



WINNIPEG SCHOOL DIVISION

OUR SCHOOLS

HUMAN LIBRARY

EVERYONE HAS A STORY TO SHARE

PAGE 10



FALL

2016

VOL 44 NO. 04
ISSN 03484-6636

WSD ANNUAL REPORT PULLOUT INSIDE

VISIT OUR WEBSITE



WINNIPEGSD.CA



LORD NELSON GYM OPENS

PAGE 19



WINNIPEG SCHOOL DIVISION

OUR SCHOOLS

1577 Wall Street East
Winnipeg, MB R3E 2S5
P: 204-775-0231

Chief Superintendent
Pauline Clarke

Superintendents
Karin Seiler
Celia Caetano-Gomes
Fatima Mota

Editor
Dan LeMoal

Layout/Design
Andrew Pollreis

Our Schools is published by Winnipeg School Division. Copyright © 2016 Winnipeg School Division. All rights reserved.

Follow us on Twitter
@winnipegSD

Like us on Facebook
facebook.com/WinnipegSD

Link us on Linked-in
linkedin.com/company/winnipeg-school-division

Follow us on Instagram
instagram.com/winnipegSD



Scan to learn more about WSD

This publication is available in alternate formats upon request. For more information contact:

Public Relations Services
1577 Wall Street East
Winnipeg, Manitoba R3E 2S5
Phone: (204) 775-0231
Email: communications@wsd1.org

BOARD OF TRUSTEES

Sherri Rollins, Ward 1
(Chair 2016–17)
P: 204-583-7553

Chris Broughton, Ward 2
(Vice-Chair 2016–17)
P: 204-509-8642

Mark Wasyliv, Ward 3
P: 204-789-0469

Lisa Naylor, Ward 4
P: 204-803-1342

Kevin Freedman, Ward 5
P: 204-297-0730

Cathy Collins, Ward 6
P: 204-956-0084

Vacant, Ward 7

Mike Babinsky, Ward 8
P: 204-582-9296

Dean Koshelanyk, Ward 9
P: 204-869-2081

FOOD HEROES

Tec Voc High School celebrated World Food Day, which took place Oct. 16, with a special meal in the school's cafeteria.

Culinary arts students (including Anthony Muzyka and Ashley Keehn, pictured) served a meal of soup and buns that focused on local ingredients.

Proceeds from the event were donated to Tec Voc's Christmas Hamper fund; students also accepted non-perishable food donations for the hampers.

Organizers emphasized that everyone can be a Food Hero when it comes to curbing food waste and bringing awareness to agriculture and food sustainability issues around the world.



CONGRATULATIONS TO THE WINNIPEG SCHOOL DIVISION'S CLASS OF 2016



CHILDREN'S HERITAGE FUND SUPPORTS BRIDGE PROGRAM

A groundbreaking jazz program based at Hugh John Macdonald School recently received a show of support from WSD's Children's Heritage Fund. WSD Trustee Dean Koshelanyk and Director of Career Education Chris Rhodes were on hand for the presentation.

Private donors gave \$1,000, which was directed through the fund, to the Bridge program for the purchase of instruments and other equipment.

The Bridge program, directed by Neil Watson, was developed as a way of

providing music instruction to students in Winnipeg's inner city who would otherwise have no access to such opportunities.

Due to the geographically diverse student body at Hugh John MacDonald, the program has evolved into a unique, effective and—most importantly—fun way of learning music by focusing on playing by ear. The results speak for themselves: middle school students playing difficult, syncopated rhythms in unusual keys and grooving together!

The Bridge is a voluntary program

taught primarily after school and student enrolment has increased every year. Last year, approximately 50 students spent time the classroom featuring a 'core' performing group of 25-30 students.

WSD's Children's Heritage Fund is a registered charity that gratefully accepts donations to help enhance the educational experiences of students who attend schools in the Winnipeg School Division.

Tax receipts are issued for donations of \$10 and greater. For more information, please visit www.winnipegSD.ca/CHF.

SPANISH PROGRAM BEGINS

Manitoba's first Spanish Bilingual class is off to the races.

The 18-student Kindergarten class, based at Earl Grey School, is taught entirely in Spanish.

Teacher Claudia Martinez said the inaugural class is an enthusiastic group of learners.

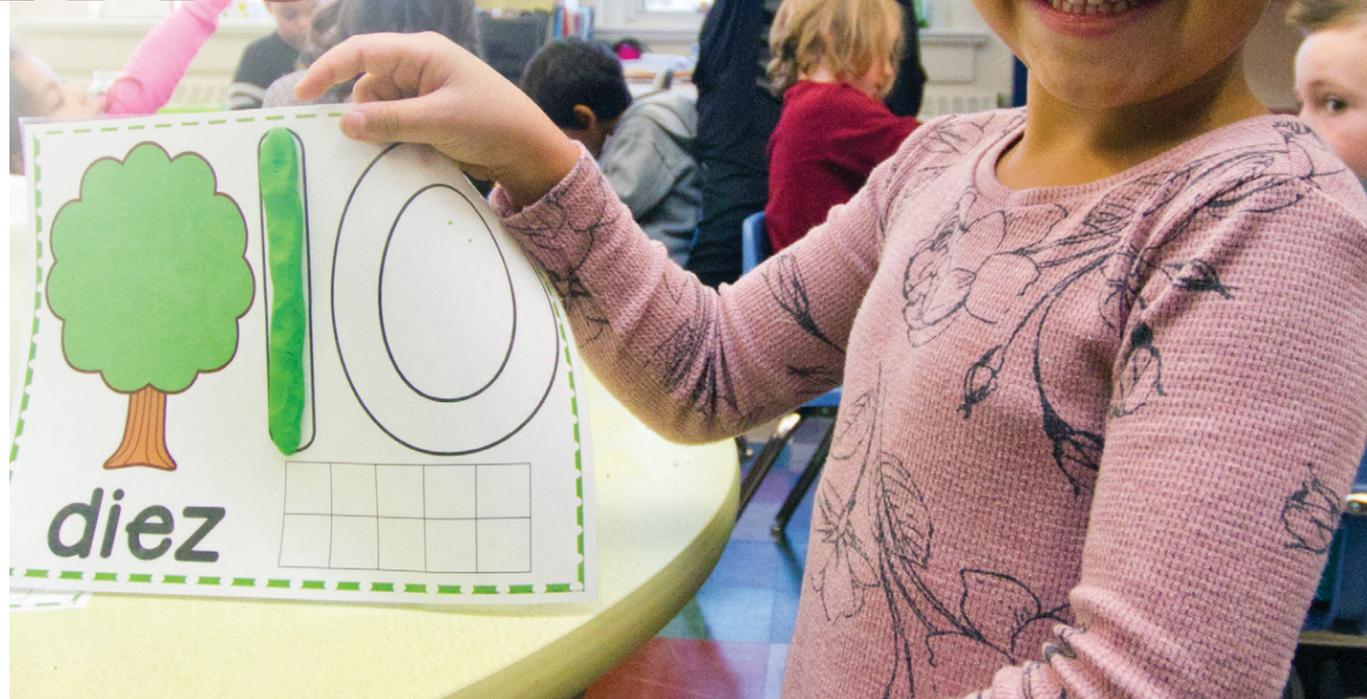
"They're like little sponges, they catch on really fast," she said. "Children are very versatile and they're not afraid to try new things. I have a wonderful group that's ready to go for it and learn."

Students learn through songs, games and exercises designed to build the foundation of the language.

"You try to make a connection with students, so right now a lot of the language is about them, like learning words for their families and making a connection to the home. And then there's the basic colours and numbers, all the things you would learn in kindergarten."

The students range from having some family who speak Spanish in their homes to having no previous experience with the language.

Student Haydn Garcia said he enjoyed the class so far, and said he enjoyed activities like singing Spanish songs to



learn the language.

"My Spanish name is Alejandro," he added, referring to his middle name.

Hayden's mother, Heidi Garcia, welcomed the opportunity for her son to learn Spanish.

"My husband is originally from El

Salvador, and we really wanted our kids to become bilingual and fluent in Spanish," she said. "I'm learning along with them—sometimes I have to look up a word and how to pronounce or translate it, and that's okay. The teacher has been amazing with sending home

resources and explaining things."

The program will grow with this group of students; a class will be added each year up to Grade 6.

SHAMATTAWA-AID

A Grade 5/6 class at Montrose School is lending a helping hand to the Manitoba First Nation of Shamattawa.

During a current events discussion in class, the Montrose students learned of a Sept. 22 fire that destroyed the First Nation community's band office and only food store.

"We heard they were in a state of emergency and that the Red Cross was collecting and donating food," said student Max Howes. "So we thought we could help out and do that at our school too. They're in our province so we should contribute and help."

The class spread the word with posters and presentations to other Montrose classrooms, and also emailed information about the project to parents.

"We also had collectors who gathered food from the drop-off bins twice a day," said student Illyanna Harrison.

Students, staff and families around the school dropped off non-perishable items for the weeklong food drive.

"We collected bottled water and food, but there were also items like

baby food, diapers and wipes," said student Felix Guise.

The class was ultimately able to gather 1,040 pounds of food for Shamattawa.

"I was very proud of our school," said student Lexa Curry.

Transporting food to Shamattawa is an ongoing challenge for the community; fortunately, Montrose was able to fly the food north.

"We had parent volunteers that picked up the food and brought it to Perimeter Aviation to fly to Shamattawa," Illyanna said.

Teacher Joelle Brown said she was impressed with the humanitarian efforts of her Room 132 students.

"I try to do current events every morning with the students. They saw the news clip about Shamattawa and they took it from there to help out," she said.

"We're trying to look at the three different pillars of sustainable development (social, environmental and economic) and get the students thinking about the broader picture. This was a good community building exercise."

PHOTO NOT AVAILABLE FOR WEB

TREATY 1 ACKNOWLEDGEMENT

At a meeting held March 12, 2016, the Board of Trustees approved a motion presented by Trustee Lisa Naylor: that the WSD board chair acknowledge at the start of each board meeting that it is taking place on Treaty 1 land and the traditional homeland of the Métis people.

That acknowledgement is now made at the start of each board meeting.

WSD Elder and Knowledge Keeper Myra Laramée attended the Sept. 12 board meeting to elaborate on the acknowledgement.

“In appreciation and recognition of the Truth and Reconciliation Commission of Canada’s Calls to Action, students in Winnipeg School Division are learning that we are all treaty people and that Treaty 1 was entered into on August 3, 1871 at Lower Fort Garry. Our schools and administrative buildings all exist on Treaty 1 Land. The Province of Manitoba was once the traditional lands of the Anishinabe, Cree, Oji-Cree, Dakota and Dene, as well as the traditional homeland of the Métis Nation. It is important that the Winnipeg School Division continue teaching First Nations, Métis and Inuit cultures and traditions and working with our families and our Indigenous communities in a spirit of reconciliation and collaboration to achieve academic success for all students. The acknowledgement to our indigenous students, families, staff and members of the community will serve as our commitment to not only recognized the significant contributions our indigenous people made in the development of Canada, but to demonstrate our recognition of the significant indigenous population within WSD, and our dedication to the development of initiatives that will enhance the education of all students.”

Ms. Laramée, who also sits on WSD’s Advisory Council of Indigenous Education, said that each school within WSD will be provided with a plaque that will be displayed “to serve as a reminder to our students, families and members of the community that are our schools and administrative buildings exist on Treaty 1 land, and that we are all treaty people.”

At the same board meeting, Ms. Laramée also introduced several new additions to the boardroom that will serve as a reminder of these important aspects of WSD.

Among the additions are: an Inukshuk carved by Inuit artist Isaac Oqutaq; a model Red River cart and a Métis sash donated by the Manitoba Métis Federation and the Louis Riel Institute; and a metal sculpture of the Seven Teachings created by R.B. Russell Vocational High School student Johnathan Houle-Greyeyes and teacher Mike Johnston.



SHARING VISIONS

Students and staff shared their learning and inspirations in Aboriginal education at the eighth annual Indigenous Gallery Walk and Language Festival. Organizers held the event as a way to celebrate indigenous languages and honour traditional knowledge keepers and community partnerships. Elder Wanbdi Wakita (pictured)

opened the June 23 event with an honour song on the grounds at the Indian & Métis Friendship Centre. Schools presented their special projects and language lessons through onstage performances and gallery walk displays. Between language performances, the audience also heard from elder Florence Paynter and St. John’s MLA Nahanni Fontaine.





Lord Nelson students proudly display their empty bowl creations.

EVERYONE HAS THE RIGHT TO EAT HEALTHY FOOD

STORY AND PHOTO BY JEFF MILLER

Over 40 Lord Nelson School Grade 3 and 4 students recently took part in a humanitarian Empty Bowls project in support of Winnipeg Harvest.

After receiving a Manitoba Arts Council Grant, the school invited local artist Daniel Whitford to visit the students at the beginning of April. The artist taught Room 5 and Room 7 students about creating different types of bowls through techniques like pinch

pots, coils and papier-mâché.

The significance of creating bowls came after a visit to Winnipeg Harvest on May 12, when the students traveled by public transit to receive a tour of facility.

After the tour, the students sorted potatoes and even had an opportunity to meet Winnipeg Harvest's Executive Director, David Northcott.

The students left with the profound knowledge of just how many people in our city use the services of Winnipeg Harvest on a weekly basis.

"After returning from our visit to Winnipeg Harvest we collectively decided to leave the bowls that we created always empty as a reminder to ourselves that there are people in the world and right here in our community that don't have enough food to eat," said Grade 3 teacher Sarah Klassen. "We should try and do what we can to help."

