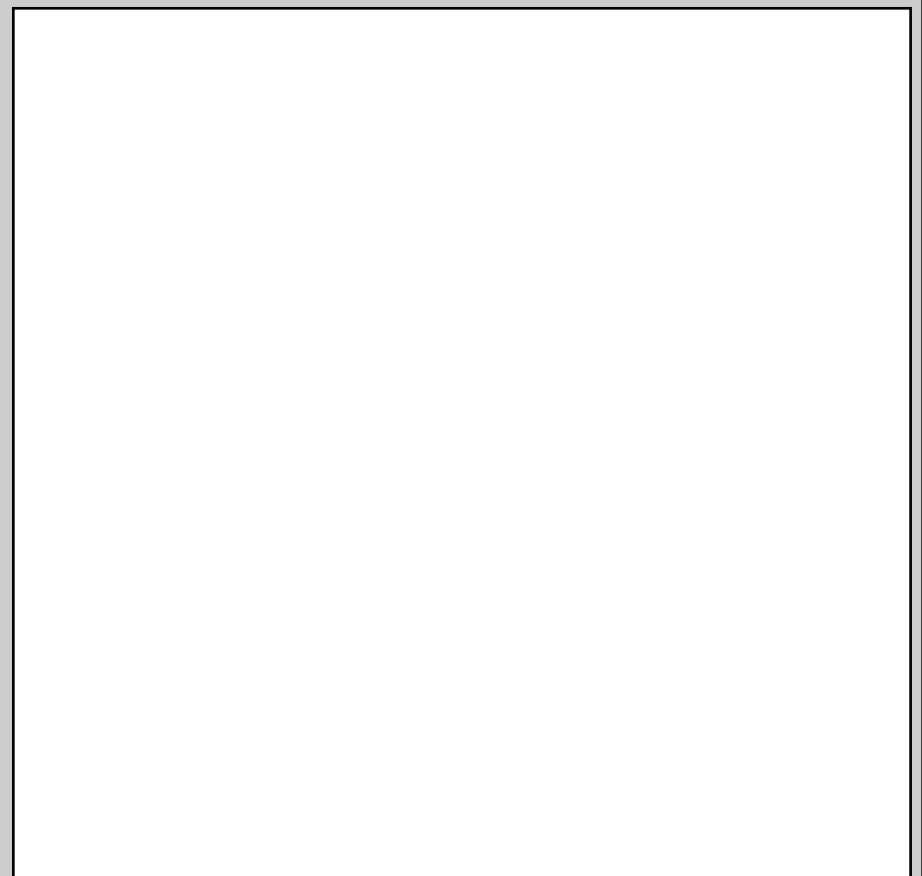


Photo and story by Gilbert Gregory

or what kind of person he is, they have to think about their values and what has happened in their lives to make them think that way.

For more information on Const. Milmine and his anti-bullying initiative, visit his website at www.bullyingendshere.ca.

Tundra science



Teacher Max Hegel: a frozen self-portrait in Churchill.

Two Division students and a teacher recently braved the Northern tundra to conduct field research with Canada's leading climate scientists.

Elmwood High School student Bayley Bird, Daniel McIntyre Collegiate Institute student Angela Concepcion and teacher Max Hegel spent late February at the Churchill Northern Studies Centre as part of the new Schools On Tundra program.

"The centre was just built a couple years ago on an old rocket range—the launch towers are still there," Bayley said. "The building is state-of-the-art. We had lots of room, with lab space, classrooms and living space...it's a huge building."

The ArcticNet program is an offshoot of the marine-based Schools On Board student science internship.

"I was thinking this would be a good way to network with scientists and learn more about climate

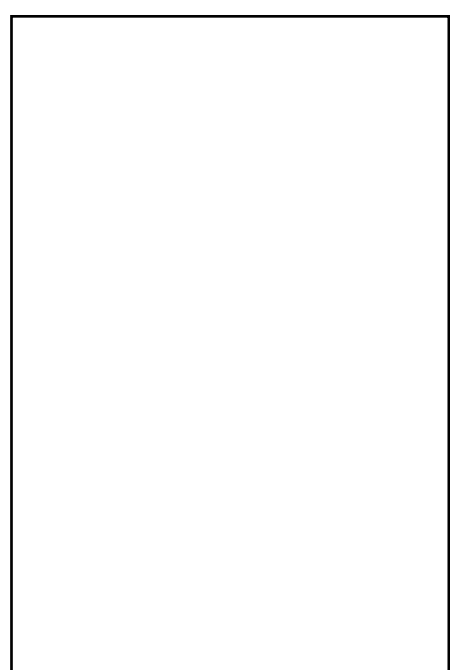
change," said Angela, who would like to pursue a career as a researcher.

Bayley, who is interested in studying zoology at the post-secondary level, became interested in the Northern climate issue during environmental science classes.

