



WINNIPEG SCHOOL DIVISION

# OUR SCHOOLS



## KIDS HELPING KIDS

ROBERT H. SMITH SCHOOL BREAKFAST SUPPORTS CHILDREN'S REHABILITATION FOUNDATION

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NEW SYRIAN STUDENTS STARTING ANOTHER JOURNEY

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RECORD YEAR FOR STUDENTS, STAFF AT YES I CAN AWARDS

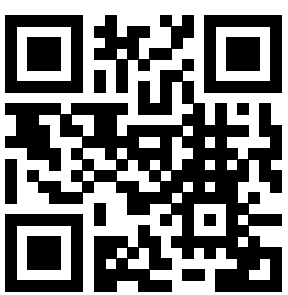
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WSD STUDENTS SHOWCASE THEIR TALENTS AT QUANTUM PROGRAM FINALE

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WINNIPEGSD.CA

# PLANTING FOR TU BI'SHEVAT

Inspired by the Jewish National Fund (JNF), an organization that promotes growing fruits and vegetables using alternative growing systems, students in Brock Corydon's Hebrew-Bilingual program created their own pop bottle planters. Students grew parsley, basil and other herbs in honour of the Jewish holiday of Tu Bi'Shevat (a holiday celebrating trees and the JNF).

"These are self-sustaining plants; they require infrequent watering," said Grade 1 teacher Naomi Pfeffer. "The students can take these planters home and use the parsley for their Passover Dinner. By Passover time in April, these plants should be flourishing."

The self-watering planters are a great example of repurposing disposable products.

Students cut plastic pop bottles in half, filling the spout portion with the seeds, soil and an absorbent strip of felt. The felt is looped through the spout and dipped into the other section of the bottle, which is filled with water.

"It's simple, you just put in the water and then put the felt in so it can suck up the water," said student Avi Broder. "The felt brings the water up to the soil."

The JNF also supported the project by providing seeds and soil, while some students' families have also purchased trees that will be planted in Israel through the JNF. Students in multiple grade levels are taking part in the project.

FILES COURTESY OF BROCK CORYDON



# PRAIRIE BORN

Dr. James Duncan and Rusty the owl made an appearance at Prairie Rose School on Feb. 10 during a special week of I Love To Read Activities. This year's theme for the week was owls.

Dr. Duncan is a biologist and has studied owls and even written a book about this amazing bird. The students were captivated by the owl and the informative presentation Dr. Duncan provided.

Rusty was rescued when she was a baby owl. She is one year old and currently lives with Dr. Duncan and his wife (also a biologist).

Dr. Duncan reminded the students that Rusty is not a pet. She is a bird that was born in the wild. Rusty's food source is lab mice provided by the University of

Manitoba. Owls in Manitoba can live for a period of 10 years; however, there is an owl that has been living for 18 years.

### Did you know...

- Owls can turn their heads to a 360 degree angle, what a view! As humans we can only turn our heads to a 270 degree angle
- Owl eyes do not move...only their heads move
- Owl eyelids blink upward (Human eyelids blink downward)
- Owls have only eye socket bones to support their eyes (Humans have bone and tissue).

Photos and files courtesy of Prairie Rose



# KENT ROAD FOOD CLUB CELEBRATION EVENING

PHOTO AND STORY BY JEFF MILLER

On March 23, the Kent Road School Food Club gathered for a celebration dinner to mark the success of a nine-session journey that began in November.

The evening consisted of a sit down dinner for the families and special guests with dinner music provided by some Elmwood High School music students.

The food club was a dream project envisioned by Kent Road School teacher Will Burton. With help from University of Manitoba's Joyce Slater (Associate Professor, Departments of Human Nutritional Sciences and Community Health Sciences) and three Nutritional

Sciences students, the program became a reality.

"On behalf of myself and all the students and their families involved in the Kent Road Food Club, I would like to thank the University of Manitoba Nutritional Sciences students for facilitating such an amazing program," Mr. Burton said. "I brought forward an idea and they made it happen to a level I never thought possible. I would also like to thank Elmwood for

providing the kitchen space to make this program happen."

The program covered health, nutrition, kitchen safety, cooking and cleaning and even challenged students to use their math skills when doubling recipes.

"A few students have even expressed an interest in pursuing a career in culinary which is so exciting to hear. You never really know who you are going to inspire," Mr. Burton said.

Students were given an opportunity to taste a lot of ethnic foods and were challenged to try new things like tofu and putting healthy options on their pizza toppings.

"It was an amazing opportunity and a lot of hard work but it was totally worth it," said U of M Nutritional Sciences student Darren Fife. "The students and their families worked so hard and we had lots of fun together."



The Kent Road Food Club working hard to prepare for their dinner celebration.

# VOLUNTEERS, EAL STUDENTS A GREAT TEAM

The EAL Literacy/Transition Centre at Grant Park High School is “the world in one room.” English-as-an-additional language students from many different countries and grade levels work on their English literacy skills with the goal of moving on to mainstream courses and achieving their highest goals academically.

It’s a busy place of learning where volunteers play a crucial role.

“It’s invaluable having volunteers come and work alongside students,” said Val Pierce, Literacy and EAL Resource Teacher at Grant Park. “There are so many needs here—we are serving a population of over 125 EAL and literacy students. To get that academic mindset, say for example comparing *Animal Farm* to the Russian Revolution and then creating their own project—these things take lots of time, and that’s where the volunteers come in. They can explain the texts, sometimes even word-for-word, with the students.”

While Ms. Pierce is typically on the go between different students at the centre, volunteers have more time for one-on-one interaction.

“Volunteers are able, in a much more relaxed way, to spend hours together and work on something. The best kind of learning takes place when you come back to it over and over again. The volunteers will break down the information and make it really practical.”

Drew Henderson has volunteered with Grant Park’s EAL program for two and a half years, coming in two mornings a week. Hailing from a background in teaching, adult education, vocational training and management, Mr. Henderson has worked and lived overseas in developing countries.

“I’ve always found the school very welcoming. There is a sense of engaging on a personal level with people from all

over the world,” he said.

Tutoring primarily in geography and English, Mr. Henderson is always looking for examples to make learning meaningful and contemporary for students.

“I’m always reading *The Globe and Mail* and *The Economist* every week...it’s keeps you on your toes,” he said. “You try to figure out ways to get some basic concepts through. I try to improvise, sketch, draw, act and role play to get the concepts across instead of that parroted kind of learning.

“It’s personally rewarding when their eyes light up and they get the concept.”

Retiree Rudy Friesen is a former teacher who has also worked with the Mennonite Central Committee; he has been volunteering with the program for a year and a half.

“I’ve always been interested in different cultures and religions...so this was a good match for me,” Mr. Friesen said.

Mr. Friesen tries to return the favour by teaching students about their new country.

“I try to introduce them to Canada... it’s a not so subtle sub-theme in my tutoring to consider their freedom and their rights,” he said.

The two volunteers are known as “Mr. Rudy” and “Mr. Drew” by their students.

“I’m really shy to talk in class...with Mr. Rudy, when we’re one-on-one, I’m not as shy talking with him,” said Grade 12 student Firomsa Siraj.

Firomsa came to Grant Park in 2011; while the Ethiopian student had no English when he arrived, he now speaks fluently and is graduating this year.

“The first challenge is the language and the culture,” he said. “Mr. Rudy has helped me with a lot of things, especially English.

“Last year a lot of us students had the same history class, so what we would do after lunch in our spare is we would all



go to him and sit at a table with him. Any questions we had, he would teach us as a team. We’d work together and find the solution.”

Grade 11 student Rawan Mohamed said that working with a volunteer can be especially beneficial for EAL students.

“When you are reading, and your reading is weak, he will listen with patience. He explains to you word’s meaning in easy and simple way to understand. Every time

you will work with the volunteer, you will learn new thing.”

Whether learning or teaching, a new language takes a lot of hard work, but volunteers like Mr. Henderson and Mr. Friesen seem to thrive on that.

“It’s challenging but it’s also very rewarding,” Mr. Henderson said.

For more information on volunteering in WSD, visit: [winnipegdsd.ca](http://winnipegdsd.ca).



## STELLAR SOUNDS

Trustee Cathy Collins introduces the WSD Honour Choir to the audience at Jubilee Place. WSD’s Honour Band also performed at the Jan. 9 event.

PHOTO BY JEFF MILLER



Reading Takes Flight, Chapter one: Winnipeg Jets players Alex Burmistrov and Paul Postma visited Faraday School for story time and autographs.



Photo by Anna Chramow, Tec Voc Photography

Reading Takes Flight, Chapter Two: Winnipeg Jets players Adam Pardy (who has since moved on to the Edmonton Oilers) and Dustin Byfuglien read with William Whyte Community School students on Feb. 22.



Hometown hero Winnipeg Blue Bomber Teague Sherman dropped by Weston School to on Feb. 12 to hang out with students. Mr. Sherman read The Day the Crayons Quit and answered every question students asked of him.

University of Manitoba Bisons' linebacker DJ Lalama reads to Sister MacNamara School students on Feb. 19.



Sister MacNamara School's football themed guest reader day included the Ottawa RedBlacks' Kieran LaFrance, one of several players who stopped by to read on Feb. 19.

## MANY PATHS TO LITERACY

Brock Corydon School welcomed back three alumni as part of its I Love to Read Month festivities.

Scott Best, Mike Hildahl and Scott Lercher are all former Brock Corydon students who are currently finishing their post-secondary studies. Each has had their own challenging path to literacy: Mr. Best is legally blind; Mr. Hildahl is hard-of-hearing and Mr. Lercher is on the autism spectrum.

Mr. Hildahl said that while learning to read was difficult and frustrating at times with his disability (his hearing was compromised after being treated with intravenous antibiotics as an infant), he said it was worth the struggle.

"When I was younger, I used to have to miss French class to catch up on new words," he said. "At the time, it was frustrating, but if I had to go back, I would do it all over again. Because reading and learning things is so important. It can be frustrating and difficult to learn, but what I tell you all is to stay with it. It will pay off and you'll value it very much, just like I do."