The students all agreed that after visiting Winnipeg Harvest they were thankful that they had food to eat every day. They all vowed to do what

they can to help people less fortunate than themselves; for example, Grade 3 student Trisha plans to grow extra food in her garden at home and to donate it to people who are hungry.

To celebrate the end of the project, the classes hosted a May 27 empty bowls event where parents were invited to join the students for soup and a presentation.

All attendees were asked to either make a cash donation or put a tin in the bin for Winnipeg Harvest.

NEW TREES FOR MULVEY

BY SIGNE KNUTSON – ORIGINALLY PUBLISHED IN THE WOLSELEY LEAF

Sept. 22, the Autumnal Equinox, was the perfect day to plant five apple trees in a sunny corner of the Mulvey School field.

Zorya Arrow and Anne-Marie Williot of West Broadway Community Organization helped teacher Carrie Vande Graaf's Grades 4 and 5 class to dig, plant, fill, water and mulch the school's new orchard.

Peter Correia, principal of Mulvey, is going ahead with a vision of outdoor classrooms that brings nature, nutrition and gardening experience to the students. These five trees, being Manitoba hardy Goodland and Odyssey dwarf apple, will bring joy, beauty and fruit to students for many years to come. Mr. Correia is planning for more perennial fruit bearing plants, and has lined up grants to help with the costs.

Grades 4 and 5 students got their hands

dirty and muscles working to dig large holes, shovel in loads of soil and mulch, and carry watering cans.

They were all smiles despite the heavy work. They even gave the trees names, such as Treebee Tree.

"It was awesome that we got to take part in planting the trees," said Isabel, a Mulvey student. "It was special and now we get to help protect them and watch them grow."

Apple trees provide topics for education across the curriculum from botany and horticulture, to history, nutrition, art and community involvement. The physical exercise in the fresh air provides students with a hands-on, cross-curriculum, learning experience. Outdoor learning provides an experience that is unforgettable.

This new orchard is keeping up with



the local production movement – along with the apple trees in West Broadway Park, the CORE orchard at the Forks, South Osborne and even plans for an orchard at Assiniboine Park.

Thank you to Mulvey School staff and students and the West Broadway Community Organization for bringing these sweet trees to the neighbourhood!



THE GOOD EARTH

Children of the Earth High School looked back on 25 years of connecting students with culture during a special ceremony on June 3.

In attendance were current and former staff and administration, current students, alumni and more.

"It's an opportunity to recognize all of the work the students, the staff and the families are doing at this school to be leaders in indigenous education," said Principal Jackie Connell.

In 1988, WSD in consultation with various community groups including Thunder Eagle Society, Urban Aboriginal Educational Advisory Committee and parent groups, began a bold undertaking to establish a high school in Winnipeg's North End that emphasized Aboriginal culture, language and academics.

In 1991, it opened as the Aboriginal High School; after consultation with the educational community, the name Children of the Earth was submitted by a student and adopted.

"It wasn't easy...and I don't want to gloss over the challenges that brought us to the wonderful place that we're at today," said WSD Chief Superintendent Pauline Clarke. "Really good things are not always easy to accomplish...we had some very tough discussions."

Ms. Clarke pointed to programs like the Martin Aboriginal Education Initiative and the Medical Careers Exploration Program as examples of COTE's many positive offerings for students.

Mary Courchene, who was the first Principal at COTE, said the difficulties of the early years were balanced by the successes they saw in the students. She recalled one young student who registered at COTE after dropping out of elementary school.

"The last time he had been in school was in Grade 4. But he came back...and seven years later, he graduated. That was my favourite memory. And I saw him at the ceremony today; he was playing the drum and sitting with his little one. Those were the kind of things that were so rewarding. This always was a school for the students



and a place of belonging."

Former student Lenard Monkman, who is now a producer at the CBC, remembered coming to the school as a "really loud, really energetic and really mouthy student."

What immediately struck Mr. Monkman at COTE was the sense of community.

"When I came to this school, I always felt like I could connect, and be myself, and be proud of who I am as an Indigenous person," he said.

He credited the many people who worked to make COTE a reality just over 25 years ago.

"Whatever we have right now, our people before us have fought for," he said.

Former student Evander Twoheart performed a grass dance at the event; he said that the fact he was able to perform a dance from his culture showed how far Aboriginal culture has re-emerged.

"There was a time when it was illegal to dress like this or sing or do anything



Aboriginal," Evander said. "There was a point in time when they were trying to kill the Indian in us, but it hasn't worked. We're standing here stronger than ever."

HEALTHAPALOOZA, A STUDENT MENTAL WELLNESS DAY

STORY AND PHOTO BY JEFF MILLER

Lord Nelson School hosted its first school-wide mental wellness day on June 3.

This was a day created just for the students. Introducing, exploring and examining healthy lifestyle practices or coping mechanisms to deal with everyday living is an important part of developing mental-emotional health.

Prior to Healthapalooza, each student chose their top 3 out of 27 activities.

All staff were involved in either presenting or hosting a session along with help from retired staff, WSD Phys. Ed. Consultant Dave Bard, Clinical Support Services clinicians and staff from Access NorWest Co-op.

Sessions included yoga, zumba, making play dough, drumming, bicycling to mix a smoothie, dance, clapping games, coding, making mandelas and playing board games, just to name a few of the

27 activities.

"It took a great deal of planning to pull off a school wide event of this size and it took a tremendous effort by everyone on the Education for Sustainable Development committee," said Principal Sandy Stevenson. "It is important to take care of yourself physically and have a proper diet, but it is equally as important to take care of your mental and emotional health."

Students participated in three separate sessions through out the day.

"We encouraged students to step out of their comfort zone and try something new that they might want to try as a hobby," said guidance counsellor Monique Russell.

There was plenty of excitement all around the school for the entire day.

Even the inclement weather didn't stop the organizers from moving the planned outdoor activities inside and still hosting an extremely successful event.



Students play Omnikin/Kinball during Healthapalooza at Lord Nelson School.

CSI: LORD SELKIRK

For students and adults, the condition of summer learning loss is well documented. Once the brain goes into vacation mode, it's hard to pick up where you left off whether you are returning to school or work.

The CSI (Community School Investigators) program—which is run out of 13 WSD schools in partnership with the Boys and Girls Clubs of Winnipeg—offers hundreds of students literacy and mathematics lessons along with a colourful slate of fun activities. Students attend from 9 a.m. to 3 p.m. Monday to Friday from the start of July until mid-August. The program, which is offered to students free-of-charge, also provides breakfast and lunch.

“The foundation of CSI is to address that summer learning loss. In terms of curriculum, it's a great maintaining tool,” said teacher Colleen Dawson, who helps operate the CSI program for approximately 70 students at Lord Selkirk School. “These students also get to build that sense of community and build relationships with students they wouldn't normally meet during the school year. Everyone is working together.”

The environment at CSI is akin to a summer day camp: students wear bright CSI t-shirts and take part in activities like swimming, yoga, science exercises, field

trips (such as a trip to the Fringe Fest) and more.

“We did an activity where we made our own ice cream,” said student Balian McDonald. “We also have water fun days where we go outside and do relays. Everyone gets wet and has a lot of fun.”

Quennie Ritual has attended CSI for three straight summers.

“I just like spending time with my teachers and my fellow students,” she said. “We have lots of different activities but we still do learning.”

Education students from the University of Winnipeg and University of Manitoba also help to run the program; they start attending their CSI school sites in June to get to know the students who will be attending in the summer. High school students are also hired to assist with program delivery at each school.

Dylan Rasmussen is a graduating U of W education student who will be working at Elmwood High School in the fall; he's worked at Lord Selkirk's CSI program three years running.

“This gives the students a safe place to be in the summer and they get a lot of experiences they wouldn't normally have the chance to take part in,” he said. “We want to give these students a fun-filled summer that they'll remember.”



Mr. Rasmussen said it's the students that keep him coming back every summer. “It's great to see the same kids every year and see how they've grown as learners. After every school year you see a huge difference.”

The Boys and Girls Clubs of Winnipeg handle the hiring and most of the administration of the CSI program, which

is run on community donations.

Students are assessed yearly to ensure CSI's main objective is being achieved.

“We do a pre and post assessment, and all of the data from each site is collected and sent to the head office for review,” Ms. Rasmussen said. “Every year it has shown that we're preventing summer learning loss.”



ART TAKES MANY FORMS

A Sargent Park School student shows off some of his fellow students' work in clothing and textiles during a May 24 art show. The event gave students a chance to showcase their work in visual art, textiles, music and performance.

PHOTO BY QUINCY CLEAVER



FOLLOW US
ON INSTAGRAM

instagram.com/
winnipegsgd

INVEST IN SAFETY

A group of Tec Voc High School Graphics students earned a \$5,000 grand prize after winning a provincial Safe Work Manitoba competition.

Students Nick Harper, Woods Fines, Darence Lipio and AJ Perez—also known as Omega Media—entered the 10,000 Reasons to be Safe contest alongside several other groups from teacher Trish Goldrup's graphics class.

“We divide our students into advertising agencies, and every week we give them a new job,” said Educational Assistant Jim Goldrup. “Lots of the assignments are live jobs for clients. We're teaching the students industry standards.”

For the Safe Work Manitoba contest, groups had to come up with their own media campaign to promote safety at the workplace. The Omega team chose a campaign with the tagline Invest in

Safety, which they built around the iconic yellow safety vest workers are to wear on jobsites.

They planned an event concept that would have the public gather at one site to establish a world record for safety vests worn at one location.

“The idea was to set a world record and spread the word about safety to youth who will soon be entering the workforce,” said student Woods Fines. “We came up with the concept, and when it came to advertising, that's where our graphic design skills came into play. We came up with the logo and the name and it all just spread from there to banners, posters and brochures.”

Safe Work Manitoba will hold a version of the event sometime next year.

“Some of our students are moving onto college, but they'll still stay on board in

PHOTO NOT AVAILABLE FOR WEB

developing this further,” Mr. Goldrup said. The \$5,000 prize was split 50-50 between the graphics program and the winning students. But more important than the money is the credit students earned on their resumes.

“I recently did an interview for college and used this as a big focal point to show my past experience in communications,” Woods said.

SUBMITTED PHOTO

Tec Voc students Nick Harper, Woods Fines, Darence Lipio and AJ Perez won their school a \$5,000 award in the 10,000 Reasons to be Safe contest.

DREAMING SMALL

Traditionally, when Kelvin High School Drafting and Design students are set loose on designing their dream homes, they come up with some rather palatial abodes. But more recently, students have been dreaming small instead of going big—and have come up with some more feasible results.

“I’ve noticed that kids are starting to build much smaller buildings than the 1,500 to 2,000 sq. ft. houses they’ve designed in the past,” said John Zonneveld, who teaches the Design and Drafting course at Kelvin. “Now it seems to be more around 600 to 1,000 sq. ft. and it seems to be working out better.”

The teacher said that change is due in part to the changing realities of home ownership in the 21st century.

“I’ve told them that if they ever want to own your home and be mortgage free, this is a viable alternative, whether its on wheels or its just a small building that’s easier to put together,” he said. “You can have much nicer finishing on these smaller spaces because you’re not having to pay so much in square footage.

“It’s a global society now, so the kids are seeing stories on the internet coming from centres like New York, Seattle and Chicago where people are living in 100 to 200 sq. ft. homes and are making a go of it. Form and function have really mixed—these are small spaces that are quite elegant.”

Student Aiden Bart challenged himself to come up with a spartan design.

“Property values are going up so I decided to go really small—under 200 sq. ft.—and put it on a trailer,” he said. “The reason it’s on a trailer is that I was able

to bypass a lot of the building codes that stationary houses have, like roof angles. It gives you more freedom.”

Grade 12 student Jaden Sokalski said the project was a good exercise in minimalism.

“I think we learned a lot when it came to using space efficiently,” he said. “Just trying to find things like appliances that are space and energy efficient.”

Taisha Warbanski said there were other design tricks to make a smaller layout seem larger.

“Windows can be used to let in a lot of light so things don’t feel as small,” she said.

Student Kayleigh Swinn’s home had environmental features such as a butterfly roof design to collect rainwater for grey-water usage.

“I wanted to keep the home eco-friendly,” she said. “I also created a curtain wall that was entirely made up of windows—I wanted to let in a ton of light. And as for the design, I prefer smaller spaces. You don’t need all that space. It’s more to clean.”

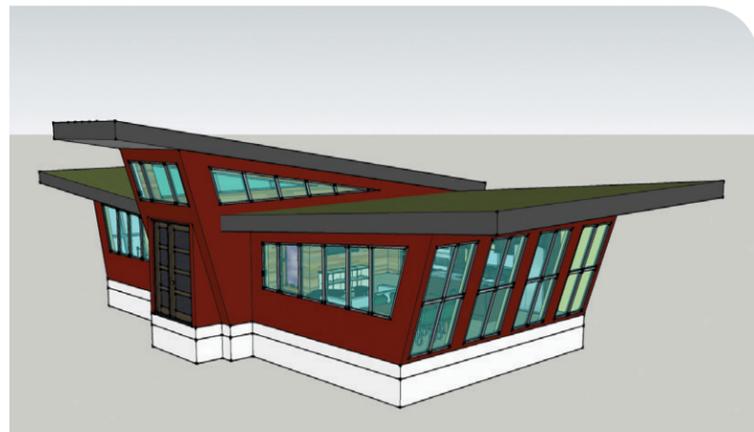


PHOTO NOT AVAILABLE FOR WEB

Kelvin Design and Drafting student Aiden Bart with a 3D printed model of his “tiny home” which in concept is fully mobile. Aiden plans to pursue engineering at the post-secondary level.

