



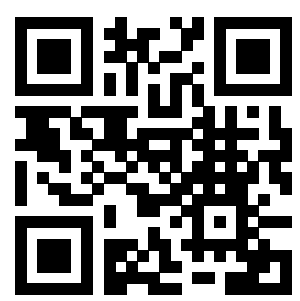
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OUR SCHOOLS

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TIME TO PLAY

FULL STORY ON PAGE 2

NIJI MAHKWA HERITAGE FAIR

Niji Mahkwa School welcomed friends and family to the school's second annual heritage fair, where students presented on the seven Ojibwe Clans.



FULL STORY ON PAGE 2

Everybody
has the
right...



*Exploring Human Rights
and how to make the world a
better place*

September 15 to 19, 2014



SPECIAL SECTION

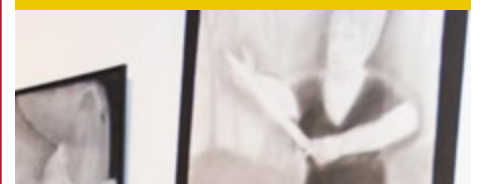
Everybody has the Right

Human rights play an important role in our classrooms and our school communities, every day. As the Canadian Museum for Human Rights gets ready to open its doors in Winnipeg on September 20, the Winnipeg School Division is welcoming the Museum to our neighbourhood with Everybody has the Right – a week-long celebration of human rights, diversity and equity.

Our staff and students already do a lot to explore and celebrate human rights. Read about just a few examples, and about some of the exciting activities planned for September 15-19.

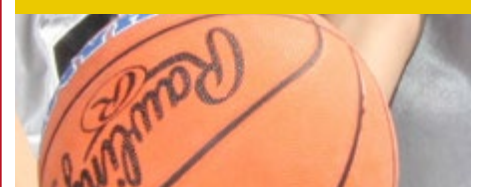
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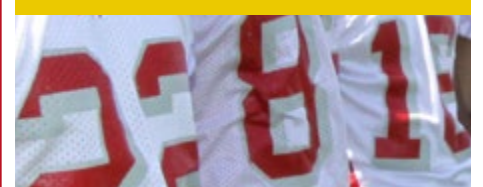
*Downtown showcase
for young artists*

PAGE 4



A new place to play

PAGE 4



*Clippers to continue
on gridiron*

TIME TO PLAY

For two years after the lone play structure at King Edward Community School was vandalized beyond repair, Duncan Hanson spent many outdoor recesses with no desire to play in the barren schoolyard.

"I would bring a sweater, find a shady spot and take a nap," said the Grade 6 student.

Duncan and his school mates now have a huge variety of play options, thanks to the redevelopment of the school grounds into a natural recreation setting for students, community-based organizations and the community.

"There's more of everything now – there's more space, more structures, and more kids happy," said Duncan, 12.

The new playground features distributed play areas that promote safety and have been shown to reduce bullying, and a landscape design that supports healthy and active living for all ages while recognizing and honouring the Aboriginal culture of the community. The school celebrated its new place to play with a grand opening celebration on June 5.

There is an early years play area with sand, boulders, wiggle walls and balance logs, distributed play equipment, an amphitheatre, a



Students help cut the ribbon to open King Edward School's new playground, along with MLA Kevin Chief, Division Board Chair Suzanne Hrynk and Councillor Mike Pagtakhan.

berm with a built-in slide, paved fitness loop for bikes, rollerblades and strollers, a family picnic area, a re-sodded playing field and new trees, as well as LED light posts to enhance community safety.

"Our goal was to think outside the box and create a little bit of Assiniboine Park within the North End. The kids now have a space where there's so much diversity that allows them to play in different ways," said Principal Aaron Benarroch.

"There's so much space and we get to explore. It's good for treasure hunting," said Grade 5

student Daisy Domingo.

The playground was built with generous funding from the Building Communities Initiative (a joint fund between the Province of Manitoba and City of Winnipeg), the City's Community Incentive Grant Program, the Winnipeg Foundation, The Winnipeg School Division, the Winnipeg School Division's Children's Heritage Fund, The Richardson Foundation, The Thomas Sill Foundation, The City's Land Dedication Reserve Fund, Manitoba Hydro, Winnipeg Jewish Foundation, and local fundraising by the school community.

PHOTO UNAVAILABLE FOR WEB

HERITAGE FAIR EXPLORES OJIBWE CLANS

STORY AND PHOTOS BY JEFF MILLER

Continued from Page 1

Throughout the day in April, the well-prepared students presented their projects with excitement and pride to the judges and guests. The projects focused on each of the Seven Clans: Fish Clan, Hoof Clan, Marten Clan, Crane Clan, Loon Clan, Bird Clan and Bear Clan.

"We have been working as a whole class on this project for about five weeks and my favorite part was building and decorating the barge for the Kuomboka Ceremony," said Cheyanne Sutherland, Grade 3 who gave a great presentation on the Fish Clan with Tristina Houle, Grade 4.

"I really enjoyed learning about the Water Ceremony from an Elder who came to visit our

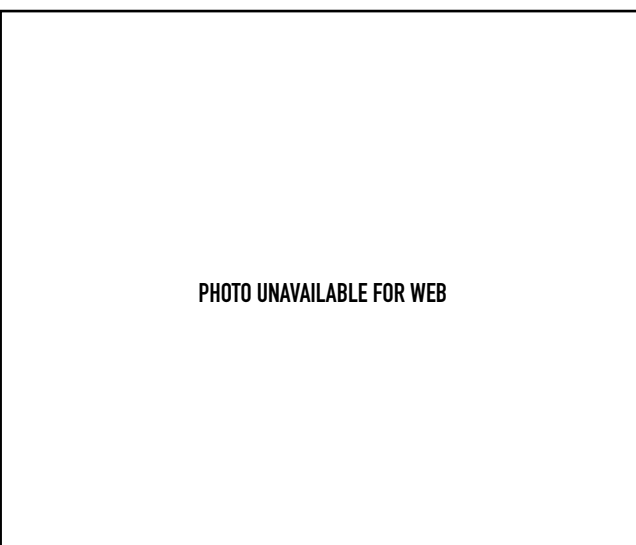


PHOTO UNAVAILABLE FOR WEB

Grade 8 student Melissa Harper with her project on the Crane Clan.

Cheyenne Sutherland, Grade 3, and Tristina Houle, Grade 4, presented their project on the Fish Clan during Niji Mahkwa's second annual heritage fair.

classroom," said Tristina.

"The Crane and Loon clans are the leaders and the chiefs. They both work together for the good of all the people in the nation," said Grade 8 student Melissa Harper, speaking about her project on the Crane Clan.

The seven clans were arranged around the seven-pointed star Mandalla in the centre of the room, to demonstrate their relationship to one another for the purposes of describing a traditional based contemporary Anishinabe governing system.

Eight students from Grades 4 to 6 also presented their projects the next day at the Red River Heritage Fair at the University of Winnipeg.

"CHIEF OF POLICE" ALSO STARTS WITH THE LETTER C

STORY AND PHOTO BY JEFF MILLER

Teacher Susan Pereles has made it a personal goal to promote the city of Winnipeg.

The Grade 5/6 teacher at Brock Corydon School has been working with her students on different themes pertaining to Winnipeg. Her classes have done projects such as "We Are Found in Winnipeg" which dealt with multiculturalism, "Diamonds In The Rough" about the city's architecture, and last year they delivered flowers to random residents around the neighborhood with special



Winnipeg Police Service Chief Devon Clunis poses with Mrs. Pereles and her Grade 5-6 class under their Pro-Winnipeg project.

notes attached to them with encouraging words.

This year's theme came about after *Winnipeg Free Press* columnist Gordon Sinclair Jr. wrote about all the negative things that were happening in the city, from poor snow clearing to potholes and crime. Brock Corydon students emailed Mr. Sinclair to say he was wrong and that Winnipeg is a great place to live.

"We are so quick to tell everyone what is wrong with our city, and our class decided 'we have had enough' and we wanted to do a project telling people about how great our city is," said Mrs. Pereles.

"As a classroom we decided to let people around the world know about the great things in the city that started with the letter C, such as City Hall, Creativity and Charity."

After Mr. Sinclair visited Mrs. Pereles's class and learned about all the great things in the city that start with the letter C, Mr. Sinclair wrote a column about his experience. The article caught the eye of Winnipeg Police Service Chief Devon Clunis, who was so impressed that he arranged a visit to meet the amazing students.

After a major police incident the day before the scheduled visit, Mrs. Pereles thought the meeting would need to be rescheduled. But Chief Clunis arrived right on time with a bag full of gifts for the students and a special framed certificate for their teacher, reading "In recognition of inspiring a love of Winnipeg in your students."

"Although the last few days as Chief have been extremely stressful there was no way I was going to miss this visit. The children are important and the community is important, and this is by far my favourite part of the day," Chief Clunis said.

The Chief shared his journey from childhood to becoming the Winnipeg Police Service Chief, took questions from students, signed autographs and posed for a class picture.

DOWNTOWN SHOWCASE FOR YOUNG ARTISTS

STORY AND PHOTO BY JEFF MILLER

For two weeks in May, art students from Sisler High School and Andrew Mynarski VC School took over a wing at the Ace Art Gallery in Winnipeg's exchange district.

For the past three years Andrew Mynarski art teacher Meghan Davidson and Sisler art teacher Mike Thwaites have chosen a theme to challenge their students and give them an opportunity to display their work publicly in a professional art gallery.

Mr. Thwaites said, "This year we decided on the theme of Fate and what obscures our fate. The jumping off point for the Sisler students was studying mythological sculptures to get them into the right mindset. After that we asked them to produce three pieces of work: two would be two-dimensional pieces and the final piece had to be three-dimensional with their choice of medium."

Students from Andrew Mynarski were given an opportunity to see what type of mediums they would get to work with if they choose to take Art class at Sisler. Grade 9 student Joanna Yumol said, "I think it is so cool that the high school students get to work with different mediums like recycled materials; right now we mostly work with paint, pencil, and charcoal."

"We wanted to introduce the students to working within a theme and putting in the research before producing the final piece, because that is the reality of a professional artist. You may be commissioned to create a themed piece so you need to do your research," said Ms. Davidson.