Mr. Hildahl is currently studying for

his Master's in social work; Mr. Best is a Creative Communications student at Red River College and Mr. Lercher is an honours student in Fine Arts.

In separate presentations, Mr. Best explained how he reads with the use of braille, while Mr. Lercher talked about how the comic/graphic novel format was a way for him to engage with stories.

Resource teacher Barb Lercher and teacher McKenzie Hill said the guest line-up was part of the theme of Literacy in Real Life.

"We wanted to invite former students who had a different take on literacy. The way they learned to read, write and interact in the literal world was different than their peers," Ms. Lercher said. "We have students in every class, for example we have a huge English-as-an-additional language population and students with other challenges. We want all of our students to see that reading can be a struggle for numerous people and can be a very unique experience. All of our guests have experienced that and have gone on to secondary education and are leading interesting lives."



Mr. Hildahl reads The Three Little Aliens and the Big Bad Robot to Brock Corydon students.

# ARTISTIC GROWTH

WSD students showcased their talents and artistic growth at the annual Quantum Program Finale.

The March 17 performance was held at the Winnipeg Art Gallery's Muriel Richardson Auditorium in front of a cheering audience of parents, siblings and classmates.

"The Winnipeg School Division is passionate about the arts. This afternoon, we have the opportunity to celebrate student learning through the arts...through dance, drama and visual art," said Brad Corbett, the WSD's Director of Enrichment and Science.

Through the Quantum Arts Program, 118 Grade 5 to 8 students from across WSD spent eight weeks receiving specialized arts training. The students spent two hours, twice a week working with professionals at Prairie Theatre Exchange, Royal Winnipeg Ballet and Winnipeg Art Gallery. The program is funded through the WSD's Children's Heritage Fund.

WSD Trustee Cathy Collins praised both the students and the instructors involved with the Quantum program.

"I want to commend and thank all of the students for their commitment and effort in the program and today's productions," she said. "The division is very proud to have a wonderful group of talented individuals. And a special thank you as well to the dedicated staff and arts professionals who have made this event possible."

Lord Roberts School student Teagan Maheux had the chance to study at the PTE. Her group put on their own improv play, entitled *A Glitch in the Cosmos*.

"I've never done a play before, this is my first one," Teagan said. "My teacher at Lord Roberts noticed that I'm drawing lots and really like dancing, so they put me in Quantum. I'd do it again."

École Lansdowne student Analicia Rodriguez volunteered for Quantum's RWB program; she had taken dance lessons previously and was eager to learn more.

"I've had fun and learned new things," Analicia said, adding she would recommend the program to other students. "You get to try something new."

École Sacré-Coeur student Antoine Dalupang and Stanley Knowles School student Gil Cabungcal were part of the group that trained at the WAG's studios.

"We made sculptures using plates, cups and other dishes—we put them together and put cellular clay all over it to make chalices. Then we painted them black and gold," Gil said, adding that students learned to plan their works with an extended design phase. "We had sketchbooks, which we drew in and used to come up with our designs."

Antoine said an important part of the program was meeting students from many different schools: "At first I was nervous to meet all of these new people, but now we're all friends."

The Quantum WAG students' work can be viewed at the gallery during its annual *Through the Eyes of a Child* exhibit, which takes place from March 26 to May 8.



# A NEW HOME, A NEW HOPE

After journeying to Winnipeg from across the world, WSD's new Syrian students are starting another journey: learning English and settling into their new home country.

As of April 1, about 130 Syrian refugee students have come to WSD schools, including École Victoria-Albert.

Administrators at the school note that they, like every WSD school, have been hosting English-as-an-additional language (EAL) students for many years.

Educational Assistant Rosa Messina has been working with the school's EAL students for 17 years.

Ms. Messina builds the foundations of language with a multitude of flashcards with pictures that cover concepts from colours to parts of human anatomy, as well as many other exercises. When *Our Schools* visited Victoria-Albert in March, students were identifying pictures on the cards and were able to answer questions Ms. Messina asked in English.

"The biggest thing is gaining their trust and giving them confidence. As soon as they start seeing that they are learning, it gives them the confidence to learn more. And they learn quite quickly," Ms. Messina said.

By the end of this school year, the Syrian students will already have functional English and will be able to carry on a conversation—despite the fact they had no English previously.

"I see that year after year, they're able to do it," Ms. Messina said.

"Their day is quite the same as all of the other children. They're in the classrooms, they are able to build relationships with other children. The only time I take them out of class is for a period of time during the day to help them build that vocabulary."

## A NEW START

Syrian refugee Ammar Alhariri came to Winnipeg with his wife and four children



six weeks ago. After being forced to flee Syria, his family spent time in Jordan before coming to Canada, including time in a refugee camp.

"I left my country when the war started and I decided to go to Jordan, running from the war...the refugee camps are very tragic and the conditions are very bad," Mr. Alhariri said, through an interpreter. "Right now I feel very settled and happy to be here."

His daughter, Hala, is all smiles at school,

happily participating in English lessons.

"I like reading," she said, through an interpreter. "Any kind of book."

Mr. Alhariri said that he was happy his children were getting an education in Canada.

"It is very important to me," he said, adding that he is also learning English through language classes, television, his cell phone and anything else that will help. "I want to learn the language very quickly so I can get a job."

# PROMOTING THE FORKS

An Elmwood High School class is hoping to turn a video on The Forks into Canada's coolest school trip.

Teacher Jenna Forslund's students created and promoted a one-minute video on The Forks National Historic Site of Canada for a myparkspass.ca contest.

Contestants must provide a one-minute video on a Parks Canada location; grand prize is an all-expenses-paid class trip to Jasper National Park in June. Online viewers voted for the top videos, and the winners will be announced in April.

"We just shot it on a regular iPad, with a stand and a lens," said student Ben Mymko, who was involved primarily with editing and getting the word out about the video to media. "It was hard to cut it down to one minute...when we finally did it, everyone cheered."

In the video, students talk about The Forks' historical significance, from its roots as an Aboriginal meeting place to its time as a rail yard and later a rallying point for immigration. The video ends with the catch phrase "One place, two rivers, a million faces. Come check it out sometime."

"It's done almost as a news report about The Forks, we talk about its background and history," said student Jordan Peterson. "The Forks had a very big part in the development of Winnipeg."

Students shot the video on location at The Forks and were also able to use CBC archival footage for historical shots.

"We went to The Forks and spent most of the day there shooting," said student Jahrico Bartholomew, who was one of the on-camera talents. "We took multiple shots of everything and used the best takes we had."

Students were pleased with the final cut. "It was a good experience for everybody," Jordan said. "It builds on your teamwork and it shows you can be your own person and still contribute to a larger project."

Other WSD schools have also entered the contest, including Shaughnessy Park School, which did a video on Riding Mountain National Park.

Voting has closed, but you can still view the both entries at: [contest.myparkspass.ca](http://contest.myparkspass.ca).



# A CELEBRATION OF RIGHTS

A Grade 3 class at Glenelm School led a school-wide assembly for a knowledge-sharing celebration of diversity and human rights.

"Our classroom has been focusing on world communities and human rights, so this is a celebration of all of our learning in human rights and diversity," said teacher Christine Baronins.

Along with learning about children's rights such as the right to education, protection by adults and shelter, Grade 3 students took part in many activities that included: creating human rights themed artwork, collecting food for the hungry and interviewing each other to explore and celebrate their differences.

"We learned that every one can be different but still be friends," said student Spencer Gonske. "Everyone has the right to be different."

Students also visited the Canadian Museum for Human Rights during their studies. The school returned the favour by inviting museum CEO, Dr. John Young, to the assembly to speak with students.

"That was a fantastic program, I am very impressed with the things you are learning at this school," Dr. Young said, adding that he enjoyed the letters the Grade 3 students had written him.

"At the Museum for Human Rights, we aim to make visitors understand how important human rights are. That we as Canadians are very lucky, blessed to have such great human right traditions and legacies. But we also want to recognize that we haven't done everything right either. We've made some mistakes, and we need to learn from our mistakes."

Glenelm students will continue their human rights studies by taking part in a WSD Everybody Has The Right human rights banner project, in which they will create artwork with a message of hope with other WSD students.

"We can all make a little change in the world and help each other a lot," said student Neal Trimmer, one of the upcoming participants. "Hopefully people will treat each other with kindness and respect, and they'll get respect too."



# SCARVES TO SILOAM

A Grade 1-3 class at John M. King School recently turned a cross-curricular learning project into a warm donation for homeless clients at Siloam Mission.

Teacher Elly Le, Learning Support Teacher Julie McGee and Room 204 students brought in 39 scarves to the mission on Feb. 19.

The project arose out of a study of insects, animals and people and their various habitats. When the discussion came to the homeless people in Winnipeg, students wanted to help out.

"This will keep the homeless people warm and they won't get sick," said student Aiden Anderson-Andrews. "This will also make them feel happy."

The class turned the scarf project into a real-world math investigation.

"We did a lot of different kinds of math for this," Ms. Le said.

Student Mariah Mansaray said the class had to measure material for each scarf.

"We figured how much fleece we would need to make the scarves," she said, adding that students used standard measurement and non-standard measurement.

"Non-standard measurement is when



you use blocks or something else other than a measuring tape," Mariah said.

"Someone used their body to measure a scarf," Aiden added. "You can also use dice, dominoes and popsicle sticks."

Students not only had to figure out how many scarves they could get from a piece of fabric, they also had to figure out the cost.

"We had to figure out the cost and how much money we would need to buy it,"

Mariah said.

Aiden and sister Hannah Gervais even got their grandparents to help out. They used their own fabric to create over 20 more scarves for donation.

Before the scarves were donated to the mission, the students also used them for a classroom Polar Bear Thermostat Challenge; students turned down the classroom thermostat to save energy for a

week. The goal, by reducing energy usage and greenhouse gas emissions, is to help protect the environment for animals such as the polar bear.