SIR WILLIAM OSLER REOPENS

École Sir William Osler held an official opening ceremony on Oct. 4 to mark a new era as a French Immersion milieu school.

Last year, the school operated as an extension of École LaVérendrye.

“This year we are now our own school,” said Principal Karen Loveridge. “We still have some of our LaVérendrye students here, but we are our own school with our own students and catchment area now.”

Currently, the school has Nursery to Grade 2 students, but it is looking to expand in coming years.

“Our intention is to add a grade every year,” Ms. Loveridge said. “Next year we’ll add the Grade 3 students and we’ll move on from there.”

Special guests, which included WSD Board Chair Sherri Rollins, Trustee Mark Wasyliv, Chief Superintendent Pauline Clarke, Superintendent Fatima Mota and Director of Student Services Julie Millar, were in attendance for a ceremony that included student performances and a tree-planting in the school playground.

Music teacher Monica Ossachuk even wrote a new school song for the occasion, entitled “École Sir William Osler on t’aime.” The song was performed by the school’s Grade 1 and 2 choir.

École Sir William Osler was built in 1955, with an addition made in 1957; the school closed in June, 1991 and was used

as WSD office/utility space until recently. The school underwent some renovations prior to receiving its new students from LaVérendrye last year.

“The building looks great and we’re growing as a school,” Ms. Loveridge said.



ART EXPRESS'D

A Grade 4 and 5 class from Sister MacNamara School recently helped the Winnipeg Art Gallery launch a new project celebrating Canada's 150th birthday.

Art Express'd will see three 20-foot metal shipping containers transformed into mobile art studios traversing every province and territory via train, truck, and cargo ship over three months in Summer 2017. A nationwide search is currently on to find three contemporary artists to travel each of the three routes—southward, eastward, and westward—stopping in 15 communities before converging in Winnipeg. Each artist will lead a collaborative community art project designed to inspire the public to explore their visions of Canada.

In the lead-up to the Sept. 16 launch, Sister MacNamara students were asked to participate. They created their own future visions of Canada on cut-and-fold mini shipping containers.

"Students had to look into the future and express what they thought Canada would look like 150 years from now," said art teacher Brenna Bacchus. "Some of them had interesting futuristic ideas, like houses that would lift into the air so no one could break into them. Another student thought there would be another ice age, so people would use virtual reality to go to school or the beach. Some were quite dystopian, while others were more optimistic... for example one student said that



everybody would have enough food." Some students thought Canada would own the moon 150 years from now.

"I think they'll be flying cars that we'll be able to fly into space with," said Grade 4 student John Tangonan. "It will be much better than this year."

Student Zubya Sherefa also believes technology will continue to advance:

"There will be no shops, you will just order things online. My other idea was virtual reality. If you don't have the money to travel somewhere, you could go by virtual reality."

The class also attended the gala launch at the WAG, where they were interviewed by local media.

"The students felt like their voices

were heard and appreciated," Ms. Bacchus said. "It's really neat to get the kids out there to see other people doing what they're doing: creating art, coming up with ideas and trying to make a difference and change the world."

For more information visit canada150.wag.ca



PEACE DAYS WALK

Hundreds of WSD students joined together to spread the message of peace and understanding at The Forks.

Students gathered for the 3rd Annual Children's Peace Walk on Sept. 16. The event, which was organized by the Rotary World Peace Partners, featured WSD schools in Jane Goodall's Roots and Shoots program and many other schools as well.

"This is the perfect way to begin our collaboration with Roots and Shoots around the world since Jane Goodall is one of the United Nations' Ambassadors of Peace," said Chantelle Cotton, WSD's Education for Sustainable Development Consultant.

The theme for this year's walk was "Sowing the

Seeds of Hope."

Prior to the walk, students gathered under The Forks main stage and heard from speakers that included Elder Velma Orvis, Winnipeg Police Service Staff Sgt. Ron Johansson and Churchill High School alumnus Warda Ahmed.

Although the weather was overcast and a tad foggy, the rain stayed away for the entire walk as the procession made its way around the Canadian Museum for Human Rights. Students sang the music of guest performer Jake Chenier during the entire parade.

"It was very uplifting," Ms. Cotton said. "Students carried their own school flags, but they walked as a group of one."

PHOTO NOT AVAILABLE FOR WEB

INTERNATIONAL STAGE

Mason Servino, Emmalyn Navarro (foreground) and Nigel Zabala (background) march for Team Israel during Sargent Park School's Olympic opening ceremony on June 8. Students in Grades 1 to 6 participated in the event, which was designed to promote physical activity, global awareness and citizenship.

PHOTO BY ANNA CHRAMOW

HUMAN LIBRARY

WSD Grades 4 to 6 students were part of an exciting start to the 2016/17 Everybody has the Right (EHTR) program – Learning about our Human Library.

The event, held Oct. 18 at the new Winnipeg Soccer Federation North Complex, was highlighted by storytelling sessions from a wide variety of guests.

“For this third year of the EHTR program, we are bringing understanding of human rights and diversity to the very core of our students through their identities,” said Rob Riel, Director, Aboriginal Education and Newcomer Services, Winnipeg School Division.

Students spent the day learning about the power of stories when exploring “identity” as well as writing and sharing their stories to express identity.

“The idea is that the more you learn other people’s stories, the more you learn about yourself,” said Chantelle Cotton, WSD’s Education for Sustainable Development Consultant. “Students will learn all the different ways they can tell stories. When they get back to their schools, they’ll create stories to share with the rest of our division in April.”

Odik Opop, a WSD intercultural support worker who specializes in Arabic and Dha-Anywaa languages, said he felt the sharing of stories was a powerful way to build empathy. “I was born and raised in South Sudan and came to Canada 13 years ago. Now I work with newcomer families and students who are transitioning into school in Canada,” he said. “These stories can connect people, even if you are from different parts of the world.”

Grades 7 to 12 students took part in a second gathering Oct. 25 at R.B. Russell Vocational High School. Storytellers included Juno-nominated recording artist Don Amero, writers Ian Ross and Bill Fugler, artist Kal Barteski and more.

Mr. Amero said sharing one’s life story, the good parts and the bad, can bring a sense of peace.

“Every time I get up and perform, I’m constantly sharing my trials and tribulations, my sorrows and my hurts. I’m actually a pretty happy guy, and I think that’s because I share those pieces of my life.”

No matter how vast the differences are between two people, students said the sharing of stories helped to bridge the gap.

“It’s important because we can connect and relate to each other,” said Children of the Earth student Angela Scott.

“You get a new perspective on different people and see how people live in their own shoes every day,” added Earl Grey student Ailis Halligan.

Kent Road School student Deshyra Julian said the day was worthwhile.

“You get to hear what other people think about human rights and what they’ve had to go through.”



OHI DELIGHTS LUXTON STUDENTS

Luxton School students recently got a front row seat to the creative process of author/illustrator Ruth Ohi.

The children’s picture book creator has illustrated over 60 books since 1989, imbuing stories such as the popular *Fox and Squirrel* book series with her distinctive characters. She’s been drawing most of her life.

“As soon as I could hold a crayon, I loved to draw,” Ms. Ohi said.

Since her early days of creating her own books and comic books to entertain herself and her family as a child, Ms. Ohi has learned that sometimes books require many phases of revisions before they are ready to publish. She cites the example of the first book in her *Fox and Squirrel* series, which took many years of revisions (and rejections by publishers) before it was published in 2013.

“I reworked, rewrote and redrew it...and it took ten years, but it got to be a book,” she said. “I’m so glad I didn’t give up.”

Ms. Ohi’s Sept. 28 visit was made possible by the Thin Air Writers Festival school program.

Teacher-librarian Ellen Donogh said the Thin Air program gave schools and students an amazing opportunity to see the creative process.

“For someone like Ruth to come and spend some time with students...even 30 minutes changes your life when you have an artistic soul,” she said.

For Ms. Ohi, nothing would be better than to inspire some of the students in her audiences to create their own books.

“Canadians have their own stories to tell, and these students could be the future of Kid-Lit. They have some amazing ideas.”





WINNIPEG SCHOOL DIVISION

Annual Report

to the community
2015-2016



MESSAGE FROM THE CHAIR OF THE BOARD

During my second year as Chair of the Winnipeg School Division Board of Trustees, I was very pleased with the commitment and cooperation of the Board and Administration. The 2015/16 year was productive, with a number of new policies and timely changes within the division.

We kicked the school year off with the grand opening of the Queenston School Sheila Sweatman Gym. This is an excellent example of Winnipeg School Division and the City of Winnipeg working together to provide a community-use space. There were many celebrations in the division during 2015/2016, including the 25 year anniversary of the opening

of Children of the Earth High School, the 50 year anniversary of the WSD Nursery Program, and the 80 year anniversary of the first school safety patrols.

The Board approved the addition of three new bilingual language programs to start September 2016. These include Cree and Ojibwe at Isaac Brock School and Spanish at Earl Grey School. These are in addition to the Hebrew and Ukrainian bilingual language and French immersion programs. École Sir William Osler School was re-established as a French milieu school starting with Nursery to Grade 1 students, while École Luxton School was identified as a new French immersion

program school for 2016.

With the addition of a new school and new programs, WSD completed its review of boundaries and made changes for Luxton and Stanley Knowles Schools, as well as École Sir William Osler and École LaVérendrye Schools.

The Board committed to begin a review of all WSD policies and began this process in 2015. In addition, the Board has approved three new policies that enhance WSD's safe and inclusive culture. These are the Certified Service Animal policy, The Suicide Prevention and Non-suicidal Self-injury policy, and the Safe and Caring – Transgender and Gender Diverse Students and Staff policy.

Employee relations was another top focus of the past year and we have successfully negotiated contracts with

UFCW 832 and the Winnipeg Teachers Association (WTA).

The Board regretfully accepted the resignation of Trustee Allan Beach at the end of June due to an unexpected move out of the Winnipeg School Division boundaries. We wish Mr. Beach well in his new home and thank him for his service to the division since 2014.

In April, Manitoba elected a new provincial government with a mandate to "Correct Manitoba's Fiscal Course". The WSD Board of Trustees is looking forward to working with the province to ensure education and support for students in our division is maintained and enhanced. We believe strongly that the future of Manitoba rests upon our work today in developing the strengths of our youth.

Mark Wasyliv
Board Chair (2014 to 2016)



Winnipeg School Division has a strategic plan for 2016 to 2020 – it's a road map that provides direction at a high level for trustees, administration and staff in developing plans and actions that align with WSD's vision to be engaged, confident, inspired and successful learners.

For more information, please see the strategic plan infographic on page 11 of *Our Schools*.

Or visit winnipegSD.ca to learn more.



Please enjoy a sampling of the student banners created for the Everybody has the Right diversity walk shown throughout this report.

FINANCE COMMITTEE CHAIR MESSAGE

As the Chair of the Winnipeg School Division Board of Trustees Finance and Personnel Committee for 2015/2016, it was my responsibility to oversee development of a budget that improves student success in the division, while also aligning resources with needs.

Provincial funding for the 2016/2017 school year was announced early in January, prior to the provincial election that resulted in a new government for Manitoba. The funding announcement is being fulfilled by the new government, and while it does provide WSD with an increase over the previous year, it is a percentage point less than the rate of inflation. Provincial funding in this budget year equals 61 percent of the division's entire expenditure, with revenue from property taxation making up the remainder. A decrease in the division's property tax base, due to City of Winnipeg commercial reassessments, created a considerable challenge for the committee.

