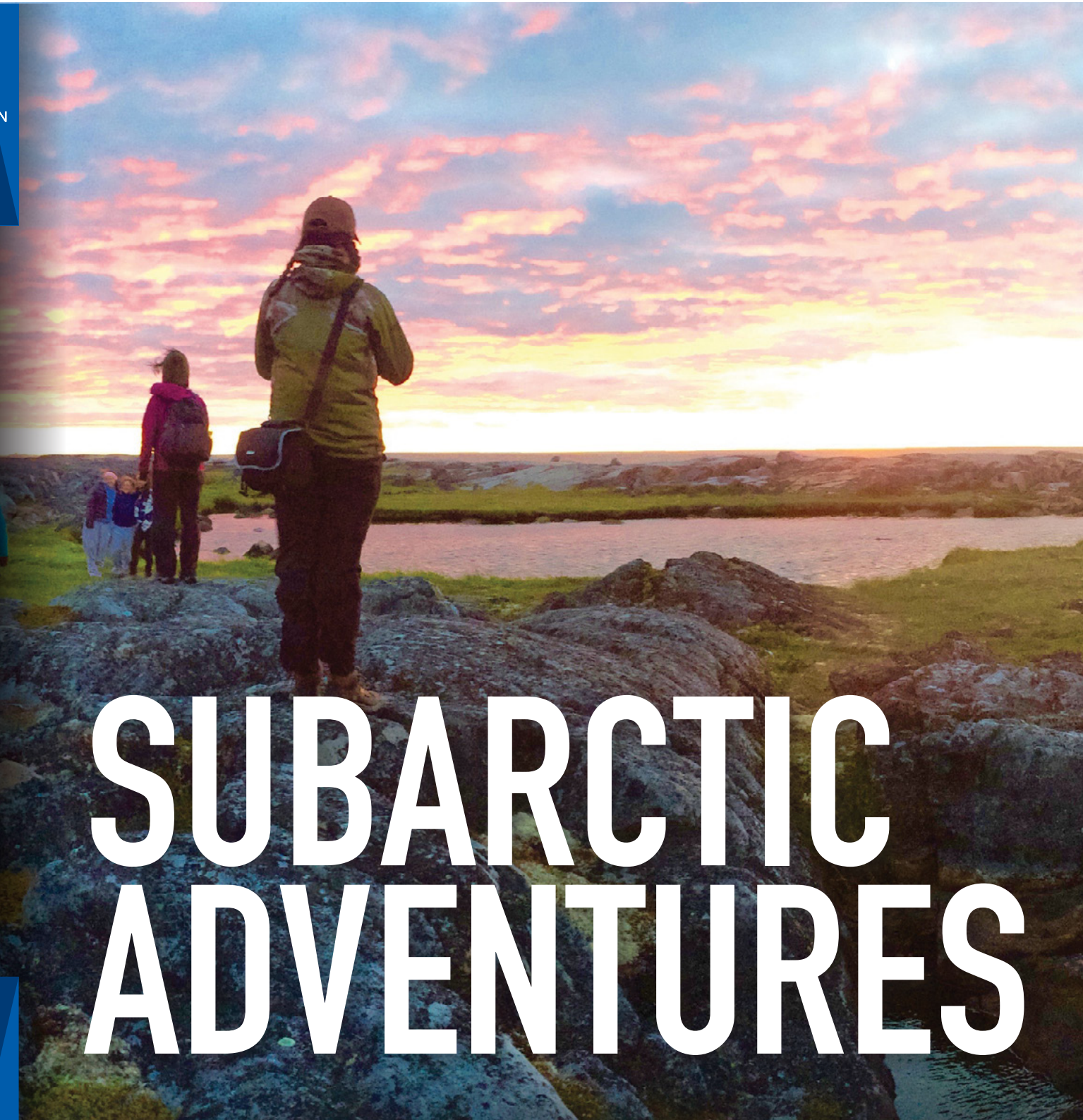




WINNIPEG SCHOOL DIVISION

# OUR SCHOOLS



# SUBARCTIC ADVENTURES

KELVIN AND SISLER  
TAKE EXCITING TRIPS  
OF A LIFETIME  
TO CHURCHILL

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WINTER  
2017

VOL 45 NO. 01  
ISSN 03484-6636

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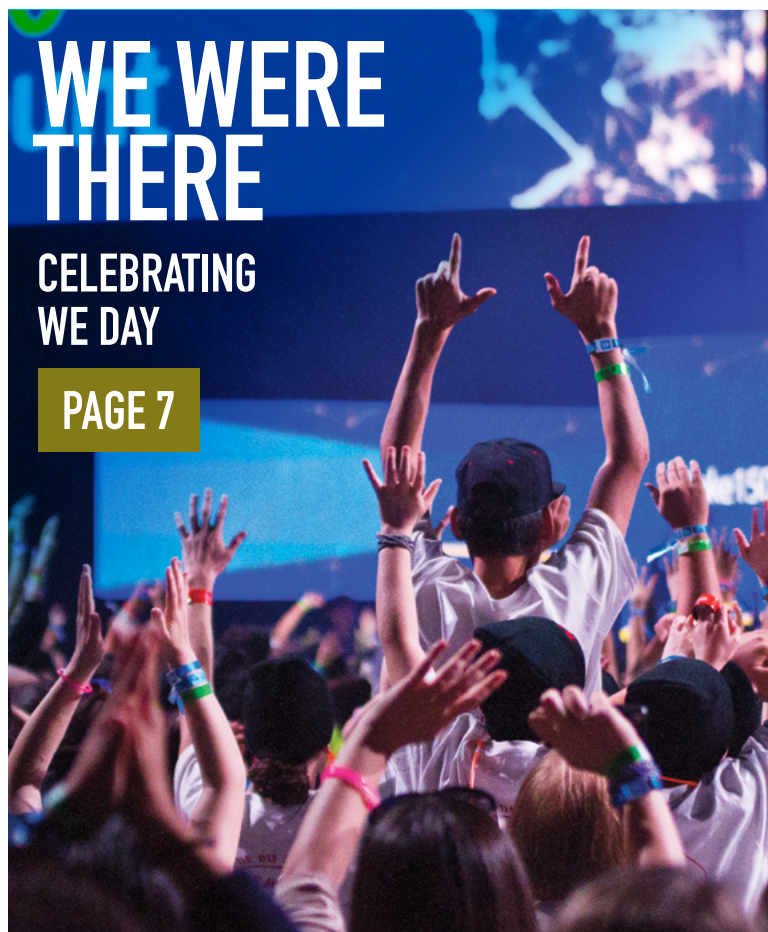
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## BANDING TOGETHER

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WINNIPEG SCHOOL DIVISION

## OUR SCHOOLS

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# VOLUNTEER SPIRIT

ANGIE HOUSTON, LUXTON SCHOOL

When it comes to the life of a school, volunteers are an essential part of the bustle of activity that takes place day-to-day.

A prime example of that is Luxton School volunteer Angie Houston, who began volunteering with WSD 40 years ago.

Ms. Houston is a fixture at the school, preparing and handing out healthy snacks to students through the school's nutrition program.

As a parent of three children and many foster children over the years, Ms. Houston was a regular visitor at Luxton; she liked the place so much that her role evolved from parent to volunteer.

"In between working and raising a family, I've volunteered," Ms. Houston said.

"Just bringing my children here every day, and seeing how wonderful this school was and how community-oriented it was, it made me want to stay here and help out."

Ms. Houston volunteers in a myriad of roles at Luxton: running the Luxton Family Centre; helping teachers in the classroom; working one-on-one with students in areas such as reading and math; conducting printing and handwriting group sessions; coordinating the school's snack program and more.

"Angie Houston exemplifies what it means to give of oneself," said Principal Ken Reimer. "She is truly selfless, creative, tenacious, and tireless. The Luxton School



community is richer because of Angie and her dedication to volunteering."

One of the greatest rewards of volunteering is the people she has met over the years.

"I just really love being around kids, I was an only child. And I've built relationships with every single teacher, and the other parents here," she said. "They're not just friends in the school, we're friends outside of school as well."

Over the years, Ms. Houston has battled cancer four times, but she has continued to come back to do what she loves most—helping others.

"I think it's the love and support of the school and the community that has helped me through everything. I wouldn't

have been as strong without everyone by my side."

Ms. Houston's lengthy volunteering career has even drawn the attention of the Manitoba Legislature; in November, MLA Nahanni Fontaine gave a members statement and honoured Ms. Houston with a plaque for her 40 years of volunteering with WSD. It was an overwhelming moment for the longtime volunteer.

"I got a five minute standing ovation from all of the MLAs, and I got a thumbs up and a wink from the premier," Ms. Houston said with a smile.

Volunteer with WSD! For more information on volunteering opportunities, visit [www.winnipegSD.ca/Parents](http://www.winnipegSD.ca/Parents)

## REID NEW TRUSTEE FOR WARD 7

Constituents in WSD's Ward 7 have elected a new trustee to represent them on WSD's Board of Trustees.

Arlene Reid was elected to the position after a civic by-election on Nov. 5.

Ms. Reid replaced departing Ward 7 trustee Allan Beach, who resigned in the summer after moving out of WSD boundaries.



## OUTSTANDING ACADEMICS

WSD's Board of Trustees honoured the academic achievements of some of the Class of 2016's most outstanding young students.

The recent graduates attended the special Dec. 12 board meeting along with family and administration from their respective high schools. The board heard the academic and civic accomplishments of each student before presenting them with book gift certificates.

The Governor General's Medal is awarded to the student who achieves the highest academic standing in the graduating class of their secondary school; the WSD Board Post Secondary

Scholarships provide \$1,000 to a senior student to further their post-secondary education. The two awards are considered the highest honours a WSD graduating student can achieve.

**Pictured here are:** Shelby Broatch, Argyle Alternative High School; Lavender Brinkworth, Argyle; Deann Romero, Tec Voc High School; Wencel Mendoza, Tec Voc; Celine Ponace, Children of the Earth High School; Celia Dang, Elmwood High School; Nicole Arenas, Churchill High School; Justine Mae Garcia, St. John's High School; Thais Castillo, Grant Park High School; Christine Rossman, Winnipeg Adult Education

Centre; Joshua Lingal, Daniel McIntyre Collegiate Institute; Aiden Farrant, Collège Churchill; Eric Keilback, Kelvin High School; Alex Cinq-Mars, Churchill; Alana Ramshaw, Collège Churchill and Jane Petroff, Grant Park.

**Missing:** Andrea Jawbone, COTE; Michael Knysh, Elmwood; Guadalupe Isabel Santos, Gordon Bell High School; John Mari Esguerra, Kelvin; Rose Tobacco-Olson, R.B. Russell High School; Janine Twoheart, R.B. Russell; Mary Joy Santos, St. John's; Philip Kawalec, Sisler High School; and April Derksen, WAEC.

# TRANSFORMATION THROUGH ESD

In 2015, The United Nations Educational, Scientific and Cultural Organization (UNESCO) adopted 17 sustainable development goals designed to transform the world into a better place.

UNESCO hopes to implement these goals through its work on targeted areas such as education, natural sciences, social and human sciences, culture, communication and information, and sustainable development initiatives for the ocean.

It's an ambitious list and they'll need all the help they can get.

"UNESCO is looking to have these goals

addressed by 2030," said WSD Education for Sustainable Development (ESD) Consultant Chantelle Cotton. "To have these issues solved by then would be an amazing legacy for WSD and the world."

To help build leadership for sustainable development projects, ESD "champions" from WSD's 78 schools met in mid-November for a mentorship meeting.

Fatima Mota, WSD's Superintendent of Education Services—Equity & Diversity, Inclusive Education, said the event was intended to provide resources and guidance to mentors who in turn build capacity for sustainable development

initiatives at the school level.