As a reward for their involvement in the awareness activity, students are going to Assiniboine Park Zoo this month.

"It's another way we can help out," Ms. Le said. "We're not just helping people, we're helping animals too."

## THE MANY FLAGS OF HARROW

As you pass by the front of Harrow School, there is a colourful reminder of the many cultures represented in its halls.

Flags from many different countries adorn the front fence; they were erected several years ago by Grade 3 and 4 students, after the school researched the roots of its diverse student body.

"The flags were a way for us to talk about the concept that 'everyone is welcome here and everyone belongs,'" said Kindergarten teacher Marianna Cuda.

On Jan. 22, the school had a Culture Day that had students enjoying many different cultural workshops.

Students took part in a French Canadian musical spoons workshop, Métis jigging, Ukrainian perogies and games, Chinese writing, Filipino games, Scottish food, the Inuit blanket toss, sledding and even a Canadian tradition:

hockey. Students also visited the flag display outdoors to try to find country flags that were connected to specific students at the school.

"Today is about all of the cultures in our school and all they have to share," said Ms. Cuda, who was part of the organizing committee for the event. "What we hope students get out of today is that sense of belonging."

Grade 6 student Christopher Nichol said it was important to learn about other cultures.

"This school's a multicultural school, so it's good if we can go around and learn what other people do in their culture, maybe you can even add some stuff to your own culture," he said. "Or else you are just a single person and you don't know anybody's culture but your own."

"So far my favourite workshop is the Ukrainian one, as I do have Ukrainian heritage," he said.



## 21 LEADERS BUILD COMMUNITY

St. John's High School is bolstering its community spirit with the establishment of the 21 Leaders group.

The junior high students selected for the group have already demonstrated citizenship, volunteerism and a desire to make a difference at their school. Vice-Principal Cree Crowchild said students would have the opportunity to continue to build those qualities.

"This is a journey where students will be able to build their citizenship at an early age. When they do post secondary or apply for a job, people will look at them and say 'this kid has been involved since Grade 7 and 8. This is a real leader, the kind of person we want at our school or place of employment.'"

The school has held sessions to certify

the 21 Leaders as Empathy Toy trainers.

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

"You're communicating and putting yourself in someone else's shoes to see what their perspective is, instead of just thinking about your own perspective," said student and group member Ayla Laforte.

The leaders will be going to St. John's feeder schools to introduce Grade 6 students to the game.



"When they come to St. John's, they'll already know what we're about... empathy is at the root of everything," Mr. Crowchild said.

The students will also be volunteering at lunch hours, whether that means serving as tour guides to new students or helping out at a school event.

"We're trying to help people to do things

they may not be able to do by themselves," said student Robert Breton.

By the time the current group reaches Grade 12, there will be similar groups for every grade level.

"It gives the kids a sense of empowerment," Mr. Crowchild said. "They are the driving force of this, we're just providing the vehicle."

# A SCIENCE FAIR TRADITION

When it comes to big annual events, Brock Corydon School's Science Fair is always a big date on the agenda of most students.

Resource teacher Barb Lercher and teacher Dorothy Goddard—who co-organize the fair—estimate the school has been running a fair for 40 years. Grade 4 to 6 students participate in the fair, before taking their projects to the Winnipeg Schools' Science Fair in April.

"We'll give students guidelines and are here to answer questions, but students work on this strictly at home," said Ms. Goddard at the March 9 event.

While the fair is voluntary, it still tallies over 40 student projects each year.

"Every year when we talk about the science fair with the students, the inspiration just seems to flow out of these kids," Ms. Lercher said. "Each year the caliber goes up higher and higher."

Stella DePape's project, *Tricking the Mind*, looked at using mirror box therapy as a simple, inexpensive and portable method to treat limb pain. A mirror box is usually used to assist people with phantom limb pain when they have lost a hand or arm.

"It's a really effective, drug-free, non-invasive way of healing an injury to the hand," she said. "It can help with chronic regional pain syndrome, aiding the rehabilitation of stroke victims, arthritis, broken bones and frostbite."

Stella decided on the project after her father broke his hand in late December.

"I thought if a mirror box could work for phantom limb pain, maybe it would work

for other injuries," she said. "My dad was able to move his hand easier than before the therapy."

Student Liel Golubchik's project examined which shampoos were most effective in treating seborrhea, an inflammatory skin condition that often results in itchy and red

skin. After noticing that apple cider vinegar helped with her own condition, Liel studied the PH levels of various shampoos. Those with a lower PH value—and hence more acidic—worked better than more alkaline, higher PH shampoos.

"The only shampoo that worked had the

lowest PH, meaning it was the most acidic," Liel said, noting that the shampoo had a PH of 5. "It was also the least expensive shampoo."

The Winnipeg Schools' Science Fair takes place April 13 and 16 at the University of Manitoba's Brodie Centre.

PHOTO NOT AVAILABLE FOR WEB



Noreen Wichart, academic counsellor with the University of Manitoba's Access & Aboriginal Focus Programs, visits with students from Children of the Earth's Medical Careers Exploration Program.

## EXPLORING MEDICAL CAREERS

STORY AND PHOTO BY JEFF MILLER

Noreen Wichart—an academic counsellor with the University of Manitoba's Access and Aboriginal Focus Programs—recently visited students from Children of The Earth's Medical Careers Exploration Program.

As Grade 12 students are currently exploring their options for post secondary education, Ms. Wichart presented timely information about medical career options for Aboriginal students.

The Access and Aboriginal Focus Program helps Aboriginal students work toward the medical career of their choice, such as dentistry, medicine, pharmacy and nursing.

The program operates out of the recently opened Migizii Agamik building, which is equipped with computers and kitchen facilities. The Indigenous Student Centre also has an Elder in residence to assist students in any way; students are also invited to participate in cultural teachings.

While Ms. Wichart stressed the importance of getting good grades, she added that students should make sure to share their proudest moments, such as academic and community awards, when applying for the program.

"Everyone in this room has a unique quality about them and we want to know about it because we need great people like you," she told students.

## CELEBRATING THE ARTS WITH JOHNNY REID

An École Robert H. Smith School class had a close encounter with a big name in Canadian music when singer/songwriter Johnny Reid came by for a visit in late-February.

Teacher David Leochko's Grade 5 and 6 students had been studying the music and career of the Scottish-born singer all year.

"The lyrics are really inspirational in a lot his songs, and I think that's why we listened to a lot of his music," said student Ethan Cresswell.

Using Mr. Reid as the inspiration for their learning, students created murals, posters, storybooks and even calculated touring distances and record sales as a math exercise. Students have created a blog for their cross-curricular learning at <http://celebratingtheartswithjohnnyreid.tumblr.com>.

"We have a blog on Tumblr so we could share the projects that we did and give updates on what we're doing in class," said student Maddie Jensen.

Students were even inspired to perform one of Mr. Reid's songs at a school assembly.

"We did one of his songs on Remembrance Day, 'Today I'm Gonna Try and Change the World,'" said student Kate Stephenson. "What I've learned from that is you don't have to be famous to try and change the world. It doesn't matter what culture you come from or what skin colour you have."

Mr. Leochko told the singer about his class's project after a local concert—



Photo by David Leochko

Canadian artist Johnny Reid.

leading to a surprise classroom visit on Feb. 22.

"We were all shocked when he came in the classroom," said student Elena Apraiz Zenon. "He talked about how he came to Canada from Scotland and how he became a singer."

The class plans to keep their blog online so it can be enjoyed by Mr. Reid's fans.

"The great thing is that these projects are all integrated into existing curriculum," Mr. Leochko said. "So we're going to carry on and continue to post and add more. We know he'll be keeping up with it."



# JANUARY JAMBOREE

Players from elementary to high school celebrated two great days of sport at the Inner City Soccer Jamboree.

Teams played Jan. 28 and 29 at the University of Manitoba in the Winnipeg Soccer Federation Complex.

The Inner City Soccer League Committee thanked the many

individuals and organizations that made the tournament possible: The Winnipeg Foundation, the Laura Milner White Committee, the Winnipeg Soccer Federation, WSD's Transportation Department and administration, and all of the dedicated staff, volunteers and students.



# STRETCHING FOR A GREAT CAUSE

STORY AND PHOTO BY JEFF MILLER

Montrose School's parent council recently organized a fit fundraiser to help raise money for new yoga equipment.

On March 23, the school held a Family Yoga Night that had students and parents stretching together. For students, it was a chance to show off all they had learned through a regular yoga program at the school.

The yoga program helps teach the students breathing techniques, strength, calmness, and to help focus when situations arise both at school and at home.

Grade 4 teacher Murray Mandzuk teaches yoga to all Grade 1 to 6 classes once per cycle. With that many students,

the equipment gets used a lot and is in need of replacement.

Margot Beatty, member of the Montrose parent council, said that the parents recognized the need for new equipment.

"The yoga program has been running for three years and there is a definite need for the mats to be replaced. We hope to raise enough money for some stationary bikes as well. We were overwhelmed with the response from the families... we actually had to turn people away because we could only accommodate three sessions with 35 participants per session. With this kind of response we will definitely consider running it again in the future."

Mr. Mandzuk was impressed with the turnout.



"We are thankful for the families' support, as this is a very important program at Montrose that the children really enjoy."

Grade 4 teacher Murray Mandzuk leads a group of families during Montrose's yoga fundraiser.



Photo by Ross Penner

# GAME ON!

The Winnipeg School Division Board of Trustees is pleased to announce the launch of the Churchill High School Hockey Academy for the 2016-17 school year.

"This is a great opportunity for Winnipeg students with a love for hockey to develop their skills while pursuing excellence in their education," said WSD Board Chair Mark Wasyliv. "It takes passion and discipline to be successful - which is what the Churchill Hockey Academy is about."