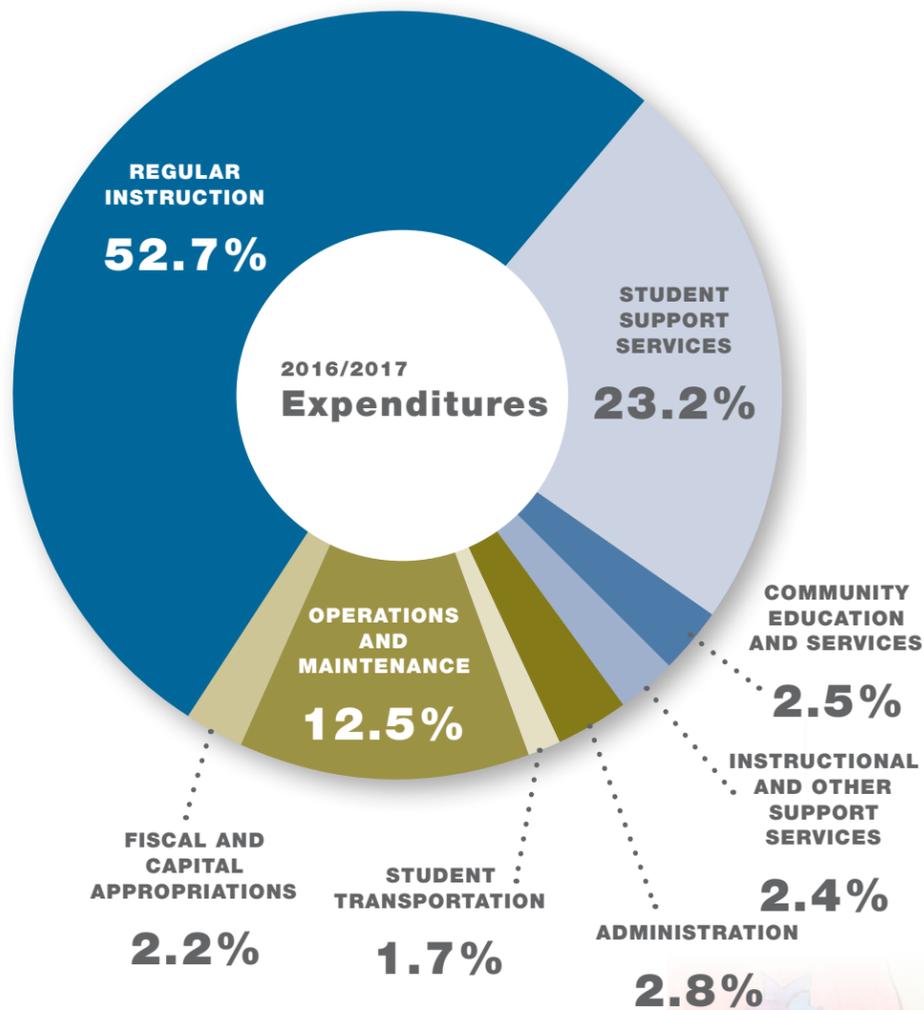
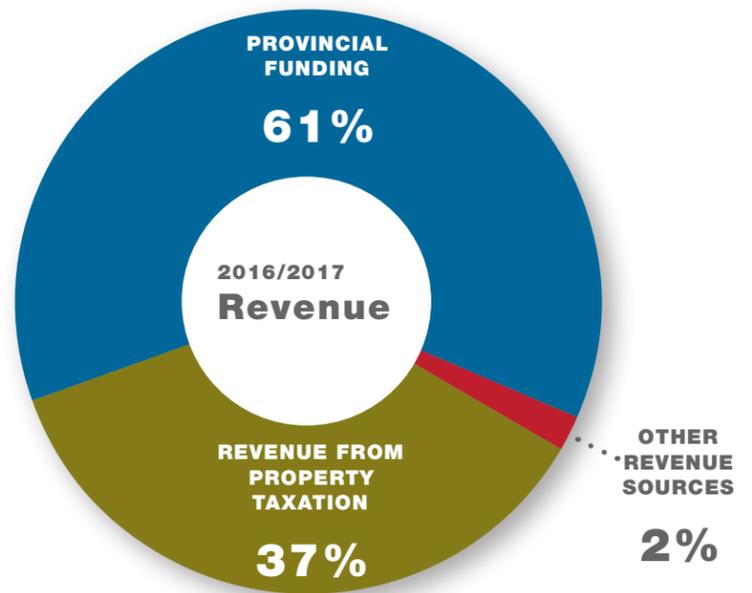
During our consultation process, it was clear that existing supports for students continue to be a key priority for our community. In addition to continued support for science enrichment programs, enhanced literacy programs in high needs schools and Healthy Minds programming, two additional full-day Kindergartens will be added to the division in September 2016. Administration worked diligently to find savings in the budget, and we applied \$587,800 from the reserve fund to ease the residential tax burden.

Sustainability of property taxation and education funding is a significant concern for the WSD Board of Trustees. We continue to advocate for a new model of education taxes while maintaining the independent authority of school boards. This advocacy, along with seeking a predictable formula for provincial funding, is part of our commitment to deliver quality education and ensuring fiscal responsibility.

I would like to thank all the parents, residents, members of the community and staff for their involvement in the consultation process for the 2016/2017 budget. Your input and commitment help to maintain the unique programming that makes WSD a leader in education services.

Chris Broughton
Chair, Finance/Personnel Committee 2015/2016

TECHNOLOGY FACTS:
SINCE 2012-
5,000
NEW COMPUTERS AND
2,095
IPADS HAVE BEEN
PURCHASED
ALL WSD SCHOOLS
AND ADMIN BUILDINGS
ARE WIRED FOR WIFI



- INSTRUCTIONAL**
- Regular Instruction**
All subject areas; language programs; English-as-an-additional language; Full-day kindergarten pilot
\$202,365,800
- Student Support Services**
Special Education; clinical services; resources and counseling
\$91,322,800
- Community education and services**
Nursery; adult programs and community use of schools
\$10,103,800
- Instructional and other support services**
Professional development; library services and nutritional program
\$10,432,800
- SUPPORT**
- Administration**
Computer and information services; business and human resources functions; Board and central administration
\$10,669,200
- Student transportation**
Operation of school buses
\$5,492,500
- Operations and maintenance**
Operating and maintaining 77 schools and other facilities
\$48,066,400
- Fiscal and capital appropriations**
Payroll tax; banking charges and capital transfers
\$9,052,100
- Total**
\$387,505,400



GOVERNOR GENERAL MEDAL WINNERS

Argyle Alternative High School—**Lavender Brinkworth**
 Children of the Earth High School—**Celine Ponace**
 Churchill High School—**Alexa Cinq-Mars**
 Collège Churchill—**Alana Ramshaw**
 Daniel McIntyre Collegiate Institute—**Joshua Lingal**
 Elmwood High School—**Celia Dang**
 Gordon Bell High School—**Guadalupe Santos**
 Grant Park High School—**Thais Castillo**
 Kelvin High School—**John Esguerra**
 R.B. Russell Vocational High School—**Janine Twoheart**
 Sisler High School—**Philip Kawalec**
 St. John's High School—**Frances Denise Alpuerto**
 Tec Voc High School—**Wencel Mendoza**
 Winnipeg Adult Education Centre—**Christine Rossman**

WSD POST-SECONDARY SCHOLARSHIP WINNERS

Argyle Alternative High School—**Shelby Broatch**
 Children of the Earth High School—**Andrea Jawbone**
 Churchill High School—**Nicole Arenas**
 Collège Churchill—**Aiden Farrant**
 Daniel McIntyre Collegiate Institute—**Joshua Lingal**
 Elmwood High School—**Michael Knysh**
 Gordon Bell High School—**Guadalupe Santos**
 Grant Park High School—**Jane Petroff**
 Kelvin High School—**Eric Keilback**
 R.B. Russell Vocational High School—**Rose Tobacco-Olson**
 Sisler High School—**Philip Kawalec**
 St. John's High School—**Mary Joy Santos**
 Tec Voc High School—**Deann Romero**
 Winnipeg Adult Education Centre—**April Derksen**

STAFF AWARDS

Charles Bazilewich—Sisler High School, Prime Minister's Award for Teaching Excellence
Louise Shachtay—R.B. Russell Vocational High School, Manitoba Celebration of Excellence in Teaching Award
Colleen Dawson—Lord Selkirk School, Manitoba Celebration of Excellence in Teaching Award (Outstanding New Teacher)



PRIORITY 1: TO STRENGTHEN INSTRUCTIONAL AND ASSESSMENT STRATEGIES FOR ALL STUDENTS USING ALL AVAILABLE RESOURCES INCLUDING THE INTEGRATION OF TECHNOLOGY

THREE NEW BILINGUAL PROGRAMS APPROVED

On March 8, 2016, the WSD Board of Trustees approved plans for three new bilingual language programs – Spanish, Cree and Ojibwe. “We’re very pleased to be offering these bilingual language programs in our division,” said 2015-16 Chair Mark Wasyliv. “I commend the community members who have worked so hard to get these heritage languages in place.”

All of the new bilingual language programs start at Kindergarten with each year adding the next grade. Isaac Brock School is hosting the Cree and Ojibwe bilingual language programs while Earl Grey School hosts the Spanish bilingual language program.

The Board required a strong show of interest through confirmed student registrations in order to move ahead with new bilingual language programs. With Manitoba Education approving the curriculum and the hiring of bilingual language teachers, all three programs were up and running for September 2016.

“Student registrations to date support the establishment of Spanish, Cree and Ojibwe bilingual language programs,” Mr. Wasyliv said. “The Board is confident registration for these programs will continue to expand.”

A NEW HOME, A NEW HOPE

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

Approximately 170 Syrian refugee students came to WSD schools in 2015/2016.

Administrators at schools like Victoria-Albert and Hugh John Macdonald note that they, like every WSD school, have been hosting English-as-an-additional language (EAL) students for many years.

Victoria-Albert Educational Assistant Rosa Messina has been working with the school’s EAL program 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.

“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.

Syrian refugee Ammar Alhariri came to Winnipeg with his wife and four children in January 2016. After being forced to flee Syria, his family spent time in Jordan before coming to Canada, including time in a refugee camp.

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.”

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.”

Hugh John Macdonald Principal Vinh Huynh said the new Syrian students have already become a vibrant part of his school.

“They bring a joy for life and a joy for learning...they have that enthusiasm and want to be part of this school community,” he said.



CODE BREAKERS

When it comes learning coding, the time to start is now. “It’s never too early to start coding,” said Keith Strachan, who works in many WSD schools as an Educational Technology Support Teacher. He notes that WSD has been successfully coding students as early as Grade 1 and 2.

“Coding draws upon multiple disciplines: critical and computational thinking, problem solving, math, language skills, sequencing, collaborative skills, communication—there’s lots of different skill sets and parts of the brain that are being engaged.”

There are a wide variety of tools and resources for students to learn coding at any age level. From non-digital tools like binary bracelets, paper and pencil tools, card-based tools or even the squares on a tile floor to digital resources like Hopscotch (a block-programming tool that focuses less on syntax and more on coding logic), Scratch Jr., BeeBots and Spheros, students can learn key coding concepts. Mr. Strachan himself keeps a blog of coding resources at breakingnewground.ca.

Just as Mr. Strachan said its never too early to learn coding, he adds that it’s never too late to learn either: “I came to coding quite late in life and it’s one of my passions now.”

High school students across WSD are also getting opportunities to discover that passion.

Sisler High School in 2016 hosted a coding workshop for Manitoba youth, attracting students from as far away as Dauphin. The April workshop was held as part of Sisler’s partnership with the Vancouver Film School (VFS).

The workshop included intensive game programming training for Grades 10 to 12 students, as well as a series of hands-on coding workshops for students in Grades 4 to 9 at Sisler.

Sisler Grade 12 student Mark Toledo has already been learning coding for two semesters and on his own time, learning Visual Basic, C# and Unity for game design and using Java for Android app development.

“I found an interest in computers and the next natural step was coding,” Mark said.

“When it comes to giving the computer a harder task, you have to be creative with your solutions. What you’re thinking in your head may not be the way a computer interprets it.”

Mr. Strachan said that coding builds problem-solving skills that have far reaching uses.

“There will be times in your life that you’ll require a solution and often there will be none available to you. You’ll have to create a solution. Having some of that literacy under your belt will be beneficial.”



WSD TEACHING AND LEARNING MATH

Winnipeg School Division has been providing teachers with ongoing professional learning and training. Teachers, Principals and Vice Principals are enhancing their math knowledge and teaching skills as part of the division's Math Course, a blending of private sector innovation and public sector dedication that benefits students and teachers, the first of its kind in Canada.

"The Department of Education revised the Kindergarten to Grade 8 math curriculum framework with implementation in 2013," said Julie Smerchanski, Director of Instruction and Assessment. The revisions to the curriculum clarified expectations for fluency, knowledge of facts, skip counting, understanding and use of operations when problem solving with whole and rational numbers.

"WSD staff gathered research and information from various sources to build our understanding about why our students were not all demonstrating expected mathematics ability. Research, focus groups, analysis of work samples and teacher plans and one-on-one interviews were all gathered and analysed. We found that teachers were frustrated and unclear about what and how they were expected to teach mathematics. Teaching was focussed primarily on strategies without the understanding of and between concepts. Math anxiety in both staff and students was also highlighted; as was the need to address fact fluency and automaticity," said Smerchanski. "The Math Course was a response to these findings and provides the training and support to help our educators be successful and confident in teaching mathematics." WSD has also entered into a partnership with the University of Winnipeg, which is recognising the WSD Math Course for credit toward a Post Baccalaureate in mathematics education.

The WSD Math Course was co-created with Spirit of Math Schools and piloted in 2013. The year-long course focusses on numeracy and is provided for all teachers in Grades 4 to 8, with teachers selecting when they take it. The course is complemented with monthly half-day or full-day professional learning sessions focussed on teacher planning and practices. A system for math drills to address fact fluency and automaticity is also provided



for teachers to use with students.

To date, 143 teachers have completed the course with 77 of these teachers earning credit toward a Post Baccalaureate in mathematics education. The WSD Math Course has positively impacted student confidence, improved fact fluency and automaticity and shown students are taking greater risks in mathematics. Teachers share they are more confident in their knowledge and in supporting students with connecting concepts and problem solving.

"Our goal is to create mathematical thinkers in all of our classrooms. To do this we need to ensure great teachers of math and excellent mathematics programming. We will continue to use data and information to continuously improve classroom instruction, student learning and program effectiveness. In the meantime, we have students who have discovered things they never thought they could do in math. It's really exciting."



PRIORITY 2: TO IMPROVE ACADEMIC AND BEHAVIOR SUPPORT SERVICES FOR STUDENTS WITH ADDITIONAL NEEDS

INCLUSION SUPPORT SERVICES

In 2015-16, WSD's Special Education Department officially changed its name to Inclusion Support Services.

"The name change was long overdue; the education system all over North America has gradually changed terminology," said WSD Inclusion Support Services Director Donald Teel. "Special education was deemed to be exclusive. All children are special, but the need shouldn't define who the students are by their additional needs."

The new name of the department stems from its primary goal when working with students.

"As a group of teachers, we felt our primary focus should be on inclusion of students with additional needs in the setting that is the least restrictive and the most enabling," Mr. Teel said.

Inclusion Support Services offers a continuum of supports for almost 2,000 students.

Students may access some supports while attending classes in their community school; others may attend low-enrolment programs in other WSD schools. There is even a small number of students requiring intensive supports outside of WSD in specialized facilities. But the starting point is always the student's community school.