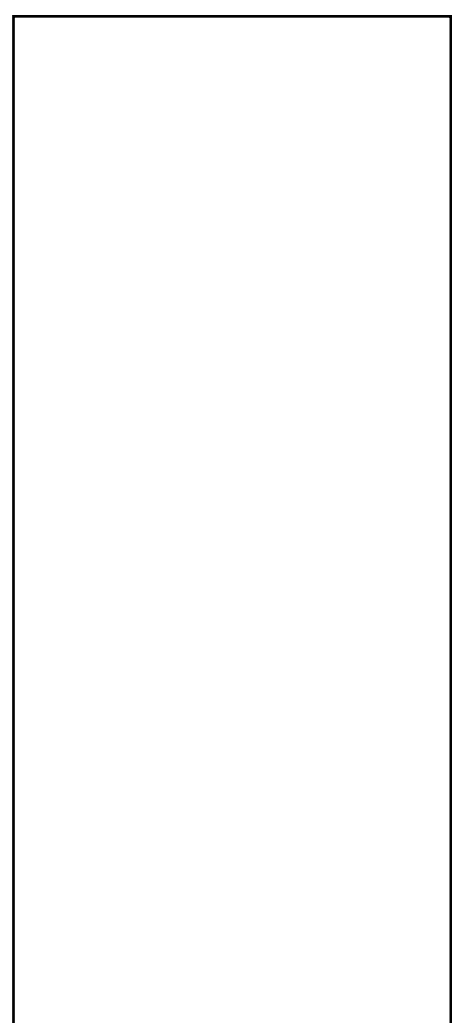
"I'm interested in what's happening with the environment and how it's affecting the animal populations up north. One of the researchers, who studied zoology, he even gave me a bunch of information about getting into university and taking that career path."

Mr. Hegel, who previously took part in the Schools On Board program, said he jumped at the opportunity to attend: "To be able to go up there and work with scientists in their research, that's only going to help me teach in the classroom."

The group—which included ten other participants from as far away as Quebec—ventured into the tundra



Supplied photo



with scientists to collect research samples.

"We did sampling with snow-cores and we also did sediment sampling," Angela said. "I was surprised by the land. I was expecting it to be flat, with no plants, but they do have forest up there."

The core sampling is one way that scientists can track climate changes over the years in the North; scientists also hope to measure the survival rate of trees by examining the heat transfer through snow density samples.

Visitors were also able to learn about changes in the climate by talking to local Inuit.

"It was a great experience to meet with the Elders, they talked about the difficulties they've had with the changes," Angela said.

"We were able to meet people first hand and talk about how the ice comes off earlier and they can't predict where to hunt next. That's the reality there," Mr. Hegel added.

"From my perspective, it's not even about being able to stop climate change anymore; it's more about predicting how things are going to change. And what they need to be ready for—how our coastlines are going to change, how is the permafrost going to change, and what effect that will have on communities built on permafrost, as well as the impacts on the ecosystems."

Mr. Hegel and the students said we all must continue to live and work sustainably to protect the planet.

"One of the researchers said that no matter what we do, the damage is already there...but we can prevent further damage from happening," Bayley said. "Our generation's responsibility is to prevent further damage from happening."

The "Tundra Trio" added they were all thankful for the many people who fundraised and donated to support their attendance at the science camp.

Counting the days to 100

100th birthdays only come once and then they're lost to time; but students at Isaac Brock School are making sure both they and their school's centennial are remembered forever.

Teacher Fernando Batista and his students led an effort to line the school with decorative tiles. Students each had a hand in creating their own personal artistic tribute to the school—whether that meant leaving their own handprint or leaving quotes from heroes such as Dr. Seuss.

"We were inspired by what students at Isaac Brock did 25 years ago," said Grade 9 student Ben Acebo. "They created a wall mural outside of Room 12 that everyone likes."

Students working on the project have already mounted their tiles in the school's hallways, where they will remain for years to come.

"This is a way of showing my appreciation for all that Isaac Brock has done for me," said Grade 9 student Camy Vo. "I feel lucky to have been here since nursery school and to be able to be a part of its 100th year."

Mr. Batista said the project incorporated over 400 tiles created by students and staff.

"This is about showing what the students are doing now in the school, as well as leaving a legacy behind. These students can come back in the future to see what they were a part of here."

The fun has just begun for Isaac Brock's 100th year; upcoming events include: a 100th Anniversary concert on May 23; a wine and cheese to be held at the school on May 24, 6-9 p.m.; and a dinner and dance at Canad Inns Polo Park, May 25. Tickets for events are available at the school's office.



Isaac Brock students show a few of the many centennial tiles lining the halls of their school.

Dancing for human rights

After spending the year studying human rights, Brenda Dahle's Grade 6 students at Wellington School shared what they've learned with their school-mates by holding a dance.

"We wanted to share what we learned about human rights," said Jackie Ada at the March 20 event.

The dance included a presentation describing the 30 Human Rights - such as the right to food and shelter, freedom of thought and freedom of expression. Each dance was accompanied with a song reflecting human rights themes.

"Now that we've had the dance, everyone should treat everyone else fairly and equally," said Bianca Dela Paz.

The students also collected money which they donated to the Salvation Army and Winnipeg Harvest.

Among the guests at the dance were Minto MLA Andrew Swan, Donald Benham of Winnipeg Harvest and Mark Young of the Salvation Army.

"We have to do what we can as Canadians to help people in other countries enjoy the human rights we have," Mr. Swan said.

Mr. Benham thanked the students for their efforts, which included volunteering at Winnipeg Harvest.

"One of the most important rights is to be free from hunger," he said. "Everyone should be free from hunger and have enough to eat."

Ms. Dahle said the more her students learned about human rights, the more they wanted to know.

"From learning about human rights being violated around the world they wanted to dig deeper," she said. "They asked questions and from the answers they found they had more questions."

She is optimistic the lessons her students have learned will last a lifetime.

"I'm hoping they will continue to give back to the community in some way and make a difference," she said.



Photo and story by Gilbert Gregory

Chilling at Ice Station DMCI



Some members of DMCI's Ice Station crew.

Using the school's enclosed courtyard, the group braved -20 C weather to sleep in igloos and quinzee huts on March 18. Students were tasked with building their own shelters prior to the camp.

Fortunately, the team had some experience to draw from. Vice-Principal Bryan Magnusson had previously worked up in Baker Lake, Canada's only inland Inuit community, back in the 80s. Mr. Magnusson bought a snowmobile and would accompany local Inuit on hunting trips.