"Our Board of Trustees has a strong focus on sustainability," Ms. Mota said. "We can all work together to create sustainability through the lens of literacy and numeracy, which are our priorities."

Working with Ms. Cotton, mentors can connect teachers and ESD projects at their home school with similar projects, guest speakers and resources from other schools.

With UNESCO's goals ranging from ending poverty and zero hunger to goals focusing on preserving life on land and in the water, there are plenty of opportunities for teachers and students to explore projects and goals that tie into the ESD pillars of economic, social and environment.

"The whole idea of sustainability is that those three pillars are so interrelated," Ms. Mota said. "It's looking at everything from different angles to see the impact environmentally, socially and economically."

Lawrence Charach, an Inclusive

Education Teacher at Gordon Bell School, helps to run a recycling program at his school with students in the Community Access Program. The recycling effort is an example of how sustainable development initiatives can have many impacts.

"The kids go out in teams and collect the recycling, sort it and put it in the recycling bins. They develop a lot of skills in the process. It's about teamwork, partnering with others to get a job done and reach a goal," he said.

ESD mentors at the workshop broke into smaller groups to each focus on and research one of the 17 goals on the UNESCO list. The goal was to create a working document/resource for teachers throughout WSD. ESD mentors are now sharing the ideas and research from the workshop with their peers at school.

"You can make a difference at a local level," Mr. Charach said. "We're looking at how we can make a difference, in a practical way, with the students at our school."





# KINDNESS IS THE COOLEST!

Isaac Brock School and Virgin Radio host Ace Burpee helped the Winnipeg Police Association start its 2016-17 Cool 2Be Kind campaign with an energetic flourish.

The positive behavior/anti-bullying campaign, now in its fifth year, was launched Oct. 28 at the school.

The Cool 2Be Kind campaign was created by the WPA to help teach students in Grades K-6 the value of being kind to others and making positive choices in school and in life. Over the past four years, the campaign has funded 83 school kindness projects totaling over \$40,000.

Organizers are once again calling on schools to submit their proposals for their kindness projects. Students and educators can visit [www.cool2bekind.ca](http://www.cool2bekind.ca) and submit their kindness proposal online. Select schools will receive \$500 to bring their projects to life. Off-duty police officers will also visit participating schools and deliver fun and interactive presentations about the benefits of being kind. The deadline for submissions is Jan. 31, 2017.

"We have spoken to over 20,000 students and educators. The response has exceeded our expectations and we are looking forward to another successful year," said

WPA President Moe Sabourin.

"We look forward to receiving Kindness proposals from Winnipeg elementary schools and we know there are a lot of cool kids out there."

Isaac Brock student president Kharla Sio and vice-president Kyla Pablo said the school had formed a student Cool 2Be Kind committee made up of Grades 4-9 students.

Inspired by Facebook, students will start issuing "Kindness Likes," and nominate students for kind actions at their school. Teachers will read out the nomination slips at the end of the day in class, and

they will also be celebrated on morning announcements.

"On the Kindness Like slips, we have the seven teachings written on top," Kharla said, adding that students will circle which teaching the nominated act of kindness represents. "For example, was their act of kindness represented by love? Or maybe was it embracing kindness through courage?"

"The #IBKind4Life student group is really looking forward to spreading the love here at Isaac Brock, and having the chance to celebrate students' acts of kindness every week!"

## CHURCHILL, HALIFAX BOUND!

Student humanitarians at Churchill High School were sent to the east side of Canada for a summit of over 8,000 like-minded youth.

A group of student leaders found out on Nov. 14 that they were flying courtesy of WestJet to take part in WE Day Atlantic, set for Nov. 30 in Halifax.

The students received the free flights as part of WestJet's WE Day Experience promotion, which flew 84 outstanding students to attend different We Day events across Canada.

At Churchill High School, student groups have spearheaded worthwhile humanitarian and human rights causes. Groups such as the Peace Learners (a global/local humanitarian team), Peace of Mind (students working for mental health advocacy), GLOW (Churchill's Gay-Straight Alliance) and the school's Indigenous Youth Group, which explores Indigenous issues and history, are helping to make the world a better place.

Photo by Jeff Miller



# BANDING TOGETHER



Staff at R.B. Russell Vocational High School, WSD's Building Department and students banded together to help the school's Horticulture Program deal with the frozen fallout of a major power outage.

At approximately 3:45 p.m. on Tuesday, Dec. 13, the school had a complete power outage that affected boilers heating the building. Manitoba Hydro originally anticipated a blackout of less than an hour; but once it became apparent that the outage would be an extended one, Principal Jackie Connell started alerting her staff while WSD's Building Department and R.B. Russell custodians dealt with the situation.

Of particular concern were the school's hundreds of plants in the Horticulture Program's greenhouses. With the frigid temperatures outside, the greenhouses cooled down quickly. Among the valuable stock of plants were cacti that dated over 100 years old.

"We were in the process of getting propane heaters and generators, but we knew those plants had to be moved," Ms. Connell said.

"You could see your breath in the greenhouses. The temperature was dropping fast," said horticulture teacher Louise Shachtay. "We did the cacti greenhouse first because that was the one that would have froze quickly. We had a system and we all worked together

to clear it out."

A quickly assembled squad of plant movers, which included Ms. Connell, Ms. Shachtay, Vice-Principal Tanis Westdal, Director of Buildings Mile Rendulic, District #1 Manager Hugh Gudmandson, teachers Mike Johnson, Mike Lindberg, Joel Anderson, Guidance Counsellor Allyson Regier, Educational Assistant Paul Clark, Community Support Worker Debbie Capitano and R.B. Russell custodians, helped with the massive plant migration.

"We eventually lost our emergency lights so we were using the flashlight apps on our phones to see—it was pitch black," Ms. Connell said. "We looked to Ms. Shachtay for direction as to what plants needed to be moved first."

Food in the culinary arts department also had to be moved temporarily while waiting for the power to return. The lights eventually came back on around 9:30 p.m., while the boilers were restored in the early morning hours of Dec. 14.

Classes were held as scheduled that morning, with horticulture students being enlisted to help with moving and sorting through the plants.

"It's such an unfortunate circumstance, but it turned into the most positive experience coming out of it, just seeing everyone come together as a team," Ms. Westdal said.



"We take care of each other here at R.B. Russell and that's one of the many reasons I love this place," Ms. Connell said. "We want to give huge thanks to our custodians, the WSD Building Department and our staff for coming together like this."

While the school is still assessing how

many plants were lost altogether, Ms. Shachtay is looking at it as a teachable moment for horticulture students.

"The students learned that sometimes in business and life, unexpected things happen and you have to come together as a team to work through it."



## ABORIGINAL YOUTH ACHIEVEMENT

Winnipeg School Division was once again well-represented at the 2016 Manitoba Aboriginal Youth Achievement Awards. The awards are held yearly to recognize accomplishments in culture, employment, traditional lifestyle, business and academic excellence.

Among the honourees at the Nov. 24 ceremony were:

- Shae-Lynn Peters, Churchill High School: Community/Volunteer, Junior Award
- Kylla Harper, Tec Voc High School: Personal Achievement, Junior Award

- Brooklyn Rudolph-Nicolas, Tec Voc High School: Artistic, Performance Award
- Trina White, Children of the Earth High School: Southern Health Award.



Photos by Maggie Gehman, Tec Voc Photography (left), Mikayla Carter, Tec Voc Photography (Above)

# HOCKEY ACADEMY BUILDING SPEED

The Churchill High School/Collège Churchill Hockey Academy, which began its inaugural year in September, will be expanding to multiple grades in 2017.

Once this year's crop of Grade 7 players/students moves on Grade 8, the academy will continue to build by adding another group of Grade 7 students in September 2017. The program will continue to evolve into higher grades with each successive year.

"The skills and confidence these students are building on the ice are translating into the classrooms," said Principal Donna Miller. "These students are becoming leaders in our school and they bring a lot to the table. Our students who aren't in the hockey academy enjoy having these students in their classrooms...they've fit right into our inclusive environment."

Whether it's on the ice or in their academic studies, hockey academy students have a healthy sense of competition.

"We bring the competition off the ice into school with our grades," said student Dana Goertzen. "We compete to see who can get the best grades. We study a lot."

At Churchill, students have a choice of either the English or, at Collège Churchill, French stream of instruction as the school offers classes in both official languages. Students start their day practising hockey at Southdale Community Centre before going to classes at Churchill.

"As educators, we use hockey as a tool



to keep students engaged and enthusiastic about achieving their potential within all areas of the school curriculum," said Vice-Principal Dominic Zagari. "The skills academy reflects the values of the Winnipeg School Division, which creates an environment that is inclusive to individual student development both academically and athletically."

The Churchill High School/Collège Churchill Hockey Academy strives for all students to achieve academic excellence.

Students take all of the core academic courses as prescribed by Manitoba Education and Training.

Students are provided with opportunities to join all extra-curricular activities at the school.

The hockey academy is designed to complement and enhance skill development opportunities within the current Hockey Canada Branches and their minor hockey associations.

"Repetition accelerates learning, being

on the ice everyday really helps," said student Aidan Hyra.

Student Cohen Cheung agreed: "With this program, I'm skating more than my opponents. I'm out here skating every day, and they're only out there a few times a week."

Registration for new participants is now open and can be found on the "forms" page of the Churchill High School website [hockeyacademy.churchillhigh.ca](http://hockeyacademy.churchillhigh.ca)



## SHARING CULTURE

In the Cree language, Mamawitan means "coming together."

At Machray School, Mamawitan is a day of sharing and celebrating Aboriginal culture.

In October the school held its third such event; previously it had been held in the late spring but organizers decided to move it up to earlier in the school year.

"We wanted this year's event to serve as a kickoff to the school year and let parents know that they are always welcome

here," said resource teacher Jacqueline Dielschneider. "This is about bringing our families and the community in to celebrate learning with the students."

Students and guests took part in workshops on beading, moccasin games, medicine teachings with Elders and Grades 4-6 presentations on Aboriginal education in areas such as treaties. The day ended with a giant Folklorama dance session in the gymnasium with the Walking Wolf Dancers and Singers.



## SOLSTICE SONG

General Wolfe School had a full house on its hands during its first community dinner, held Dec. 20 in the school's gymnasium.

"From the staff that's worked very hard, the students preparing food, the contributions from families and all of the restaurants in the West End, it really has been a community effort," said Principal Gwen McLean.

Students, including those in the English-as-an-additional language program, shared holiday traditions of their home countries at the event.

The General Wolfe Wolf Pack Singers (pictured) explained the importance of the Winter Solstice in Aboriginal culture. Falling on Dec. 21, the Winter Solstice is the shortest day of the year. In Ojibwe teachings, the 12th moon is the Little Spirit Moon, indicating a time of healing and renewal.

The dinner was followed up with a special drum café with musician Jay Stoller and a group of expert drummers who led students and families through a one-hour session.



WSD students were well represented at WE Day Manitoba 2016, which took place at MTS Centre on Nov. 8.

An inspiring array of speakers and performers, including astronaut Chris Hadfield, Rick Hansen, Margaret Trudeau, Paula Abdul, Tyler Black and Jillea took to the stage to inspire students to make a difference in the world.

WSD school and their student humanitarian groups use the event as a rallying point for many different local and global projects that address issues such as equal access to water, food and education.

Here are some photographed moments from an unforgettable day.



Chris Hadfield addresses the crowd from centre stage.



Sisler teacher Orysia Petryshyn discusses her school's many local and global projects to make the world a better place.



WE Charity (formerly known as Free the Children) founders Craig and Marc Kielburger pump the crowd up to start a day of inspiration.



Sisler alumnus and Canad Inns Spirit of WE Award winner Justin Papoff was recognized on stage for his humanitarian efforts.