"Our philosophical outlook is really that a child should start school in their home school, with the Manitoba curriculum being used to establish objectives. Based on the needs that child has for additional supports, let's see what we can do in the child's home school to make them welcome, to make them a member in that school community.

"I think we do a good job of offering parents a choice, and offering students a school experience that makes them feel like a kid in a school."

Inclusion adds another important component to the diverse makeup of WSD classrooms. For example, students who have challenges speaking, hearing or have who have other language difficulties can often be taught to use a graphic interface on a tablet or computer to answer and communicate with others.

Others may use American Sign Language with the aid of an interpreter.

"They are learning to interact with the world so they can satisfy their needs without an adult always having to intervene."

Buildings and playground equipment are continually being reviewed and designed to enable all students to interact as much as possible.

"Children learn just as much, if not more so, from their peers, just in terms of social skills, making friends and developing a sense of who they are."

MANAGING ANXIETY

WSD opened a new program in 2015-16 to assist students who have anxiety that is interfering with their attendance and success in school.

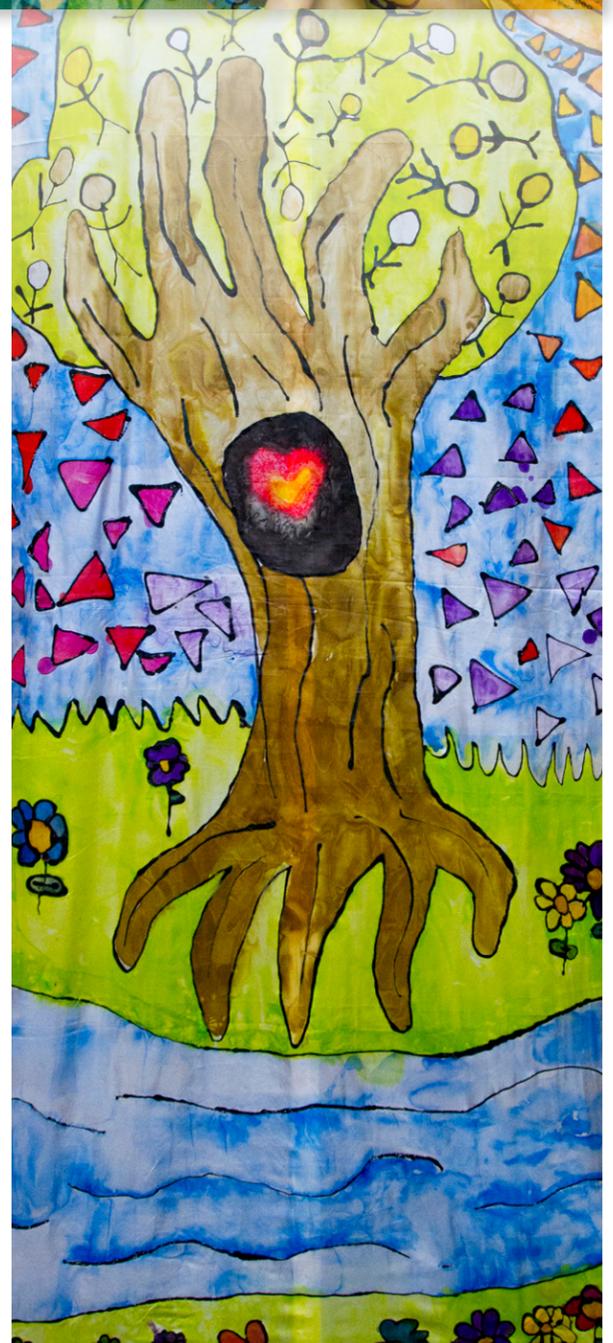
Located at Kelvin High School, the Anxiety Management Program (AMP) is a low enrolment classroom that includes a kitchen space, private washroom, and a comfortable discussion area to complement the classroom setting.

Grades 9 to 12 students attend five days a week. Students work with a teacher, a school social worker and an educational assistant in the AMP setting, in conjunction with their home school team and work toward getting school credits where applicable.

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

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

For Grades 7 to 12 students, the overall rate rose



slightly to 22 percent (30 percent girls, 14 percent boys).

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

Feedback from students has been positive:

- "This program has honestly changed my opinion on school, and my opinion on my anxiety. I have so much support now, and I have people that I can trust, and people that I can talk to about my problems."
- "I would say the anxiety has gotten better because of AMP, and all of the skills that I have learned."
- "This is the first year that I am not feeling sad about the end of the year and failing. It feels weird this year because I'm actually passing my classes and still coming to school."



PRIORITY 3: TO STRENGTHEN AND ENHANCE EDUCATION FOR SUSTAINABLE DEVELOPMENT INITIATIVES THAT ADDRESS ENVIRONMENTAL, SOCIAL AND ECONOMIC ISSUES WORLDWIDE

THE MAYORAL CHALLENGE

Winnipeg School Division started Everybody has the Right in 2014 with a week-long celebration of human rights, diversity and equity to coincide with the opening of the Canadian Museum of Human Rights. The inaugural week was a huge success and WSD has made it part of division-wide programming to celebrate diversity and learn about human rights throughout the school year.

Everybody has the Right 2015-16 started off with a week of activities Oct. 13-16. St. John's High School hosted student delegates from schools across WSD at a special kickoff event that included Mayor Brian Bowman.

Mayor Brian Bowman issued them a challenge:

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

The students and Mayor Bowman set a summit date for January to share their school's activities and initiatives toward meeting that challenge.

THE JANUARY SUMMIT

Some 320 WSD students checked-in with Mayor Bowman and other delegates on Jan. 12. The Mayor and other special guests lead smaller group discussions in which students shared their human rights explorations and projects from their respective schools.

"Mayor Bowman's challenge made me want to find a way to change the negative image of our city," said St. John's High School student, Syllas Parenteau. "I believe we all have a responsibility to help beat racism through knowledge." Parenteau, who is Métis, feels everyone is born without racist thoughts and he believes awareness, starting at a young age, will help prevent racism from developing.

"The Mayor's challenge has created an opportunity for dialogue in safe classroom settings, where students are learning about and sharing their naturally receptive attitudes toward inclusiveness of all Canadians, regardless of colour, race or religion," said Fatima Mota, WSD Superintendent of Education Services, Equity & Diversity, Inclusive Education.

Mayor Bowman praised WSD students and staff for their efforts.

"I want to congratulate all the students at St. John's High School and across the Winnipeg School Division for their leadership and commitment to teaching empathy and growing understanding," he said. "All of your efforts are an important part of changing the future of our city by educating the next generation to be empathetic and inclusive, and ensuring we are all heard and treated equally. You are helping us move forward as one community."

CELEBRATING DIVERSITY

Everybody has the Right 2015-16 culminated with over 2,000 WSD students parading around the Canadian Museum of Human Rights on May 20. With students and staff from many cultures walking as one united group, it was an impressive public example of WSD's diversity—and the future of Winnipeg.



School groups created spectacular parade banners depicting the students' voice on human rights and equity. The silk art banners were created during several months of workshops at Luxton School, under the tutelage of WSD Arts Consultant Joe Halas.

Before and after the parade, students celebrated human rights through song, dance and spoken word before the crowd amassed at The Forks Festival Stage.

The event marked the finale of another successful year of incorporating Everybody has the Right programming into WSD's everyday curriculum and learning.

WSD BOARD APPROVES SAFE AND CARING – TRANS AND GENDER DIVERSE STUDENTS AND STAFF POLICY

Mirroring the work of students and staff in WSD schools, the division's board of trustees also took steps to ensure safe and inclusive schools for everyone.

On June 20, the Board approved a policy for Safe and Caring – Trans and Gender Diverse Students and Staff implemented throughout Winnipeg School Division effective September 2016.

"It is important that we have a clear and comprehensive policy on trans and gender diverse students and staff," said WSD Board Trustee Mark Wasyliv. "The intent of this policy is not to set any group apart from another, but instead to foster inclusion and understanding for all."

The policy provides support for all students, employees and the school community based on current practices identified in research and educational literature. Inclusive policies and nurturing practices help to build a learning environment in which our most vulnerable students and staff feel safe and valued.

"I'm extremely grateful for the months of hard work WSD administration has put into developing this policy and the public for providing extensive feedback," said Lisa Naylor, WSD Board Trustee and author of the motion to adopt a Safe and Caring policy. "We are taking strong and definable action in making our schools a place of safe, trusting and respectful learning for all students."

The new policy, IGAAB, is consistent with WSD Safe Schools and Discipline and Discharge policy, as well as the Manitoba Human Rights Code and the Charter of Rights and Freedom.

UNESCO SCHOOLS

Becoming critical thinkers and compassionate leaders. Winnipeg School Division is proud to acknowledge



its four UNESCO schools. Brock Corydon, Niji Mahkwa, Laura Secord and Churchill High School (charter school).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was created in 1945. Canada was one of its 20 founding members, all with the goal of world peace.

The 25 UNESCO schools in Manitoba, including those from Winnipeg School Division, meet three times a year with grade 5 and 6 students, teachers and administrators. During these meetings they work on the four pillars of UNESCO:

- Learning to do
- Learning to know
- Learning to be
- Learning to live together

This ties into the three pillars of Winnipeg School Division's Education for Sustainable Development, which are environment, economy, human health and well-being.

PRIORITY 4:

TO FURTHER IMPROVE SCHOOL ATTENDANCE AND GRADUATION RATES THROUGH THE EXPLORATION OF ADDITIONAL PROGRAMS AND STRATEGIES

GRADUATION COACHES

Looking to improve graduation rates among Aboriginal students, WSD created a graduation coach program in the 2015-2016 school year. Children of the Earth, Grant Park, St. John's and Tec Voc high schools each have a full-time graduation coach working with students.

Using a team-based approach, the coaches are building a support network around each student starting in Grade 9.

"I'm working closely with all of the staff in my school, community agencies like Boys and Girls Clubs of Winnipeg, resources like tutoring and the other students," said Lindsey Trudeau, grad coach at Children of the Earth. "We're always trying to bridge these different partners, build networks and resources for each student. A lot of this job is also just getting to know the students and sharing an interest in them as a person."

The coaches will work closely with each student until graduation.

"We're really building these students up as young people while they're in school, and getting them ready for that transition to the outside world," Ms. Trudeau said.

WSD Director of Aboriginal Education Rob Riel said graduation is just one indicator of success for the program.

"There are many goals along the way to graduation, whether its improving attendance, participating and volunteering in the school community or the greater community-at-large, becoming a mentor to younger students or other areas," he said. "When you have an accumulation of successes, they build off each other and it leads to graduation. And that's the ultimate indicator that the program is working."

HEALTHY MINDS

Just as physical activity and nutrition are important, mental health is an equally crucial pillar in the positive well-being of students and adults alike.

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.

During the last two years, there has been a strong focus on providing Mental Health Literacy (MHL)—which is an understanding of mental wellness and illness and knowledge about how to promote positive mental health and how to prevent mental illness—workshops to all WSD staff. As of June 2016, almost every school in WSD has had an MHL workshop.

WSD also aligned with the Canadian Mental Health Association's Mental Health Week (May 2 to 6) to raise awareness of mental health and wellness across the division. The week included activities for students, staff and parents.

"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."

During the week, youth care specialist Charlie Appelstein conducted workshops for parents and staff on strength-based parenting. Students and schools



NUMBERS FOR 2015/2016:

33,042
STUDENTS

21,965
ELEMENTARY (N-G8)

11,077
SECONDARY

78 SCHOOLS

64 ELEMENTARY

14 SECONDARY

2,032
GRADUATES

1,727
NURSERY STUDENTS

4,449
STUDENTS IN LANGUAGE PROGRAMS

6,501
STUDENTS IDENTIFIED AS ENGLISH-AS-AN-ADDITIONAL LANGUAGE

2,597
STUDENTS TRANSPORTED TO SCHOOL

took part in a Gallery Walk to share their different mental health initiatives and staff took part in yoga, mindfulness workshops and a "Lighten Your Load" stress workshop. And on the final day, students took part in a division-wide Mental Health moment; activities included mindfulness moments, snack breaks, group walks or other events.

OFF CAMPUS PROGRAMS OFFERS OPTIONS TO STUDENTS

WSD's off-campus programs provide opportunities for students to continue their learning, an innovative alternative for students who may not be able to regularly attend and achieve success in the mainstream classroom setting.

The first of WSD's current off-campus programs began in 1981, when the St. Ignatius Association started the WiWabigooni Alternative Program for students who were having attendance difficulties and not having their needs met in a mainstream program. WSD assumed full responsibility of the program in 1984 and it is now run as an off-campus program to École Victoria-Albert for Grades 2 to 6 students.

Today, WSD runs 13 off campus programs:

- Joining WiWabigooni in serving First Nations and

Métis students is the Niji Mahkwa's Songide'ewin program for Grades 8 to 11 students, Hugh John Macdonald's Eagle's Circle program for Grades 7 to 9 students.