"I would go for the adventure and to take pictures, while they liked the safety of having an extra snowmobile," Mr. Magnusson said. "We would stay out for two or three nights at a time...and that's how I learned to make an igloo."

The harder northern ice is easier to cut into thin blocks, allowing builders to create igloos with a lower ceiling—thus allowing better heat retention.

"When an igloo is properly built, they can be quite warm," Mr. Magnusson said. "The first thing you do after you build an igloo is to turn on the Coleman stove and make tea. It helps to warm up the igloo and solidify everything."

Grade 11 student Natasha Nanokeesic said students and teachers were able to stay comfortable; with several quinzees and an igloo on hand, there was plenty of room.

"I was expecting it to be much colder, but we had sleeping bags and it was quite warm," she said. "We had a few people camping in each structure."

Although students were first-time quinzee builders, they said the structures were relatively easy to make.

"We basically kept piling snow until it was high enough, then used the shovels to dig into the middle of the pile and give us a high enough ceiling," added student Jimmy Nguyen. "Once they've set, they're strong enough to stand on."

While science teacher Max Hegel had just come back from a Northern science expedition (see page 10), it was actually his first time winter camping.

"It would be nice to make this a tradition at the school. We like to provide as many opportunities as we can for students to do things like this, to get them to experience the outdoors and connect with nature."

Opinions may vary on Manitoba's extended winter this year, but a group of staff and students at Daniel McIntyre Collegiate Institute took advantage of the chilly weather for an overnight winter camp.

Many roots, one tree

Staff and students at Pinkham School shared their diverse array of cultures and traditions at the school's annual Multicultural Day Celebration.

Students spent the day cooking food, dancing, creating visual art and much more through cultural workshops that touched on African, Portuguese and Filipino culture, to name a few.

The day climaxed with classrooms performing dance and musical numbers for an afternoon assembly.

Pictured here in front of the school's Multicultural Tree—which bears the flags of all the different countries and cultures represented at the school—are students.

One girl is wearing traditional Portuguese dress, while the other girls are wearing Aboriginal jingle dresses.



A celebration of story

Students and staff at Ralph Brown School hosted families for a night of storytelling and learning at the annual Celebration of Learning, held on March 21.

“Every year we have a different focus,” said Inquiry and Technology Support Teacher Shauna Cornwell. “In the past we’ve had an Inquiry and Technology Fair, last year we had a math focus, and this year we focused on the art of storytelling, which we also tied into our I Love to Read Week at the school.”

Storyteller Leigh-Anne Kehler worked with students for the entire week, as well as performing for parents at the family night.

Students had a chance to showcase their writing, artwork and storytelling talents in their classrooms and around the school for touring visitors. For example, Grades 4-7 students created legends in their language arts classes leading up to the event.

“Two of our classes looked at how or why legends, analyzed them and came up with topics for their own legends,” Ms. Cornwell said. “They planned, wrote and illustrated their stories, and then bound them as books to display at the celebration.”

Student Danine Pulhin wrote a storybook entitled *How the Ladybug Got Her Spots*.

“In my story the ladybug and the bumblebee got into a fight and she gets black spots on her coat,” she said. “The bumblebee says sorry, and the ladybug forgives him, but all of the other animals and people still think he’s bad and stay away from him after that.”

Danine said it took time to get the original draft of the story ready for the final book.

“I had to edit it, and some of my friends read it for me too and had some changes. I liked doing the drawing the best,” she said.

Principal Karin Freiling said the annual celebration was a chance for students and families to have fun, informal discussions about learning.

“This is an evening where parents and students can just celebrate the joy of coming to school and sharing what they’ve learned. Any opportunity we have to invite our families to our school to become real partners in learning, we’ll take it...we are a community of learners.”



A student displays the storybook she created for the school's recent Celebration of Learning.

Human Rights at St. John's



2003 United Nations Human Rights Award recipient Shulamith Koenig recently visited St. John's High School to discuss how students can become human rights advocates in their daily lives.

The Feb. 22 dialogue also featured Jack Calhoun, Senior Consultant with the United States Department of Justice. Ms. Koenig and Mr. Calhoun were in Winnipeg as part of the three-day Thinkers' Conference, which was hosted by the University of Winnipeg.

The afternoon was part of a major focus on human rights learning opportunities at St. John's, which has included many social justice and public service opportunities for students.

A highlight of the event was when Ms. Koenig had St. John's students read "30 points of dignity" aloud from a summary of the Universal Declaration of Human Rights. Ms. Koenig said she hoped to have students first consider "the meaning of dignity" so they can recognize and respect their own rights—and the rights of others.



Dreamweavers

A group of young humanitarians at Greenway School are making a difference at home and abroad through the student group Greenway Goes Global.

Students fundraise to support charitable causes in a variety of ways, including bake sales and healthy snack promotions. In February, students donated \$532 to The Dream Factory, a charity

that grants wishes to children with life-threatening illnesses.

Greenway Goes Global's next fundraising goal is a cleanwater and sanitation project for a village in Kenya.

Project Green Thumb



Bienvenue!

Celebrating their first year as part of a dual-track English/French Immersion, students at École Victoria-Albert School were eager participants in the annual Festival du Voyageur.

Students attended several different days of the festival to enjoy fun in the great outdoors.

Victoria-Albert opened its first French Immersion class of 21 kindergarten students in September; the rest of the student body is also embracing the French culture.

“This is the first year where we’ve had a big celebration of French Week and Festival du Voyageur. The students have been so excited,” said teacher-librarian René Sanguin. “Interestingly enough, a lot of our students from Africa already understand French. This is a school that is rich in language—we have students from so many different countries.”