Bea Deloria, Grade 9, said, "The most challenging part was taking the idea that we had written on paper and then turning that idea into actual art, but I was so excited when I saw the final result."



21 lucky students from Sisler and Andrew Mynarski had a chance to display their work at the Ace Art Gallery in early May.





CLIPPING ON

École secondaire Kelvin High School's varsity football team is shipping off a bumper crop of graduating Clippers to play university football. Running back Liam Haime is headed to play with the University of BC's Thunderbirds, while full safety Nathan Dickson is joining the University of Alberta's Golden Bears. Quarterback Sebastian Bel is going to University of Toronto, where he'll play with the Varsity Blues and attend the Rotman School of Business. Fullback Brady Urbanovich and wide receiver Anthony Dick are signed to play with the University of Manitoba Bisons. Running back Avery Sharpe and wide receiver Torin Lucyk are also attending the University of Manitoba while playing post-secondary football with the Winnipeg Rifles.

"That's a way higher number than usual...I think it has a lot to do with the fact that these are great kids and my coaching staff was made up of guys who played in university and know what it takes to make it to the next level," said Clippers' head coach Jon Romu. "Getting even part of the

students' university paid for will help a lot. The only down side for our team is having to replace all of these players next year."

"We had a good group of guys that worked hard and got coached up by Mr. Romu," said Liam Haime, who plans on pursuing kinesiology at UBC. "There were so many guys who contributed and made this year special."

Both coach and players said the high school football experience can be a great asset when it comes to handling new challenges at university. "You have to work to raise your game—it's a challenge, just like real life can be a challenge," Coach Romu said.

"Football really helps build the concept of family and togetherness," Liam added. "It builds relationships that we'll have for the rest of our lives. Even though we're going separate ways, we're always going to remember each other."



A NEW PLACE TO PLAY

Court is now in session at École Stanley Knowles School. Basketball court, that is – a brand new, state-of-the-art outdoor facility that will give students and everyone in the community a place to play.

The school held a grand opening for the new court on Friday, May 23. Built on a field adjacent to the school, the new court is fully fenced and features high quality nets with fiberglass backboards, two sets of bleachers and outdoor lighting.

"All we had before was a chunk of concrete with two dilapidated poles. We have a school and a community that really loves to play basketball, so this incredible new court is something we needed at our school," said Stanley Knowles Principal Darryl Stevenson.

"We have one of most vibrant, multicultural communities in this city. They certainly deserve the best athletic facilities that the school division in collaboration with the province and city can offer," Stevenson added.

The project was spearheaded by teacher and basketball coach Paul Peel and the school's Parent Advisory Council.

"Basketball is an affordable sport; it's a sport that is loved by this community, and now we have a high quality court available to the kids from dawn until dark," Mr. Peel said.

"The students are ecstatic. There's nothing around us—it's quite a distance to go to the next place that has a play structure or a basketball court. Anyone in this part of the city now has access to the court for their children to play on as well. It gives the kids an avenue to exert some energy, do something positive and have some fun," said Parent Advisory Council president Heather Grant-Jury.

The court was built with \$43,000 through the Province of Manitoba's Winnipeg Community Infrastructure Program, \$30,000 through its Community Places Program, and \$5,000 through its Sports Opportunities Program, as well as \$48,500 in funding from the City of Winnipeg's Community Incentive Grant Program. The Winnipeg School Division's Children's Heritage Fund, a registered charity that accepts donations to help enhance the educational experiences of students who attend schools in the Winnipeg School Division, also contributed \$10,000 to the project.

"I'm proud for the community and for the school," said student Shawn Marana. "Everyone loves basketball here...they all want to be the next Michael Jordan or LeBron James."



THANK A FARMER FOR BREAKFAST

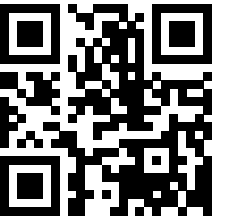
STORY AND PHOTO BY JEFF MILLER

Students at Gladstone School were reminded to "thank a farmer" when thinking about where their meals come from, at a special breakfast on June 26. Agriculture in The Classroom Manitoba delivered an educational presentation about farming and celebrated by feeding all the staff and students with a complete Made in Manitoba Breakfast (MIMB).

MIMB visits approximately 30 schools and feeds more than 10,000 students across the province every year.

"The most important thing to remember is don't forget to thank a farmer," MIMB coordinator and facilitator Jessica Brady told students at the event.

To find out more about Agriculture In The Classroom or apply to have your own Made in Manitoba Breakfast at your school, visit www.aitc.mb.ca



CLICK OR SCAN TO VISIT AITC WEBSITE



Students and staff patiently stand in line for their Made In Manitoba Breakfast served by local farmers and producers.

EXCELLENCE ON PATROL

The Winnipeg Police Service (WPS) has selected the Division's top safety patrol teams in its four districts, as well as naming one team the top patrol unit citywide.

The annual School Safety Patrol Awards were handed out at the Winnipeg Convention Centre on May 23. École Lansdowne, Laura Secord, Montrose and Victoria-Albert schools were honoured as the top teams in their

districts, while Montrose also earned first-place citywide for an amazing second straight year.

The award winning teams were also recognized in a special Division ceremony held at Tec Voc High School this spring.

Here are the Division's top district patrol teams for 2014:



Montrose School—first place, South District; first, city wide



École Laura Secord School—first place, Central District



École Lansdowne—first place, North District



École Victoria-Albert School—first place, Inner City District



ÉPELLATION ABIELLE D'AVRIL

Collège Churchill hosted students from École Stanley Knowles School for its fourth annual French Language Spelling Bee.

The bee, held at Collège Churchill on April 30, focused on Grade 7 and 8 students.

"An important part of this is the public speaking aspect—students have to stand up and speak in front of their peers," said Library Technician Evan Comstock, who runs the event. "I love that students are studying the words and expanding their vocabulary. The students really have to dissect the words and listen for the sounds."

Proper spelling in French can be challenging for a variety of reasons. For one, the language uses more accent marks than English.

"There are also so many combinations of words that make the same sounds," said Grade 8 student Gabby Lawrence, who won for her grade level. "So you always ask to hear the word in a sentence."

She added she was surprised to win: "We were all excited and a bit nervous, but it was fun."



DMCI BUSINESS MENTORS LUNCH

PHOTO UNAVAILABLE FOR WEB

Thanking career mentors

Daniel McIntyre Collegiate Institute students and staff thanked the many mentors who make the school's in-depth career programming possible during a May 28 luncheon. Students and their work placement mentors enjoyed a nice meal with entertainment provided by Daniel McIntyre's dance and choir students. Pictured here are: Courtney Skene-Hamilton, Mechanical Engineer from Magellan Aerospace (left), Career Internship and Education Coordinator Lynne Hanson and student Maria Arsenio.

TEACHING MORE THAN JUST RHYTHM

STORY AND PHOTOS BY JEFF MILLER

Meadows West School celebrated their 2014 dance collective on May 5, with the theme of Under The Same Sun.

The dance collection featured students from kindergarten through Grade 8 performing 14 different dance numbers and a special video presentation from Meadows West's Mini We Day, hearing from the school's own amazing global citizens.

The dance celebration was also used as a fundraiser for Winnipeg Harvest and Free The Children. "As children move and dance, they learn to cooperate, communicate and problem solve. As they explore space, flow, range, levels, tempo, path and pattern they are encouraged to create, share and support others. Dance and movement allow children to add to their growing vocabulary of self expression. They learn to communicate their new ideas of life and the world around them. The joy of movement is felt and expressed," said Ms. Cadre, Dance Club Director.



Meadows West students perform at their 2014 dance collective.

A GREAT DAY IN HISTORY

Students explored the colourful tapestry of local, provincial and Canadian history at this year's Red River Heritage Fair.

The May 1 event, which was once again held at the University of Winnipeg's Duckworth Centre, featured students from Grade 4 to 11.

"It's been fantastic this year. We have more displays, more students and the projects have been of a higher caliber," said fair co-chair and St. John's High School teacher Marie Zorniak. "The students are all amazing ambassadors for their schools. They've embraced the idea of culture, heritage, citizenship and being Canadian."

"There was one project about the Red River Cart that I really liked, and another student from our school also did a project on the Cree that I really liked too," said Sargent Park student Aliya Gabuna.

"The Cree people are very important because they're one of Canada's first people," said Sargent Park student Kyle Aguason, explaining why he chose to study the tribe.

He added that presenting at heritage fair also helped him to get used to public speaking: "It helps you to be calm and confident."

When students were not presenting to judges, they were kept busy with a historical scavenger hunt and a wide variety of workshops.

For more information about the 2015 Red River Heritage Fair, visit www.redriverheritage.ca.

DIVISIONAL WINNERS FROM THIS YEAR'S FAIR INCLUDED:

Ryza Adame, Sargent Park School
Hudson's Bay Co. Explorers Award for "Red River Settlement"

Kate Addison, Grant Park High School
KGS Award for "How Climate Change Affects Polar Bears"

Charles Aguirre, Sargent Park.
Aboriginal Circle of Educators Award for "Louis Riel"

Ron Amrom, Sargent Park
Hudson's Bay Co. Explorers Award for "John Cabot"

Gavin Axelrod, Grant Park
Manitoba Sports Hall of Fame Award for "History of the Winnipeg Jets"

Elisha Da-Silva, River Elm
Black Educators' Association Award for "Derailing Slavery."

Phoebe Especial, Sargent Park
Relocate Reggie Art Award

Efra Ibrahim, Sargent Park
City of Winnipeg Museums Award for "Louis Riel"

Alyssa Mario, Grant Park
CTV Research Award for "Long Arm of the Law"

Kamryn Mendoza and Cairah Calixton-Vargas, Prairie Rose School
David Havlock Johnson Memorial Award in Black History for "Journey to Freedom"

Kathy Nguyen and Tala Eltahir, Sargent Park
Aboriginal Circle of Educators Award for "Whose Perspective?"