Students wishing to attend the academy must be in Grade 7 or 8, registered with Churchill High School, and members of a Hockey Manitoba team. Hockey will be incorporated as part of their daily school schedule with skills taught by a team of professional educators and hockey experts.

Churchill High School Principal Donna Miller says a strong academic program is the basis of the hockey academy.

"Students will receive the required hours of instruction in all core academic subjects, and the opportunity to take part in shops, intramural sports and extracurricular activities," said Miller. "Classes will be offered in both French and English." Miller says students will begin their day at Southdale Arena where they will develop individual hockey skills. After the morning session, they will be bussed to Churchill High School for their academic classes.

Further details and applications can also be found online at [hockeyacademy.churchillhigh.ca](http://hockeyacademy.churchillhigh.ca).

# YES I CAN 2016

## RECORD YEAR FOR STUDENTS, STAFF AT YES I CAN AWARDS

WSD had its largest-ever showing at the Manitoba Council for Exceptional Children's Annual Yes I Can Awards, held Feb. 18 at the Victoria Inn. The evening is a chance for Inclusive Education and staff to celebrate their successes. Five staff members, one school program team and 12 students were honoured at this year's ceremony.

### Brandon Chief, R.B. Russell: Self-Advocacy

Brandon has made many positive changes in his life and he's built a strong connection to the staff in the R.B. Russell Senior Passages Program and the Morning Star Program. He volunteered at R.B. Russell over the summer and is currently studying in horticulture and academic programs. Brandon, who is on target to graduate in June, has earned the nickname The Elder for his gentle, caring soul.

### Stephan Coke; Grant Park: Arts

Stephan has been a part of Grant Park's performing arts productions for many years, with roles on stage and off. He has performed the introduction to productions and has also helped to sew costumes and make props for plays. Stephan also attends a drama class outside of school on a weekly basis. Proficient with technology, Stephan also directs/produces his own short movies.

### Aina Corpuz, Sister MacNamara: Academics

As a newcomer to Canada five years ago, Aina initially had difficulty communicating with her teachers and peers. Now she is able to write her ideas down, and she interacts with students and communicates her needs positively; Aina has become her own best advocate. "My favourite subject is science, and reading and math," Aina said.

### Elijah Critch, John M. King: Self-Advocacy

Elijah has shown great growth at John M. King program, and has learned to take responsibility for his actions and academic development. He is also proud to tell others of his Newfoundland heritage and his burgeoning knowledge of astronomy. Elijah has become a role-model for younger students at John M. King.

### Lata Dutt, Elmwood: School and Community Activities

Since coming to Canada with little English, Lata's communication has greatly improved. She has had many successful work experiences during school hours and finished her first summer employment with the Green Team. Lata also volunteered with Elmwood's YM-YWCA afterschool program and Winnipeg

PHOTO NOT AVAILABLE FOR WEB

Aina Corpuz

Harvest. Her positive attitude embodies the Yes I Can spirit.

### Anna Fernandes, Prairie Rose: Teacher of the Year Nominee

Whether students are reaching their physiotherapy, life skills or academic goals, Anna works to celebrate and recognize their achievements. Whenever possible, she incorporates technology to help students reach their potential. The Special Education Resource Teacher believes that every student belongs in the classroom whenever possible.

"Everyone can learn from each other! Everyone has something unique to contribute to our world. I am honored to help create these positive learning environments for my students and my school. I believe this philosophy provides a positive learning environment for all."

### Fiona Fuller, Laura Secord: Self-Advocacy

Fiona has become an expert in managing her hearing aids; she changes the batteries and can identify situations where they may need recalibration with a computer. She charges and cares for her personal FM system and also manages the classroom soundfield system, including when guest teachers are in the classroom. Fiona advocates for herself and participates fully in school life.

### Ivan Gravador, Andrew Mynarski VC: Arts

When Ivan was in Grade 8, he was overheard singing *O Canada* by the choir teacher. Since then, Ivan has become a valued member of the Andrew Mynarski VC choir. He was part of a gold medal music festival performance and has performed in several other concerts. Ivan's amazing memory assists with remembering song lyrics and he has become very good at modulating his voice. He has learned Braille and continues to inspire everyone with his "can do" attitude.

### Clint Hartley, Elmwood: School and Community Activities

Clint has grown to accept changes with minimal stress and he continues to work hard at the unforeseen changes that can happen on any given day. He shares his ideas and has shown patience in the classroom when working with others. Clint has come to enjoy community outings and trying new things. He also earned a 90 per cent in his Grade 10 science class.



Anna Fernandez

PHOTO NOT AVAILABLE FOR WEB

Brody Thomson



PHOTO NOT AVAILABLE FOR WEB

Clint Hartley

Denis Roussin



Donald VanLandegham



Donna Ruminski

### Shelisa Hopkins, Elmwood: Academics

Shelisa has been blind in one eye since birth but she has overcome challenges to earn a place on Elmwood's honour roll. Last year she earned an 82.5 per cent average, including an 80 per cent or above mark in all core subjects. Shelisa has been taking dance classes (showing up for practices at 7:30 a.m.) and has performed in the school's Celebration of the Arts.

### Keenyn Kull, Grant Park: Athletics

Keenyn has become an important part of the Grant Park High School Pirates Football Club. He serves as an assistant manager on the team, working alongside the team trainer during games. Keenyn also trains alongside his Pirates teammates during workout sessions at the Pan Am Pool.

Continually striving to better himself, Keenyn has become a leader and role-model with his classmates.

### Waverley Leduc, J.B. Mitchell: Academics

Waverley has served as an ambassador for the Children's Rehabilitation Foundation and has helped her schoolmates and the public learn more about Rett Syndrome, a rare neurological disorder. She uses augmented communications systems (iPad with Proloquo2Go, Pictello) to complete her projects in science, social studies and art. Waverley participated in the 2015 Red River Regional Heritage Fair and earned the Hudson's Bay Award for her project on beavers. She is also a member of J.B. Mitchell's leadership group J-Team.

PHOTO NOT AVAILABLE FOR WEB

Elijah Critch

PHOTO NOT AVAILABLE FOR WEB

Fiona Fuller

PHOTO NOT AVAILABLE FOR WEB

Honar Palani

PHOTO NOT AVAILABLE FOR WEB

Ivan Gravador

**Donna Ruminski; Adolescent Parent Centre: Educational Assistant of the Year nominee**

Donna has been a steady presence at the Adolescent Parent Centre (APC) for the past 29 years. She models effective parenting skills for young mothers at the APC's Child Care Centre, while also creating a safe and nurturing environment for babies. Known for her kindness and caring, Donna is a role model and mentor to her students, and they look to her for support.

**R.B. Russell FASD Passages Team**

The Passages Program is nationally and internationally recognized for its work with youth diagnosed with FASD. The Passages team supports students in achieving academic and vocational successes in both low enrollment and inclusive settings. Such is the team's support and connection to students that many choose to stay with the program until they are 21 in order to be better prepared for independence after high school.

**Susan Swinn, J.B. Mitchell: Educational Assistant of the Year nominee**

Susan has worked with another Yes I Can recipient, Waverley Leduc, for seven years—since Waverley was in nursery school. In that time, Susan has developed expertise in augmentative/alternative communication and has learned programs such as Proloquo2Go, Boardmaker, Pictello and others to aid communication. Susan is a role model in inclusive practices and uses her creativity to adapt classroom activities to meet her student's needs.

**Donald VanLandegham, Robertson: Educational Assistant of the Year nominee**

Donald has been working with the inclusive education program at Robertson for the past nine years, assisting students with cognitive delays, autism, sensory issues, communications delays and other challenges. He is gentle, respectful and is consistent with his students, and as a result has built a high level of trust with them. Donald is highly observant and able to notice subtle behaviours in students that communicate a message they may not be able to speak.

PHOTOS BY ANNA CHRAMOW, CASSANDRA RESENDES, MELINA PACHECO AND QUINCY CLEAVER, TEC VOC PHOTOGRAPHY

PHOTO NOT AVAILABLE FOR WEB

Keenyn Kull

PHOTO NOT AVAILABLE FOR WEB

Lata Dutt

PHOTO NOT AVAILABLE FOR WEB

Shelisa Hopkins



PHOTO NOT AVAILABLE FOR WEB

Stephen Coke

**Brody Thomson, Grant Park: Technology**

Brody has learned how to use his iPad and it has become his voice at Grant Park and in the community. Using Proloquo2Go software, a symbol-based alternate and augmented communication application, Brody is able to share his wants and needs and to carry reciprocal conversation with others. He has also been able to videotape his experiences in the community, including a job placement at Sobey's, allowing him to see his growth and celebrate his successes.

**Denis Roussin, Sister MacNamara; Educational Assistant of the Year nominee**

An Educational Assistant for 18 years, Denis helps students achieve their individual education plan goals by working with Occupational and Physical Therapists and other team members. He often takes on many other responsibilities that support children at Sister MacNamara, such as the "Walking School Bus," patrols, field trips, making bannock with students, and before/recess/after school duty. The students at school trust Denis because he has immersed himself in the everyday life of the school.

R. B. Russell FASD Passages team  
 Back Row: Zuzana Kerr, Betty Duffy, Cheyann Hawula, Andi Johnson, Kirsten Auld Varey, and Ed Durham  
 Front Row: Sheila Sabiston-Saidon, Tanis Westdal, Bev Wahl, and Dana Burnett  
 Missing: Dave Schwab, Mandi Smith, Lisa Grindey, Pamela Potter, Karen Chercoe, Denise Flint, Marnie Malandrakis



Susan Swinn

PHOTO NOT AVAILABLE FOR WEB

Waverley Leduc

**Honar Palani, River Heights: School and Community Activities**

Nearly everyone at River Heights knows Honar and his positivity. He is an active member of the school's Butterfly Effect Club: reading morning announcements, welcoming guests to school, attending

noon hour meetings and sorting through clothing for a charity drive. Honar has also become a steady presence in the school's running club, having the best attendance in the club. His running culminated in his participation in the 5ish Fun Run, a charity event for local youth.