Argyle joins peace project



Some Argyle students chose to create multi-tile images for the Project of Heart. Photo courtesy of Argyle

Argyle Alternative High School students are joining the national Project of Heart, designed to honour the victims and survivors of the residential school system.

Canadian schools and other organizations are painting tiles for 13 major public exhibits across the country, as well as school based exhibits.

The Truth and Reconciliation Commission of Canada selected the project as a national commemoration in conjunction with the Day of Healing and Reconciliation.

Teacher Michele Rybuck’s students have been learning more about the residential schools through curricular areas such as Social Studies and Language Arts.

“Students have watched videos, researched, dialogued and have compared the residential schools to other situations on a global basis,” she said.

“For example, students were shocked to learn that this model was also used in South Africa for the Apartheid movement.

“The most impactful aspect has been looking at the lasting effects, and how that forever changed the way the victims interacted with everybody...and that disconnect with family, heritage and culture.”

Students said that while it is difficult to heal what happened in the past, the Project of Heart is a way to show support for survivors.

“I don’t think we can make-up for what they went through, but we can try to show that we care for them. They should have never gone through that,” said one student, whose grandparents both attended residential schools.

Organizers are currently reviewing potential locations for the public exhibits.



Brock Corydon students and teacher Dorothy Goddard with their class’s indoor garden.

While March 3-10 may have been Canadian Agricultural Literacy Week, agriculture is studied year round in Dorothy Goddard’s classroom at Brock Corydon School.

As part of the Little Green Thumbs Project, Ms. Goddard’s students set up an indoor garden in their classroom with equipment provided by Agriculture in the Classroom, an organization dedicated to bringing agricultural awareness to Manitoba’s schools.

“There are tomato plants, royal burgundy bush beans and carrots,” said Grade 3 student Ethan Rybka. “And we’re making another one with strawberries.”

Ethan said the garden was assembled and the seeds planted in November.

“Once they’re finally ready we can make a salad and have a party,” he said.

Ms. Goddard said the project gives the students hands-on experience in one of Manitoba’s leading industries.

“The purpose is for students to be able to plant, grow, eat and share,” Ms. Goddard said. “They’re able to see a summer activity happening in the classroom, learn about plant growth, experimenting and observing as well as being exposed to the field of agriculture, which is integral to life in Manitoba.”

As part of agricultural literacy week, Ms. Goddard’s students were visited by Lori-Ann Kaminski from the Manitoba Institute of Agrologists.

Ms. Kaminski read the students a book entitled *How Did That Get in My Lunchbox*, which describes how the food we eat makes it from the farm into our daily meals. She also demonstrated how grains such as wheat and rye are ground into powder before they are made into bread and showed the students how canola is crushed to make canola meal before letting the students give it a try themselves.

Photo and story by Gilbert Gregory

Eyes on the prize

Vieing for the ball during the fourth annual Inner City Soccer League Jamboree, held in January.

At total of 22 teams—12 elementary schools and three junior high schools—participated in the tournament, which took place at the Winnipeg Soccer Federation Complex on the University of Manitoba Campus. Photo by Jeff Miller



Zumbathon a hit at General Wolfe



Photo by Jeff Miller

Moving for a cause: General Wolfe's Zumbathon featured two solid hours of high-energy exercise.

General Wolfe School welcomed families and the community for an evening of physically active fundraising at the school's first-ever Zumbathon.

Teacher Stephanie Akabe and students from her dance classes headed up the Feb. 15 dual fundraiser to support their dance program and Variety, The Children's Foundation of Manitoba.

"February is Heart Awareness Month, so I spent a large part of the month talking with students in my phys. ed., health and dance classes about the importance of being active and participating in cardio-vascular activities to strengthen your heart," Ms. Akabe said.

The teacher also happens to be a Zumba instructor in her spare time. After making a chance connection with Variety representatives as a fitness instructor, Ms. Akabe was inspired to hold a heart-healthy fundraiser at General Wolfe.

"By helping Variety, this is children helping children," Ms.

Akabe said. "And this was a great way to involve our kids, families and community all in one event."

General Wolfe students, Ms. Akabe and members of the local fitness community took turns leading the workout during the Zumbathon.

"It's quite a workout, you're moving your whole body for two hours," said Grade 9 student Maricar Costosa. "It was really tiring but a lot of fun. It felt great."

The Colombian influenced Zumba combines dance and aerobics with high-energy music such as salsa and samba; students also played songs by artists such as Katy Perry.

Through combined ticket sales and sponsorships, the school raised \$3,000, splitting the proceeds between the two causes. Variety is installing a plaque at the Variety Heritage Adventure Park at The Forks to honour General Wolfe students and staff for their efforts.

"Whenever you help people, even just by doing simple things, it always feels good," Maricar said.



Photo courtesy River Elm

This River Elm student presents a letter of appreciation to Winnipeg Police Service Const. Richard Lange (foreground) and WPS Chief of Police Devon Clunis while teacher Cindy Johnson-Gallego watches on.

Chief Clunis visits River Elm

Winnipeg Chief of Police Devon Clunis stopped by River Elm School in February to officially start I Love to Read celebrations for students.

The Jamaican-born chief—also a former St. John's High School student—read from two books: *Recess Queen* and *The Rainbow Club*.

Chief Clunis also told students a personal story about how an elementary school teacher in Jamaica gave him early encouragement in life. He made a journey to thank the teacher after becoming Winnipeg's police chief last year.