Jack Osiowy, Grant Park
KGS Award for "Tracks to prosperity (Winnipeg Railways)"

Alysa Param and Stephanie Gonzales, Prairie Rose
CTV Research Award for "Cosmetic Secrets"

Analiya Simms, J.B. Mitchell
Dalnavert/Manitoba Historical Society Award for "Elijah Harper"

Allyza Tabirara, Sargent Park
Parks Canada Centennial Award for "Hudson's Bay Company."

Thomas Zaburdyev, Sargent Park
Hudson's Bay Co. Explorers Award for "Leif Erickson"

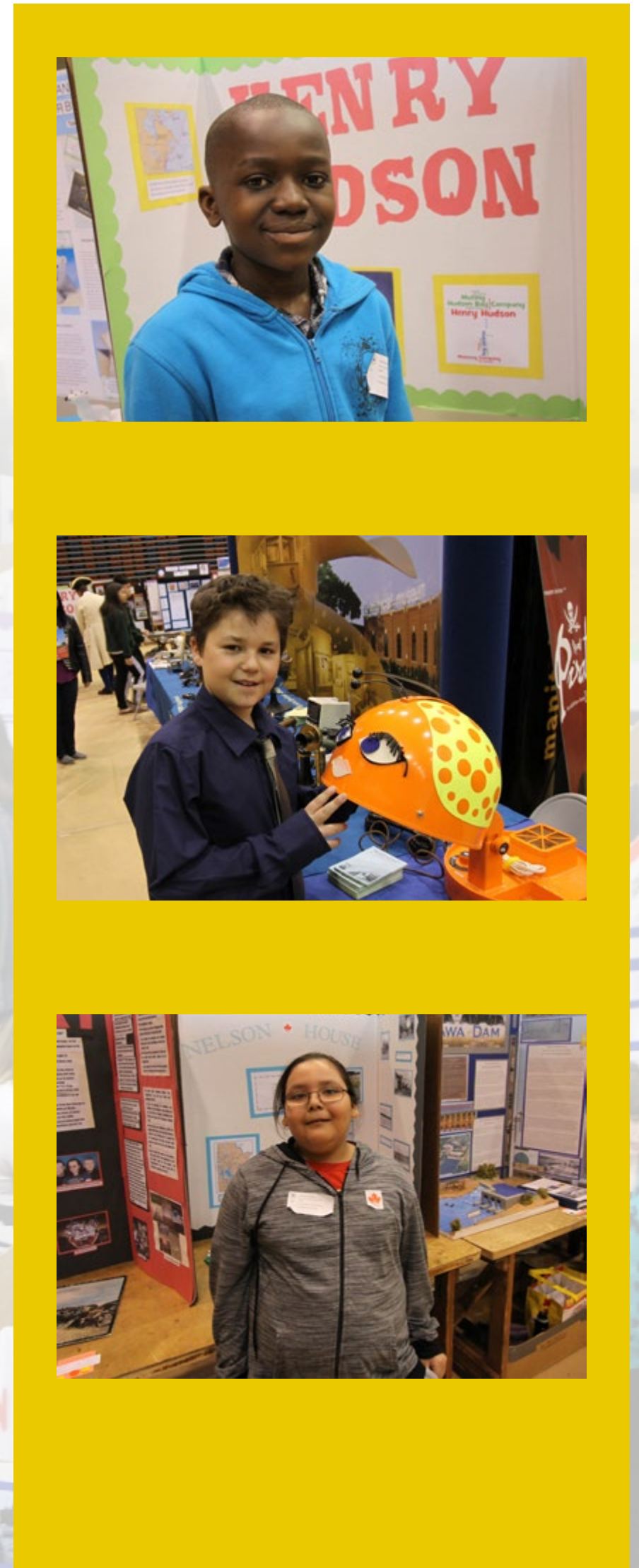


PHOTO UNAVAILABLE FOR WEB



The opening of the giant mosaic tiles displayed above the main entrance of Mulvey School was marked with an official ribbon cutting ceremony.

BEAUTIFUL NEW MOSAIC FOR MULVEY

STORY AND PHOTOS BY JEFF MILLER, WITH FILES FROM MULVEY SCHOOL

Mulvey School celebrated a special project with song, dance and displays of beautiful artwork on June 10.

In the spring of 2013, the school began an imaginative journey of exploration, celebration and the creation of a vibrant story/song entitled "The Song of the River."

This creative process was developed by Many Voices, One World, and an ongoing initiative of Project Peacemakers. The students and staff embraced the project and contributed many additional hours of work, writing powerful lyrics, and creating colourful indoor banners and striking outdoor mosaic panels.

"We hope you enjoy our story and feel inspired to create your own works of art in your community," Principal Peter Correia said at the event. "The project truly reflects the numerous artistic talents of our marvelous Mulvey students and showcases their many skills and abilities as well as providing an excellent avenue for them to express themselves and further discover the artistic process."

The celebration concluded with the whole

school forming a giant mosaic heart on the playground and an official ribbon cutting ceremony. The mosaic tiles can be seen as you enter the main doors to the school.

"It has been very rewarding for all those involved to experience and contribute to such a captivating project. The artistic guidance provided by Ursula Neufeld, Jamie Oliviero, Shawn Kettner and Dylan



Mulvey School student's staff and special guests form a giant mosaic heart.

Summers has been both significant and influential," said Mr. Correia. "A big thank you is also extended to The Winnipeg Foundation, Project Peacemakers, Manitoba Arts Council and The Winnipeg School Division."



WHAT A DAY!

Glenelm School student Hayden Furst is transformed into a beast under the creative brush of Heather Olyphant during the school's annual June barbecue; elsewhere, Nursery/Kindergarten teacher Jamie Sager (left) and educational assistant MaryAnn Silva work the grill to keep the neighbourhood happy and well-fed.



DENTAL OUTREACH CONTINUES IN 2014-15

The Variety Children's Dental Outreach program is coming back in 2014-15 to help more students find their smile.

Sixteen schools will take part in the program, which is the result of a partnership between the University of Manitoba's Faculty of Dentistry, Variety: the Children's Charity and the Winnipeg School Division.

During the school year, dentists with the U of M's Faculty of Dentistry 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.

Each June, representatives from the U of M, Variety and the Division's schools meet to discuss the program's successes, as well as to award one school for outstanding participation. Pictured here are: Variety CEO Jerry Maslowsky, Vice Principal Shane Fox (from this year's winning school, Shaughnessy Park), Variety Program Coordinator Shanlee Johnson and Dr. Charles Lekic, the U of M's Head of Pediatric Dentistry.



ARTFUL REINVENTION

As part of Weston School's Earth Day celebrations, students practiced the fine art of repurposing—turning milk jugs, bottle caps and cardboard into artwork and games.

Led by the school's Eco Green Team (a group of 25 Grade 4-6 students), students from every classroom created items like juggling scarves, puzzle-piece picture frames, homemade paper and more. All of the craft items used were repurposed and reused recyclables and garbage.

"Many of the items were secured through Arts Junktion," said teacher

Linda Parker. "We are thrilled to be using this great community resource to divert useful product away from the landfill as waste."

"You don't have to buy anything to make something cool," said student Rose Anne Omana. "You can make something out of things you can find at home."

This is the first year the Eco Green Team has been in place at Weston School; students have taken on a leadership role to manage the collection of recycling.

"We recycle on a regular basis for every classroom, and we make up Earth-friendly activities for kids to do," said student Emma Hartwig.

Team members also handle announcements reminding the school when it's recycling pickup day and include an eco friendly tip. The April Earth Day Celebration was the team's second project, followed by a leadership role in the school's annual Community Clean Up in May. The group also hopes to start composting at the school as well.

BECOMING 21ST CENTURY LEARNERS

STORY AND PHOTOS BY JEFF MILLER

Three years ago Sister MacNamara School was the recipient of a Love of Reading grant from Indigo worth \$105,000. The grant was spread out over three years and with the remainder of funds the school was able to convert their old library into a Learning Commons with a mix of classic and 21st century learning.

The first year saw the school update their in-classroom libraries; the next year they replaced old, out-of-date books in the library.

The school recognized with the age of digital media they needed to adapt and have a large presence in the library.

Janet Ledger, resource support teacher said, "When we were planning to revamp our library we wanted to make it a place where students would want to come to hang out. We looked at the space and started thinking how we could best utilize it. Then it clicked in – why not use this project as an enriched learning experience and let the students design the space using their math skills."

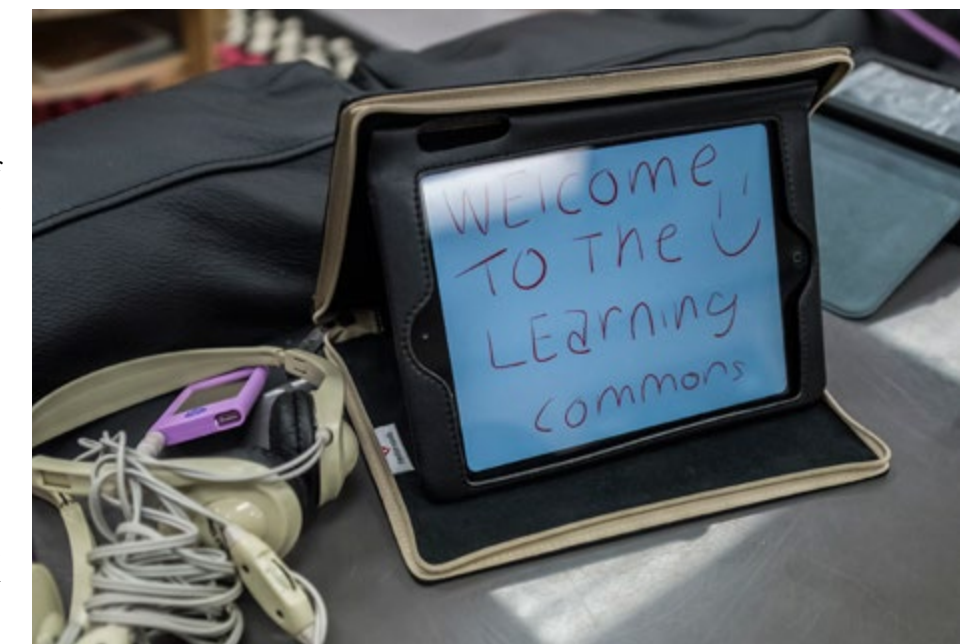
The students measured the space and presented designs in groups as how to best utilize the space. They all then voted for their favorite design.