- Gordon Bell's Fresh Start program provides a low-enrolment setting for students who may be on income assistance and experiencing other social issues.
- The Resources for Adolescent Parents (RAP) program, an off-campus for Gordon Bell and New Directions, offers classes for pregnant or parenting young women.
- R.B. Russell's Ndinawe program offers education to Grade 9 to 10 students who may have had gaps in their learning and would benefit from a smaller environment in an off campus setting.
- Gordon Bell's Rising Sun program is for Grade 9 to 12 students who are academically able, independent workers but have difficulty in a larger school setting.
- Gordon Bell also has a Senior High off-campus program for Grades 9 to 12 students (mainly 16 to 19 years of age) who are not functioning well in a larger environment and have tried Grade 9 in a mainstream setting.
- The Central Senior Years Off-Campus is for students from Tec Voc, Daniel McIntyre and Elmwood seeking Grade 9 to 10 credits but having difficulty attaining success at their high schools. Elmwood also has an additional off-campus for students with attendance issues who are seeking Grade 9 to 10 credits.
- The Central District's Middle Years Off-Campus program, administered through Cecil Rhodes School, works with academically capable Grade 7 to 9 students who may have issues such as: a family in crisis; limited social skills; sporadic attendance; unable to cope in regular school setting; gaps in academic skills; risk of gang involvement.
- The South District Off-Campus program serves Grant Park, Kelvin and Churchill schools for students with issues such as non-attendance, anxiety, alcoholism and family issues.
- The North District Off-Campus program, administered through Isaac Newton School, offers Grades 7 to 9 instruction for students who are not attending school or are disengaged from school.

"The students in our off-campus programs often have factors in their lives that hold them back from attending school on a regular basis," said Chris Rhodes, WSD's Director of Career Education. "Off-campus programming can provide that flexibility in a low-enrolment setting to help meet their needs."

Students can work from modular lesson plans that allow them to resume their learning in the event of interruption. Students can still learn through group projects as well, working to meet the curricular objectives of their grade level.

The off-campus classrooms offer a safe, welcoming environment where students may also get breakfast or lunch if needed.

"There's a consistency to these programs. Often what is offered in the program may be the one stable thing in that student's life," Ms. Rhodes said.

OUR STRATEGIC PRIORITIES 2016 to 2020



STUDENTS

To provide robust and comprehensive education, equitable access, diverse opportunity, and a supportive learning environment for all students to help them prepare for their journey with values of learning and social justice, and to be responsible community members.



LEARNING OUTCOMES

To further improve school attendance, achievements, and graduation rates through the exploration of additional programs and strategies.

ADDRESSING BARRIERS TO LEARNING

To further develop initiatives and innovative approaches addressing special needs and accessibility requirements, mental health issues, childcare needs, and nutritional needs.

EMPLOYEES

To retain, attract, and develop our valued staff who are dedicated to the vision, purpose, values, and Principles of Learning of Winnipeg School Division, and reflect community diversity.

FISCAL RESPONSIBILITY

To provide responsible management of tax dollars and resources to ensure long-term fiscal sustainability and accountability of the programs, facilities, and services that we provide.

COMMUNICATIONS AND PARTNERSHIPS WITH COMMUNITY

To further develop communications and partnerships with the communities we serve, parents, families, government, businesses, health and social service agencies, Indigenous education, other community organizations, and our valued volunteers.

SUSTAINABILITY

To strengthen and enhance sustainable development initiatives that address environmental, social, and economic issues.



OUR PURPOSE

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

OUR VISION

Is for current and future people learning and working within Winnipeg School Division to be:

Engaged, Confident, Inspired, and Successful Learners.



WINNIPEG SCHOOL DIVISION

EXPLORING THE HUMMOCKS

PHOTO AND STORY BY JEFF MILLER
WITH NOTES FROM MONTROSE SCHOOL

The Nursery and Kindergarten team at Montrose School embraces the Outdoor Education approach to learning. They have taken the Nursery and Kindergarten children to the Hummocks in Assiniboine Park to explore nature and participate in an ongoing Environmental Inquiry.

The Hummocks is an area by the Nature Playground that consists of grassy knolls and elevated land forms. The Nursery and Kindergarten classes have visited the Hummocks three times this year to explore the changing climate, landscape, animals, tree diversity and “loose parts” that the environment has to offer. This experiential and inquiry based setting in the natural world fostered the children’s sense of wonder and curiosity and helped them to understand and appreciate nature.

Catherine Ko Heinrichs, Nursery Teacher at Montrose School, shared that the inquiry project improved the students self-confidence and communication skills, naturalist intelligence and collaborating and cooperating with one another as they participated in open ended play in the forest. It also improved students’ physical stamina and gross/fine motor skills as students climbed over rocks and trees, rolled down the hills and hiked through nature.

One of the favourite explorations for the students was the log hotels, which are actually fallen logs. Students observed how many living organisms all shared a space all together. The students were fully immersed in the project, even picking up earthworms and gently returning them



to their habitat.

“We believe that children need to experience and explore the natural environment to fully appreciate the beauty and wonder of nature. Children are lovely, curious creatures and being

immersed in the outdoors fosters this passion for learning and helps them see the connection we have to the land.” Ms. Ko Heinrichs said.

As for the students, they’ve found the natural spirit. When rain loomed over a

recent trip to the Hummocks, students took it in stride. They donned rain gear and even stopped to splash in the giant puddles that had formed. Rain or shine, there’s always something to learn in the great outdoors.

SHARING DANCE 2016

PHOTO AND STORY BY JEFF MILLER

Kent Road School joined in with 10 other schools from across the city to participate in Sharing Dance 2016 at the Royal Winnipeg Ballet.

Sharing Dance was originally created in 2010 by Canada’s National Ballet; this marked the second year Winnipeg participated. The event was created to help motivate Canadians of all ages to participate in a free, healthy and fun dance activity.

All of the participants received dance instruction over five months, including learning the moves for a special dance that was performed simultaneously in 10 communities across Canada on June 3.

“With great help from RWB students and instructors as well as community instructors, we were able to pull off this amazing feat,” said RWB artistic director Philippe-Alexandre Jacques. “It is so important to have dance as another avenue for everyone, especially for students to be



Kent Road students warm up in the studios of the Royal Winnipeg Ballet in preparation for Sharing Dance 2016.

involved and have the opportunity to build social skills, improve their mental health and of course their physical health.”

Kent Road Principal Edith Austin-Anderson found out about Sharing Dance after reading an article after last year’s performance. She reached out to RWB about possibly participating in this year’s performance.

“The Royal Winnipeg Ballet (RWB) has

generously been sending a teacher to Kent Road School about once every two weeks since January to provide guidance in movement with music. It has been an amazing transition to see since the beginning and the students have really embraced the opportunity.”

Grade 5 student Cody Asher, who loves break dancing, said he learned how to keep his eyes on one spot while spinning

so he didn’t get dizzy.

“Dancing is great for your body and it is just so much fun,” added student Shanice Raymond. “I have met many new friends and I am thankful for that. It would be a dream come true to perform with the Royal Winnipeg Ballet when I get older.”

To see more of the Sharing Dance from across the country, visit www.sharingdance.ca.

SEEING ORANGE

Students in schools across WSD celebrated Aboriginal culture and remembered residential school survivors as part of Orange Shirt Day on Sept. 30.

Orange Shirt Day is a legacy of the St. Joseph Mission (SJM) residential school commemoration event held in Williams Lake, BC, in the spring of 2013. It grew out of a story about a student having her shiny new orange shirt taken away on her first day of school at the Mission, and it has become an opportunity to keep the discussion on all aspects of residential schools happening annually.

The date was chosen because it is the time of year in which children were taken from their homes to residential schools, and because it is an opportunity to set the stage for anti-racism and anti-bullying policies for the coming school year. It also gives teachers time to plan events to ensure that we are passing the story and learning on to the next generations.

Orange Shirt Day is also an opportunity for Indigenous peoples, local governments, schools and communities to come together in the spirit of reconciliation and hope for generations of children to come.

At Machray School, students visited four different activity stations that celebrated Aboriginal culture: a beading station, a games workshop in the gym, an art session exploring the seven teachings, and a fireside storytelling session outside.

"We're putting on this event to honour residential school survivors and to give

students an opportunity to explore the culture," said Guidance Counsellor Tasia Karagiannis. Student Julez Contois was one of several who brought their own drums from home to perform an honour song.

"People in residential school had to struggle to keep their language and culture," Julez said. "It's heartbreaking what they and their families had to go through, but we are making the change."

Students Josh Simard and Ivy Jatiwan said the day was important for all cultures to recognize.

"Some of the survivors had to go to residential schools and then they had to send their children there too," Josh said. "So it's important we honour them."

PHOTO NOT AVAILABLE FOR WEB



Marking Orange Shirt Day at Machray and Isaac Brock.

TECH WORKSHOPS INSPIRE STUDENTS

Luxton School students benefitted from an ongoing partnership with Sisler High School's digital technology team.

Starting in February, Luxton's Grade 4, 5 and 6 students (including students in FASD and LAC programs) travelled to Sisler regularly to participate in several technology workshops to learn about game design, animation, filmmaking, graphic design and cyber security. Students also participated in a Sisler workshop session featuring instructors from the Vancouver Film School in April.

Students were able to select two workshops to attend.

"I picked game design and graphic design," said student Cooper Vint. She enjoyed the experience so much that she attended a coding camp in Victoria over the summer.

"I like how you can control characters with coding and create rules for them," she said.

Meanwhile, student James Mushaluk also participated in game design and a

filmmaking workshop. The game design workshop struck a chord, as James has since started creating his own game.

"I'm making a game right now where you have to battle zombies and you have to destroy a portal that keeps bringing them to our world," he said. "I haven't come up with a title yet but I'm thinking of Zombie Invasion."

James has also built a pirate themed card game, Mighty Blast.

LIVE SURGERY

In March, 85 Luxton students used the school's Polycom Viewstation to watch a live elbow surgery from Winnipeg's Pan Am Clinic, joining a global virtual classroom that was coordinated at Sisler.

"We were able to watch the live surgery right here at Luxton, and we were the only elementary kids watching," said student Aliyah McLeod.

Aliyah said she wasn't too intimidated to ask questions.

"I had a lot of questions. I wanted to know if the patient was asleep or awake

during the surgery," she said.

Luxton's Parent Advisory Council was so delighted by the Sisler collaboration that they had chocolate pretzel treats delivered to Sisler for every staff member and student at the school.

"We really appreciate the resources and expertise that Sisler has generously

shared with the elementary students from Luxton to participate in these technology-based workshops and events," said Luxton Principal Ken Reimer. "When the biggest and most innovative high school in Manitoba offers to partner and collaborate with your elementary school, you jump at the opportunity."

PHOTO NOT AVAILABLE FOR WEB

CANADA'S TOP TEACHER

A teacher who guided Sisler High School's Network and Cyber Security Academy to international prominence recently received Canada's highest teaching honour.

Charles Bazilewicz was presented with the Prime Minister's Award for Teaching Excellence in Ottawa on May 12. Only 10 educators receive the honour nationally each year.

Mr. Bazilewicz has taught at Sisler for five years. In that time, the school qualified for five consecutive Skills Canada national technical competitions and five international CyberPatriot cyber-security competitions. He was also instrumental in establishing CyberTitan, a high school cyber security education program with the Information and Communications Technology Council to build student awareness and engagement through cyber security initiatives across Canada.

The teacher was a driving force in the creation of the Sisler Network and Cyber Security Academy. The program is unique in that high school programs rarely receive a provincial "academy" designation.

Mr. Bazilewicz said his award is truly the result of teamwork.

"I keep telling people with this award, it was a case of the right place, right time for me. Five years ago, the idea for the academy was born, and then Robert Esposito came on board and we built it together. Everything aligned when it came to getting support from Principal George Heshka, Winnipeg School Division and the Manitoba government."

He added there have been milestones throughout the process.

"The big one was having (former) Premier Selinger give us that official designation as an academy and providing the \$300,000 from the Skills Strategy Equipment Enhancement Fund. That got us our server, data centre and new computer labs. And that milestone was the result of some of the success students were having at the post-secondary level, earning employment and their performance at some of the national and international competitions."

The academy is projecting to have 350 Grade 9 to 12 students in 2016-17.

"Manitoba Education and Advanced Learning finally created an eight course cluster. So students can now come into high school and map out what their options courses will look like right from Grade 9. And when students start getting the skills at an early age and have a really positive learning experience, they stick with it."

Mr. Bazilewicz cites former students



SUBMITTED PHOTO

such as Nick Dixon and Sandeep Seehra as being crucial to the program as mentors, role models for post secondary pathways and future industry partners.

"Our graduates, who are now in the industry themselves, are our biggest asset."

Mr. Esposito added that in an industry where change is the norm, maintaining ties to industry and the workforce is important.

"The biggest thing with technology is keeping up," said Mr. Esposito, who came into teaching after working at Manitoba Telecom Systems (MTS) for many years. "Operation systems change, technology changes. But what we're really good at is looking at what industry is doing and how they're pushing the envelope. We have various industry partners like Red River College, MTS, Transcontinental and other Manitoba-based companies in information technology. We talk to them a lot about what they're looking for in an employee and what kind of skills they require."

Mr. Bazilewicz himself is a good

example of how it is possible to learn new technologies and redefine your skill sets.

When Mr. Bazilewicz started working at Sisler in 2004, he was an educational assistant with zero technology experience. At the time, the former high school football star was trying to envision the future after the end of his university and professional football career.

"When I was done playing football, Rick Hudson, a former football coach at Sisler, called and gave me the opportunity to start a second junior varsity squad at Sisler," he said. "It was an amazing opportunity that George Heshka and Rick gave me, and I haven't looked back from that."

Through further post-secondary training, Mr. Bazilewicz was able to switch from educational assistant to a computer technician at the school; he soon moved onto gaining his formal education degree and a teaching career.

"Mr. Heshka supported my post-secondary education and my commitment to lifelong learning," Mr. Bazilewicz said. "I'm here where I am today because of

administration support from WSD, Sisler and Mr. Heshka in particular."