# STRENGTHS, NOT DEFICITS: LEARNING WITH FASD



In 1999, the Point Douglas-Winnipeg Regional Health Authority collected data that indicated there would be a relatively high number of four year olds suspected with FASD or on the FASD Spectrum that were going to be attending David Livingstone Community School. Working with the Ann Ross Day Nursery and Mount Carmel Clinic, WSD created the first FASD-specific classroom at David Livingstone, called the Bridges program.

That initial half-day kindergarten program has since grown into three FASD classrooms at both David Livingstone and Shaughnessy Park, an intermediate classroom at Luxton (Grade 4 to 6), a Grade 7/8 classroom and a Grade 9/10 classroom at St. John's High School, and Grade 9/10 and Grade 11/12 classrooms at R.B. Russell.

"This whole program began because we had the data that showed there was a need. And that need has expanded into 11 classrooms," said FASD Support Teacher Kirsten Varey.

Right from the start, students in the

elementary Bridges program learn about FASD and how their brains function: from how they learn to how they feel.

"We learn about the zones of regulation and the feelings of each zone," said Lindsey, a student at David Livingstone. "If we're in the red zone, we're mad, if we're in the yellow zone we're feeling down, and if we're in the green zone, we're ready to go."

A classroom supporting students with an FASD diagnosis is typically clutter-free and distractions are kept to a minimum.

To help students focus, educators use low lighting and sometimes soft instrumental music. The rooms are painted a calming blue.

"These are tools that every classroom could use," said teacher Carla Mason. "Sometimes you have to think outside of the box in terms of what a traditional class is supposed to look like."

By the time FASD program students move from Grade 8 to high school, they will have already created a personal learning profile with Ms. Varey.

While the learning profile can take from six to eight months to complete, the result is a document that summarizes students' feelings about themselves, their strategies for learning success, scenarios that interfere with their learning and other important information that can be shared with other high school educators and support workers.

"The learning profile is a continuation of learning about themselves, but more importantly, it's a self-advocacy tool," Ms. Varey said. "The people who read these documents get a lot of valuable information about how to teach, support and encourage the students to be the best they can be."

The secondary FASD Passages teams at R.B. Russell—which includes educational assistants, teachers, administrators, guidance counselors, resource teachers, psychologists, social workers—meet monthly to discuss students' strengths and challenges.

Another important aspect of the Passages program is connecting students

with supports that will continue once they leave high school.

"My hope is that the students are set up to be successful for after they leave here," said Andrea Johnson, a teacher at R.B. Russell's Passages program. "That means supported work experience and teaming up with agencies that will support them as adults."

Following high school, some students have moved on to university, Red River College and full time jobs, while others struggle after school is done.

There is little in the way of long-term data when it comes to adults with FASD in Manitoba; while such data collection can be difficult, WSD FASD program team members would like to see that change. They would also like to see more government-based resources for teens and adults with FASD.

"We don't always know that part of the story," Ms. Varey said.

"It's a lifelong thing. The students are coming to terms and understanding this is how their life is going to be."

## WHAT IS FASD?

FASD stands for Fetal Alcohol Spectrum Disorder; FASD is now the recommended diagnostic term.

There are two types of FASD diagnoses:

- FASD with sentinel facial features: small eyes, smooth philtrum (area between nose and upper lip) and thin upper lip. All three features must be present, along with atypical brain function.
- FASD without sentinel facial features: no identifiable facial features (as listed above) but presence of atypical brain function.

**Brain function:** when considering an FASD diagnosis, the assessment team looks for significant impairments in at least three of the following areas:

- Motor skills;
- Academic achievement;
- Language;
- Memory;
- Attention;
- Cognition;
- Adaptive behavior, social skills, social communication;
- Affect regulation (includes anxiety, depression and mood dysregulation);
- Executive functioning (judgment/planning, organization, impulse control, self-monitoring, hyperactivity);
- Neuroanatomy/Neurophysiology (brain structure and functioning);
- Sensory (not monitored to the same degree but still considered important to understanding a student's brain functioning).

### Secondary behaviors or characteristics can

**include:** fatigue (may show as over-activity, irritability, tantrums); easily frustrated; fearfulness; rigid, resistant and argumentative; aggressive; easily overwhelmed, disengaged; poor self-concept, feelings of failure and low self-esteem; isolation (few or no friends); self-aggrandizing (attempts to make self look good); disengaged, shut down; and sadness. *Source: Diane Malbin (2002).*

**Tertiary characteristics (the cumulative effect of chronic frustration and failure, often preventable) include:** school truancy and school problems; trouble at home, running away; out of control; delinquent, criminal involvement; self-harm, mental health issues; drug/alcohol problems; problems with employment; multiple diagnoses. *Source: Malbin and Streissguth.*

## DIAGNOSING A CHILD WITH FASD

When a child is considered as possibly having FASD, a formal assessment must take place before any diagnosis is made.

An assessment can take place only if these three criteria are met:

- There are identified developmental/ learning/ behavioural concerns for the student.
- There is knowledge of prenatal alcohol exposure from a reliable source.
- The student's guardian has given consent for assessment.
- Alcohol exposure is a risk but not a diagnosis for FASD.

The Manitoba FASD Centre handles referrals and makes formal diagnoses for all WSD students. They work in partnership with WSD clinicians, educators and other professionals to assess students.

### The assessment team is a multidisciplinary group

**that includes:** Manitoba FASD Network diagnostic coordinators; social workers; developmental pediatricians; geneticists; psychologists; speech-language pathologists; occupational therapists; an FASD educator; manager and administrative team. A student's FASD diagnosis document will also include a list of the students learning strengths and interests. These can range from "good at using my hands" to "good at computer." These strengths will become part of the students' learning profile, which is a pathway the student and their support team will develop and follow throughout their school days.

The fundamental belief is that FASD students can and will learn.

"We want to work from a strength-based approach that will help the teacher plan and work best with that student," said Dorothy Schwab, an occupational therapist with the Manitoba FASD Centre. "The onus is on the adults to do the changing to accommodate the child in that classroom and set them up for success." With the number of professionals/experts involved, and with the FASD Centre serving all of Manitoba, it can take 18-24 months for an FASD diagnosis.



# GAME ON!

Sisler High School's Interactive Digital Media (IDM) is hosting Grade 6-12 students from across WSD for a two-day conference and celebration of game/app design and coding.

The Game On: G3 conference, which takes place Feb. 2-3 at Sisler, will have students learning from industry experts, showcasing their own game and app designs. This is the third Game On event held at the school.

Grades 6-9 students will take instructional workshops before entering a team-based Game On Jam Competition to build their own games and apps. Grade 10-12 students will have instructional workshops, as well as a "Showcase and Play" event where students demo their ongoing projects in a gallery walk environment.

Guest instructors will include industry experts from the Vancouver Film School, Project Whitecard, Electric Monk Media, Mid-Ocean School of Media, Kindoma and more.

"This is an opportunity for students to

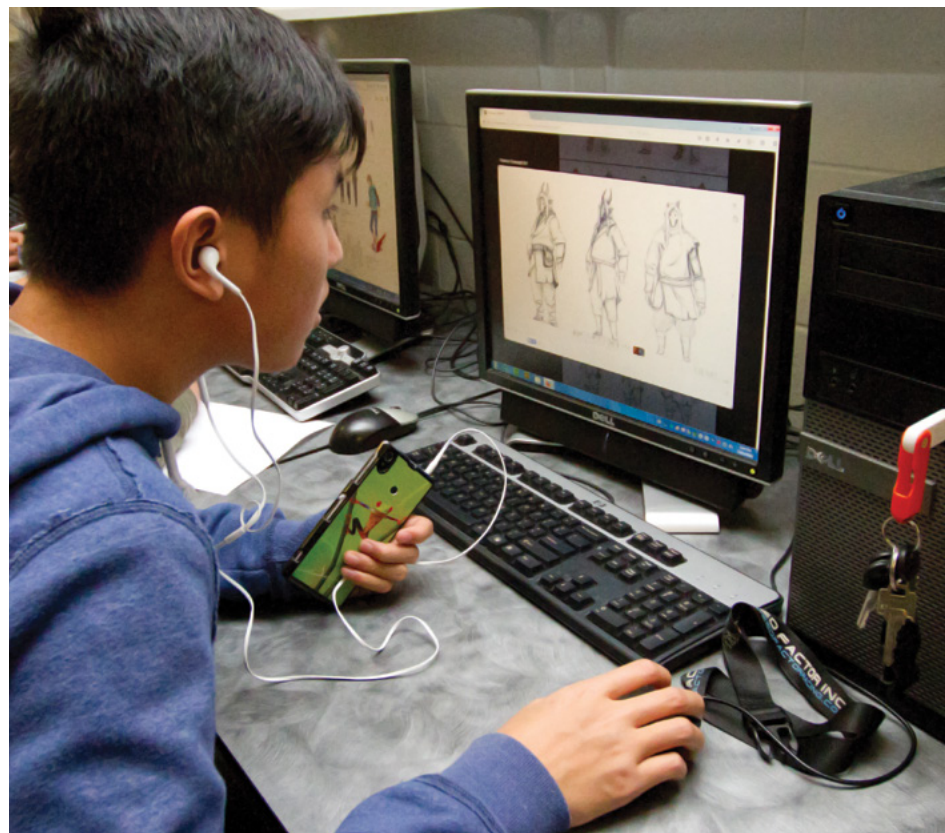
learn something hands on, like sound design, coding, creating characters and designing assets," said Sisler IDM teacher Bernard Alibudbud, who oversees the game design component of the program. "We're also hoping they'll see some of the potential careers in this field. They'll see people that are doing this for a living and think 'I can apply what I've learned and do this too.'"

"There's a need for artists, coders, promotions, all of these jobs and roles that students can eventually do."

Sisler's ongoing partnership with the Vancouver Film School is giving students who are pursuing a career in game design a potential destination following high school.

"Industry people are coming in and seeing that our students have their heads wrapped around where they are going in the future. The questions they are asking are levels ahead," said Jonathan Dyck-Lyons, who teaches film with Sisler IDM.

Steven Erickson, who teaches app development and computer science with



Sisler IDM, said students need to get in as much time as possible building "habits of mind" when it comes to coding.

"They need that practise to develop habits of mind on how to approach a problem, break it down into its parts and identifying the smaller goals that

eventually make up a large project," he said. "When you give students a project, where they have to accomplish a goal without a lot of described steps along the way, it's very challenging. They get better at it with time...but the only way to get better at it is by doing it."



## SOLSTICE SESSION

A Tec Voc High School student sews a moccasin slipper during Winter Solstice workshops on Dec. 19. The school celebrated the Winter Solstice, which marks the shortest day of the year, with a day of Aboriginal workshops and activities.

Photo by Maggie Gehman, Tec Voc Photography



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# THE SCIENCE OF MEDICINE

WSD students have been exploring science in a top of the line facility thanks to a program at the Saint Boniface Hospital Research Centre.

Grade 9 and 10 students took part in The Science of Medicine, a four-day multidisciplinary experience at the centre's Youth BIOLab.

"I've loved science since I was four so this has been amazing," said Kelvin High School student Zara Hernandez.

Over the past several years, the BIOLab has also hosted Grade 11/12 students and elementary students in separate "science camp" style events that have proven enormously popular with students.

"We're taking kids who have that interest and really trying to get them immersed in science. It's a chance for them to meet some real scientists, be in a real lab and see how things work," said Youth BIOLab Director Stephen Jones.

"As these students are going into Grade 11 and 12 and thinking about physics,

chemistry and biology, we're showing how those subjects all come together here. There are components of physics, chemistry and biology that function together in research and medicine."

Day 3 had students extracting chemicals from different types of superfoods, like kale, through chromatography.

Later, they had the opportunity to visit the centre's new one million dollar Nuclear Magnetic Resonance imager at the Canadian Centre for Agri-Food Research in Health and Medicine. The powerful apparatus can detect chemical compounds in food for analysis and determining possible health benefits.