With the winning design in hand, the students were given a budget of \$3,500 to pick out new furniture. After going online and working on their budget the students went on a field trip to Ikea to purchase some new furniture. Once the furniture was delivered students then had to assemble everything where they learned hands-on skills of following schematics and using tools safely.

When everything was assembled multiple areas were created, such as a sharing circle for group reading and presentations, an area for the nursery to Grade 3 students with picture books and appropriate sized furniture, a technology area where students can use iPads and Kobos to read stories electronically and even iPods to listen to audio books.

By far every student's favorite new space was the couch and chairs where the students could quietly read or just unwind and calm down if their day wasn't going so well.

"We wanted to create a safe and inviting area for the students to enjoy, and by letting the students lead the transformation from a library into a learning commons they took ownership. It is something they are extremely proud of," said Principal Kim Midford.



Students at Sister MacNamara get comfortable in the new quiet area of their Learning Commons.



Art teacher Meghan Davidson, Grade 9 students and artist Annie Bergen with the mural that celebrates Andrew Mynarski's heroism.

MEMORY REMAINS 70 YEARS LATER

The 2014 graduates from Andrew Mynarski VC School proudly left their mark – a huge exterior mural created to celebrate their namesake's Second World War heroism.

The 24-foot-wide, 10-foot-high mural was designed to showcase the energy and positive attitude of students and create a great work of public art for the entire community to enjoy all year round.

The students revealed the mural to their fellow students and the community on June 13.

The mural includes an image of Mynarski, who was posthumously awarded the Victoria Cross for his brave act that saved a fellow Royal

Canadian Air Force officer 70 years ago on June 13, 1944.

"Working on the mural was a great experience, and something I'll remember from the years I was here. We did a really great job and I can't wait to pass by the school and see it," said Anne Ocampo, one of four Grade 9 students who developed the original design.

Thirty students each picked up a paintbrush to create the massive exterior mural, working with Winnipeg mural artist Annie Bergen during her five-day residency at Andrew Mynarski VC. The school secured an Artist in the Schools Grant from the Manitoba Arts Council to fund a portion of the project, which took six months to complete from planning to painting.

"The mural project has created an incredible visual impact and a focal point for the school for years to come. The process of designing and creating it has been a community building event that has brought real excitement and a sense of pride to our school," said Art teacher Meghan Davidson, who led the group of talented students in collaborating to create the mural.

"It's a reflection of our school culture, and our school namesake. It's not just about the history but about the art. The students get to leave a piece of themselves here," added Ms. Davidson.

PHOTO UNAVAILABLE FOR WEB

DMCI CELEBRATION OF THE ARTS

Daniel McIntyre Collegiate Institute student Annabelle Salonga showcases some of her artwork during the school's Celebration of the Arts on May 29. She said it was important for students to have their artwork viewed by their peers.

"The students get a good sense of criticism, and how to take that and improve their artwork."

EVERYBODY HAS THE RIGHT – HUMAN RIGHTS SPECIAL

Everybody has the right...



Exploring Human Rights and how to make the world a better place

September 15 to 19, 2014



EXPLORING AND CELEBRATING HUMAN RIGHTS

Throughout the school year, Winnipeg School Division students and staff participate in learning and activities that explore and support the importance of human rights – in our schools, our communities and around the world.

This September, human rights will be highlighted more than usual in Winnipeg, as the Canadian Museum for Human Rights opens its doors. The museum sits right in our midst in the Winnipeg School Division, and we are welcoming our new neighbour by taking a week to celebrate our belief that *Everybody has the Right...* to learn, to play, to be treated equally, to be proud of who we are and to make our world a better place.

During this week, various activities will be happening across our schools. Each day of the week has been assigned a special theme, but each is also worth celebrating all week (and all year!) long. The themes are:

- Monday** – Diversity & Equity
- Tuesday** – Inclusion
- Wednesday** – Anti-Homophobia & Anti-Bullying
- Thursday** – Social Justice
- Friday** – Aboriginal Education

Monday's themes – diversity and equity – say a lot about our Division as a whole, says Chief Superintendent Pauline Clarke.

"The student population of our Division is the most diverse in the city, representing well over 50 cultures and languages," Ms. Clarke says. "Celebrating our diversity and everything we do to treat each other equally and respectfully is something we do all year long, but with this week we are putting human rights in the spotlight."

Some of the exciting activities planned for this week are described in these pages, and students in schools across the Division are planning even more for this week. This special section also tells stories about just a few of the many student groups in our division committed to human rights, and about some of the recent initiatives our students have been involved in.

For more information visit www.winnipegssd.ca/everybodyhastheright

STUDENTS STAR IN NEW VIDEO

"We have the right!"

That's what a few dozen Winnipeg School Division students state proudly in the new *Everybody has the Right* video – and they're speaking on behalf of all of us.

The video was put together to showcase the rights we are all entitled to, to celebrate the vast diversity in our Division, and to show some of the great things our students are involved in to do with human rights. Many schools will be showing the video to students at *Everybody has the Right* assemblies or during classes.

Students from Elmwood, Ralph Brown, Daniel McIntyre, Brock Corydon, Sargent Park, Niji Mahkwa and École Sacré-Coeur schools appear in the video representing all of our more than 33,000 students.

"The video really fits in beautifully with the tone for the week and the school year," said Luba Krosney, Principal of Sargent Park School. "It talks about everything we want our students to be as global citizens, and all of



these things fit into the bigger picture of creating a climate of respect and freedom as learners."

The video was directed, shot and edited by David Berg, who helps staff and students at Argyle Alternative High School integrate digital media across the curriculum and works with the school's video production program.

To watch the video, visit www.winnipegssd.ca/everybodyhastheright or scan this code with your smart phone.



KICKING OFF THE WEEK

While students and staff at each school will be celebrating the start of *Everybody has the Right* in their own way, the Winnipeg School Division's official kickoff will be held at St. John's High School on Monday, September 15 at 10 a.m.

The opening event will feature song and dance performances by St. John's students, as well as local singer-songwriter Rachel Ashley, who will share her inspiring anti-bullying message. Students from the school who have been involved in human rights activities will share stories with the crowd, and everyone at the event will also get

to see the new *Everybody has the Right* divisional video on the big screen.

St. John's Principal Doug Taylor says he's excited about the week of celebrations and about what the Canadian Museum for Human Rights opening in Winnipeg will mean for students.

"Sometimes in education, it's about finding that way to move us forward. Talking about human rights is something we've been doing all along, but with the museum opening here it makes it even more real for our kids and for our staff. It's a re-affirmation," says Mr. Taylor.

St. John's is a great representation of the vast diversity across the Division, making it a great place for the kickoff event, Mr. Taylor adds.

"Our school is diversity extraordinaire. We have a wide range of students and different ethnic backgrounds, so for us it's exceedingly important to constantly celebrate that. And we have so many students who are really true ambassadors in many ways," Mr. Taylor says.

"We're also really big into restorative practices, talking about the importance of respect and about cultural proficiency – understanding the stories of every student. Kick-starting the week here is a phenomenal opportunity for us, and we're going to use it as the launching pad to keep enforcing this notion of understanding people's stories."

Here are a few facts about human rights in our schools and around the world.

IN THE WINNIPEG SCHOOL DIVISION...

Students can take classes in many different languages, including French, Ukrainian, Hebrew, Cree, Ojibway, Pilipino or Tagalog, Portuguese and Spanish.

Students feel safe at school: about 93% of elementary students and 83% of middle and high school students in our Division said they felt safe at school in a recent survey about bullying.

Community liaison officers, cross-cultural support workers and teacher assistants who are knowledgeable in a variety of languages and cultures are available to help students and parents. Interpreters who speak Chinese, Vietnamese, Spanish and Tagalog can also help parents who don't speak English, and assistance with other languages can be arranged.

Students who are in the hospital at Children's Hospital or other areas of the Health Sciences Centre for at least a week can go to school in a classroom setting at the hospital or get tutoring on the wards.

IN MANITOBA...

We have human rights protections under the **Province of Manitoba's Human Rights Code**, which protects people and groups from discrimination based on characteristics including ancestry, age or disability, or based on group stereotypes, in activities such as employment, housing or public services.

Manitoba was the first province to allow women to vote, starting in 1916. However, most "women of colour" still weren't allowed to vote at the provincial

and federal level until the late 1940s, and aboriginal women covered by the Indian Act couldn't vote in federal elections until 1960.

IN CANADA...

Discrimination has been officially against the law for 37 years, since the Canadian Human Rights Act was created by Parliament in 1977.

Women in Canada have been allowed to serve on the front lines in military combat since 1989, but they still can't in most other countries.

Until just a few years ago, **people living on First Nations reserves didn't have full protection under the Canadian Human Rights Act**. In 2008, Parliament changed the Act to include matters under the Indian Act, giving everyone the same access to human rights justice.

First Nations people in Canada weren't granted the right to vote in federal elections without losing their treaty status until 1960.

AROUND THE WORLD...

September 15 is the International Day of Democracy, when the United Nations invites all nations and people to honor democracy through the celebration of human rights, values of freedom, and the principle of holding periodic and genuine elections by universal vote.

September 21 is the International Day of Peace, a day devoted to strengthening the ideals of peace, both within and among all nations and peoples.

Several governments monitor their citizens' Internet use and have censored them or put them in jail just for expressing their opinions online. In China, people have been arrested and charged for using the Internet as a tool to spread human rights information.

40 million children below the age of 15 around the world suffer from abuse and neglect, and there are about 246 million child laborers worldwide.

DID YOU KNOW?



77 SCHOOLS, 1 MASTERPIECE

What do you get when you take 168 students from 77 schools, give them each an 8-by-10-inch piece of canvas and a mix of art supplies, put them together in groups in a room and ask them to get creative on the topic of human rights?

An inspiring and thought-provoking collaborative art piece that will live on to represent an exciting week spent exploring and celebrating human rights, that's what. At least that is the plan for this mosaic mural, an ambitious Division-wide project happening the week of September 15-19 for *Everybody has the Right*.