"He thanked this former teacher for never giving up on him," said Principal Tom Chan. "There wasn't a dry eye in the room...it was truly a story of gratitude. I told the students that we should always be thankful and gracious every day with our parents and the teachers who educate us."

Students also asked Chief Clunis about his vision for Winnipeg.

"We asked him: 'Winnipeg is one great city...how can we make it greater?'" Mr. Chan said. "He said the police service is only one component. Community members, organizations and schools are the other partners that are all important in making Winnipeg a better city." *With files from River Elm School*

Author shares a human rights comeback



Anne Scott discusses the John Peters Humphrey story—and human rights—with Riverview students.

John Peters Humphrey had a tough start to life in Hampton, New Brunswick: he lost his left arm at age six, and by the time he was 11, he was an orphan. Bullies at school didn't help the situation—but they still played a part in shaping his future.

The human rights hero would ultimately go on to write the original draft of the Universal Declaration of Human Rights.

Author Anne Scott visited École Riverview School in February to talk about the life of Mr. Humphrey, who is the subject of her new book *The Boy Who Was Bullied*.

"This is considered one of the most important documents ever written," Ms. Scott said. "This declaration is a list of rules that teach people all around the world how to respect each other."

Students at Riverview have been learning more about human rights and discussing the impending opening of the Canadian Museum for Human Rights in Winnipeg. Bullying is an example of a human rights issue that happens at all ages of life.

Empathy is a great tool in addressing bullying, as it can help

people to think about the feelings of others; Ms. Scott had students hold one arm behind their back to help them imagine what it would be like to be missing a limb.

"Doing that exercise really made you feel what it was like to not have an arm," said student Joseph Lawrence. "It gives you an idea of what another person is going through."

Ms. Scott encouraged students not to be an idle bystander when they observe bullying.

"You can either be a bystander or an upstander," said student Aliyas Dueck. "An upstander is a good person who stands up for someone who's being bullied. If I saw someone being bullied, I would either tell our principal Mr. Bridgeman or a teacher. But I think if someone like John Peters Humphrey came to our school, the students would be interested in him and want to be friends."

Grrrrreat eats!



St. John's students show some of their dog biscuit designs, while DMCI's students pull a fresh batch of tuna cat treats from the oven.

Photos and article by Gilbert Gregory

Cats and dogs in the city enjoyed some tasty treats—and the Winnipeg Humane Society received fundraising support—thanks to the efforts of students at St. John's High School and Daniel McIntyre Collegiate Institute.

Food and Nutrition students at both schools cooked numerous batches of pet treats in February and March. The treats were then sold as a fundraiser for the Winnipeg Humane Society's telethon, which took place

March 17.

DMCI students Erika Espaldao and Myles Canilao said their class made deluxe fishballs for cats.

"They have cheese, tuna, oatmeal and egg in them...it looks like something a person could eat," Erika said.

St. John's student Star Dampier—who cooked dog treats in her class—said the biscuits were similarly made with simple ingredients.

"I would eat them if I were a dog, there's some good ingredients in

there," she said, while cutting dough into bone-shaped biscuits.

Teachers Kerri Mannall and Sandi Lamont oversaw the pet treat production at St. John's.

"We like pets and we wanted to help the community," Ms. Mannall said.

DMCI teacher Kelly Blandford said her students were enlisted by Red River College students who were helping to put on the telethon.

"The humanitarian effort of caring for animals is really important, and

kids are attuned to that. They want to contribute," she said.

Creative Communications students from Red River College put on the Iams 1001 Donations telethon as part of a Live TV Production class with instructor Joanne Kelly.

Students' responsibilities ranged from pre-production and promotion to the task of actually filming and producing the telethon. The event raised over \$61,000 for the Humane Society.

Game set for Churchill athletic complex's final phase



The Bill Madder Athletic Complex—which has been taking shape at Churchill High School and Collège Churchill over the past two years—is proceeding to a new phase thanks to a \$32,050 federal funding grant.

On March 8, the school held an assembly to announce funding through the Community Infrastructure Improvement Fund (CIIF), which was in turn donated to the Division's Children's Heritage Fund for use at the Churchill athletic field.

"The Children's Heritage Fund is thankful for the CIIF funding we are receiving to undertake the final phase of renovations to the Bill Madder Athletic Complex," said acting Churchill Principal Joyce Wong. "The field and running track were recently completed this fall, and the CIIF funding will allow us to complete the field by replacing the bleachers and expanding seating to encourage greater attendance of school and community members at athletic events."

In attendance for the announcement were Division Board Chair Rita Hildahl, Trustee Darlyne Bautista, Chief Superintendent Pauline Clarke, Winnipeg South MP Joyce Bateman and Churchill Parent Council Secretary Lois Farley.

The outdoor athletic complex is named in honour of Bill Madder, a respected former Churchill administrator. He served as vice-principal from 1956 to 1962 and then as principal from 1965 until 1980.

Former Churchill Principal Bill Madder (alongside a Bulldog player) speaking at the field complex that bears his name, in this file photo from groundbreaking ceremonies in 2011.



Students stretch the hide on their drum during their workshop with Ron Bell.

Sharing the drum

When the students in the Division's Adult Literacy Choir prepared for their recent drum performance at the Winnipeg Adult Education Centre's Family Literacy Fair, they started from scratch.

The students, who are based at 700 Elgin Ave., worked with performer and cultural mentor Ron Bell to build their own Aboriginal hand drums prior to the concert.

"We have three drums made out of deer skin and five are made of buffalo hide," said Mr. Bell, who has been building drums for over 20 years. "The skins are soaked and then stretched over the frame. It takes two-and-a-half days for the buffalo hide to dry, while the deer is ready overnight."