"Today we're tying in some of the chemistry concepts students learned the other day with the physics of the machines and applications we use to either understand health or diagnose patients in the hospital," Mr. Jones said.

The equipment at BIOLab is certainly more advanced (and expensive) than your



typical high-school lab.

"Even though we do experiments at school as well, I think it's really unique in that we get to further develop our skills in a more advanced lab and get to do more hands on experiments," said Gordon Bell High School student Katrina Lengsavath. "It's been fun working with people from different schools and getting to learn from their ways as well."

With scientists now able to examine and

manipulate plant and animal matter at a genetic level, ethical science is also of interest to students. "We had a very detailed, very interesting chat about how genetics work, and how we could one day have a super-human, designer person," said Sisler High School student Ethan Graveline. "I thought that maybe once we've studied human genes long enough, we could make a simulation to test on. We have the technology, but it's more about ethics."

# IN OUR EYES

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A photography exhibit became the springboard for a General Wolfe School project on refugees and their new lives in Canada.

The school recently hosted a touring version of a newcomer photo exhibition in the school's library. *In Our Eyes: The PhotoVoice Project* was the result of a partnership between the Manitoba Association for Rights and Liberties, the Canadian Muslim Women's Institute and From Here and Away.

Newcomers and refugee participants from Syria and Iraq were given disposable cameras and were asked to take photos that told their story.

After the resulting exhibit appeared at the Winnipeg Art Gallery, it caught the attention of newcomer/English-as-an-additional language teacher Anita Riedl, who thought students at the highly multicultural school would find a connection to the photos. Working with General Wolfe's Language Arts teachers Jo-Ann Machado and Caroline Fisher, the three were able to come up with a major project for the school.

"We developed a school-wide lesson that all of our Language Arts teachers took and used to teach about refugees in the classrooms," Ms. Riedl said. "Every class did something different with it. We have a school where diversity is the norm. We have students from war-affected backgrounds and many newcomers, so this was another way to make connections and develop a further understanding of this particular group of people."

Students were able to visit the photo

exhibit in their school library and write down their own impressions.

"One of the main reasons for using photographs is that many of the refugees can't communicate well in English yet," said teacher Mario Cueto. "So students are looking at these photographs and thinking about what they are trying to say."

Grade 7 student Winter Armstrong chose to write about a picture that detailed the ceiling of Winnipeg's Via Rail Station at The Forks.

"That photo inspired me to write about it," she said. "I thought that maybe that was how they first came to Winnipeg, and that was the first thing they saw."

General Wolfe student Alemayo Yirdaw, an Ethiopian student who came to Canada via Sudan, was drawn to a photo of four Muslim friends.

"I think I picked that photo because it reminded me of being with my friends in Ethiopia," Alemayo said.

As a culmination to the project, the school united to create a giant mosaic map of Manitoba that featured a puzzle piece from each class; students decorated each piece with poems, thoughts and images about what it meant to them to be a new Canadian.

The finished mural currently hangs in the school's front foyer.

"The project was a good way for all of our students to be engaged to talk and think about refugees and who they are," Ms. Riedl said. "They are not just refugees, they are new friends that have come to Canada. They are our neighbours and classmates now."

# SUB-ARCTIC SCENE

A pair of Sisler High School teachers headed northward to take part in a conference exploring technology in sub-arctic conditions.

Teachers Matthew Robak and Myriam Bara attended the five-day Science and Technology in the Sub-Arctic Conference in Churchill, MB from Oct. 24 to 28. The conference was hosted by the Frontier School Division in partnership with Sisler, Polar Bears International, Louis Riel School Division, the Churchill Northern Studies Centre and more.

The two teachers, who also visited Churchill earlier in the month for a Sisler student trip, hosted some of the many live-stream events and mediated others. Topics included local use of science and technology, using technology to build educational partnerships and more. Some of the live-streams were even held on a tundra buggy.

"People may not be able to ever go to Churchill, so to have a first-person view from a tundra buggy, and then have researchers talk about what's going on there, it's a great opportunity," Mr. Robak said.

Sisler High School, broadcasting online in partnership with Frontier School Division, has hosted numerous live "virtual classrooms" with topics such as preserving Lake Winnipeg, live surgeries

at the Pan Am Clinic and more. Students as far away as Japan have been able to take part in the virtual classrooms.

"The whole point is to be able to show that technological platform off," Mr. Robak said. "We know there are people all over the world who have heard about Churchill, the polar bears and climate change. Instead of just reading about it in a textbook, they can interact with that community, live. We have the technology to do it and we're making the most of it."

When Ms. Bara first attended the conference in 2014, it was the start of a love affair with a community that is facing many changes, through climate and more recently the closure of Churchill's seaport.


"After visiting Churchill that first time, I thought 'we have to get our students up here,'" she said. "The Churchill that we see is the people who love it and want to see it survive. They're passionate about it and want to share it with other people."

The result has been the Sisler North program, which brings groups of students to Churchill to meet with scientists and town residents and to see northern life first-hand. Several student groups have visited the town since Ms. Bara's initial 2014 visit.

"There are already kids who are talking about going up after high school...so it's not an isolated experience," Ms. Bara said.



Submitted photos



# SISLER GOES NORTH

From climate change to the closure of the port that serves as the town's largest employer, Churchill is a community in transition.

Sisler High School students jumped at the chance to visit the Northern frontier town, a place most Manitobans will never see.

Twenty-four Sisler students joined teachers Myriam Bara and Matthew Robak for the Oct. 4 to 10 trip.

"When you book as a student group it is more affordable, and we want other teachers to know that," Mr. Robak said. "The community is so welcoming, and so beautiful. I feel like it's a part of me... and we want to keep being able to show it off to others."

The group travelled by train for two days each way to make the journey.

"I wanted to be able to say that I went. Not many people get to say they've gone to Churchill and I thought it would be a good learning experience," said Grade 11 student Hannah Forrester.

The community, which has approximately 750 people, has a unique layout.

"This is a town with less people than we have at Sisler—it was cool to see how they live," said Grade 10 student Halle Ilagan.

"All of their major businesses are in one big building—the school, the bowling alley, the hospital – are all in one big huge building because it saves on heat," said student Beth Hampson. "You could see how close everybody had to be."

For some students, among them Beth and Averie Allard, it was their second visit to the community; Sisler had previously sent a group to Churchill in June 2015.

"Last time, because it was warmer, we were able to get out on the water in a Zodiac (a type of inflatable boat)," Averie said. "This time around, we were looking more at the biology on the land. We would go outside with buckets and fill them up and bring them back into the Churchill Northern Studies Centre. One of the

scientists doing her research there would put it under her microscope and she was able to project that on the wall so we could see all of the life forms."

Students also ventured out on tundra buggies (although there were no polar bear sightings due to the time of year) and dog sleds as part of their adventure.

Following their trip, Averie and Beth joined students Francesca Espritu and Kara Vallega to make a virtual classroom presentation at Frontier School Division's head office on Oct. 26. The presentation was streamed to students all over the world.

"We want everyone to know what it's like up there," Averie said. "Especially for kids around the world who may not have the opportunity to see Churchill, it's a great opportunity to tell them what it's like."

While there are many questions about the future of the community with the port closure, there is also hope. Other industries, such as tourism and scientific research, may help keep the community alive.

"The people we saw up there, they are the ones that are passionate about Churchill; they want to see it thrive and share it with other people," Ms. Bara said. "It takes a special sort of person to live there."



Photos courtesy of Sisler North



# KELVIN STUDENTS PARTNER IN INTERNATIONAL RESEARCH

Kelvin High School students are participating in frontline research of Canada's North as part of an international research partnership.

Five years ago, Kelvin joined with the Park School of Baltimore and the Canadian Junior Rangers from Churchill to form ISAMR (International Student-Led Arctic Monitoring and Research). Students conduct and lead the research and are mentored by Dr. Jane Waterman and Dr. Jim Roth from the University of Manitoba and Dr. Ryan Brook from the University of Saskatchewan.

Kelvin students regularly travel to Churchill in the summer and in October to participate in climate research.

"What's amazing about these trips is that they are focused on science, but encompass so many other aspects of life. We learn about the history and culture of the North and most importantly, experience the beauty of the land by living right on the tundra. What a breath-taking experience to see the northern lights dancing across the sky or to watch arctic fox pups jumping and tumbling together," said teacher Donna Labun.

During several summer trips to Churchill over the past five years, students have participated in data collection for a project studying permafrost in the tundra. The hope is to develop a model for predicting the depth of the active layer—the layer above the permafrost that melts and freezes annually—based on surface indicators such as vegetation.

"The main point of this research is to see if there is a correlation between the vegetation cover on top and the active layer thickness," said student Grace Ma. "If there is a correlation, we could use this as a prediction model for the active layer

thickness in the future."

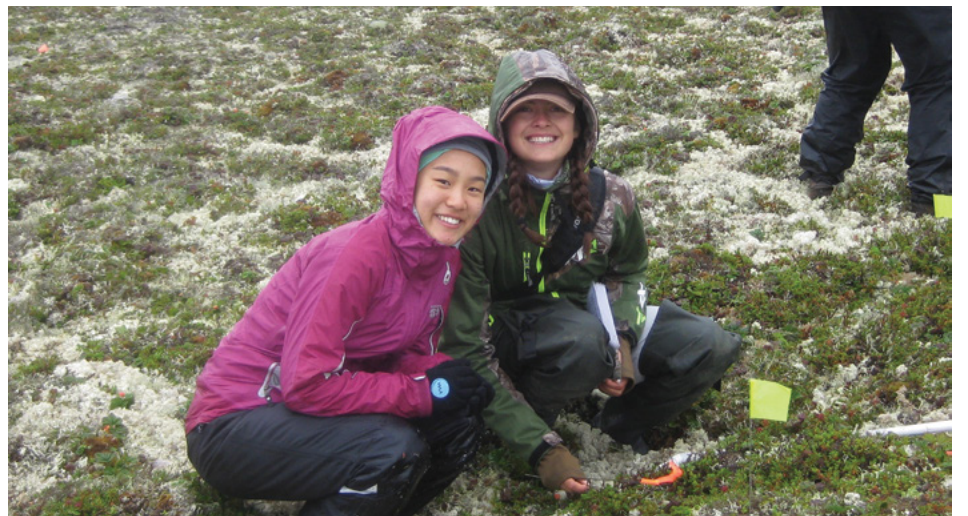
Along with other representatives from Kelvin's ISAMR partners, Grace presented at the Wapusk National Park Research and Monitoring Symposium, held Dec. 1 in Winnipeg. The group presented a comparative look at two sampling methods of monitoring vegetative cover in sub-Arctic bogs and fens in the Greater Wapusk Ecosystem.

"It's amazing to have all of these scientists coming together and sharing knowledge on very important topics," Grace said. "The Arctic does need our help. With climate change happening, it is a pivotal time in this era to be sharing this awareness. Hopefully, students can take what we've learned from scientists and share it with other students. I think youth awareness is really important, because we're the future."

Another project, which is carried out during Kelvin students' October visits to Churchill, seeks to identify and track polar bears based on their unique whisker patterns. Students photograph bears via tundra buggy, and are then able to analyze their photographs and compare them back at Kelvin. They have also partnered with Dr. Stephen Peterson at the Assiniboine Park Zoo, and have documented whiskerprints from the zoo bears which allows for useful comparison of wild and captive bears.

"By using Dr. Waterman's whiskerprint software we can take a photograph of a polar bear and run it against a bear library from previous years and see if there are any matches," Ms. Labun said. "It's a non-invasive way of identifying polar bears. We can track polar bears year-to-year and study different characteristics such as body-condition and body size."

In comparing bears over the years,



Photos courtesy of Isamr

the students have noted an increase in asymmetry between whiskerprints on each side of the bears' faces.

"This leads to the question of whether the asymmetry is an indicator of environmental stress and whether this stress is due to climate change. Answers may emerge as we look at asymmetry in connection with other indicators such as body condition," Ms. Labun said.