The Mosaic Mural project will see two or three students from every Winnipeg School Division school getting together in groups of about 20 to spend a half-day each in an art room at Luxton School, using mixed-media supplies to paint individual canvas "tiles" to assemble into a massive art piece. The students will combine their individual passions for human rights with artistic expression to make up what will

eventually be an 8-by-12-foot mural.

The individual pieces and the full mural will be photographed so they can live on in digital format, available online a few weeks after the project. The project gives all Division schools the opportunity to participate in a unified venture that will inspire students and facilitate discussion about human rights – both among those involved, and anyone viewing the finished piece.

"We have a large and very diverse student population in this division. We'll have students working together from all different schools, and working with other kids from across grade levels, from Grade 3 up to Grade 12. It's really quite exciting," says Joe Halas, Winnipeg School Division Art Consultant, who is spearheading and overseeing the project.

The starting point for the mural will be blank other than an outline of upraised hands, to go with the *Everybody has the Right* design theme. Students can then use any material they like to design their tiles, as long as anyone with a piece

of the "hands" design leaves it visible.

"The image of the hands reaching upwards signifies hope, freedom and human rights advocacy in general. There's a kind of openness and a sense of freedom to the design of the hands," Mr. Halas says, adding that students will be encouraged to talk about human rights within their group while they are working on their creations during the session.

The project will provide a legacy for *Everybody has the Right*, as a representation of the diversity and talents of our students and a commemoration of the week.

"In the digital format, the mural can exist permanently. The physical pieces that can be displayed together or individually will communicate a real sense of how each school is part of a larger community within the Division, and more symbolically, within the world," says Mr. Halas.

"You can say an awful lot with a small image."

EMBRACING DIVERSITY AND ACCEPTANCE

Walk through the halls of Sisler High School, and you may see pictures of a colourful character with rainbow-striped fur and a purple bill and tail. He's Percival the Platypus, and while he's imaginary, what he represents is very real.

Percival is the student-drawn mascot of Sisler's diversity group, DIS for DAT – which stands for Diversity In Sisler for the Dignity and Acceptance of all Teens. The group is Sisler's version of a Gay-Straight Alliance, the name for student groups that stand up for safer and inclusive schools for the lesbian, gay, bisexual, trans, queer and questioning (LGBTQ) community.

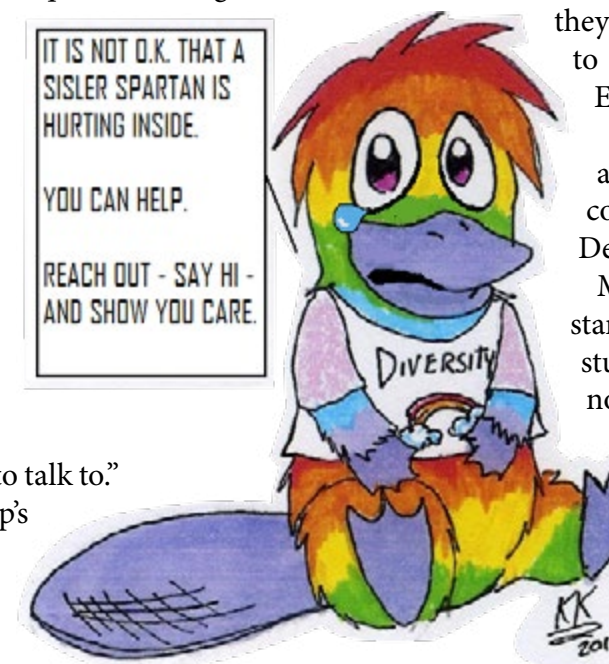
Many high schools in the Winnipeg School Division have GSAs or diversity/equity clubs of some kind. While DIS for DAT supports LGBTQ students, the group is about even more than that, says Grade 10 student Brittany Perkins, the group's co-leader.

"A lot of what we are about is against bullying against anyone who's different. It might be because someone is LGBT, or to do with racism, or something else," says Brittany. "We want to help all students feel safer at school, and know they have somewhere to go if they need someone to talk to."

A poster featuring Percival sums up the group's main message: "It is not OK that a Sisler Spartan is hurting inside. You can help. Reach out – say hi – and show you care," it reads.

The group creates awareness around the school that being different is OK – and bullying

IT IS NOT O.K. THAT A SISLER SPARTAN IS HURTING INSIDE. YOU CAN HELP. REACH OUT - SAY HI - AND SHOW YOU CARE.



Percival the Platypus is the proud and colourful mascot of Sisler's DIS for DAT group.

is definitely not OK. Last year they ran a campaign to get teachers to put up "ally" stickers, which indicate to all students that the teacher is available to students who need someone to talk to about problems they may be having.

"Students know that if they see that ally sticker on the teacher's door, you know you can trust them," says Brittany.

Last year the group worked to get a new gender-neutral washroom opened up in the school this fall, which will give students a place to feel safe and free from the fear of bullying, Brittany says. And the group also runs fundraisers to help out in the community. Last spring they donated more than \$200 worth of school supplies to the N.E.E.D.S. Centre of Winnipeg (Newcomers Employment and Education Development Services).

Giving back helps others see that students who are part of GSAs are "just normal people helping the community," says Greg Shedden, Sisler's Social Sciences Department Head and staff leader for DIS for DAT.

Mr. Shedden was instrumental in getting the group started a few years ago, and remains a valuable ally for students. A question box where students can drop off notes anonymously hangs outside his office.

"Everybody should feel safe and happy at school. I couldn't stand by and watch my kids be unhappy. It's just not who I am," he says. "We reach out to people, and tell them we're all normal, good people, just trying to live our lives in happiness. We want everybody to be treated fairly and equally."

CELEBRATING ABORIGINAL LANGUAGES

Nursery to Grade 9 students from eight different schools united to showcase their ongoing work in Aboriginal languages.

The Celebrating Aboriginal Languages Festival was held at Children of the Earth High School in May, marking the third anniversary of the annual event. Students shared songs, skits, conversations and/or stories in Ojibwe and Cree.

"Students feel a sense of pride and identity in learning an Aboriginal language," said Geraldine Whitford, Aboriginal Education Consultant/AAA Support Teacher. "The goal here is to sustain languages in the schools and share the students' successes."

Student Natasha Meekis and her classmates presented in Ojibwe, covering topics such as the calendar, numbers and weather terminology.

"I've been learning Ojibwe for three years," she said. "This is good because now new generations can learn the language."

The festival also includes Elders/Cultural Advisors from Cree, Ojibwe, Inuit and Métis backgrounds to discuss the importance of their languages. Guest speakers at this year's event included Elder Florence Paynter, Dennis Chartrand, Director of Aboriginal Education Rob Riel and Levinia Brown.

"The students learn that there is diversity

in the different languages and cultures," Ms. Whitford said.

Culture and land-based teachings are intrinsically bound to these languages, and play an important role in the language classes.

"It is important to learn the language, whether its Ojibwe, Cree, Inuktitut or Michif, because it contains peoples' history, beliefs, values, traditions and customs. Language identifies a person and it helps answer the questions, 'Who am I?' and 'Where did I come from?'" Ms. Whitford said. "Traditional education is still a vital component of language survival, and it is very important that language and culture are integrated into the curricular and school programs of the Division, so we can provide students with a life long, sustainable future."

When it comes to Aboriginal language programming, students will help shape that future, she said.

"They will play a role in revitalizing an Aboriginal language in their home and community."



SPECIAL



IDEAS TAKE FLIGHT

Educators, students and community members joined together at Prince Charles Education Resource Centre in late May for the Sixth Annual Gallery Walk and Elders' Tea.

"The Gallery Walk provides us with new ideas of learning and unique projects that display academic success for all students," said Geraldine Whitford, Aboriginal Education Consultant/AAA Support Teacher.

"The purpose is to improve practices for Aboriginal students and Non Aboriginal students in the areas of curriculum, instruction, and assessment. It will provide support in professional development and collaboration among all teachers, principals, elders, cultural advisors and community."

The event featured 42 school projects on display, including a Strathcona School Ojibwe language project that had students making baby dolls in moss bags. Other highlights included a Carpathia School study of Residential Schools that included the building of a hand-painted drum, and a Gladstone School medicine wheel project that incorporated fractions and percentages.

"The Gallery Walk is a time for all teachers and schools to share their learning and experiences, successes and challenges in Aboriginal Education. It is an opportunity for teachers to learn new perspectives and be inspired," Ms. Whitford said.

For over 30 years, the Division has implemented a wide variety of initiatives to support Aboriginal education.

"Aboriginal Education initiatives are embedded and woven throughout all Grades in all curricular areas," Ms. Whitford said. "I think it is very



important for teachers and schools to learn and teach about Aboriginal knowledge, histories, beliefs, worldviews and practices.

"Today schools have the responsibility to ensure that Aboriginal perspectives are fairly and accurately taught to all students, and will benefit all students."



A large tipi graces the front grounds at Prince Charles Education Resource Centre.

FREEDOM FROM BULLYING

Everybody has the right to learn in a safe, respectful environment. While this sounds like something obvious that all our students deserve, it's not always the case for students around the world.

Starting their second year of school in Canada, Glenys Obasi and her brother Anselm both say they feel safer at school here than they did before emigrating from Cameroon, with their family.

"Our family came here for better opportunities and better education for us. I like my school here; it's nice and there's no bullying," says Anselm, who is in Grade 6 at Rockwood School.

At their boarding school in Cameroon, they often didn't feel safe, says Glenys, a Grade 8 student at Grant Park High School.

"When we were in the cafeteria, the older kids would eat your food, throw your food, or kick your bucket of water or make you carry their water. Then you would be late for class and the teacher would beat you and punish you," says Glenys. "We might have punishments on weekends, where we'd have to cut the grass with lances, or clean the washroom."

At Rockwood and Grant Park (where they also have an older brother in Grade 10), the brother and sister say they feel they have more rights and are more protected.

"They don't beat you here, and you have freedom of speech. Before we wouldn't speak up if we saw someone getting hurt," says Glenys, who enjoys learning about the history of Canada and hopes to one day become a surgeon or an endocrinologist. Anselm says he may also like to be a doctor, although his main goal is to become a professional soccer player.