When Mr. Bazilewicz went to the national award ceremony in Ottawa, he insisted that Mr. Esposito attend alongside him: "I wanted him there because it has been a team effort. It was a nice chance to meet some unique and innovative educators from across Canada...it was a once in a lifetime thing and a very humbling experience for me."

Around the time Mr. Bazilewicz learned of his national award, Sisler's Network and Cyber Security Academy celebrated another success. At the most recent competition in Baltimore, Sisler's team (Team Stack Overflow) won first in the Open and Overall Cisco Challenge. Overall the team finished fifth among the top 12 teams; thousands of teams enter the competition.

"We truly believe this program will benefit students in their future. It's quite rewarding to wake up, come to work and believe in what you're doing and knowing that it's making a positive difference."

MARKING WORLD TEACHERS' DAY

École secondaire Kelvin High School teacher Raymond Sokalski and a group of 15 social justice students held a passionate round-table discussion as part of World Teachers' Day celebrations.

The group, which included members of Kelvin student group HASTA (Hopeful Award Students Taking Action), discussed if Canada was doing enough to help incoming refugees.

The world issues discussion was part of a media event held by The Manitoba

Teachers' Society on Oct. 5 at the school.

In attendance were WSD Board Chair Sherri Rollins, Kelvin Principal Maria Silva, Winnipeg Teachers' Association President Nathan Martindale and Vice-President Kristin Insull, and MTS Vice-President James Bedford.

"Teachers are not just responsible for imparting knowledge to young people but also to ensure that they become independent, creative, productive members of the world in which they live," Ms. Silva said.



TEACHER OF EXCELLENCE LEADS HORTICULTURE PROGRAM

Just as her many indoor and outdoor gardens have borne many blossoms, vegetables and fruit over the years, Louise Shachtay has inspired similar growth in the people she has met as a teacher in R.B. Russell Vocational High School's Horticulture Program.

From the students who graduate from her program to the members of the general public who enjoy her community garden projects, Ms. Shachtay has had an enormous impact over the years.

The teacher was honoured with the Manitoba Celebration of Excellence in Teaching Award on May 13. Her fellow educators nominated her for the award.

"I was quite moved and honoured," said Ms. Shachtay, who has been teaching at R.B. Russell for 18 years. "The most beautiful thing that came out of this was that these kids' stories got heard. My speech was mainly about the students.

"It's the kids that are the real teachers, if it wasn't for them I wouldn't be here. I learn so much from their diversity...there's so many things you learn teaching here."

The teacher, who is also trained as a horticulture therapist, is a firm believer in the power of horticulture to help one deal with many different life challenges.

"Plants don't judge and we don't judge either," she said. "Every student we encounter makes us better teachers. All of the challenges along the way make you more aware and better equipped to deal with different circumstances."

Former students like Brittany Murdock and Kelli-Jo Genaille said Ms. Shachtay creates a welcoming environment where everyone is accepted.

"When I first started this program (in

2010) I hated everybody and I was very troubled," Brittany said. "But Louise didn't look at that—she gave me a chance."

When Brittany was having a bad day, Ms. Shachtay would let her go into the greenhouses and work on the plants by herself. Soon she took on her first part time job looking after the R.B. Russell greenhouses over the summer.

"It's very therapeutic to go in the greenhouse alone, being in that warm place with all the living things around you," Brittany said. "There's something about it that just changes people."

Today, Brittany is a coordinator at Ma Mawi Wi Chi Itata; she and Ms. Shachtay are partnering to help create a community garden near Turtle Island Community Centre.

"Louise is still mentoring me to this day, and helping me to mentor other youth in the community," Brittany said.

GROWING SPIRIT

Ms. Shachtay's students learn in a dynamic program that provides experiences from urban gardening and beekeeping to masonry, landscaping projects and offsite training on sustainable farms. Her students graduate with skills that apply to both horticultural careers and life in general. Students also participate in a mentorship program in the Greenspace Management Program at Red River where they can experience college in the field of horticulture.

"There are so many opportunities in horticulture, and not just in gardening," Ms. Shachtay said.

Her students are also given plenty of mentorship opportunities, teaching



their skills to students in elementary and junior high schools, persons with disabilities groups, and diabetes patients from Children's Hospital Research Center. Through mentorships programs, students apply their learning as they teach groups many subject areas pertaining to horticulture such as healthy living, good nutrition and Aboriginal medicines.

R.B. Russell's greenhouses are being expanded in the coming months.

Even as she continues to expand and innovate with the program, Ms. Shachtay is still motivated by the same spirit she had growing up on her family's farm in Arbrog, Manitoba.

"That's where I get everything I am today. As a kid, my family was so into nature and teaching about the land," she said. "I feel

blessed to keep doing something I love."

That passion is being passed on to current students like Johnathon Ginter and Robert Papineau.

"If you're taking care of something and trying to get it to bloom, you have to give it positive energy to help it grow," Johnathon said.

"If you're giving off a negative frequency, people want to stay away from you," Robert added. "This program teaches you a lot about life."

Giving students that positive energy is one of main reasons Ms. Shachtay continues on in her role at the school.

"Kids that come into horticulture have that spirit and connection to the earth—and if they don't have it, they soon find it within themselves!"

LORD SELKIRK TEACHER HONoured BY PROVINCE

The Lord Selkirk School community ended the year on a high note with one of its newest teachers earning one of the province's highest teaching awards.

Colleen Dawson was honoured with a 2015-16 Manitoba Celebration of Excellence in Teaching Award in the category of Outstanding New Teacher.

"It's such an honour...the support of my colleagues has been huge," Ms. Dawson said. "You can't do this unless you have a team of people that strive for the same goals, have similar pedagogy and are continuing to learn and improve."

While Ms. Dawson is a relatively new teacher, it was her experience as a young mother that made her an ideal candidate for the ACCESS Education program at the University of Winnipeg Education Centre (WEC). The off-campus program offered a supportive environment for Ms. Dawson to attain her education degree.

"It's a very centered program with a cohort of approximately 30 students who all have a lot of life experiences," she said. "There so much more of a community and supports there for you. They understand family."

Ms. Dawson first started working

at Lord Selkirk in a term position in December 2014; she soon proved to be valuable member of the teaching team at the school.

"Ms. Dawson quickly became an integral part of our school community and has set a standard that I believe all new teachers should strive for," said Lord Selkirk Principal Stormie Duchnycz. "Ms. Dawson's teaching enthusiasm supports student engagement, her commitment to curriculum provides solid programming, her love of children and supportive attitude creates a positive environment and her learning attitude embraces research based pedagogy and practices."

In her Grade 6 classroom, Ms. Dawson was quick to adapt and implement new writing, reading and numeracy practices, as well as supporting and encouraging other teachers to do the same in their own classrooms.

"Whether it was with the school community, the student community or the teaching community, I just keep trying to hone and better my craft," Ms. Dawson said.

"The students are doing theses, research and writing about topics that they are

passionate about. They can come so far when you set the bar high."

Resource teacher Amber Pelletier said Ms. Dawson was quick to adopt and invest time in best-practice resources available for teachers at all grade levels, and fit in well with the school's collaborative teaching philosophy. In particular, Ms. Dawson adapted reading and writing units from the Teachers' College Reading and Writing Project, headed by educator Lucy Calkins.

"Colleen embraced it to such a degree that she became a mentor teacher to other teachers in the school...it was remarkable," Ms. Pelletier said.

Ms. Dawson has also been a driving force in several sustainable programs at the school.

"Colleen has so much initiative towards sustainability, that's one of the main reasons we nominated her for the award," said Special Education Resource Teacher Alison Petrelli.

One initiative, the student group EAT (Environmental Activist Team), helped the school to reduce its waste levels by 19 percent through recycling and composting efforts. Collaborations with



SUBMITTED PHOTO

local organizations have also enabled the school to plant two new indigenous gardens. The school's future goals include building a rainwater collection system and collecting rainfall data.

"Our students and teachers understand how important sustainability is, and how smaller steps can lead to bigger things," Ms. Dawson said.

Manitoba Celebration of Excellence in Teaching Award recipients can be nominated by students, parents/guardians, fellow teachers, administrators and school trustees. Each award winner receives a certificate of recognition and a \$500 cash award.

STUDENTS TAKE LEAD AT LUXTON

From vermicomposting to tackling litter, students at Luxton School are making Education for Sustainable Development (ESD) a high priority.

Luxton's ESD Team is comprised of students from every class in the school.

"Luxton has a tradition of raising future leaders," said teacher Robert Schulz, who is the Education for Sustainable Development team leader at the school. "But in my experience here, what I'm finding out is that they're leaders already. It's not the future, they're leading this right now.

"Just this past week, I've had two different student groups visit me in my classroom on their own time to discuss initiatives for next year—the plastic bag challenge and looking at beverage cup misuse. These kids are generating ideas and setting the direction for next year."

Mr. Schulz added that students' ideas are given serious consideration when creating the Luxton school plan for next year; the

plan includes a pillar for ESD.

One initiative students have undertaken is delivering compost to neighbourhood homes for use in other gardens.

"We volunteer to do it every recess on Monday, Wednesday, Friday," said student Chanel Schulz. "Sometimes it smells bad but it's good for the planet."

Students also lead recycling at the school and take part in litter clean-ups in the neighbourhood.

"One time I found a piece of litter that was a paper about recycling," said student Linnea Martens. "The worst thing you could do is not recycle that! That's a mixed message."

Luxton documented its many ESD activities with a high-energy video; you can watch Luxton's ESD video in its entirety at <https://vimeo.com/168993692>.

The video was so effective that Take Pride Winnipeg used it at their annual Team Up to Clean Up kickoff at MTS Centre. Seventy-seven schools attended the event.

PHOTO NOT AVAILABLE FOR WEB

Quiet, worms at work! Luxton students Lexus Remillard, Linnea Martens and Chanel Schulz with a vermicomposting bin; the worms live and work in an environment of recycled newspapers.

"We were honoured with the privilege of setting the tone for that event," Mr. Schulz said.

Take Pride Winnipeg also invited Luxton students to present at their annual general meeting in May.

Multi-Material Stewardship Manitoba (MMSM) also recently contacted the school to test out its new web-based learning materials.

"We jumped at the opportunity because

we saw it as another way to engage our students here at Luxton," Mr. Schulz said.

Luxton not only had a chance to preview and help work out the kinks of the MMSM website, the organization also returned to film a video on the new web resource with teacher Kendra Howard's class.

Students at Luxton hope to continue to inspire others to follow the green way.

"It helps the Earth and everyone around us," said student Lexus Remillard.

MATH MAESTROS

Students at Montrose School had an exciting surprise for their parents at their June end-of-school celebrations: the school's Grade 5 and 6 Math Club students posted first and third-place provincial finishes in Mathematica.ca's annual math contests.

In the Grade 6 Pythagoras category, Montrose finished first overall for schools in Manitoba and ranked fifth in Western Canada. Montrose students finished tied for 36th amongst 934 schools from across Canada.

Meanwhile, in the Grade 5 Fibonacci category, Montrose was ranked third in Manitoba and 14th in Western Canada. Montrose students finished tied for 86th amongst the 688 schools from across Canada.

Grade 5/6 teacher and math club mentor Chris Thullner has been working with students to prepare and enter the contest

for over 15 years.

"Math Club has students who want a challenge in math and have a good, sound knowledge of their basic facts," Ms. Thullner said. "They meet on their own time, once a cycle over lunch hours and they also do the extra work at home solving the problems."

Grade 6 student Aniruddh Aragola said he was drawn to club by the desire to push himself further in mathematics: "I felt like math was my main strength among all the subjects and I thought I should hone it."

The hard work paid off as Aniruddh earned the school medal for the top result in the Mathematica.ca contests in both Grade 5 and 6.

Student Manny Davies joined the club partly to spend time with other friends in the club, but soon found an interest as well.

"I just liked doing math and using the



different strategies," she said. "And math is something you can use for the rest of your life."

Both students said they were proud of their school's achievement.

"At Montrose we're like one big team, so it's an accomplishment for all of us," Manny said. "Even if you're not in math club, it's something to be proud of."

LIKE US ON FACEBOOK
facebook.com/WinnipegSD

HEAD START TO SCHOOL YEAR

Newcomer students at Hugh John Macdonald School got a head start on their school year with a generous donation from Emterra Environmental.

The company gave the students—who hail from Syria, Iraq, Somalia, Sudan, Eritrea, Thailand, Nepal, Yemen and Saudi Arabia—backpacks filled with supplies as part of the Tools for School initiative.

Emterra also donated \$4,000 to The WRENCH (Winnipeg Repair Education and Cycling Hub) to provide its students with bike helmets.

The newcomer students will be building and earning their own bicycles through The WRENCH's Earn-A-Bike this school year. The program rescues discarded bikes that would otherwise be headed to landfills and works with

students to refurbish them.

"Having a bike gives someone freedom, whether they want to just get out, go to the store or whatever they want to do," said Emterra Operations Manager John Sitarek, who added the company has partnered with The WRENCH many times over the years.

Geoff Heath, Mechanical Director at The WRENCH, said the organization has worked with Hugh John Macdonald to deliver programming through the school's own bike repair shop over the years.

"Our kids value the bikes that much more because it's something they've created with their own hands," he said. "When they've taken that bike out of the landfill, it may not have looked like much to start off with, but after those eight weeks,



they're really proud of what they created. There's a great amount of empowerment having those skills."

Hazo Abdulkareem, who originally hails from Iraq, already had an opportunity to make a bike through the program last year. "Back home, girls couldn't ride bikes...

just boys," she said. "It's fun to have a bike to ride around or go shopping. Sometimes I ride it to school...this year the other kids will be able to do it too."