## ARCTICNET

On Dec. 7, Kelvin students presented research talks alongside graduate students and professors at the ArcticNet Conference in Winnipeg.

Students presented on monitoring permafrost dynamics and the recovery of vegetation cover in the recently burned lichen heath bogs of the Greater Wapusk Ecosystem, as well as a comparison of fluctuating asymmetry using Whiskerprint software as a marker of environmental stress in captive-born polar bears versus wild polar bears.

Students were also available to discuss

their projects at the poster session in a common area in the Convention Centre, alongside posters of each research study.

The international conference was a great showcase of the ISAMR team's work.

"It's a welcome challenge to discuss what we've done with the scientific community," said student Sean Perry. "It's important to note that ISAMR is student led and teacher mentored—we're the ones who are choosing the direction we want to go to."

Sean presented on whiskerprinting alongside student Molly Ingenmey. The conference marked the first time high school students presented at an ArcticNet conference.

"It's nice to present on something that's student led," Molly said. "We're doing work that graduate students are doing; we're learning the processes and analyzing the data, rather than the teachers doing everything for us."

You can read more about Kelvin's ISAMR trips and projects at [www.isamr.net](http://www.isamr.net)

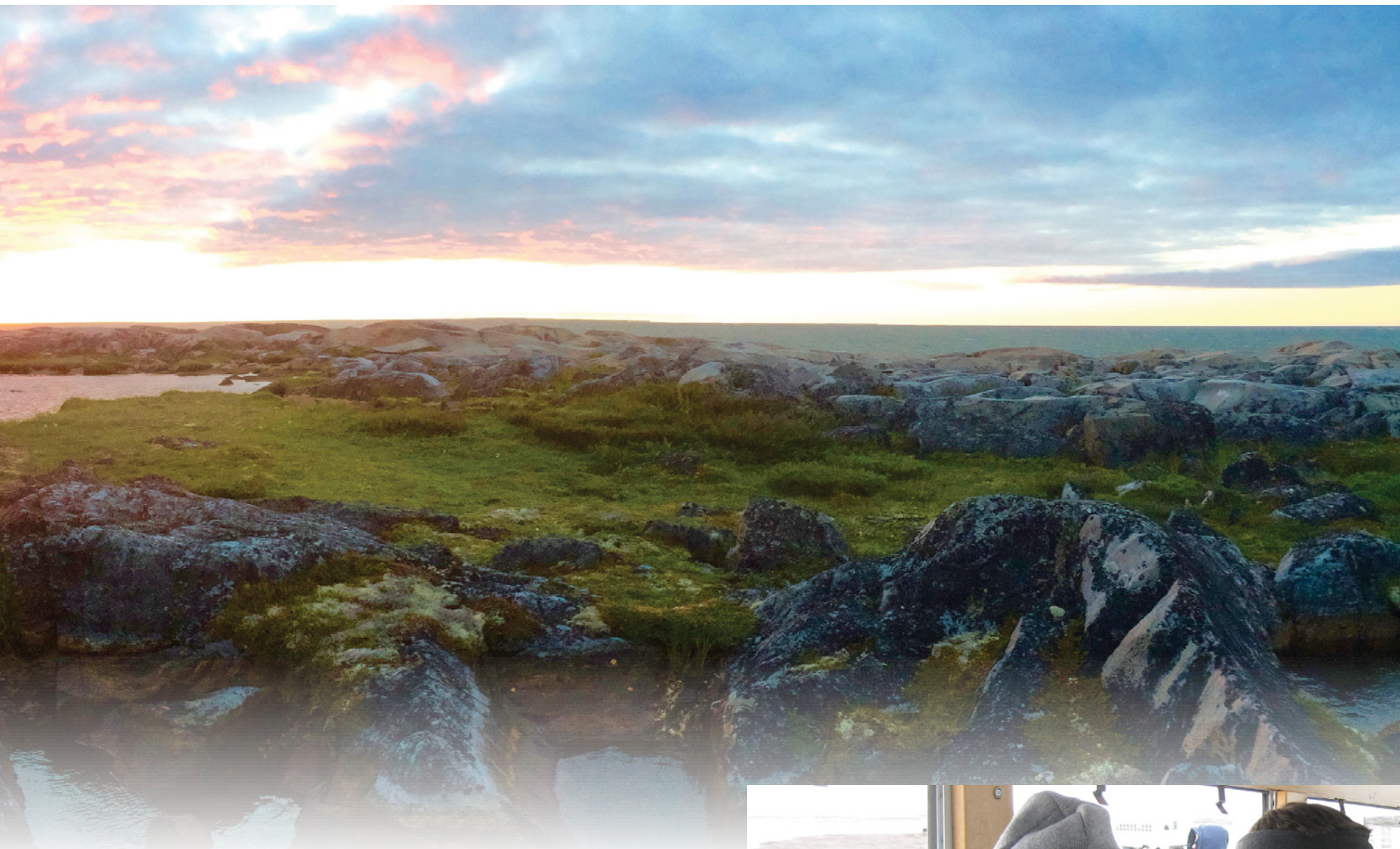


Photo by Chloe Warret Rodriguez

# CALMING THE “RED” BRAIN

WSD’s Student Services and Inclusion Support Services in conjunction with the Healthy Minds Committee welcomed educators for a conference exploring self-regulation in schools within Dr. Stuart Shanker’s Self-Reg framework.

*Reframing Behavior through Self-Regulation to Create Safe and Caring Schools* offered workshop sessions with Susan Hopkins and Eunice Lee of The MEHRIT Centre at York University in Toronto.

Dr. Stuart Shanker started the centre in 2012 with the vision of creating calm and alert children, youth and adults in physically and emotionally nurturing environments.

“This topic definitely connects with our WSD Healthy Minds initiative in terms of the social/emotional learning and the neuroscience connection,” said Jón Olafson, WSD Student Services Consultant.

“It’s empowering for students to learn about how their body and brain works when they are stressed, and how they can self-regulate. The ability to calm down and self-regulate can also have a huge benefit academically, whether it’s literacy or numeracy. It’s all connected.”

When it comes to “problem” behaviors in students and adults, Dr. Shanker’s Self-Reg framework considers stress behaviors versus simple misbehavior. One must take into account underlying brain functions and responses, such as sensory loads and limbic patterns, and their role in shaping student behaviour.

“Self-regulation is not self-control,” Ms. Hopkins said. “Self-regulation is what’s beneath self-control and enables it to happen. It’s what makes self-control possible.”

An educator using a self-control lens would look to inhibit or manage students’ behavioural problems as they arise, while a Shanker Self-Reg lens identifies and reduces the causes of problems with students’ moods, thoughts and behaviours. Effective self-regulation manages stress, energy and tension that can produce emotions and undesirable behaviours.

“Self-reg is about understanding our stress systems,” Ms. Hopkins said,

“It’s managing energy and tension...it’s not about managing anger.”

In its essence, the Shanker Method of Self-Reg involves five steps:

- Reframing the behavior;
- Recognizing the stressors (across five domains: biological, emotional, cognitive, social and prosocial);
- Reducing the stress;
- Reflecting to enhance stress awareness;
- Responding to develop personalized strategies to promote resilience and restoration.



Ms. Hopkins, who has worked as a teacher, school administrator, curriculum developer and more, recounted an episode she experienced while serving as a vice-principal. A student was sent to her office for trying to light another student’s hair on fire. When taken to her office, the troubled boy—who was still in an agitated state—spat on the floor.

“I said to him, ‘you must be really hurting to do that,’” Ms. Hopkins said.

That moment of empathy was enough for the boy to let go of his anger.

“Instantly, he knew he was safe with me. His brain read safety, just enough for tears...and tears release the chemicals of stress.”

For students who are dealing with stressors outside of school on a daily basis, they are almost in a permanent state of stress.

“Nothing feels safe and these kids need that so much. The ones that are the most difficult are the ones that need you the most...and you can make an absolutely huge difference.”

## RED BRAIN, BLUE BRAIN

Shanker Self-Reg considers the brain in three parts: the reptilian brain, which controls the basic functions of the body; the “blue brain” or neo-cortex which provides organization, executive function, social order and delayed gratification; and the “red



brain” or limbic system, home of emotions, emergency response and the subconscious flight/fight/freeze responses.

The red brain/limbic responses to stress are many: heart-racing, digestive shut down, sweat glands open up, the muscles in the middle ear constrict to only hear low frequency sounds, etc.

“The problem with kids that are under constant stress, it’s almost like a spring that is supposed to come back into shape but it loses its resiliency,” Ms. Hopkins said. “Their systems are full of the chemicals of stress.”

When it comes to “mis” behaviours in children and adults, the Shanker Self-Reg practitioner would look at what part of

the brain is running the show: blue brain or red brain.

“We need to look past the behaviour and see what it is telling you,” Ms. Hopkins said.

“You can think the child is ignoring you, they’re literally not hearing you in the first place...they’re surviving.”

## CREATING MICROENVIRONMENTS

Erika Wainwright, an Itinerant Teacher for Students with Autism Spectrum Disorder at WSD’s Interdivisional Student Services and conference co-organizer, said educators can “create microenvironments” in the classroom and the school to help students reach their blue brains.



“It’s a different recipe for each individual child,” Ms. Wainwright said. “For a child who needs to down-regulate, because they’re more of a hyper kind of kid, you set up a calming environment in your classroom. For the kids who are tired or struggling with the learning, you have an up-regulating environment. It might be an exercise routine or walks in the hall.”

Ms. Wainwright said being attentive to non-verbal cues is important when establishing the brain state of students.

“As educators, one of the most useful tools is reading body language. So being able to read that a child may be in their red brain gets you closer to helping them regulate and get back on line so they can access their blue brain and learn.”

Fort Rouge School Kindergarten and support teacher Jolene St. Germain-Boehm has created calming self-regulation areas in her classrooms. The stations include self-regulation tools like tactile games, relaxing pictures, books, and

even a play phone for students to have conversations with family members they might be missing.

Student friendly instructions are also an important part of the calming spaces; staff review how to use the self-regulation areas with all students to support a universal design model. The spaces are set up so learners can begin to explore and see what techniques works best for themselves in the calming down process.

Since beginning her “self-reg journey” in 2011, Ms. St. Germain-Boehm has explored ways to help students build resilience to stressors; she’s found that the Shanker Method gives a new lens to look at students’ behaviours.

“You’re looking at things like are the students fed, are they happy, what happened the night before, did they get enough sleep,” she said. “We manage their day differently when we know they’re showing stress behaviors. If they’re having stress and they don’t know how to make the right choice, we’re there to model and

show them how to do that.”

Under the leadership of Principal Terri Rodrigues-Warner, the school has done away with intercom bells to indicate class changes, as they were found to be interrupting the learning that was happening in the classrooms and also agitated some student’s stressor behaviors. Teachers use calming techniques, such as playing relaxing music when students are in the classroom.

“Students come to Fort Rouge School and they know that it’s a calm place,” Ms. Germain-Boehm said.

### CARING AND COMPASSION

Empathy is a critical component to building a Shanker Self-Reg approach in the classroom.

“Everyone focuses on behaviours, but that is really the tip of the iceberg,” said Shellie Hatch, Autism Support Teacher with WSD’s Inclusion Support Services and conference co-chair. “We need to look at what’s causing this behaviour

from the child’s perspective, not our own perspectives.”

Ultimately, the educator has to be aware of how his or her own body language and responses are affecting a student’s behaviour.

“Co-regulating, and showing the student caring and compassion is important,” Ms. Hatch said. “Your responses will determine whether the child will escalate or calm down. If we make more demands and add stressors, we will escalate the child’s behaviour. Kids don’t come to school wanting to have a bad day, but we all have them.”