The siblings say that they feel safer here not just at school but in the community. In Cameroon if people need to call the police for some reason, they "won't arrive until tomorrow... you deal with everything yourself," says Anselm, adding that the police and the government are known for bribery and corruption. The government would sometimes cut the power to their homes as well.

"We would have blackouts... sometimes we would go for up to a week without water or light," Glenys says.

PHOTO UNAVAILABLE FOR WEB

Glenys and Anselm Obasi say they feel much safer and enjoy more freedom in their new schools in Canada.



STUDENTS GRADUATE FROM ANTI-BULLYING PROGRAM

STORY AND PHOTO BY JEFF MILLER

Students at three Winnipeg School Division elementary schools got to experience first-hand what it was like to live with a disability.

The experience was part of a partnership between the Winnipeg Police Services and the 4 Life Foundation, which are trying a different approach to help stop bullying. For the past year and a half, students in seven inner city schools have been learning to develop and mentor children and youth through activity and sport, reaching more than 1,500 students a month.

Based on the success of the programs this past March, the Winnipeg Police Service (WPS) was chosen by the 4 Life

Foundation to run a pilot project called Hurt No More, which teaches children what it is like to live with a disability by having a chance to experience it for themselves.

In a release the WPS said, "The activities in the Hurt No More (HNM) program included being confined to a wheelchair, wearing sound-proof headphones, wearing a blindfold during class, as well as other tasks with limitations. While participating in these simulated tasks, Winnipeg Blue Bomber player/ambassadors and WPS members assisted the participants in journaling and fostering a true understanding by putting themselves in the shoes of others. These activities allowed the students to learn empathy through first-hand experience. We now have over 230 HNM ambassadors dedicated to preventing bullying by passing their experiences on through their actions."



After experiencing the program first-hand, Sgt. Danny Boyko from the Winnipeg Police Service thinks Hurt No More will be big. "This is going to go across North America, because it speaks for itself and it's amazing!" said Sgt. Boyko. "I have never seen anything like it ever, anywhere."

Peter Karl Youngren, founder of the Hurt No More program, said, "Empathy, plain and simply, means this is what it is like to

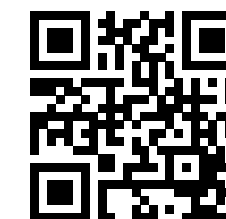


The first graduating class of Hurt No More celebrated with Winnipeg Police Service and Winnipeg Blue Bombers at Hugh John Macdonald School.

walk in another person's shoes; this is what it is like to experience what they experience every day of their lives. When the students are role playing, they realize that if they are in a wheel chair or pretending to be blind for a day, they can really benefit from getting assistance from their friends and classmates."

Current and former Winnipeg Blue Bomber players Kito Poblach, Teague Sherman, Kelly Butler, Doug Brown and Cauchy Muamba all helped out during the eight-week program to help deliver the message.

If you would like more information about the Hurt No More program or to get involved visit www.hurtnomore.ca



CLICK OR SCAN TO VISIT HURT NO MORE

TEAMING UP FOR HUMAN RIGHTS

Our students are passionate about human rights, and it shows! Many schools have groups run by students who spend their spare time standing up for human rights, helping others, and working at making the world a better place. There are so many amazing groups in our Division – here, *Our Schools* shines the spotlight on just a few of them.

PEACE LEARNERS

CHURCHILL HIGH SCHOOL

A passionate group of Grade 7 to 12 students make up the Peace Learners, a group aligned with Free the Children. The Peace Learners have raised funds for many initiatives including building a school in Sierra Leone and adopting a village in Africa, through events including “Peace at the Park” coffee houses, dodge ball tournaments, “Pi(e) Day” and more. Last fall the Peace Learners collected canned goods for the homeless with We Scare Hunger, and they have put together Christmas packages for residents at Siloam Mission.



PEACE LEARNERS – CHURCHILL



LEADERSHIP GROUP – ISAAC BROCK

LEADERSHIP GROUP

ISAAC BROCK SCHOOL

Isaac Brock's Leadership Group is a new group created last year with the focus on developing a student assembly to promote the anti-bullying campaign for Day of Pink. The group of more than 30 students in Grades 5 to 9 organized the whole campaign and planned inspiring, team-building activities for their fellow students. The group is still together, focused on promoting a kind and caring school environment and respecting all others.

POW WOW CLUB

ÉCOLE GEORGE V SCHOOL

The students in École George V School's new Pow Wow Club are already a tight-knit, multi-cultural group of Grade 1 to 6 students who enjoy practicing and performing traditional dances. They also have made bannock and discussed the seven teachings. In June, the club found their animal courage and strength to dance, along with students from Shaughnessy Park School's Pow Wow group, in front of the entire school. This year the Pow Wow Club plans to work towards protecting Mother Earth and building community and relationships throughout the school through the Seven Teachings.



GREENWAY GOES GLOBAL – GREENWAY

GREENWAY GOES GLOBAL

GREENWAY SCHOOL

Greenway School's Grade 5/6 Social Justice group, Greenway Goes Global, works in partnership with the We Day campaigns to raise awareness about local and global concerns. Greenway Goes Global's goal is to educate, engage and empower youth to “become the change they want to see in the world”. The group has raised money to support international causes for The Red Cross, clean water and sanitation in Kenya, and for survivors of Typhoon Haiyan. The students have also raised money and awareness for local charities such as The Rainbow Society, Siloam Mission and The Portage Animal Shelter.

GOAL 2020 KIDS' PROJECT GROUP

LORD NELSON SCHOOL

The Goal 2020 group is one of many groups of students who are committed to causes related to human rights and sustainability at Lord Nelson School. The students have committed to Goal 2020: the Winnipeg Harvest goal to reduce by half the number of people needing to use food banks by the year 2020. Last year's group of Grade 6 students has been especially involved, attending Winnipeg Harvest events, participating in a radio-thon, raising funds by selling basic needs bracelets, running food drives and collecting winter wear. While the students in this photo have graduated from Grade 6 at Lord Nelson, they leave behind other students committed to helping achieve Goal 2020.



GOAL 2020 KIDS' PROJECT – LORD NELSON

GRADE 8 “ME TO WE” GROUP

SARGENT PARK SCHOOL

Sargent Park School is full of students who take part in social action groups. One of these is the Me to We Group, made up of Grade 8 students who participate in human rights activities throughout the year. They have embraced the We Scare Hunger campaign to collect food donations, done piano busking to raise money for Typhoon Haiyan relief in the Philippines, and participated in a Mini We Day and the Two Minutes to Make a Difference video project, just to name a few activities.



“ME TO WE” GROUP – SARGENT PARK

KUAMINI LEADERSHIP GROUP

LUXTON SCHOOL

Luxton School has been actively involved in local and global initiatives through the Grade 4-6 Leadership group, called “Kuamini” which means “believe” in Swahili – a name the students chose. Through Free the Children, the group raises awareness and money for human rights issues including education, poverty, and homelessness, and the students work to foster a community where bullying is not tolerated. Last year, some of Kuamini's activities included raising funds for education in Ghana and donating goods to provide lunches to homeless people in Winnipeg through “Lunches with Love”.



KUAMINI GROUP – LUXTON

PEACE RANGERS

RIVER ELM SCHOOL

The Peace Rangers are the Education for Sustainable Development (ESD) ambassadors in River Elm School, and they make it their mission to spread news and strategies on how to attain social equity in our community. The students in the group volunteer their time to visit seniors' care homes, help at Winnipeg Harvest and they have attended We Day. Last year, they held a cookie sale to raise money for Operation Christmas Child Shoeboxes, filling 32 shoeboxes full of treats and necessities for children in Costa Rica.



POW WOW CLUB – ÉCOLE GEORGE V



PEACE RANGERS – RIVER ELM



GLOBAL INITIATIVE GROUP – MEADOWS WEST

GLOBAL INITIATIVE GROUP

MEADOWS WEST SCHOOL

The Grade 7 & 8 Global Initiative Group is one of three active student groups at Meadows West committed to humanitarian activities and giving children a chance to learn. They have participated in raising money for the We Create Change Campaign, which help construct a new school in a Free the Children community. They also were instrumental in Meadows West's Vow of Silence, including teaching their fellow students about the significance of the day. And last winter the group visited each classroom in the school to give a presentation about the global water crisis, and collected enough pennies to fund clean water for life for 42 people.



A DIFFERENT KIND OF WAR

STORY AND PHOTOS BY JEFF MILLER

The student members of the Tyndall Park Community School drama club took audiences of classmates, family and friends on a journey exploring the topic of war this spring. Club members spent time during lunch hours and after school writing and rehearsing for the performances, which were in the form of a series of vignettes.

A synopsis from the drama club read, "None of us have had firsthand experience with war except through media, school and our families. We have compiled a series of scenes and dramatic readings to show our thoughts and understanding on this serious topic."

Dressed in theatrical black wardrobe, the performers took the audience on a journey from a son and father exchanging letters, a grandmother sitting with her granddaughter looking through a photo album, and even scenes from the battlefield. The students decided to add in some humor to break the tension of such a serious topic by having their own mini episode of "Storage Wars," and a group tug-o-war.

The drama club put on two performances for their classmates and two evening performances for family and friends. The production was put together under the direction of Ms. Klassen, Ms. Groot, and Ms. Rempel who donated countless hours of their own time.

The students donated the money collected for admission at the public performances to the Brooklands and Weston Branch of the Royal Canadian Legion.



Tyndall Park Drama Club students perform the closing scene from A Different Kind Of War.



Retiring Principal at Shaughnessy Park School, Brenda Pundyk, cuts the ceremonial burlap ribbon to officially open the Medicine Wheel.

WHEEL OF CHANGE

Shaughnessy Park School's grounds have had a major makeover with the opening of a new Medicine Wheel Garden.

The Medicine Wheel Garden was proposed four years ago from a classroom idea and through student drawn designs, endless planning and hard work, the garden has finally become a reality.

The project was designed as a teaching-garden incorporating the circle teachings of the medicine wheel including: the four basic elements of fire, water, air and earth. The plants and flowers reflect these elements and colors in each quadrant and feature traditional medicines and indigenous plants of Manitoba.