For their special event, Mr. Bell planned on teaching students The Bear Song and a Cherokee morning song.

"The drum is your heartbeat, and it also represents the heartbeat of Mother Earth," he said.

Student Sterling Flett said he enjoyed working on the drums; the process brought him in touch with his past.

"I used to be a pow wow singer when I was a kid," he said. "It's cool to see Aboriginal culture in the school like this. I'd like to see more of the other students' cultures too; they all have their own ways of making drums."

Student Leah-Marie Sutherland also enjoyed practicing drumming in the school setting: "I go to the Women's Resource Centre every Friday and drum...we'll usually start with a smudge and a Welcoming Ceremony. This is my first time making a drum though."

The special project was funded through a provincial Building Student Success with Aboriginal Parents (BSSAP) grant.

"This ties students to their cultural heritage, and literacy is all tied into that learning experience," said Barb Yusishen, Department Head of the Adult Literacy Centre. "With this project, we're focusing on parents who will be taking what they've learned back to their children."

Students brought their children to see the performance at the fair, which took place Feb. 21 at Booth University College.

Iron chefs



Photo by Leslie Singer

Elmwood student cook against the clock at Localvore.

Cooking with ingredients that are entirely locally produced is a tall order, but that's the challenge high school Food and Nutrition students take up when they attend the Localvore Iron Chef Cook-Off.

In February, Elmwood High School sent its first-ever contingent to the event; seven Elmwood cooking teams donned the apron for the challenge at South Winnipeg Technical College.

The event is held by Food Matters Manitoba every year to get students thinking about where their food and ingredients are coming from; a locally-comprised menu has many sustainable development spin-offs.

"We had to look at what local ingredients we could get and then we had to figure out a recipe—we went with pumpkin chicken stew," said Grade 12 student Kinesa James, who cooked alongside Grade 10 students Tess Chartrand and Cera McEwan under the team name Chicken Fever. "It was intimidating being in a big commercial kitchen, but we did it."

Teacher Leslie Singer said the event was a great learning opportunity.

"There was a lot of authentic learning," Ms. Singer said. "It's one thing to work in a kitchen at school and another to work in a commercial kitchen, with professional chefs. I think the more we can bring learning out of the classroom, the better it can be for students."

Ultimately, Chicken Fever earned a fourth place finish in their tier, a good showing for their first time at the event. Sisler High School's Squashers earned a first place finish with their spaghetti squash, tomato, mushroom and cheese casserole.

The best way to move on a Manitoba field in winter

This Kent Road School student snowshoes across her school's field during a scavenger hunt based around the Seven Aboriginal Teachings. The relay was just one of many interactive activities students enjoyed at the school's March 1 Festival du Voyageur Day. Other stations included a fur trading post, square dancing, Voyageur songs, dog sled relays and more.



Photo by Jeff Miller

A friendly debate



Students from Grant Park High School and École secondaire Kelvin High School engaged in a friendly debate recently, as part of a demonstration exercise for the Manitoba Association of School Superintendents (MASS).

It's your move



Cecil Rhodes School's Chess Club had a challenge on their hands when they matched wits with adult members of the Tyndall Park Chess Club.

MLA Ted Marcelino, an aficionado of the game, stopped by the school with club members Steve Udarbe, Nilo Moncal and Arvin Dawa—all high caliber

players on the local and provincial level.

The trio of chess dynamos played students five at a time.

"They were difficult opponents," said Grade 6 student Gabriel Dela Cruz. "They've been playing for a long time and they're very smart. That's what I like about chess, it exercises your head."

Mr. Marcelino said part of his intent with promoting higher-level chess to students is to provide an alternative to electronics like videogames and hand-held devices.

"Chess is a catalyst for brain growth—it keeps you thinking. With the electronics, what's missing is the social interaction with a fellow human being...you have to take victory or defeat magnanimously."

Cecil Rhodes's resource teacher Bill Murray and teacher Jarett Myskiw have been running a joint chess and Scrabble club at the school for two years; the club has proven to be a popular extracurricular activity for students.

"Students are developing critical thinking and problem solving skills, and it gives them a sense of competition," Mr. Murray said. "The students were really excited about playing today. They're playing highly skilled players and seeing what it's like to be in a tournament situation, where you have to focus."

Principal Marcey Dveris credits the club's popularity to the enthusiasm of its two teacher liaisons.

"You have to have teachers who really understand the games, and with Mr. Murray and Mr. Myskiw, these are games they love to play. They have the perspective to teach students step-by-step."

Literacy starts early



Evans "Coffieman" Coffie got the crowd clapping with some choice African beats at the WAEC's Family Literacy Fair.

Students from the Winnipeg Adult Education Centre's many campuses joined together for the school's annual Family Literacy Fair in February.

Popular children's entertainers Al Simmons and Fred Penner split emcee duties for the event, providing plenty of songs and laughs for students and their children. Families also enjoyed free books, games and a healthy lunch at the event, which was held once again at the WAEC main campus's next door neighbour, Booth University College.

Teacher-librarian Rhonda Morrissette, who serves as the lead organizer for the fair, said the event stressed the importance of family in building literacy with young children.

"We hold this event to honour and reinforce the importance of the parent as the first teacher and role model for their children," Ms. Morrissette said.

WAEC student Kaitlyn Anderson has readily assumed that role of first teacher; she attended with her two-year-old daughter Brooklyn.

"I came because she loves books and reading; she's having a great time," Kaitlyn said. "She has her own bookshelf already. We go through a lot of books...it's good to start early."

Other main stage entertainers included Evans "Coffieman" Coffie and the WAEC Adult Literacy Choir.