For more information on Shanker Self-Reg, visit [self-reg.ca](http://self-reg.ca)

*Healthy Minds is a Winnipeg School Division Mental Health Initiative, with the overall goal of achieving a culture in WSD where mental health and well-being are embedded into every student’s school experience.*

# ART, CO-OP A SOLID PARTNERSHIP

An ongoing partnership at Children of the Earth High School is providing young artists with a chance to reach new audiences.

The school's Aboriginal Student Co-operative program has joined forces with abORIGINAL, the school's student artist collective, for the past several years to sell student artwork through a variety of mediums.

COTE student artwork is gracing prints, mugs, t-shirts, magnets and more. A wall calendar of student artwork has sold out two printings over the holiday season, while last year saw similar sell-out success with an adult colouring book featuring Aboriginal art.

"We get business skills, customer service skills, marketing skills and we're also making money for the school and ourselves," said Grade 12 student Kyler Harper.

COTE students have been out at locales such as the Assiniboine Park Conservatory and Garden City Mall to sell their products.

The COTE co-op was borne out of an after-school program at the school, JASP (Journey and Succeed Program). The program provides students with employability skills, financial literacy and job training. The school partnered with the Manitoba Co-operative Association and SEED (Supporting Employment and Economic Development) Winnipeg to make the co-op a reality.

Representatives from both partner agencies visited COTE to offer students afterschool workshops on the ins-and-outs of starting a co-op.

"The whole idea of creating a co-op is coming in, talking to the students, giving them some background of what a co-op is about and finding out where they see a need," said Colleen Simard of SEED Winnipeg.

Art teacher Cynthia Flett and community support worker Jackie

Dolynchuk work alongside those organizations to keep the COTE co-op/abORIGINAL partnership vibrant.

"We work closely together...one can't exist without the other," Ms. Flett said. Principal Nichola Batzel said the ongoing project has also built self-esteem amongst students: "A lot of our students don't always have that, so it's good to see them building their confidence."

Grade 9 student Spencer Valiquette said it was important for artists to be involved with the commercial aspects of distribution.

"You have to be aware of what's going on with your art, where is it going to go and how is it going to get there," he said. "It's an honour when someone enjoys your artwork and they want more of it."

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# A NIGHT AT THE OPERA

Every year, Grant Park High School teacher Valerie Pierce looks forward to giving her refugee and newcomer students what is likely their first big cultural experience in Canada: a night at the Manitoba Opera.

In November, Ms. Pierce brought her English-as-an-additional language students to a performance of Giuseppe Verdi's *Falstaff*. The opera, Verdi's final work, is a comedy detailing the bungled romantic overtures of Shakespeare's popular character Falstaff. The libretto (the text accompanying an extended musical work) was written by Arrigo Boito, adapting primarily from Shakespeare's *The Merry Wives of Windsor*.

"Opera is a universal format we can learn through," Ms. Pierce said. "We can experience so much through the beautiful music, as well as the sets and costumes. And we can feel the emotions on stage—they feel very real."

"Going to the opera is a profound, life changing experience for my students."

On Nov. 14, prior to the students' big night out, Ms. Pierce invited Manitoba Opera CEO Larry Desrochers to the class to speak with students about *Falstaff* and

the opera in general.

"What makes our country great is the diversity we have here, that's why I'm excited to speak with you today, people who have come from all parts of the world," he said.

Opera itself is an inherently international experience, bringing many languages to the stage.

"We always perform the opera in its original language—this opera is sung in Italian," he said. "There are English translations projected above the stage so you can follow the story and what the characters are saying in English. We have performed operas in Italian, French, German and Russian as well."

Student Derek Park, who came to Canada from South Korea three years ago, had the opportunity to visit the Manitoba Opera with Ms. Pierce's class in previous years.

"It's a huge experience for most of us, who haven't been to the opera in our own country," he said. "Even if you don't understand what they are singing, you can study their facial expressions and behavior on stage and learn."

Student Ira Moskalenko had the opportunity to see the opera in her native



Photo courtesy of Manitoba Opera

Ukraine, and enjoyed the opportunity to see an opera performed on Canadian soil.

"I think it helps the class come together when we go out for the evening as a group," she said. "I'm also a dancer/performer, and I like having the chance to see a performance from the audience."

Ira added that she was amazed at how the opera singers are able to project their voices from the stage—and over an orchestra—to fill the theatre with their vocalizations.

"The performers have to put so much effort into it, it's really impressive."



# READING ROLE MODELS

A class of French students from Grant Park High School created their own storybooks and recently shared them with a neighbouring elementary school.

The Grade 9 students visited École Sir William Osler on Nov. 3 to read their stories to Grade 1 students.

"We've spent the past week creating these stories," said Grant Park student Abrar Abdel Mahmoud. "We tried to make the books colourful so they would catch the students' attention."

The Grant Park students are also relatively new to the French language.

"We wrote about topics like what we enjoyed to eat, what we like to wear

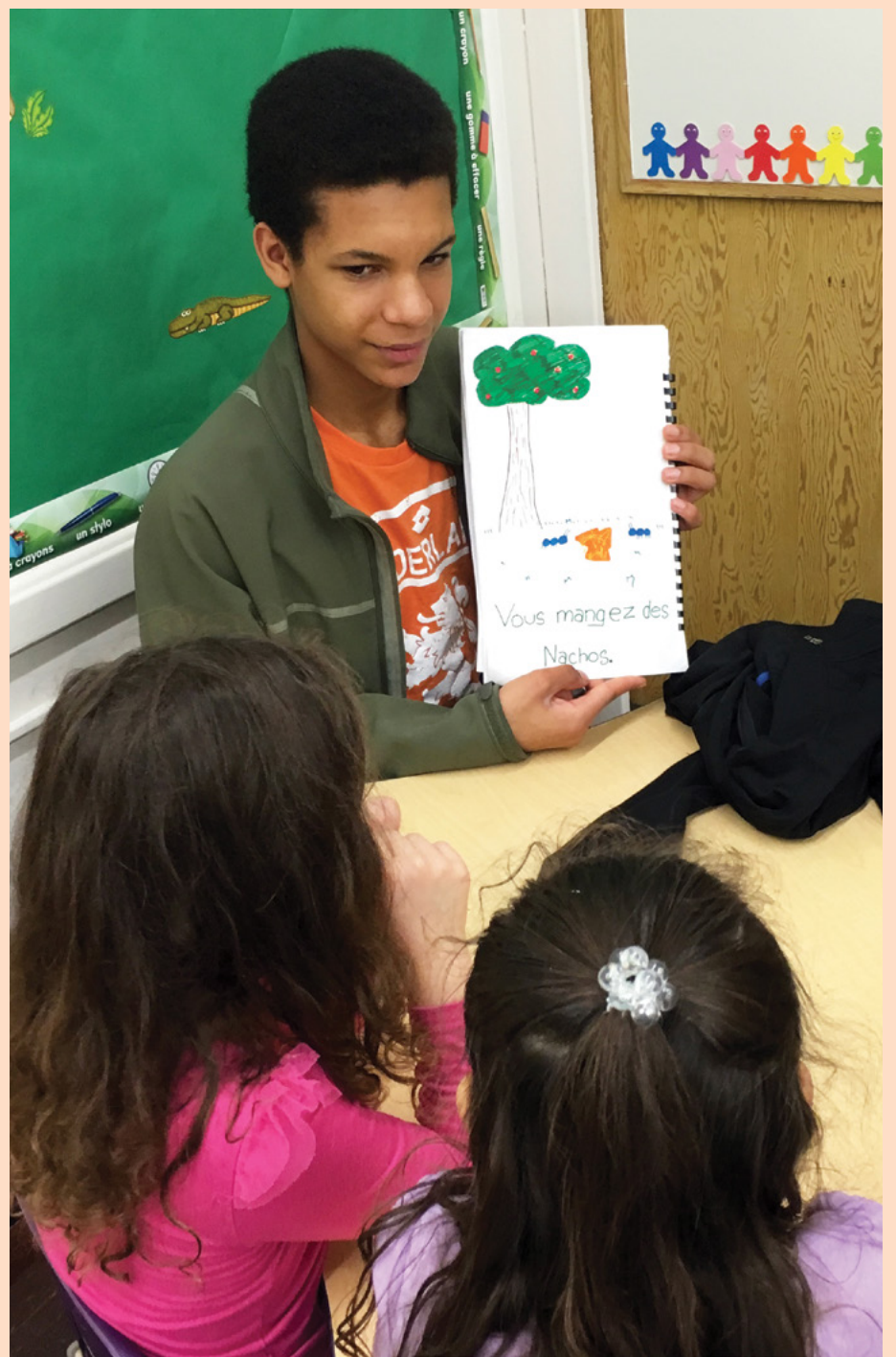
and the sports we play," said Valentina Almonacid. "That's pretty much what everyone's books were about...it's mostly verbs."

Valentina added the warm reception they received from the younger students made the whole project worthwhile.

"They were just so excited to see us, you can tell they really look up to us."

Grant Park French teacher Mike Plaetinck said his students handled the extra responsibilities well.

"I'm proud of the work my students have put in and feel like this is a great opportunity for my students to act as role models to an elementary class."



# SOLE HOPE

When we think of footwear in Canada, the topic usually revolves around fashion and functionality for sports or the weather.

In Africa, not having shoes can mean the difference between health and losing life and limb to infection. There are children who must work and play with no shoes to protect their feet from parasites and infections.

Enter Sole Hope: a humanitarian organization that assembles low-cost, yet durable footwear for these children.

An Inclusive Education class at Sisler High School has been hard at work in the school's clothing lab to assist with the campaign.

"Sole Hope has provided us with the patterns to cut out the tops of the shoes," said teacher Carolyn Berthon. "We use old denim for the material, so we've gathered up old jeans and cut out the different shapes. We've also been using plastic milk jugs for the heels. We package everything together and ship it to Africa."

In Africa, the raw materials are assembled into the final shoe.

"There are people who are sewing the shoes together in Africa, and they're able



to make some money doing that," Ms. Berthon said. "They're repurposing old rubber tires for the soles."

Students Jordan Comia and Aaron Van Dam said they were eager to ramp up production for the project—and they encouraged other schools to have shoe cutting parties.

"I feel like it's for a good cause and it's always good to help people," Aaron said.

For more information on the Sole Hope campaign, visit [www.solehope.com](http://www.solehope.com)



# YOUTH TACKLE CLIMATE CHANGE AT FORUM

Elmwood High School hosted 158 students from 32 schools for the Arctic Climate Change Youth Forum.

The Dec. 5 forum included interactive presentations and workshops delivered by scientists and researchers to introduce students and their teachers to Arctic climate change research. In addition to science, the day included the northern perspective on climate change, as well as political discussions on the role of science and Inuit knowledge in policy and decision-making.

ACCYF is a part of the Schools on Board outreach program of ArcticNet, based out of The Clayton H. Riddell Faculty of Environment, Earth and Resources at the University of Manitoba. Elmwood's student sustainability group helped host the forum; the school has been involved with Schools on Board for several years.

"It's important for students to have exposure to (this issue). Whether or not they fully understand it, this is part of a learning process," said teacher

Jenna Forslund. "Having this knowledge empowers students. They need to be able to make decisions on what they can do in their community to impact climate change."

She added that interacting with professional scientists and researchers was also a positive role-modeling experience.

"I'm hoping that today, by hearing from professionals in the field, some of them may be motivated to pursue a career in science."

The morning keynote speaker for the event was Dr. David Barber, Canada Research Chair in Arctic System Science; Associate Dean (Research) Centre for Earth Observation Science (CEOS); Clayton H. Riddell Faculty of Environment Earth and Resources; University of Manitoba.

Dr. Barber has extensive experience in the examination of the Arctic Marine environment as a system and the effect that climate change has on this system.