Students have the opportunity to connect with nature through a hands-on approach with this outdoor setting, which also provides the surrounding community with a meeting place in which to relax and enjoy. The garden is encircled by 13 boulders to represent the 13 moons of the year and seven cedar benches will represent the seven teachings.



A Winnipeg School Division ESD grant focus led to students and staff growing and caring for seedlings using a flora light plant propagation project during the winter months. A naturalist from Living Prairie museum assisted and educated students about tall grass prairie. The school is hoping to increase the butterfly population by growing endangered tall grass prairie in the garden.

Teachers and co-organizers Debby Medeiros and Shelagh McGregor said the garden and surrounding forest area is already being well used by students.

"It has truly been a transformation of the space. We realize that our students need much education, many experiences and multiple opportunities to explore the natural setting in the middle of the city by being involved and responsible for the caring and upkeep of the garden," Ms. McGregor added.

The project was made possible by funding from Toyota Evergreen, Manitoba Hydro Forest Enhancement, the Manitoba Community Service Council and a Building Student Success with Aboriginal Parents Grant. The Canada- Manitoba Infrastructure Program provided \$24,000 to complete the project.

Retiring Principal Brenda Pundyk cut the ribbon during the opening ceremony; also in attendance was Burrows MLA Melanie Wight.

SPENCER WEST BRINGS HIS WE CREATE CHANGE TOUR TO SISLER

The We Create Change tour, a 90-day, 10-week road trip across Canada, stopped in at Sisler High School in May to educate, entertain and celebrate with a gym full of more than 500 junior high and high school students.

"At age five I lost my legs and I was told I would never be a functioning member of society," Mr. West told the crowd. "Well, I'm here to prove those people wrong."

Mr. West has appeared numerous times at We Day, inspiring youth and adults all across the world. He is a double amputee who's done everything from climb Mount Kilimanjaro to walk and wheel 300 kilometres from Calgary to Edmonton in 11 days, as an ambassador of Free The Children.

He was joined by special guests and We Day talent, 11-year-old blogger Hannah Alper and band Neverest.

Every \$20 donated on the fundraising tour provided a brick—the "cornerstone of a new school that will open doors for hundreds of children and lay the foundation for thriving Free The Children communities," reported www.freethechildren.com.



Spencer West from Free The Children speaks to a gym full of students at Sisler High School during the We Create Change Tour.



HELPING OTHERS BECAUSE WE CAN

STORY AND PHOTO BY JEFF MILLER

At Greenway School the motto is We Learn, We Play, We Share, and after Grade 6 teacher Russell Miller saw a news story about Callie's Backpacks for Winnipeg Homeless, he knew his class had to get involved.

Mr. Miller showed his class a TV news story about Callie, a 10-year-old Winnipeg girl wanting to make a difference after the brutally cold winter we experienced.

She started Callie's Backpacks for Winnipeg Homeless based on the belief that everybody has the right to the basic necessities in life and to feel like they matter. The organization collects personal items in backpacks to donate to homeless people in the city.

"We were learning in class about friendship, cooperation and doing nice things for others and then Mr. Miller showed us the video, and everyone in the class was excited to get involved," said Grade 6 student Alanis Young.

"We started by everyone in our classroom going home and finding articles to collect for the backpacks, and then as a class we thought it would be a great idea if we could hand out backpacks to each classroom in the school so



Mr. Miller's Grade 6 class shows off the backpacks they are asking schoolmates to fill for Winnipeg's Homeless.

they could all go home and hopefully fill their class's backpack. Our goal is to fill 30 backpacks," added Grade 6 student Emma Vuera.

Students collected the items requested by Callie's Backpacks for Winnipeg Homeless, which includes used backpacks with working zippers, mitts, hats and scarves. New items the charity needs include deodorant, toothbrushes, toothpaste, soap, body wash, shampoo, disposable razors, feminine hygiene products, socks, granola bars, bottles of water, juice boxes, sunscreen, bug repellent and hats.

Callie's biography on the Facebook page for Callie's Backpacks for Winnipeg's Homeless reads:

"I am Callie, I am ten years old, and trying to make a difference to the homeless in Winnipeg. I saw a movie about a boy who made backpacks with food, toiletries and treats in it, and gave them to the homeless. I told my mom, I wanted to do something like this. I have always felt something about the homeless I saw, waiting for a meal at soup kitchens. They looked so cold, huddling up against the building, trying to keep warm. Some had backpacks, some had plastic bags. I wanted to make a difference."

To find out where you can drop off donations, visit <https://www.facebook.com/calliesbackpacks>



CLICK OR SCAN TO VISIT CALLIE'S BACKPACKS

SCHOOL ACHIEVES FULL UNESCO STATUS



After a multi-year candidacy process, École Laura Secord School has officially attained status as a member UNESCO (United Nations Scientific and Cultural Organization) school.

The school was presented with a plaque during a June 18 assembly.

UNESCO schools work under four pillars of understanding: learning to know (ASPnet and UN Priorities), learning to do (Education for Sustainable Development), learning to be (peace and human rights) and learning to live together (intercultural learning).

Last year, Laura Secord students undertook a variety of humanitarian projects (such as We Scare Hunger and supporting the Siloam Mission), as well as studying human rights. Student and teacher UNESCO leaders met every Thursday to brainstorm and push projects forward.

“We do these projects to help people in need,” said student Noah Baldwin. “We look at rights too—there are people out there who don’t have the right to a home, the right to food or clean water...it makes me feel lucky to live in Canada.”

Principal Heather Stanus (who has since retired) added: “Human rights is one of the most important things about being a UNESCO school. We all

have the right to be respected.”

UNESCO Manitoba Coordinator Linda Connor presented the plaque to the school; she congratulated students and staff for their hard work and embodying the UNESCO spirit.

“We’re pleased to see how (UNESCO) is embedded in your curricula,” she said.

Ms. Connor added that while the school could now work with other UNESCO members schools at a national and international level, the goals remained the same.

“You’re still working, number one, to create a culture of peace in your community, and secondly, to work for environmental sustainability,” she said.

“I’m so proud of all of you,” Ms. Stanus told students.



DMCI's Africa night helps students learn about other cultures and raise money for charity.

HELPING NEWCOMERS FEEL AT HOME

When students move to Canada from other countries, it can be difficult for them to adapt to their new schools and communities at first. But an after-school program at Daniel McIntyre Collegiate aims to help these students feel more at home.

The All That Kids Can Be after-school mentorship program at Daniel McIntyre provides a place for students who are new to Canada to go to get help with homework, go on field trips that help them experience Winnipeg and raise their awareness, and hear from speakers about helpful community resources. The program also gives them a chance to discuss their experiences with others who are going through the same things.

“The whole idea is for community engagement and involvement. This program allows students to connect with other students, to get to know other students and other cultures. Not only that, it enables them to be able to explore other resources within the school and the community,” said Joseph Fofanah, a Cross-cultural Support Worker at Daniel McIntyre and Grand Park, who co-facilitates the program.

“We will sometimes invite some elders from the community to come and talk about certain things that may help the students to get involved in leadership. We try to empower students as well, and get them engaged in social activities to create a broader sense of community for them.”

Some of the students who attend the program have come to Canada as refugees, said Fofanah.

“There are students who have gone through ethnic conflict, but when in this program we consider ourselves as one. We try to help heal some of those conflicts they have gone through, and we try to make them understand that Canada is a multi-cultural environment where we respect each other and practice tolerance,” said Fofanah, who fled his own home country of Liberia, seeking refuge in Guinea and Sierra Leone before coming to Canada in 2003.

The program gets help from many volunteers, including students in higher grades and university students.

“Volunteering with the group gave me some experience with dealing with young people and helped open my eyes more about people from other cultures,” said Mustafa Mahdi, who graduated from DMCI in June after immigrating to Canada from Iraq in 2011.

Some of the students learn African drumming as part of the program, which they perform at DMCI’s annual African Night celebrating cultural diversity. This year’s event was held May 30, raising funds for Human Kind International.

HARROW SCHOOL CELEBRATES DIVERSITY

STORY AND PHOTOS BY JEFF MILLER. WITH FILES FROM BY HARROW SCHOOL

Harrow School is made up of a marvelous multi-cultural student body and community base.

This year, Mrs. Kirkby led a group of students in an enrichment research project celebrating the many countries of origin of our Harrow families.

The students surveyed Harrow families, asking them to identify their cultural background. Five students compiled the survey information to find that the school has a minimum of 37 countries represented by its student body. These students then researched the countries and their leaders, capital cities and flags, and replicated each flag on plywood planks.

When it came time to paint, the team recruited four additional members to help with the process. Because the whole goal was to do the project without tracing, the students had to use their math skills to learn how to upscale from a small picture to a large plank.

Grade 6 student David Lee said, “The hardest part about the painting was waiting for the colours to dry, because we couldn’t just do the flag from start to finish like you would if you were coloring on paper. At one time we had as many as 13 flags we were painting.”

“We had iPads to see what the flags looked like but then we had to calculate and measure how big to make the lines on the boards for the countries that had multiple coloured stripes on them,” said Grade 6 student Caleb White.

“The more we learn about each other and each other’s culture, the better people we will become,” said Harrow School Principal Leslie MacGillivray. “We are very fortunate to have so many different cultures in our school, and it is extremely important to celebrate them. Hopefully next year we can add even more flags to our fence.”

The flags are proudly displayed on the school’s fence along Harrow Street.



Mrs. Kirkby and the Grade 6 Enrichment team proudly stands in front of Harrow School’s flag celebrating diversity.

TODAY WE PLAY

STORY AND PHOTO BY JEFF MILLER

Clifton School joined 280 other schools across Canada in a student-led play day with student leaders teaching educational games that focus on child rights.

On May 8, 2014 was declared the first annual “Today We Play Day.”

The event was linked to Right to Play, a not-for-profit organization that helps kids build stronger and safe communities through play.

Designed to unite educators and students using Right To Play’s unique educational games, “Today We Play” encompasses four critical components: social justice, getting active, giving back and character development.

“Play is a necessary part of all our lives. We see play in every playground, school or a simple dirt field across our ever-changing world. We want to celebrate and advocate for the need to play,” said a Right to Play statement about the event.