# CULTURAL EXCHANGE

Two WSD schools recently took part in a cross-cultural exchange that had over 160 students visit a mosque, a synagogue, a church and an Aboriginal pipe ceremony.

Niji Mahkwa and Brock Corydon English/Hebrew students joined fellow UNESCO (United Nations Scientific and Cultural Organization) schools Al Hijra Islamic, St. Emile Catholic and John Pritchard School for a two-day event held on Jan. 25-26.

The Winnipeg Cultural Diversity Project, now in its tenth year, is an example of what schools are accomplishing with middle years school-age children in promoting greater sensitivity, awareness and respect for the diverse cultural mosaic of our city.

By taking part in this year's project, the five schools sought to answer Mayor Bowman's challenge of promoting racial inclusion highlighted at the Mayor's Summit in September 2015.

Students visited Niji Mahkwa for the pipe ceremony before moving on to Holy Rosary Church, Shaarey Zedek Synagogue and Grand Mosque.

"I think the culminating point of this is building tolerance and acceptance toward each other," said Brock Corydon Vice-Principal Fernando Batista. "We live in a society that is very pluralistic and diverse. By allowing the students to visit (these different places), they're able to see that they are surrounded by people of many

different religious beliefs.

"The students were wonderfully engaged and showed the inquiry process that the Winnipeg School Division really focuses on. They have a genuine interest and want to explore and learn."

Niji Mahkwa student Dylan Conway said he was proud to share his culture: "It was cool because I got to drum 'The Bear Song' in front of the other students."

He added he enjoyed learning about other cultures.

"I've only been to a church before, so they were all new to me and interesting," he said. "It's good to learn about this because there's lots of racism and I don't like racism."

Brock Corydon student Aiden Rafferty said the project was very worthwhile.

"I think it's very important because you should know other people besides your own culture. We're learning about Muslims, First Nations, Christians and Jews...I think it definitely helps to make the world a better place. Wars are started by a hate for someone else. But if we got to know everyone else, we would not have that hate for other people."

Aiden said the most interesting thing he saw during the project was watching people pray towards Mecca at Grand Mosque: "It was interesting to watch them pray, I've never seen another culture pray before."



## ARTS FOR LIFE

Combining the arts with education for sustainable development and holistic health, Lord Selkirk School recently celebrated a full Arts Day.

The day began with students creating artistic stepping-stones that will adorn the Lord Selkirk Knowledge Garden in the spring.

Students also enjoyed performances by the Royal Winnipeg Ballet's principal division (pictured) and concert violinist Jack Glatzer.

The day ended with students rotating through several arts stations, which included karaoke, yoga and dance.

PHOTO AND FILES COURTESY OF LORD SELKIRK

## NEW FOOD LAB OPENS AT ST. JOHN'S

St. John's High School recently opened a 1,200 sq. ft. food lab, an ultra bright, modern facility for students to learn one of life's most useful skills.

"You're eventually going to move out and you have to know how to make your own food," said student Gabriella Ferruffino. "I like these new kitchens better, I feel like there's more space."

The food lab project was the WSD's first to be funded through Manitoba's Skill Build Shops Fund. Construction began on the facility in August, in the same location as the school's original food labs, which date back to 1956. While students awaited their new food lab, the nearby Zion Apostolic Church opened its doors so students could

use the church's kitchens for projects.

Teacher Kerri Mannall said students also used the school's Inclusive Education Centre to cook, while also doing theory and preparing cold dishes in the classroom setting.

The teacher said the new food lab was worth the wait.

"Everything is more modern and we've also added a wheelchair accessible kitchen," Ms. Mannall said. "We've been going to meetings and planning for over five years...we tried to figure out things like how many cupboards we needed and how to best use the space."

WSD Building Department Estimator Dwayne Franz said the division would



use a similar design for food labs in other schools.

"The concept uses a modular kitchen set with the same cabinetry and counter tops that we can use over and over," he said. "It saves money as opposed to building custom designs every time."

# MAROON STREAK CONTINUES

Daniel McIntyre Collegiate Institute's Maroons Junior Varsity boys volleyball team has a remarkable streak going—winning the city championships 10 years running.

Coach Heather Ruby is the common denominator for that entire run, which began in 2006.

"There was a lot of pressure on the team this year because it was the tenth," Mrs. Ruby said. "We were so nervous for them, because this was a great group... they were really hard working and we knew it would be close with Sisler. A lot of alumni were at the final and it's nice because they are a part of it. One player put it in perspective after we won when he said, 'Did you know this streak started when we were in Grade 1?'"

The science teacher is quick to credit her co-coach, math teacher Carolina Nario (who has been with the team for the past six years) as well as the volleyball programs at DMCI's feeder schools: Sargent Park, General Wolfe, Cecil Rhodes, Hugh John Macdonald and Isaac Newton.

Also important is the team's

commitment to the game. In two-and-a-half months, the squad had 52 matches, 33 team practices and 45 optional morning practices.

That dedication to excellence was instilled by Ron Hutsal, Mrs. Ruby's junior high basketball coach, and her own father, who coached her in softball for her entire life. In 2000, Mrs. Ruby and her sister played for Canada at the Sydney Olympics; she has since been inducted into the Manitoba Sports Hall of Fame.

"He taught me about practice. If you want to get better than someone else the only way to do that is to practice more than them," Mrs. Ruby said. "The other lesson he taught me was to practice smart. Do things for a reason. We don't run the players, drills are designed to be game specific."

Along with winning the city championships, the Maroons have been provincial quarter finalists in nine of the ten years, including a run to the 2012 finals.

Success on the court is great, but Mrs. Ruby takes greater pride in the students' achievements in academics.



DMCI Junior Varsity Boys volleyball coaches Carolina Nario (left, who has been with the team for six years) and Heather Ruby, who has been with the Maroons for their entire ten-year city championship reign.

This year's team had a combined average of 82 per cent.

"I teach science and Carolina teaches math, which allows us to help players in core subject areas," she said. "We know

they aren't going to make a living playing volleyball so academics are a major focus. We want them to be successful on the court, but more importantly in the classroom."



## PROJECT BACKPACK

With Winnipeg welcoming many Syrian refugees, students at Carpathia School wanted to make sure they got off to a good start in their new home.

In mid-January, the school's student council and teachers Jennifer McKiel and Andrea Thio initiated Project Backpack; they asked the Carpathia School community to donate new school supplies and funds.

"The kids coming here from Syria probably don't have any school supplies or backpacks," said Grade 6 student Sofia Baires.

Student Cecilia Tshibamba said student council got the word out about the project in a variety of ways, such as morning announcements, posters, presentations in the classroom and at monthly assembly, and sending home notes with students.

"What if it was you who didn't have anything? Would you want people to do the same for you?" Cecilia said.

Carpathia students, families and the entire school community donated enough resources to fill 26 backpacks with notebooks, pencils, crayons, erasers, binders, scissors, markers, warm winter clothing and other essentials for new students in Winnipeg.

The backpacks were taken to a larger drop-off site at Acadia Junior High School, before they were taken NEEDS Inc., which provides services and support to refugee children and their families.

"Everything makes a difference, no matter how small you are or how tall you are," said Grade 5 student Noah Deen.

The two teachers involved in the project said they were blown away by the community response.

"We were hoping to collect two backpacks for each side of the school and make a difference for four kids, the response we got from the whole school has been super exciting," Ms. McKiel said.

## TIPI KEEPERS

Whether it's under the winter sun or the summer sky, École Kelvin High School's Tipi Keepers club is learning how to assemble one of history's time-proven structures.

The school has its own 24-foot wide Dakota-style tipi; the structure is impressive in size and can be a challenge to erect for beginners.

"The more people we have to help, the easier it is," said student Quinn Desrochers. "We've been able to do it with as few as three people. The poles are actually very light, I can put them up one at a time."

Our Schools caught up with the student group on Feb. 18, while they were doing a practice-run for the school's Festival du Voyageur celebration the following week.

"In elementary school, there would always be a tipi up for Festival du Voyageur, and I always wanted to know how to put one up," said Grade 12 student Nicole MacDonell.

Teacher Michelle Gougeon said the idea for a school tipi arose out of a Kelvin Aboriginal Day five years ago.

"We had an Elder come out, and he set up a tipi. It was like a magnet—kids were just drawn to it. They wanted to know more and to go inside and ask questions. It was amazing. It got us thinking that we needed this as a teaching tool."

Two years ago, the school was able to purchase a Kelvin tipi. Elder Wanbdi Wakita came to the school to bless the



tipi and to show staff and students how to properly set it up.

"When I first heard the announcement about it, I pursued it," said Grade 12 student Evan Charles. "I've always been interested in learning more about the culture."

Grade 9 student Elizabeth Badger is in her first year with the club: "I wanted to get closer to my culture."

Ms. Gougeon said she was looking forward to introducing new students to the process of putting up a tipi.

"It's a hands-on learning experience; you learn by doing it."



Robert H. Smith students provide much of the mainstage entertainment for the annual community breakfasts.

## KIDS HELPING KIDS

The École Robert H. Smith School community showcased its humanitarian spirit for the school's annual community breakfast.

Students, staff, families and community members turned out in full force for the breakfast on March 4.

Principal Tom Rossi started the breakfast while working as a shops teacher at École Stanley Knowles School. Since then, the breakfast has benefited numerous local charities, including The Children's Hospital, Children's Wish Foundation, Boys and Girls Club, the Winnipeg Humane Society, Cancer Care Manitoba, Ronald McDonald House and more.

"It's always been about kids helping kids," Mr. Rossi said. "It's a wonderful way to get the students involved."

This year's beneficiary was the Children's Rehabilitation Foundation, which provides supports to children with special needs through the Rehabilitation Centre for Children. As in previous years, Robert H. Smith students selected the charity.

"We look at local charities where the focus is on kids," Mr. Rossi said.