Winnipeg Deputy Mayor Mike Pagtakhan was also on hand for the Sept. 13 presentation.



80 YEARS OF PATROLS

Greenway School helped mark the 80-year anniversary of school patrols in Winnipeg.

In 1936, Louise Staples created Manitoba's first school safety patrol program; today, over 6,000 students across the province serve as patrols.

To mark the occasion, the school planted a tree on school grounds and created a time-capsule to be opened in 2036—the 100th anniversary of the program. The capsule included photos, letters and memorabilia from patrol teams across Manitoba. Guests on-hand included WSD Chief Superintendent Pauline Clarke, Winnipeg Police Service Chief Devon Clunis (who has since retired), WSD trustees Cathy Collins and Dean Koshelanyk, CAA Manitoba President Mike Mager, Greenway Principal Barb Myron and representatives from Manitoba Public Insurance.

STARTING A JOURNEY FOR HOPE

BY CRYSTAL STEIN, SISLER HIGH SCHOOL

Sisler's High School Psychology Club students recently participated in the Journey for Hope walk at The Forks to help support the Manitoba Schizophrenia Society.

The walk not only supports the society, but also spreads awareness about mental health and stopping the stigma attached to mental illness.

The Sisler club was formed last year to raise awareness about mental illness in the school as well as the community. Students in the club all participated in a series of fundraisers throughout the year, which included bake sales, pizza sales and even a fundraising drive to give to the elderly during the holiday season. At the end of the year, students chose to donate their fundraising proceeds to the Manitoba Schizophrenia Society; students reinforced their commitment by joining the society in their Sept. 28 walk from The Forks to the Legislature.

Recently the Sisler Psychology Club has changed its name to SCMI (Sisler Combats Mental Illness) in response to the new goals they have set going forward into

this school year. Many felt the club's main focus should not only be about spreading awareness but also supporting their peers in the building.

SCMI students are planning to have open discussion support sessions each week about the issues directly affecting their peers in the school. Students hope to start an open forum where everyone is welcome, everyone feels safe and most importantly everyone starts to help one another by talking about the real daily struggles they encounter. Ultimately, students are working toward reducing the stigma surrounding mental illness by bringing these issues into the spotlight and at the forefront of their discussions.

Their most recent discussion took place outside the building at an event called YAMIS (Youth Against Mental Illness Stigma) where several schools within WSD met at the Park House Theatre to discuss mental health and exchange their own personal stories about their experiences with mental illness.

This platform served to be a great way for students to connect and support each other, and if they desired to share their stories during the open mic session.



TO REMEMBER IS TO HONOUR, TO LEARN IS TO GROW

Honouring residential school survivors and victims from previous generations, King Edward Community School opened a Sacred Heart Garden in June.

King Edward students participated in the Sacred Heart Garden project to remember residential school survivors, children lost to the residential school system, and their families.

“We learned that First Nations children were forced to leave their homes and go to residential schools,” said one of the student emcees for the opening ceremony, Sharky. “They were not allowed to practice any of their traditions or celebrate their own culture.”

Student Isaiah Richard said the students talked with an elder who had gone to a residential school: “The grandmother of one of our classmates visited our classroom, she is a residential school survivor...we learned from her that living in a residential school made it hard to express her feelings and love others.”

The Sacred Heart Garden project includes three important features. First, Grades 3 and 6 students built a medicine wheel garden. The four sacred sisters - tobacco, sage, sweet grass and cedar were grown and planted by Grade 3 students. The garden serves as an acknowledgement to traditional indigenous teachings and as a gathering place for future teachings on indigenous issues.

Second, King Edward students, in partnership with students from R.B. Russell High School, designed and made life-sized metal silhouettes of children playing. These silhouettes will become a permanent art installation on the school’s fence, framing the Sacred Heart Garden. The silhouettes represent



both the lost childhoods of residential school survivors, and they serve as a reminder of the children that perished in residential schools.

Grade 6 students also wrote a poem explaining the garden and the silhouettes. This poem was etched into a plaque and permanently affixed to a

boulder in the garden.

“This garden is the culmination of a lot of learning and activities in our school, our community and in our city,” said Principal Aaron Benarroch.

Mr. Benarroch said the garden in part stemmed from the Truth and Reconciliation Commission’s call to bring

attention to the residential schools issue.

“Part of the work of the TRC was to call for public institutions to have highly visible monuments or memorials that recognize residential school survivors and also those who did not survive,” he said.

WITH FILES FROM KING EDWARD SCHOOL

CLEANING UP IN SALES

When a Lord Nelson School class decided to raise money to support efforts to clean up Lake Winnipeg, they came up with an appropriately “clean” fundraiser.

Teacher Fernando Dalayoan’s Grade 5 students made and sold bars of soap as part of a fundraising and awareness campaign for the Lake Winnipeg Foundation.

The class sold the soap to students, staff and families over a four-week period; they raised over \$200, donating half to the Lake Winnipeg Foundation and half to the Lake Winnipeg Research Consortium.

Students said the bars of soap were free of phosphorous, microbeads and fragrances.

“Products with things like phosphorous and microbeads can harm the lake,” said student Jermaine dela Cuesta.

The class invited Marlo Campbell, Lake Winnipeg Foundation’s Communications Director, to visit the class to accept the donation and discuss the lake.

The Lake Winnipeg Foundation is dedicated to ensuring the health of Lake Winnipeg and its surrounding watershed through public awareness, research, environmental stewardship and collaboration with the community. The



foundation highlights the importance of research and establishing baseline data to determine long-term impacts of algae blooms and other environmental pressures on the lake.

Ms. Campbell thanked the class for their efforts: “you are water champions, all of you.”

Mr. Dalayoan said the project not only offered an opportunity for cross-curricular learning in science, language arts, drama and visual arts, it also provided a chance for students to become environmental ambassadors.

“It’s important that we advocate for Lake Winnipeg, not just now but for the future.”

Mr. Dalayoan and guidance counsellor Monique Russell will be forming a Lake Winnipeg Pals Club for Grade 5 and 6 students at Lord Nelson. The most active student participants will head to Gimli and get a chance to board the Lake Winnipeg research vessel Namao next spring.

LORD NELSON GYM OPENS

Lord Nelson School students, staff and parents celebrated the official opening of the school's new addition and gymnasium on Sept. 23.

The Lord Nelson School gymnasium has a variety of special features including a high performance rubber athletic floor, sound system and climbing wall. In the addition, strategically placed skylights add natural lighting in the new Nursery and Kindergarten rooms.

The new 4,200 sq ft gym and two 1,000 sq ft classrooms add 9,540 sq ft of new space to the Nursery to grade 6 school.

Guests included WSD Board Chair Sherri Rollins, Manitoba Education Minister Ian Wishart, Chief Superintendent Pauline Clarke, Trustees Cathy Collins and Dean Koshelanyk and Lord Nelson Parent Council Chair Kim Storer.

The construction is designed to have LEED Silver level green building certification as well as a Manitoba Hydro Power Smart designation. "The new space gives students maximum comfort with controlled temperature, ventilation and lighting," said Sandy Stevenson, Principal. "The designers added Solatubes to bring daylight into dark interior spaces, adding enough light to replace electric lighting."

Studies show that natural daylight serves to enhance student performance through improved learning, behaviour and health. "The WSD Board of Trustees was pleased to partner with the Province of Manitoba on this much needed addition," said Sherri Rollins, Chair, WSD Board of Trustees. "The new gymnasium replaces a 68-year-old space in

the 100-year-old school."

Rollins noted that the addition includes new classroom spaces for each Nursery and Kindergarten and a canteen area, adding a total of 9,540 sq ft of new space to the Nursery to Grade 6 school.

The province provided \$4.5 million for the construction of the new gymnasium. "Physical activity in school fosters academic success and helps students develop healthy life habits," said Education and Training Minister Ian Wishart. "I congratulate students, staff and parents here at Lord Nelson on the opening of this beautiful new gym, which will support a healthy school environment and create recreational opportunities for the surrounding community."

In keeping with WSD's strategic priority to strengthen and enhance sustainable development in the division, exterior landscaping was designed so that it will not require irrigation, also helping to conserve potable water.

Vegetable planter boxes are provided to teach students about organic gardening and local food production.

The school has designated a portion of the grounds to be preserved as vegetated area for the life of the building, impervious parking area will not increase and an existing stall is reserved for carpools in an effort to decrease single occupancy vehicle use. Additional bike racks encourage more students to use alternative transportation methods and staff are provided with secure covered bike lockers and shower/change facilities to accommodate cyclists.



MEASURED IN SMILES

Editor's note: Variety CEO Jerry Maslowsky passed away on Sept. 4, 2016. We share this article—written prior to his passing—as just one example of his profound impact on students in the WSD community over the years.

When it comes to the successes of the Variety Children's Dental Outreach program, it is truly measured by the smiles and the stories of the many students it has benefitted over the years.

The program is the result of a partnership between Variety: The Children's Charity, the University of Manitoba's Pediatric Dentistry Program and WSD. A total of 14 schools took part in the program in 2015-16.

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

"Our province has the highest prevalence of early childhood cavities reported anywhere in the world," said Dr. Charles Lekic, the U of M's Head of Pediatric Dentistry. "So you start thinking 'can we do more?'"

Dr. Lekic, who is retiring this year,

initiated the program in 1998; he has seen it grow from one elementary school, Shaughnessy Park, to 14 today. The program has touched more than 4,000 students.

"The most important year was 2005, when Variety came on board," Dr. Lekic said. "It is really thanks to Variety that the program is here today, because we were on the verge of not being able to sustain it."

Variety CEO Jerry Maslowsky said the program fit in with Variety's philosophy of "Any child, any need, every day."

He encouraged schools to consider Variety for their humanitarian fundraising projects.

"If there are any opportunities to raise money, big or small, it doesn't matter because everything helps a child here (in Manitoba)...it also educates students as to what Variety is all about: kids helping kids."

Stanley Knowles School Guidance Counsellor Joanne Rusen said students at the school cheer when they're informed that they are attending the dental program. She recalls one student even falling asleep at the clinic because they felt so comfortable there.

"That's huge, because the children have realized that going to the dentist is not tedious or something to be feared, it's joyful. They get to have great oral healthcare. I know the value of Variety, but more importantly, the parents at Stanley



Variety Program Coordinator Shanlee Johnson, King Edward Vice-Principal Nancy Karpinsky, Brad Klus, Acting Director at the U of M's Graduate Pediatric Dentistry Clinic and Variety CEO Jerry Maslowsky. King Edward was honoured for outstanding participation in the 2016 Variety Children's Dental Outreach program.

Knowles really know. It's a wonderful partnership."

King Edward School Vice-Principal Nancy Karpinsky recalls the positive change in two brothers who have been in the program over the past several years.

"Last year when I first met them, they would be too shy to smile—they would cover their mouth," Ms. Karpinsky said. "This year, they just smile so readily. It's beautiful to see."

Superintendent of Education Services-Equity & Diversity, Inclusive Education Fatima Mota said the dental outreach partnership is one that offers immediate benefits to students.

"This partnership is very dear to my heart. All of the work we do as a group really filters down to the individual: the student, the child," she said. "Many of the other partnerships do wonderful work but we don't see that connection right away."

WHEN I GROW UP I WANT TO BE A FIREFIGHTER

STORY AND PHOTO BY JEFF MILLER

Grade 7 students from Shaughnessy Park School had a once in a lifetime experience when they spent the day with Captain Jack Robertson and other firefighters at the Winnipeg Fire Paramedic Service (WFPS) Training Academy.

For the past two years, Capt. Robertson and other members from Station 17 have been visiting Shaughnessy Park twice a month to strengthen their relationship with students of all ages at the school and in the community.

The visits have given the teachers an excellent opportunity to relate firefighting to subjects such as physical education, math, science, and social studies.

In September, Captain Jack approached the school with an opportunity for some of the students to visit the WFPS Training Academy.

The students had several opportunities to experience what a firefighter might experience on any given day, such as breaking car windows with a special tool, using the Jaws of Life to open a car or going into a smoke-filled house in full gear and relying on thermal cameras and the buddy system to get out safely.



Students also had an opportunity to spray a fire hose, and a couple of lucky teachers had an opportunity to rise 60 feet above the ground in an aerial bucket.

“The smoke house was pretty challenging because you couldn’t see, but I made it out and that felt really good,”

said Grade 7 student Kashton Macleod. “I will seriously be looking at becoming a firefighter after I finish school.”

“Students loved the day and had a terrific experience. All students were engaged and interested at each station. The firefighters were very kind and

patient with our students. Students were exhausted at the end of the day...in a good way,” said teacher Anna Swain.

Ms. Swain added “Shaughnessy Park School thanks Captain Jack and his crew from the bottoms of our hearts for all his education and training in our community.”



THE RED PARADE

A time-honoured tradition, Kent Road School’s annual pre-Canada Day parade is a sure sign that summer is on its way. Students proudly wore red and Canadian flags while they paraded around the school’s neighbourhood streets. Afterwards, students enjoyed a health snack of apples.



WSD Children’s Heritage Fund
Supporting inspired learning

Donate for a positive future

Your donation to Children’s Heritage Fund plays an important role in ensuring children attending school in Winnipeg School Division enjoy experiences that instill a positive attitude and build confidence to achieve their goals.

You can help support:

- Multicultural and cultural enrichment
- Outdoor education and sports
- Playground equipment and field improvements

For information on Children’s Heritage Fund and how to make your donations:
(204) 775-0231 | childrensheritagefund@wsd1.org | www.winnipegsd.ca/CHF