"The Arctic is used as what they call a 'bellwether' for global climate change,



David Babb and Karly Campbell of the U of M's Centre for Earth Observation Science show students some equipment used to obtain ice core samples in the north.

as the first and strongest sign of what is coming for the rest of the planet... it's already changing how that system works," Dr. Barber said. "The researchers we have at the University of Manitoba study that and try to understand the characteristics and nature of what's going on with it. The Inuit live in the North...and they see this on a daily basis, to such an extent as that they have new words in their vocabulary for things that never used to be there. Things like thunderstorms and bumblebees, stuff that you would see in the lower latitudes, are now starting to show up in the Arctic."

While humans can't turn back the clock

when it comes to the impacts of climate change, student Morgan Wood said there was still work to be done: "It would be hard to take back the damage, but we can work to slow it down."

Nineteen-year-old Andrea Brazeau of Kangiqsualujuaq, Nunavik offered an Inuk perspective with her afternoon keynote speech. The afternoon was wrapped up with a panel discussion moderated by Michelle Watts of Schools on Board. Panelists included Mia Otokiak - Cambridge Bay, Nunavut; Lene Kielsen Holm - Nuuk, Greenland; Andrea Brazeau - Kangiqsualujuaq, Nunavik and Christopher Debecki - Oceans North.



## XYLOPHONIC SET

Greenway School students are a picture of focus during the school's *Sounds of the Holidays* concert.

Photo by Natalina Rondinone, Tec Voc Photography

# A WALK BY THE OCEAN

École Robert H. Smith School recently held a schoolwide Envirothon, encouraging students to examine, explore and enjoy the world of nature.

"Our main priority at the school this year is Education for Sustainable Development (ESD)," said Vice-Principal Dominique Ostermann. "With us being a Jane Goodall Roots and Shoots school, that's been our main drive."

"Today is about creating awareness of how our actions can impact the environment. There are things we can all do, big or small, that can make a change."

Roots and Shoots is a youth-led, community action program with the goal of making the world a better place.

Every class in the school created educational exhibits and activities for the Nov. 25 celebration. The Envirothon also served as a school fundraiser, with families dropping off donations as they visited all of the classrooms and displays.

"We all need to work together and learn



about the importance of wildlife and the environment," said student Ethan Cresswell.

A major highlight was the ocean museum in the school's gymnasium—it's focal point being a massive inflatable whale that ran the length of the gym. Teachers built the reusable structure from plastic sheeting. Classes created exhibits and displays to provide content for the museum.

Another ESD project that has gained considerable attention at the school has been its lost and found. The school put a nature mural beside the lost and found. Every time a new clothing item appears, an animal is removed from the mural and replaced with a factory. The project has made students consider the importance of reducing their overall consumption of material goods.

"It's made a huge impact," Ms. Ostermann said. "We've taken away our large lost and found bin and replaced it with a smaller bin."

Student Elene Apraiz said everyone could do their part to help the environment.

"It can be something as simple as not wasting water or not throwing litter on the ground."

Ralph Brown School bilingual Ukrainian dancers perform on the main stage at St. John's High School.



# CELEBRATING THE NORTH END

STORY AND PHOTOS BY JEFF MILLER

With the support of Champlain, Luxton, Machray and Ralph Brown elementary schools, St. John's High School hosted the first annual community resource night on the evening of Nov. 30.

The evening was put together by the St. John's High School parent committee and sub committees from each school with the goal of showcasing resources available to North End families.

"It took almost 18 months to plan this event and I couldn't be more excited that the evening is finally here," said Bernice Rempel, Steering Committee Chair - Celebrating the North End Chair, St. John's High School Parent & Community Advisory Council. "It was a collaborative project between the parent advisory

groups of the five schools."

The evening was a combination of a resource fair and cultural displays. Over 30 organizations had tables set up to display the types of resources that they provide for the community. Five of the groups took part in half hour presentations in various locations throughout the school. In addition to that, there were various cultural performances going on simultaneously in the senior gym. The performers were from some of the participating schools as well as some community organizations.

Over the summer, Rempel personally delivered invitations to North End community resources and of the 40 invitations extended over 30 of them committed to participate in the evening's events.

It was an excellent opportunity

for over 300 invited families to ask questions directly to the resources all gathered in one location. Some of the information available for families were on services such as housing, preparing for interviews, resume building, and assistance with obtaining correct identification so community members could do things such as opening a bank account or assistance with using a vehicle for challenging a drivers test, just to name a few.

When prompted whether this will be an annual event Rempel said, "We will see the feedback that we receive from the surveys included in the parent packages and go from there, in the mean time we are planning to have speakers come and talk about mental health issues in the spring time."



## CADETS REMEMBER

Students stand at attention during an advance Remembrance Day Ceremony at Tec Voc High School, Nov. 10, 2016.

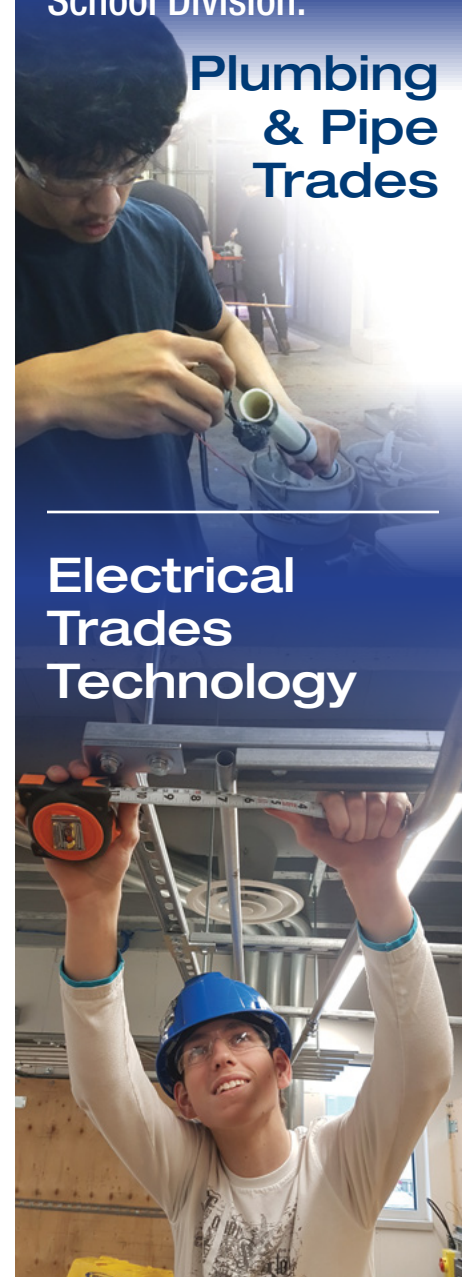
Photo by James Carey Lauder, Tec Voc Photography

# EARN A HEAD START

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WINNIPEG SCHOOL DIVISION



## A CANADIAN MOMENT

Montrose School students entertained their families and school community with a decidedly Canadian concert over the holiday season. *Canadiana* was a hit with the audience!

Photo by Natalina Rondinone, Tec Voc Photography



# THE GIFT OF FRIENDSHIP

A Grade 6 class at École Robert H. Smith played holiday hosts to young pen pals from Norquay School for a December day to remember.

Norquay teacher Teal Moszynski's Grade 2/3 class visited the school on Dec. 19 for a day of games, food and even opening presents with Robert H. Smith teacher David Leochko's class.

"Our main goal was to make them happy and just to celebrate. It's nice to meet them and be able to talk to them and hear their stories," said Robert H. Smith student Olivia Younes.

Norquay student Havanna Sinclair said she could hardly wait for the big day.

"I rushed to school so I wouldn't be late for the bus that came here," she said. "I was shy when I met (the older students) but now I feel like they're my best friends. My favourite part of the day was playing

together at recess."

When it came time to open presents, the Norquay students all got a teddy bear and a backpack filled with school supplies and books. The Robert H. Smith students collected and wrapped the gifts for their younger counterparts.

Mr. Leochko and Ms. Moszynski ran a similar pen pal project last school year. The two teachers met when Ms. Moszynski was student teaching at Robert H. Smith.

Along with writing letters and the Christmas party, the two classes plan to have a year-end celebration at Assiniboine Park in June.

"It's been exciting for my students to finally meet who they have been writing to," Ms. Moszynski said. "They wouldn't normally get to know students from another school like this so it's been very neat. And it's nice to see the older students

get to be mentors and role models to the younger students."

As an additional gesture of giving to Norquay, Robert H. Smith students and families donated new books for a school "reading tree" that ultimately yielded thousands of books for Norquay students over the holiday season.

Mr. Leochko said with the act of giving, his own students learned more about sustainability and selflessness.

"Our school is a Roots and Shoots school, so we're doing a lot with sustainability," Mr. Leochko said. "We wanted our kids to understand that sustainability is more than just about recycling, reducing and reusing. It's about giving back and making the world a better place."

Mr. Leochko added that the day was partially funded through a WSD Education for Sustainable Development grant.

## BREAKFAST WITH SANTA

Norquay School held its annual "Breakfast with Santa" event on Dec. 22. Staff and volunteers arrived early to make breakfast for their students, families and community members that included Superintendent Celia Caetano-Gomes and WSD Trustee Arlene Reid.

Over 300 people took a moment out of their busy schedules to share a meal together. Students' faces lit up when Santa entered the room and many pictures with the jolly guy were taken.

Through a generous donation from Lafarge, every student and staff member received a gift of an embroidered Norquay crest hoodie.

Norquay School would like to thank all of its volunteers for providing our students this memorable experience!



# MAKING NICE HAPPEN

R.B. Russell Vocational High School students were treated to a unique pop-up shop experience this holiday season thanks to the generosity of Think Shift, a local advertising agency and corporate culture consultancy.

Students shopped for free holiday gifts for their loved ones on Dec. 15. "Make Nice Happen is our way to give back to the community that provides so much for our employees and our clients," said Michelle Braun, co-organizer and Graphic Designer at Think Shift.

Students chose among donations of new or like-new items including toys, outerwear (coats, mittens, hats); housewares; clothing; and other giftable items.

"Being able to give a gift to a parent or sibling is an amazing feeling that many of our students will be experiencing for the first time," said Lisa Fraser, Make Nice Happen committee member and R.B. Russell teacher.

Photo by Jeff Miller

# BLESSING BAGS

An École J.B. Mitchell School student embraced the gift of giving this past holiday season with a project designed to help the city's homeless.

Antonio Duggan collected socks, mitts, hats, toothbrushes, granola bars, other essentials and \$5 bills to create special "Blessing Bags" for those spending the holidays on the streets of Winnipeg. For his birthday, Antonio asked for his guests to bring items for the homeless instead of gifts.

The plan was to hand out the bags directly to homeless people.

"We're loading up the car and going downtown to hand them out," Antonio said.

Previous years' efforts have included donations to Siloam Mission and refugee families. Antonio started his humanitarian project three years ago, after seeing some

of the city's homeless while his family was driving to a Tom Jackson concert.

"I wanted them to stay warm and survive the winter," he said. "It makes me feel good about myself to help other people out. I think any age group can help make a change."

Antonio's ongoing project has inspired others at his school and beyond.

"I had Antonio in my class last year as well and I had no idea that this was going on," said teacher Kerri Swanson. "I heard from a colleague about his fundraisers and it just seems like such a fabulous idea. The kids are learning from this and are excited to be helping out. They're already talking about next year."

To further fund his project, representatives from Lifetouch presented Antonio with a \$250 cheque on Dec. 13.

PHOTO NOT AVAILABLE FOR WEB



## HOLIDAY PARTY

Winnipeg Police School Resource Officer- Constable Garnie McIntyre chats with a John M. King School student during a special holiday party put on by Tec Voc High School on Dec. 7. Tec Voc hosts an elementary school every year for a holiday party with games, presents and a great meal. Kudos to everyone for another great day.

Photo by Maggie Gehman, Tec Voc Photography



## BREAKFAST FEAST

Students had a great time at David Livingstone Community School's Breakfast with Santa on Dec. 21.