Grade 6 students research charities in the fall and present their findings to their fellow students. Charities are chosen each year through a secret student ballot.

Students Charlotte Broadhurst, Cate Carson, Dimitri Shalley and Daniel Gauthier coincidentally selected the same charity to research—the Children's Rehabilitation Foundation.

Daniel said the foundation helps children with special needs to be as independent as possible: "The Children's Rehabilitation Foundation is there for kids who need a bit of extra help...it makes sure they have fun and are included."

As in previous years, the school invited a person who has been impacted by the chosen charity to come and speak with Robert H. Smith students.

This year, Keera Lyall visited to share her story and inspire students prior to the big breakfast. Keera, who was born with the rare neurodevelopmental condition called Williams syndrome, was provided with a specialized bike by the Children's Rehabilitation Foundation in 2014.

"The school is amazing, there's a welcoming atmosphere of respect and kindness," Keera said. "My message to everybody is that no matter what kind of disability you have, you can make it."

Mr. Rossi said Keera made a huge impact on students.

"Her story is very powerful—she left the school with a positive message," Mr. Rossi said. "She just has this energy about her."

Keera also returned to Robert H. Smith for the March 4 breakfast. The event ultimately raised over \$19,000.

"It shows that people do care," Dimitri said. "I'll have fond memories of the breakfasts we've had here after I leave."



Keera Lyall (pictured here at work at Westwood Collegiate) shared her story with Robert H. Smith students and spoke about how the Children's Rehabilitation Foundation has been an important supporter in her life.



## SO YOU THINK YOU CAN DANCE?

Dance students at St. John's High School were thrilled to have a rare meeting with a rising celebrity in the dance world.

*So You Think You Can Dance* and *America's Best Dance Crew* star Jaja Vankova stopped by the school in January for a workshop with students. The Czechoslovakian-born dancer was in Winnipeg for the *So You Think You Can Dance* touring production. She has also starred in MTV productions and appeared in the *Step Up* movie series.

"I love working with teenagers because they always give energy, they are so excited," she said. "They don't overthink it as much, they just enjoy the dance. When I was young and learning, it was the same for me. I was excited to learn."

Although Jaja started dancing when she was ten, she didn't get serious about it until she was a teenager.

"I didn't want dance as a career until I was 15—then I really started to work for it," she said. "I never thought I would move to America to pursue my dream—

it was a huge, huge leap."

Jaja got her green card and came to America in 2010, when she joined the dance crew I.a.M.m.E. Stardom on *America's Best Dance Crew: Season 6* was not far away.

She continues to train hard daily.

"Most of the time in my days, it's spent practicing...if you want to be one of a kind, it's all about practice."

Jaja put St. John's students through an intense hour of dance.

"It was really exciting and it was a such a great opportunity to meet her in person," said Grade 11 Mustariah Muhmed Aliyi. "To explore this type of dancing with a professional is amazing."

St. John's dance teacher Romeo Suban said the workshop gave students glimpse of the work involved to become a dance professional.

"Just seeing the amount of time, training and commitment it takes to get to that level, it's a chance for students to be inspired and motivated even more."



## TALK SHOW

Move over Jimmy Fallon! Dufferin School teacher Marjorie White was an excellent host for Dufferin School's I Love to Read Talk Show. Ms. White interviewed special guest reader and Winnipeg Police Service Chief Devon Clunis during the Feb. 11 assembly. Chief Clunis read *Thank You Jackson: How One Little Boy Made a Big Difference*, while all of the Dufferin students returned the favour by reading him the Pete the Cat epic *I Love My White Shoes*.

# CONNECTING OUR FUTURE TO THE PAST

STORY AND PHOTO BY JEFF MILLER

In order to ensure that history does not repeat itself, it is important to revisit topics that may make us feel uncomfortable.

That is exactly what Sargent Park School Grade 6 students did when it came to learning about residential schools.

For six weeks, teacher Tiffany Perreault and Lucy Farias' students were learning about empathy in social studies by focusing on residential schools both in Canada and in Manitoba. Working with teacher-librarian Rebecca Decter, the students learned through videos, stories, and through the novel *My Name is Seepeetza* by Shirley Sterling.

"At the beginning of the project, we weren't aware of the great impact that the subject would have on the students, but as we moved further through the unit the students we were genuinely upset, shocked, outraged and questioned why the government never did anything to stop the horrible events that were taking place," Ms. Perreault said.

"I went home to research more on my own because it bothered me that much and when I was done it made me want to clear my internet search history because it was that disturbing. How could anyone be so mean?" said student Charles Aguirre.

In the novel *My Name is Seepeetza*, Seepeetza is a 12-year-old Grade 6 student attending a residential school in British Columbia. One of the first things that happens is her name is taken away from her and she is given a number that she has to stitch into all of her belongings.

This was a great lead into the students' final project of creating heart shaped pillows with one word that they would share with residential school survivors. Some of the words that were stitched into the pillows were love, family, respect, hope and unique.

"In the residential schools they tried to make everyone the same but it is sad because every person should have the chance to be themselves. That is what makes people special," said student Larissa Marcelino.



The students' hard work was displayed in the AAA (Aboriginal Academic Achievement) case outside of the office during the month of March.

Ms. Perreault, Larissa, Charles, Jonas, Ms. Farias and Ms. Decter proudly show off their hard work on residential schools at Sargent Park School.

PHOTO NOT AVAILABLE FOR WEB

Sisler student Shania Pruden with Free the Children founder Craig Keilburger during this year's Evening of Inspiration event.

Supplied photo

## CARING CANADIAN

Sisler High School student Shania Pruden recently accepted the Governor General's Caring Canadian Award at the Evening of Inspiration event, which preceded WE Day.

Free the Children co-founder Craig Keilburger presented the award to Shania, a youth activist, blogger and public speaker who is known for her humanitarian endeavors at the school.

Shania has participated in Sisler's Free the Children group for five years; the group's work includes donating food to Siloam Mission and Winnipeg Harvest, as well as fundraising to build a school in Kenya.

"Free the Children is helping other people who aren't as fortunate as us," she said. "My mom always taught me that just because you don't have much you can still give of yourself. I thought Free the Children would be a good organization to take part in."

Shania also writes a popular blog at [shaniapruden.wordpress.com](http://shaniapruden.wordpress.com), where she tackles subjects such as mental health, poverty and other issues. The depth of her writing there was one of the reasons she was selected to speak to thousands of students at WE Day at the MTS Centre.

"It was overwhelming, I didn't do it for publicity. I did it because Aboriginal issues aren't talked about all that much in our age range," she said. "I wanted to inspire others to take action."

Much of her current work is inspired by her sister, who passed away in 2014.

"I know if she was still here, she would be proud of me. That's my motivation. It's taught me that I shouldn't take anything for granted. It inspired me to start the power of positivity...if negative things are thrown my way, I try to work around it with a positive attitude."

## BRACELETS FOR HAITI

Prairie Rose School's Leadership Club tapped their creativity for a recent project in benefit of Haiti.

Students wove colourful bracelets through January and sold them in February as part of a fundraiser to support education for Haitian students.

Student Samantha Johnson said the bracelets were popular amongst students.

"Kids were even buying them for their moms. Every single bracelet has a heart on it, because it was close to Valentine's Day."

The club exceeded its goal of selling 100 bracelets, ultimately raising over \$400.

"It has been wonderful noticing so many staff and students wearing the bracelets on a daily basis," said teacher Anabela Barros. "I even noticed students today being creative and wearing it as a necklace and another turning it into a key chain for their pencil case."

The money will be donated to Free the Children's efforts in Haiti. The Leadership Club attended Free the Children's WE Day event at MTS Centre in the fall.

"It was inspiring," Samantha said. "You see what other people are going through and how much worse things can be. It makes you want to help out and make a difference."

The school also took part in the We Scare Hunger campaign in the fall, collecting food items for Winnipeg Harvest. The club is currently deciding on another local humanitarian effort.

"They are very proud of their accomplishments and how the community came together for the cause," Ms. Barros said. "It has been fascinating to watch how selfless the students are and how eager they are to start their next project. We haven't yet decided what that will be but I am sure it will be great!"





# A REASON TO CHEER

Kelvin High School's cheerleading squad is celebrating a bronze medal performance at the International Cheer Union's World Cheerleading Championship.

The Clippers squad won at an event that took place Feb. 6-7 at Walt Disney World in Orlando, Florida. The invitation-only tournament featured 650 teams from 12 different countries in a competition that spanned five different venues. Kelvin competed in the Super Varsity Non Tumbling category.

"Ever since they found out (they were going), the kids have been practicing so hard to get to where they are," said coach

Kelsi Holmberg. "This isn't sideline cheerleading—these students are some of the most athletic people I know. You have to be able to lift, throw and catch people."

Student Madison Scott, who is also one of three co-captains, has been part of the team for three years.

"This is beyond anything we dared to dream of—this competition was massive," she said. "We learned so much from the other teams, just in their professionalism, their appearance and the way they act as a team."

She added the Kelvin team found kindred spirits in Oak Park High School's

team, which also attended and placed fourth in the Large Varsity Non Tumbling category. Kelvin and Oak Park were among only four Canadian teams participating.

"We're able to cheer them during their practice time and they came and cheered us on too. It was such a huge support," she said.

Kelvin has had many cheerleading squads over the years, with the current group counting 22 students on its roster. Ms. Holmberg would love to see that number grow.

"We're hoping this will help cheerleading grow in Manitoba over the next few years."

PHOTO NOT AVAILABLE FOR WEB

## "IT'S NOT YOUR TIME YET"

Daniel McIntyre Collegiate Institute student Shi-Ann McDonald captured the grand prize in a provincial video competition on the strength of a powerful and personal animated short, *Good Dream or a Bad Dream?*

After completing an assignment in class, Shi-Ann was encouraged to submit her video to the eHealth video competition, which was sponsored by Nanaandawewigamig, the First Nations Health and Social Secretariat of Manitoba.