Manitoba MLA Jim Rondeau was invited to read at Garden Grove school by the seniors at Creative Retirement.

Seniors, students share love of reading

Students at École Garden Grove School shared the joy of reading with seniors at The Westhaven retirement home and Creative Retirement during I Love to Read Month.

The school has had a longstanding partnership with the home to bridge the gap between students and seniors. Teacher Brigette Madder's students started visiting the home several years ago.

"We're really proud of the partnership between our students and the seniors," said Principal Paul Sutherland. "Our students have been showing seniors how to use iPads and making many other connections."

In February, Creative Retirement members Peggy Prendergast and Lynn Axworthy invited MLA Jim Rondeau to the school to read to students; the minister is responsible for Healthy Living, Seniors and Consumer Affairs.

Ms. Prendergast said school/seniors programs helped eliminate stereotypes at either end of the age spectrum.

"This is a way of helping children and seniors to develop relationships of respect," Ms. Prendergast said. "The seniors benefit in terms of social participation...and the children are learning all about the aging process."

Students Chan Madut and Alwin Capiendo both said they enjoyed visiting with the seniors.

"We interviewed seniors about their past—I found out my senior used to be a teacher," Chan said. "We tried to ask divergent questions, that didn't just have yes or no answers."

"It's been fun, we learn a lot of new things from them, like how to play crokinole," Alwin added.



Members of Stanley Knowles's Spirit Club perform a traditional hand drum song during the Jan. 17 unveiling ceremony.



Former Stanley Knowles/current Sisler students with their ceramic art installation.

Artistic legacy

A group of former École Stanley Knowles School students returned for the unveiling of a major permanent art installation at the school.

The members of the Stanley Knowles Art Club—who have now all moved on to Sisler High School—spent many hours at lunch and after-school working on the piece, which celebrates Aboriginal culture. The sculpture, located outside the school library, was unveiled in a ceremony on Jan. 17.

The project was funded by the Division's Children's Heritage Fund.

"The sculpture is called The Pillar of Life, and it is based on the Seven Aboriginal teachings," said teacher Nadia Kmet. "The students had to use the inquiry process and research the teachings, before selecting designs that would best reflect those teachings."

For example, an image of the turtle was chosen to represent truth, while the eagle represented love.

When students began the project in Grade 7, none of them had worked with clay before; the work was completed in April 2012 and was finally installed in December. The school's Industrial Arts department and the Division's Building Department also helped create the metal spine for the clay collars and ensured they were mounted safely.

"The students devoted hundreds of hours to this project—in some cases students came in on Saturdays, and they also came in over the summer when one of the pieces broke," Ms. Kmet said. "Each piece took about a month-and-a-half to dry and about 15-20 hours to fire in the kiln."

"It was a lot of work, but I made new friends along the way," said student Kristian Escoto. "I'm honored and happy that our names and this sculpture will live on in this school."

Fellow student Abrienne Balmes echoed that sentiment: "We feel that we are still a part of this school, even though we aren't going here anymore."

Principal Darryl Stevenson said the final piece of art was worth the efforts of all involved.

A testimony to the human spirit

"The Pillar of Life represents a true collaborative effort...one that is also a testimony to the human spirit. You can see it in the people gathered here in the Centrum tonight, in particular our returning students."

Among those in attendance at the unveiling were former Principal John Drzystek and former Vice-Principal (and current Faraday School Principal) Andrea Redsky, who performed a traditional hand drum song.

Also performing at the event were students from Stanley Knowles's own Spirit Club, which has performed traditional Aboriginal drum songs at several school events.

"The students meet a couple times a week, and they've been working with a teacher candidate from the University of Manitoba, Ben Morrisseau," said acting Vice-Principal Amy Karlinsky. "He has Aboriginal ancestry and has been a great support to the students, along with teacher Kristen Walsh."

Fort Rouge families learn together



Fort Rouge School's recent Family Learning Olympics was a huge success.

Families were treated to a delicious meal before rotating through a variety of learning activities at the Feb. 13 event.

Participants were heard making such comments as: "The games were really nice and innovative! I had a nice time playing with my children," and "I liked it when I worked with my favourite person, my mom."

"It was really heart-warming to hear such comments from the families in our school," said Principal Leslie Maxwell-Joseph.

Files by Fort Rouge School, photo by Tammy Shone

Parents on the move

Parents and community members at Wellington School are getting active and healthy together as part of a new fitness program.

Parents on the Move is a community program that sees parents walking together from the school to the Cindy Klassen Recreation Complex every week.

Community support worker Livia Bales said the program is intended to help parents be active and healthy, as well as to serve as healthy role models for their children.

“This program is for community members, male and female, to get healthy and fit...you’re never too old to change your lifestyle,” Ms. Bales said.

Parents can leave their children with minders in the school’s Family Room while they go to work out.

“One of the barriers parents have is that they can’t always go and work-out because they are looking after their children,” Ms. Bales said. “This program eliminates that barrier. It opens the door for parents.”

The program is funded through a



Jason Chorney rides a stationary bike at the Cindy Klassen Recreation Complex.

provincial Healthy Together Now grant.

“This is a good support for the parents. I have two young children and this is helpful,” said Antonietta Alag. “I’m excited, I hope to try swimming.”



Community support worker Livia Bales (left), parent Katherine Murphy, community support worker Dixie Halladay, parents Cheche Cantalejo, Aurora Velicaria and Antonietta Alag get psyched up for a workout.

First look at Mynarski tribute



Andrew Mynarski V.C. depicted in his final heroic moments by sculptor Charlie Johnston.

Photo by Jeff Miller

Andrew Mynarski V.C. Junior High School staff and students have been given an early look at an upcoming tribute to their school’s namesake.