Photo by Maggie Gehman, Tec Voc Photography

# INSPIRING WOMEN

École Robert H. Smith School marked the recent Canadian Women's History Month with a wide slate of inspirational guest speakers.

The teaching team at Robert H. Smith reached out to parents and community leaders to come and share their stories with students.

"Canadian Women's History Month was a fantastic link to human rights and the pillars of Education for Sustainable Development," said Principal Tom Rossi.

Guest speakers included pediatrician Ming-Ka Chan, engineer Lia Wright, research scientist Dr. Emily McKinnon, WSD Board Chair Sherri Rollins, WSD Chief Superintendent/Chief Executive Officer Pauline Clarke and Lieutenant Governor of Manitoba, The Honourable Janice Filmon.

In total, close to 45 female speakers shared their occupations with different grades throughout the school, inspiring both female and male students to go after their passion in life and break the

stereotype of gender specific careers.

On Oct. 25, the school welcomed Capt. Kim Wilton and Capt. Dawn Magauley of the Royal Canadian Air Force.

Capt. Wilton trains pilots on the 206 and B412 helicopters at 3rd Canadian Forces Flying Training School in Southport; she is also in the process of training Captain Magauley to become an instructor on the same helicopters. Prior to becoming a flight instructor, Capt. Wilton accumulated over 4,400 hours of flying time and spent most of that time on the CH-147 Chinook, including time in combat zones.

Prior to her current training to become a flight instructor, Capt. Magauley was a search and rescue pilot from 2009 until 2016, flying the CH-149 Cormorant on Canada's east coast.

## YOUNG AMBASSADORS

Several female Robert H. Smith students served as hosts and ambassadors for the speaker series.



"Our ambassadors are to be commended on a job well done as leaders, greeters and spokespersons during the October Canadian Women's History Month," Mr. Rossi said. "We had many community members that were very impressed with our young ambassadors."

After Lieutenant Governor Filmon's visit, she was so impressed by the ambassador team that she invited them to a Citizen Court Ceremony at Government House of Manitoba.

With files and photos from Jeff Miller



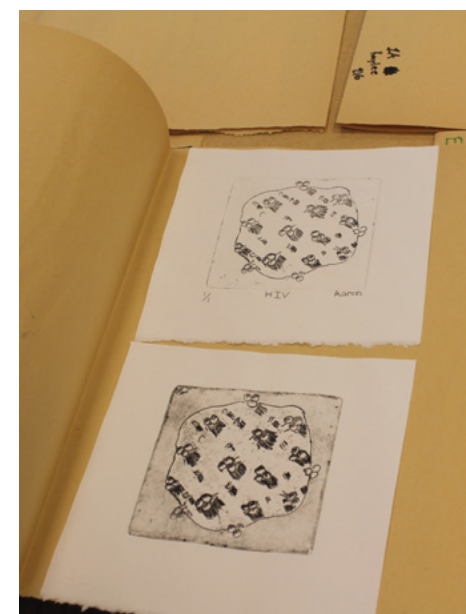
## THE SMILE MOVEMENT

Do you know the simple act of smiling can help reduce stress? It's all part of breaking the physical state of stress and anxiety in the human body.

Meadows West School has embraced a school-wide mindfulness movement as a way to help students reduce stress and focus the mind for learning. Mindfulness incorporates deep breathing and many other techniques to help clear the mind and focus.

In January, students all received a Meadows West "Smile" t-shirt as a demonstration of embracing the spirit of mindfulness and celebrating their school as a happy place.

Photos by Jeff Miller



## ELECTRO-ART

A Grade 8 Science class from École Stanley Knowles School, under the guidance of Winnipeg printmaker Karen Cornelius and art specialist Nadia Kmet, had the opportunity to apply their scientific knowledge in the art room to electro-etch and print cells and viruses.

Beginning on Nov. 21, art students from rooms 214 and 216 combined their studies on cells and electricity from the Grade 8 science curriculum to etch, print and create original works of art. Being only the second school in the province to experiment with this new method of printing, students were thrilled to have had the opportunity to engage in cross-curricular learning.

Electro etching is a meticulous process but the students were eager and keen to learn.

Mrs. Cornelius is a familiar face at Stanley Knowles. She has worked with students on two other occasions to create murals that are proudly displayed on the school.

Photo and files courtesy of Stanley Knowles



# REGISTER NOW

## FOR THE 2017/18 SCHOOL YEAR

Many Winnipeg School Division schools are holding information session open houses in the coming months. Find out what school your child will be attending using the 'find a school app' then come meet the teachers and learn about the programs your school has to offer. Schools not listed below can be contacted directly to arrange for registration.

Some schools not listed here may also be offering information open houses – please check with your school for more information.

### EARLY YEARS (NURSERY TO GRADE 6)

All children registering for Nursery must be four years old by December 31, 2017. And children registering for Kindergarten must be five years old by December 31, 2017 in order to register for school starting in September 2017.

- Brock Corydon School (Hebrew Bilingual), 1510, Corydon Avenue, Thursday, February 2, 7:00 p.m.
- Clifton School, 1070 Clifton Street, Wednesday, March 8, 6:00 – 8:00 pm
- Earl Grey School, 340 Cockburn Street North Thursday, February 9, 8:00 pm All Girls Grade 7/8 Program Thursday, February 16, 6:15 p.m. Full Day, Half Day Kindergarten and Spanish Kindergarten
- \*École George V School, 265 Grey Street, April 12, 6:00 pm
- École LaVérendrye, (French Milieu), 290 Lilac Street, Thursday, February 2, 6:30 p.m.
- Isaac Brock School (Cree & Ojibwe Bilingual), 1265 Barratt Avenue, Wednesday, March 1, 6:00 to 7:30 p.m. N-Gr. 9 and bilingual kindergarten and grade 1 Ojibwe and Cree
- Lord Nelson, 820 McPhillips Street, Thursday, April 6, 5:30 p.m.
- \*École Luxton School, 111 Polson Avenue, Wednesday, April 12, 6:00 p.m.
- Montrose School, 691 Montrose Street, Tuesday, March 7, 6:30 p.m.
- Pinkham School, 765 Pacific Avenue, Tuesday, May 16, 4:00-5:30 p.m.
- Queenston School, 245 Queenston Street, Wednesday, February 1, 7:00 p.m.
- \*École Riverview School, 253 Maplewood Ave, Wednesday, February 22, 6:00 p.m.
- \*École Robert H Smith School, 315 Oak Street, Wednesday February 1, 1:30pm and 6:30 p.m.
- Rockwood School, 350 Rockwood Street, Thursday, February 9, 6:30 p.m.
- \*École J. B. Mitchell School, 1720 John Brebeuf Place, Wednesday, January 25 at 6:30 p.m.
- Ralph Brown School, 460 Andrews Street, Thursday, April 6 at 6:00 p.m.
- \*École Victoria-Albert School, 110 Ellen Street, Wednesday, March 8, 6:30 p.m.
- École Sir William Osler (French Milieu), 1600 Grant Avenue, Wednesday, January 25 1:00 p.m. and 6:00 p.m.

### MIDDLE YEARS (GRADES 7 TO 8)

- Andrew Mynarski VC School, 1111 Machray Ave, Wednesday, April 12, 6:00 p.m.
- Churchill High School, 510 Hay Street, Tuesday, February 7, 6:30 p.m.
- College Churchill (French Milieu), 510 Hay Street, Tuesday, February 7, 6:30 p.m.
- Gordon Bell High School, 3 Borrowman Place, February 28, 5:00 p.m.
- Grant Park High School, 450 Nathaniel Street, Thursday, February 16, 6:30pm – 8pm

### SENIOR YEARS (GRADES 9 TO 12)

- Churchill High School, 510 Hay Street, Tuesday, February 7, 6:30 p.m.
- College Churchill (French Milieu), 510 Hay Street, Tuesday, February 7, 6:30 p.m.
- Daniel McIntyre Collegiate Institute, 720 Alverstone Street, Thursday February 23, 6:00 to 8:00 p.m.
- Gordon Bell High School, 3 Borrowman Place, February 28, 5:00 p.m.
- \*École secondaire Kelvin High School, 155 Kingsway, Thursday, February 16, 7:00 to 9:00 p.m.
- Technical Vocational High School, 1555 Wall Street, March 2, 5:30 to 8:00 p.m.

### \*French Immersion (Dual Track)

#### FRENCH MILIEU

Early French Immersion: Begins in nursery (LaVerendrye, Sir William Osler, Lansdowne and Sacré-Coeur), Kindergarten or Grade 1. Kindergarten is 100% French instruction and approximately 75% of Grade 1-6 students' time is spent studying the regular curriculum in the French language.

Beginning in Grade 1, English language arts is taught for approximately one hour per day in English.

Late Entry Immersion: Begins in Grade 7 at École River Heights and Collège Churchill. Students in this program receive a minimum of 60% of their instruction in the French language.

#### BILINGUAL LANGUAGE PROGRAMS

In bilingual programming schools, including French Immersion dual track, the target language is used as the language of instruction for not more than 50% of the school day. In Kindergarten, the target language may be used 100% of the time at the discretion of the school division. The entry points for bilingual programming schools are Kindergarten and Grade 1.

The following subjects are taught in the heritage language: Language Arts, Social Studies, Art, Music, Physical Education, Health. The following subjects are taught in English: English Language Arts, Mathematics, Science. Students also have the opportunity to study French starting in Grade 4.

#### BILINGUAL LANGUAGE PROGRAMS

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The following subjects are taught in English: English Language Arts, Mathematics, Science. Students also have the opportunity to study French starting in Grade 4.

#### ADVANCED ACADEMIC PLACEMENT (AP®)

The AP® Program provides special opportunities to those students who are motivated and planning to attend university. This program of university level courses and exams for secondary students was designed to allow the successful student to receive advanced credit and/or standing upon entering university.

The school division offers AP courses in three different high schools including Sisler, Grant Park and Daniel McIntyre. The courses may include; Biology, Chemistry, English, Calculus, Physics, Art and Psychology.

#### INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) program, available to students throughout WSD who have met the requirements for the program, is offered at Kelvin High School. The program offers a challenging, comprehensive and highly academic curriculum for the academically talented student. The same course of studies is followed by students around the world.

#### CAREER EDUCATION

WSD has work placement programs at Tec Voc High School, which has 100 plus community employers and R. B. Russell Vocational High School with 50 community employers.

In addition, WSD currently has two off-site Apprenticeship Programs in partnerships (Plumbing and Pipe Trades, Electrical). Other partnerships include the Aerospace Industry at Tec Voc High School with Standard Aero, Magellan Aerospace and Boeing; the Medical Career program at Children of the Earth High School with Pan Am Clinic, Winnipeg Regional Health Authority, Health Sciences Centre and the University of Manitoba Access Program.





## A SPECIAL ALUMNUS

Grade 9 students from Gordon Bell High School made a special trip to Government House as part of Take a Kid to Work Day in November.

The students met with Gordon Bell alumnus and current Manitoba Lieutenant Governor Janice Filmon.

“It means a lot to see her,” said student Jane Santa Ana. “She was a student at Gordon Bell just like us, and to see how much she has achieved is an amazing thing.”

Ms. Filmon spoke about her career path and her days at Gordon Bell. She said her attitude in life has been to say “yes” to taking on new challenges, learning new ideas.

“Life is going to present you with opportunities to learn new skills and take on new responsibilities, and sometimes you’ll be tempted to turn those opportunities down,” Ms. Filmon said.

“You can practise taking on new challenges right now...many schools like Gordon Bell are very involved in the community and give students a chance to contribute to important causes.”

At the meeting, the Lieutenant Governor also presented Gordon Bell Principal Arlene Skull with a special achievement award, in recognition of her tireless dedication to making the Gordon Bell Panther Field a reality.



 WINNIPEG SCHOOL DIVISION

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