"Shi-Ann did her video as a culminating assignment in Flash animation," said teacher Margot McEdward, who teaches graphics, animation and 3D modeling at the school. "Students were to tell a short story through animation, and Shi-Ann chose to tell about her surgery."

Shi-Ann was diagnosed with a rare type of brain tumour in 2014.

"I started getting symptoms like nausea, headaches, loss of vision...I felt very anxious and scared of everything," Shi-Ann said. "My parents took me in for an MRI and they found a tumour. Two days later I was in for emergency surgery. They reacted fast."

Doctors put a tube in Shi-Ann's head and she also underwent radiation therapy for 28 days. She continues to take drugs to assist with ongoing symptoms.

"Chemo is on the table as a last resort. Every six months, they have me in for an MRI to see if it's grown or decreased," Shi-Ann said. "I've just been working around it."

In her video, Shi-Ann details a dream she had in surgery, of meeting a great grey wolf in the forest. The animal led her to her loved ones and told her it wasn't her time yet.

"The dream has been a great comfort to me," she said. "It has given me strength and confidence in my fight."

Similarly, creating her video has also helped the situation.

"I think it's helped me to vent and just put my story out there," Shi-Ann said.

She added that eHealth has also helped doctors work with her rare condition; only 25 others have been diagnosed with a similar brain tumour in Canada.

"My case is complicated...eHealth enables my specialists to schedule tests and therapies easily. The test results are immediately shared with all of my doctors."

Along with her \$1,000 award, Shi-Ann has been asked to speak and present her video at the ICT Summit 2016, which is hosted by Nanaadawewigamig.

"It feels awesome, to get the word out about brain health and body health is really cool."

You can watch Shi-Ann's video at [www.youtube.com/watch?v=3k80MduvdY0](http://www.youtube.com/watch?v=3k80MduvdY0).

# GREEN ALLIANCE

Students in R.B. Russell Vocational High School's Horticulture program have a growing green alliance with students at Isaac Newton School.

Through a WSD Education for Sustainable Development Grant, the schools have created a partnership to share ideas and resources. Students have visited both schools several times over the last two years.

"We're trying to build sustainability and resiliency with our students," said Isaac Newton Vice-Principal Susan Christiuk. "Our students are also making goals when it comes to high school, and a lot of them now want to come to R.B. because of this program."

R.B. Russell teacher Louise Shachtay said the partnership was beneficial for both schools: "It's a win-win, you get that mentorship and peer connection."

The R.B. Russell students have been visiting Isaac Newton to help with projects like their community garden and planters. Isaac Newton students have also visited the horticulture centre at R.B. Russell twice this school year, including a visit in March.

"We've been showing the Isaac Newton students how to make succulent and cacti gardens," said R.B. Russell student Samantha Rivera Perez. "We were just showing them to be creative and express themselves with it."

Isaac Newton student Colin Cabral said he's enjoyed the visits: "I like working with plants, you get to see how they're grown



and how to make centerpieces with them."

Isaac Newton teacher Donna Mills said her students have shown a great interest in horticulture in her class.

"I have a garden in my classroom, there's big bay windows for it so there are always plants," she said. "I've had my students

involved with watering and taking care of them. When they see the greenhouse at R.B. Russell it's a big deal for them."



# INCLUSIVE AND RESPONSIVE

## TRANSGENDER AND GENDER CREATIVE STUDENTS NEED SUPPORTS DURING CHALLENGING TIMES

*Editor's note: to respect the privacy of some of the people quoted in this story, we have used pseudonyms, which are indicated with an asterisk (\*).*

Finding one's identity can be a challenge for students and adults alike; for Transgender and Gender Creative students, inner challenges are matched by external pressures, particularly in a society that has widely varying levels of acceptance.

WSD administrators, clinicians, consultants and guidance counsellors examined ways to support these students during a recent workshop, Making Schools Inclusive and Responsive for Transgender and Gender Creative Students.

"There was an overwhelming response to this session, which speaks to the need for greater knowledge and a strong desire for us to learn more," said WSD Health Education Consultant Nori Korsunsky. "(We want) to make our schools supportive and responsive to the needs in our communities."

Panel guests included: Debrah\*, a teacher and parent of a transgender 20-year-old; Aaron\*, Debrah's transgender son; Jennifer Stadtmiller, Education Facilitator with the Rainbow Resource Centre; Jackie Swirsky, parent of a seven-year-old gender creative child; and Dr. Simon Trepel, a Child and Adolescent Psychiatrist with Gender Dysphoria Assessment and Action for Youth (GDAAY) and the Health Sciences Centre.

Panelists noted that gender identity is much more complex than male/female. A child can identify with the gender opposite to that which they were assigned at birth. There can also be a blending of genders, or gender identity can be fluid, presenting as different genders on different days or time periods.

"There are many different words you may hear...gender independent, gender nonconforming, gender creative, gender expansive...all of these words we use to try and explain how some youth just don't fit in to those boxes. And to try to force them to would be very detrimental," Ms. Stadtmiller said.

Dr. Trepel said that there still isn't much in the way of data when it comes to transgender students. The concept of gender in itself is highly personalized and unique from person to person.

"Gender identity is a person's internalized sense of their interpretation of gender...it is very personal, very subjective," he said. "We really all put ourselves in our own spectrum. We all define masculine and feminine differently. When men cry, some women find that attractive, some don't. When women play football, vice versa. Yet men and women do all of these things."

Ms. Swirsky is a speech-language pathologist and is the parent of a seven-year-old gender creative child who identifies as male, but his gender expression is very feminine.

"He looks like a girl and everyone assumes he's a girl when they see him,"

said Ms. Swirsky, who added that her son first started asking about gender when he was four. "His mannerisms, everything about him expresses femininity: the way he talks, the way he moves his body. All of his friends are female."

Ms. Swirsky has written a children's book on gender, illustrated by her son and sister-in-law, entitled *Be Yourself* ([www.beyourselfbook.ca](http://www.beyourselfbook.ca)). While her son's gender journey is ongoing, the Swirsky family offers support whatever the next stage may be.

"We always use open ended questions to see how he's feeling and check in and touch base with him. Gender can change, it can be fluid, so it's just to see where he's at and if he's feeling comfortable with the world," she said, later adding: "Children do best if they are loved and supported for who they are, not for who we expect them to be. That's our bottom line."

### GENDER DYSPHORIA

From a psychiatry standpoint, the term "gender dysphoria" has replaced the term "gender identity disorder" when working with transgender and gender creative individuals.

"Having a difficult time with your gender identity is not a disorder," Dr. Trepel said. "It's really the dysphoria associated with trying to make it in this society with the bullying, the rejection and all of the binary people like us running around, (who are) having a hard time and scratching our heads and possibly ostracizing them without even knowing it."

The stress of bullying and rejection may lead to issues such as anxiety, depression and substance abuse.

Aaron—who was born as a girl—was always an above average student in school. Aaron started to have serious gender identity questions once puberty started. After he told his mother he was having suicidal thoughts, his family sought the help of their pediatrician, who in turn referred the family to the Manitoba Adolescent Treatment Centre. For a time during consultations with MATC, Aaron identified as a lesbian female. But it was an interview with Chaz Bono on television that ultimately struck a chord with Aaron and his gender identity.

"After the show, Aaron said to me 'Mom, that's how I feel. I feel like Chaz Bono,'" Debrah said. "He actually helped somebody that day, and I'm sure it was more than just Aaron."

Aaron finally received a gender identity dysphoria diagnosis from MATC and began the path to transition genders.

"It was difficult for me to focus on school as I transitioned. That was the only year I didn't make honour roll," Aaron said.

Aaron began Grade 12 with his new name and a new sense of strength.

"I began Grade 12 as Aaron. I chose the name with my parents," Aaron said. "Changing my name made me feel strong and empowered. I felt like I could be myself at school and not have anybody question who I was. I felt more like myself than I had in a long time."

Debrah said the entire family has to adjust when a family member redefines their gender identity, and may go through stages of grief as they accept change.

"Even though the main focus was on Aaron, the family had to transition with Aaron, and that was very important," Debrah said, adding that Dr. Trepel, GDAAY and other supports helped her family navigate this period of change. "We're a sports-minded family, so we approached it as a team. We stuck together."

"Aaron was very fortunate in that our family supported him. The kids you are going to see probably aren't going to have that support. You have to advocate for them, and might have to help them to make self-referrals to places like GDAAY."

Ms. Swirsky said there is plenty that people can do to support children's gender diversity: "Respect everyone's gender identity. Use the pronouns and names that people feel most comfortable with. Be a good role model with the language you use and the actions you take. Explain to children that everyone has their own style—you wear what makes you feel confident, comfortable and good. Avoid dividing children by gender and avoid gender stereotyping."

In November, the WSD Board of Trustees unanimously passed a motion to create a policy that meets the specific needs of transgender students. Trustee Lisa Naylor, who tabled the motion, has said the intent was to ensure a safe, inclusive and respectful environment for students regardless of their gender identity or expression.

A first draft of the "Safe and caring

### THINGS ANYONE CAN DO TOMORROW

Courtesy of [www.genderspectrum.org](http://www.genderspectrum.org)

- Seek and use a student's preferred name and pronouns
- Put up signs that recognize and affirm gender diversity (All Genders Welcome, Think Outside the Boxes)
- Display examples of people doing things not normally associated with their gender (i.e. male nurses and dancers, women soldiers and athletes)
- Don't divide kids into boys' groups and girls' groups; divide using birthdays, dogs and cats, etc. Avoid arranging students boy/girl, boy/girl
- Say things like "Attention scientists" or "Listen up Maroons" instead of "Ladies and Gentlemen" or "Boys and Girls"
- Respond to gender-based putdowns firmly, but instructionally, always being careful not to further marginalize the target of the statements

policy" was provided to the Winnipeg School Division Policy Committee for discussion on Jan. 25.

Administration has finalized the draft policy, which is now being presented to schools, unions, parent and student councils for feedback. In the past, consultations on new policies have taken at least three months.