The Andrew Mynarski Statue Committee recently unveiled two maquettes of the Victoria Cross recipient at the school, one of which will remain to be enjoyed by current and future students and staff.

The school plans to build a display case to spotlight the maquette, along with other Mynarski memorabilia. Meanwhile, the committee plans to unveil a full-scale version of the statue at Vimy Ridge Memorial Park this summer.

Mynarski suffered severe burns in the Second World War while trying to save a tail gunner on board his damaged Lancaster bomber; artist Charlie Johnston depicts the war hero reaching out to his comrade Pat Brophy.

Although Mynarski died shortly after the rescue attempt—he parachuted in flames to the ground below—Brophy miraculously survived the Lancaster crash and would later recount the story that earned Mynarski the Victoria Cross.

With files from Andrew Mynarski V.C. School



This Mulvey student presents a cheque to Red Cross Regional Director Shawn Feely as teachers Carrie VandeGraff and Brian Kussin look on.

Supporting the Red Cross

When emergencies arise, the Canadian Red Cross is often among the first to offer support. Mulvey School’s Student Leadership Team decided to return the favour by making a monetary donation to the humanitarian organization.

Students presented a \$477 cheque to Shawn Feely, the Red Cross’s Provincial Director, during a recent assembly.

Leadership students raised the money by holding a bake sale during the school’s annual winter concert.

“Students worked very hard advertising, promoting, selling and also spending their hard earned money on some of the baked goods,” said teacher Carrie VandeGraff.

After the money was collected, leadership students researched different charities before deciding upon the Red Cross.

“Thank you for all you do to help people in our community and around the world,” said student Opiew Gilo, who presented the cheque on behalf of his fellow leadership students.

Mr. Feely said he was honoured and touched by the donation: “This money will definitely go to help a lot of people.”

Hockey Night in Israel

While an Israeli-born player has yet to play for an NHL team, it may end up being Fadi Haj or Ariel Silver—two of the 17 young Israeli hockey players from the Canada Israel Hockey School (CIHS) who visited Winnipeg to train, see the sights and meet the people in March.

The youngsters were welcomed to the city by the Brock Corydon School community. Brock Corydon staff and families took the team in as billets and the visitors took part in school activities, including the winter carnival.

After a week of training sessions at the MTS Iceplex, the young Israeli pucksters played an exhibition game against a local team.

“I had a one-on-one lesson for goalies,” said Ariel, who is the top 13-year-old roller hockey goalie in Israel. “I’m having a lot of fun with my friends in Canada.”

Fadi, who is both a forward and defenseman, was excited about seeing the Jets take on the New York Rangers. He noted that it’s colder here than in Israel.

Brock Corydon students were thrilled about having students from another country visit their school.

“It’s really fun,” said Grade 6 student Peggy Elfenbaum. “It’s interesting to talk to them about our different countries.”

Grade 6 student Ben Kaplan, whose family billeted two players, was worried there might be a language barrier between himself and the Israelis.

“At first I thought it would be hard,” Ben said. “But they’re really nice and we watch the Jets games together.”

Mitch Miller lives in Ottawa, but volunteered to accompany the players on their trip to Winnipeg.

“The goal of the hockey school is to inspire them to have the Canadian-style of passion for the game,” Mr. Miller said.

“It’s become a way to break down barriers,” he added, noting the players come from Jewish, Arab and Druze backgrounds. “When they’re all on the ice, they’re just hockey players. It doesn’t relate to their faith. They’re becoming friends on and off the ice.”

Brock Corydon Principal Ara Morris said the visit gave her students an outstanding chance to learn about people from another part of the world.

“It gave them an opportunity to meet kids from a land we learn about and see that we are all alike,” she said. “By spending a week with someone from another culture, you really learn a lot about them.”



Photo and story by Gilbert Gregory
Brock Corydon students show their Israeli counterparts another Canadian winter pastime—cross-country skiing—at the school’s winter carnival.

BOARD BRIEFS

In accordance with Board Policy AGAB-Recognition for Special Accomplishment:

- Six students and two chaperones from Tec Voc High School will receive funding in the amount of \$620 each (total \$4,960) to support their participation in the National Formula 1 in Schools Technology Championships at the Michigan International Speedway in Michigan on May 11-12, 2013.
- Thirteen students from the girls track and field team and two teachers from École secondaire Kelvin High School will receive funding in the amount of \$325 each (total \$4,875) to support their attendance at the Nike High School Grand Prix in Toronto, Ontario on May 11, 2013.
- Four students and one coach from Grant Park High School will receive funding in the amount of \$450 each (total \$2,250) to support their attendance at the Junior/Senior Donahoe Cup Debating Tournament in Halifax, Nova Scotia, April 12 - 14, 2013.
- Two students and one coach from Grant Park High School will receive funding in the amount of \$450 each (total \$1,350) to support their attendance at the 2013 Canadian Senior High National Debating Championships in Calgary, Alberta, April 25-29, 2013.
- One student and one coach from Grant Park High School will receive funding in the amount of \$350 (total \$700) to support their attendance at the Canadian Junior High National Public Speaking Competition in Calgary, Alberta, May 3-6, 2013.
- Two students and one coach from Grant Park High School will receive funding in the amount of \$525 each (total \$1,575) to support their attendance at the Canadian Junior High National Debating Tournament in Vancouver, British Columbia, May 9-12, 2013.
- Ten students from the Improvisation Team and two teachers from École secondaire Kelvin High School will receive funding in the amount of \$325 each (total \$3,900) to support their attendance at the National Championships in Ottawa, Ontario, from March 26 – April 1, 2013.

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