Then the final steps are for administration to prepare the feedback for the committee to review and make any final changes to the policy before it is recommended to the Board for adoption.

Chief Superintendent Pauline Clarke said appropriate guidelines must also be drawn up at a provincial government level.

"School divisions can do a certain amount, but when parents and children move from division to division, consistency has to be in place for every one of the students we are working with."

Dr. Trepel said the public's understanding of gender identity issues will continue to evolve and grow over time.

"This is certainly going to be an issue over the next few years, until we start to slowly become less binary and more of an open society around these kinds of concepts," Dr. Trepel said.

# MÉTIS MUSHER BRINGS HIS FOUR-LEGGED FAMILY TO SISLER

STORY AND PHOTO BY JEFF MILLER

The youngest of ten children, Gerald Azure has been around sled dogs most of his life. Growing up in the 60s and 70s in Cormorant, Manitoba, Gerald used sled dogs as his main form of transportation while trapping and commercial ice fishing with his family.

On March 9, Gerald visited Sisler High School with his wife Jen and four members of their dog sled team from Churchill. The couple shared stories of victories, struggles and teaching traditions in Manitoba's North.

Gerald feels that it is important to share that his childhood wasn't ideal. Being the tenth child in his family, he was raised more by his siblings than his parents.

As a young boy, Gerald made extra money by hauling water by dog sled for the local town people. He would return to sledding later in life.

Gerald worked as a social worker after graduating from university, but felt unsatisfied with his career. He returned home to Churchill to turn his efforts toward starting his own dog sledding tour company. Bluesky Expeditions is now in its 15th year of operation.

"I can embrace my history, heritage and culture with my dog team, sharing it with the world one sled ride at a time," Gerald said.

The Azure's 32 dogs are kenneled to ensure their safety from bears and wolves. There are 28 adult dogs and four pups; of the adult dogs, one third are rescue dogs that have been rehabilitated and are now an important part of the dog sled team.

One rescue dog in particular made a special connection when 11 Sisler students and their teachers visited Churchill in June, 2015. During the Sisler group's visit to Bluesky Expeditions,

student Averie Allard met Gracie, a rescue dog with past trauma. Gracie had just recently been rescued and was severely emaciated; the dog was very scared of people and obviously suffering from a great deal of abuse. But when Averie and Gracie met they instantly connected. Gracie sat with Averie through lunch and the two even shared a walk together.

When Averie arrived at the March 9 presentation, she was pleasantly surprised to see Gracie; the two instantly reconnected just like they had months earlier.

"It is so wonderful to see Gracie again. I can't believe how good she looks compared to the last time I saw her," Averie said. "My whole trip to Churchill was a life changing experience and I think it is

something everyone should see once in his or her life."

For those that can't make it to Churchill, Bluesky Expeditions has set up their dog sled tours at Asessippi Ski Area and Resort, 160 kilometres northwest of Brandon. They will be located in the ski village from December until March every year for the next five years.

PHOTO NOT AVAILABLE FOR WEB

## READING ON THE LUNCH MENU

Prairie Rose School students are devouring books and building their reading skills through a fun noon-hour reading club.

The school has run the reading club since last year, with students attending on Tuesdays and Thursdays. Approximately 25 students attend club sessions from January through to the end of March.

"First we have lunch in the library, then we go to the computer lab to read some books—they're all on the computer," said student Jesse Mira. "It's better on the computer because we can hear the words."

Students use an online reading program called RAZ-Kids.

"RAZ-Kids has students pick a book, and then students have to listen to it, then read it and then they answer quizzes about that story," said Special Education Resource Teacher Anna Fernandes.

"The program is set to their level of reading. We start at their independent level and with this program, the students sometimes show growth of one or two levels with the three months."

Students who are identified as needing support in reading in their November report cards are invited to attend the first club meeting in January. The club starts off with a big pizza party and students get to decorate their reading log folders with stickers and other artwork.

Teachers volunteer their noon hour time to help out with the club.

"The parents are very thankful that we're giving the extra reading time here at school, with teachers helping," Ms. Fernandes said. "And the kids love it. We have other kids asking to join, because they think it's very neat to come to the club."

When students have completed ten books, they get to go up to the prize cart and select a prize.

"We get things like pens and stickers," Jesse said.

Jesse's dad, Victor, said the club has been worthwhile for his son.

"I think it's a good program, he's here with his friends and they're learning at the same time."



# MIND MATTERS

WSD is hosting a special week focusing on mental health awareness and activities for students, staff and families.

The Healthy Minds Week, which is being held May 2 to 6, is a way of encouraging further conversations and practices toward positive mental health, while also celebrating schools' current mental health initiatives. The event is being held in conjunction with the Canadian Mental Health Association's Mental Health Week.

"WSD is on board with supporting mental health initiatives and mental health literacy amongst our students and families, and promoting mental wellness," said WSD Student Services Consultant Jón Olafson. "An integral component of this week is to raise awareness about mental wellness and assist with reducing the stigma when talking about mental health concerns."

Since 2013, WSD has embarked on numerous mental health initiatives, through its Mental Health Steering Committee. This includes PRACY (Preventing and Responding to Anxiety in Children and Youth), a pilot project that included

professional development around school-based mental health interventions (mindfulness), classroom instruction (prevention), small group intervention (targeted), data collection, parent sessions and a communication strategy.

"The goal of our Healthy Minds Week is to celebrate all of the work that is happening in WSD with regard to mental health promotion at a variety of levels," Mr. Olafson said.

The week kicks off with a Healthy Minds Gallery Walk on May 2 (11 a.m. to 1 p.m.) at Prince Charles Education Resource Centre. The gallery walk is a chance for schools to showcase and share their mental health initiatives and programming with other schools.

Youth care specialist Charlie Appelstein will present two sessions during the week. The first is a parent evening on May 4 at St. John's High School entitled *Helping Your Kids to Be All That They Can Be: Using a Positive, Strength-Based*

*Approach for Effective*

*Parenting.* On May 5, Mr.

Appelstein will conduct a full day professional development session for staff entitled *No*

*Such Thing as a Bad Kid: Understanding and Responding to Challenging Behaviour in the Classroom.*

There will also be two workshop sessions for parents and children, entitled "Tree of Life," the workshops take place May 3 at Cecil Rhodes School, and May 4 at King Edward School.

"Tree of Life is a parent-child group session looking at mental health from a strength-based perspective," Mr. Olafson said.

On May 5 at Dufferin School, students and parents can take part in the annual Learning Together Conference.

Several staff events are also featured during the week: a "Lighten Your Load" mental health workshop; a staff yoga session with the Manitoba Teachers' Society; and a Mindfulness workshop.

The week winds up with a Healthy Minds Moment on May 6 at 1:30 p.m. All WSD schools and departments are encouraged to have a school/department-wide moment for mental health—such as mindfulness moments, snack breaks, group walks or other events.

*For registration information on all Healthy Minds Week events, please see the sidebar.*



## WSD HEALTHY MINDS WEEK – 2016

### WSD Events

#### Monday, May 2

**11:00 a.m. - 1:00 p.m.**

Healthy Minds Gallery Walk – celebration of all the mental health initiatives and programming happening in WSD schools

Location: Prince Charles ERC

Contact: Cherie Waterman at cwaterman@wsd1.org

Questions contact: Jón Olafson at jolafson@wsd1.org

**4:30 - 5:30 p.m.**

"Lighten Your Load" – A Mental Health Strategy for All Staff

Location: Prince Charles ERC

Register on Employee Connect

Questions contact: Heather Closen at hclosen@wsd1.org

**Tuesday, May 3**

**12:00 - 1:00 p.m.**

MTS Wellness Activity – Yoga for All Staff

Location: Prince Charles ERC

Register on Employee Connect

Questions contact: Jill Heater at jheater@wsd1.org

**3:30 - 5:30 p.m.**

Tree of Life – A WSD Parent (Guardian)/Child Workshop

Location: Cecil Rhodes School

Contact: Jennifer Curtis at jcurtis@wsd1.org

**4:30 - 5:30 p.m.**

Staff Wellness Activity – Mindfulness for All Staff

Location: Prince Charles ERC

Register on Employee Connect

Questions contact: Jón Olafson at jolafson@wsd1.org

**Wednesday, May 4**

**3:30 - 5:30 p.m.**

Tree of Life – A WSD Parent (Guardian)/Child Workshop

Location: King Edward School

Contact: Jennifer Curtis at jcurtis@wsd1.org

**7:00 - 9:00 p.m.**

Charlie Appelstein "Helping Your Kids to Be All That They Can Be: Using a Positive, Strength-Based Approach for Effective Parenting" – Parent (Guardian) Evening

Location: St. John's High School

Contact: Sharon Taylor at shtaylor@wsd1.org

**Thursday, May 5**

**9:00 a.m. - 3:30 p.m.**

"No such thing as a bad kid: Understanding and Responding to Challenging Behaviour in the Classroom" with Charlie Appelstein – WSD PD for All Staff

Location: MTS Harcourt Building

Contact: Sharon Taylor at shtaylor@wsd1.org

**6:30 - 8:20 p.m.**

Learning Together conference – A Parent (Guardian)/Child ages 4-12 event

Location: Dufferin School

Contact: Karen Naumiuk at (204) 774-3409 ext 548

**Friday, May 6**

**1:30 p.m.**

Healthy Minds Moment – all schools and departments will be encouraged to arrange a brief school/department-wide mental health enhancing moment (mindfulness moment, school walk, assembly, healthy snack break, student council event, poster display, intercom announcement, stretch break)



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| [www.winnipeg.ca/CHF](http://www.winnipeg.ca/CHF)



## FESTIVAL FOOD

Tec Voc High School's Commercial Cooking team was on hand to offer some traditional maple syrup taffy for the school's Feb. 19 Festival du Voyageur celebration.

PHOTOS BY SAM SPEIRS, TEC VOC PHOTOGRAPHY



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