In January, 20 students from across the city, including from Clifton School, attended a Right To Play Academy where student leaders spent the day learning about games that came with a



Triple Olympic medalist and speed skater Susan Auch speaks to students at Clifton School.

social message on topics such as bullying, peer pressure, and separating wants from needs.

In May, the student ambassadors had a special guest to guide them through their activities for the day: three-time Olympic speed skating medalist Susan Auch, who came to play and share some of her own experiences.

“Our dreams and goals for the most part are inspired by what other cool things we have seen people do and thought, hey I can do that too –

and it is your social right to at least have a chance to obtain your dreams. Even if you don’t make it, at least you tried,” Auch told the students.

“To give yourself the greatest chance of reaching your dreams, you must start with a good attitude, even if you have to fake it on the days that you aren’t feeling inspired,” she added.

As the students prepared for a day full of play, they had an opportunity to check out the Olympian’s medals that she had on display.

EVERYBODY HAS THE RIGHT – HUMAN RIGHTS SPECIAL

DOING WHAT IS RIGHT

St. John's High School envisioned a bullying-free world with a major school and community conference entitled Do What is Right.

The May 22 event was held in partnership with the St. John's Parent Advisory Council (PAC), the St. John's Residents' Association and with support from North End Revitalization Inc.

"We see this as a long lasting partnership," said Vice-Principal Cree Crowchild. "We are all working towards promoting safety, equality, anxiety supports and cultural proficiency within the school and community."

Guest speakers included St. John's PAC Chair Saj Smerchanski, parent Susan Lippai, Sharon Unger of the St. John's Residents' Association, MLA Gord Mackintosh, Dr. Mary Hall of Safe Schools Manitoba, Community Support Worker Elizabeth Binguis and St. John's alumnus and community advocate Michael Champagne.

Musicians Sierra Noble and Rachel Ashley also spoke and performed at the event; both artists said they encountered bullying as youths.

"I just want to tell you how moved I am to see so many people attending an event to talk about bullying," Ms. Noble told the audience. "Bullying was unfortunately a big part of my life from the time I was in Grade 7 until I graduated from high school. I was bullied almost every day. Bullying is everywhere, but we can do our part to end it. If we see something we can stop it. There's a choice every day."

"In my opinion we need to shift our thinking about bullying. We need to shift from anti-bullying to having compassion and being kind, and being there for one another."

Students said the conference—which brought together students from many ages and walks of life—helped to form the connections that built compassion and kindness.

"Bullying is such a big issue, and I think this helps to bring everyone together," said student co-president Jessica Gonzales. "This is a great event and hopefully it will help lots of people."

"Schools don't usually come together like this, but right here, right now, we're coming together to do a good thing," added fellow co-president Karmen Huynh.

The event was a rousing success, with approximately 300 participants—including a large number of parents and students from St. John's many feeder schools. Feedback from parents was overwhelmingly positive. All in all, the event was an encouraging display of "Tiger Pride."

"We believe in doing 'what is right' at our school and within the community and this event displayed that," Mr. Crowchild said. "We sent personal invites to all of the feeder school students, to show that we are all one big family of tigers. You enter St. John's as a tiger cub and you leave as a tiger."

Organizers hope to continue to build on the success of the event.

"We want to continue creating a culture of academic accountability, understanding, respect, and dignity among our students," Mr. Crowchild said. "We also want to expand our partnership with community members and create a sense of unity in the north end of Winnipeg."



St. John's alumnus and community advocate Michael Champagne.



Performers Rachel Ashley (left) and Sierra Noble (right) both endured bullying in school—and subsequently found strength, identity and esteem by pursuing their musical talents.



St. John's Dance Group perform under the choreography of Ms. Suban and Ms. Sutherland.



A LIFELONG LEGACY

STORY AND PHOTO COURTESY OF ELMWOOD HIGH SCHOOL

Aboriginal Leadership Students are leaving a lifelong artistic legacy at Elmwood High School with the creation of a stirring new mural.

The school's Aboriginal Leaders group is composed of students who focus on leadership skills and mentorship. High school students mentor middle years students and support students who are new to the community. All students who wish to learn Aboriginal perspectives are welcomed.

In late September, students in Grades 7 to 12 visited the Petroforms, a sacred site for Aboriginal people. This field trip was the beginning of this school year's journey in learning and celebrating Canada's Aboriginal Culture.

Throughout the school year, the Aboriginal Leaders group participated in several meaningful activities, such as coordinating a Soup for the Soul event and learning about traditional teachings with facilitator Ron Bell. Students also participated in a sweat lodge ceremony and received their traditional names.

With the support and initial direction from Briony Haig and Joanne Sabourin, approximately 55 students worked with mosaic artist Ursula Neufeld in the creation of a mural for the school. Ms. Neufeld encouraged students to reflect on the traditional teachings and look at their self identity, accomplishments, and future possibilities and incorporate all of this insight into their own mosaic turtle. The individual

mosaic turtles were placed in a mosaic river. The mural also has an iridescent stained glass, buffalo engraved, full moon. There are many Aboriginal symbols represented in the mosaic river.

"The mosaic showcases student creativity and imagination while providing an opportunity for a meaningful learning experience for all involved. This project also serves to beautify our school community," said Principal Mike Babb.

Elmwood students and staff would like to thank the financial supports that were provided by the Winnipeg School Division, the Manitoba Teachers' Society, the Artists in the Schools Long Term Residency program and the Manitoba Tourism, Sport, Heritage and Consumer Protection Program.

THREADS OF THE PAST

Children of the Earth and Gordon Bell High School students in the Martin Aboriginal Education Initiative's Youth Entrepreneurship Program are connecting to traditional cultural handicrafts as part of an innovative program called the Storyboot Project.

Storyboot is run by a local Aboriginal business, Manitobah Mukluks; students have already learned about the company through their entrepreneurship program. Now, they are learning more about their culture thanks to Storyboot.

"The Storyboot Project is meant to keep traditions alive and teach skills that are dying, like mukluk making, moccasin making and beading," said Storyboot instructor Marilyn Tanner-Spence. "They are learning to sew, to detail and how to handle wear and tear...they can use these skills to even mend their own clothes."

Honed through time, tribes developed their own unique style and artistic signatures for their handicrafts.

"If you look at the different styles of moccasin making, you can tell which community did the beadwork by the style, whether it's Blackfoot, Algonquin or Ojibwe," Ms. Tanner-Spence said.

COTE student Tyrell Sutherland and Gordon Bell student Tiffany Thunder said the workshops were worthwhile.

"It's a good experience. I'm getting better at stitching the more I do it," said Tyrell.

"It's important to learn this and carry on the tradition," Tiffany added. "It takes a long time to do this but it's worth it in the end."

For her beadwork design, Tiffany chose a dove on top of a cross: "For me, it's about peace and my religion, which is very important to me and my family."

COTE teacher Leigh Brown said Manitobah Mukluks provided an ideal learning environment for both the cultural and entrepreneurial teachings.

"Students toured the entire Manitobah Mukluks operation and learned a lot. Sean (McCormick, the company's president and founder) is very giving and shared a lot about his business and how he has been successful over time," said Ms. Brown.



A COTE student works on her stitching at Manitobah Mukluks.

A WALK THROUGH SARGENT PARK



Sargent Park School hosted its fourth annual Edu-Fair on May 29.

“Edu-Fair is a great opportunity for students to showcase their learning to their peers, family and community,” said Grade 2 teacher Sonia Dos Santos, one of the event’s organizers.

Students received an ‘Edu-Passport’ and were encouraged to get their passports stamped by viewing the displays in various classrooms.

“Edu-fair is a great way to celebrate all the learning that takes place at the school from Nursery to Grade 9,” Ms. Dos Santos added.

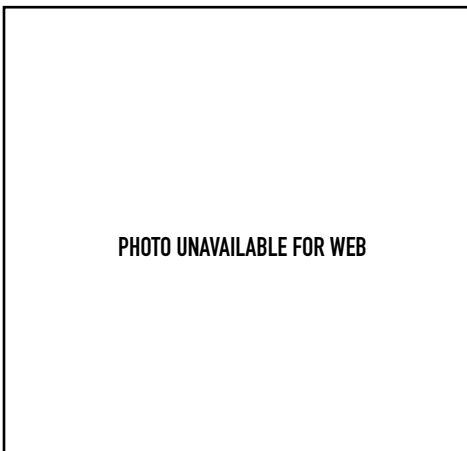
The evening ended with a café and band performance by the school’s junior high students.

YOUNG CITIZENS SET HIGH GOALS

The Manitoba School Boards Association (MSBA) annually honours students across Manitoba for demonstrating their commitment to the values of citizenship. Among those honourees, four Winnipeg School Division students were nominated for their work in making their communities better places to live.

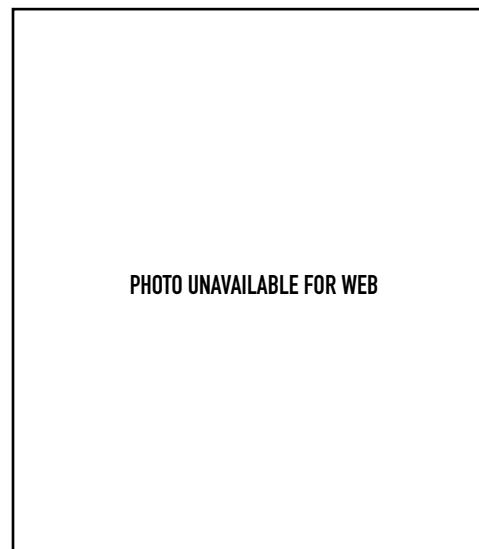
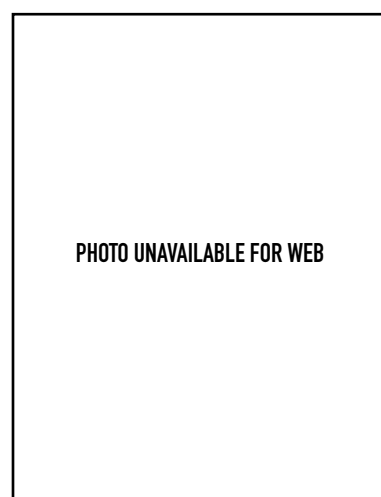
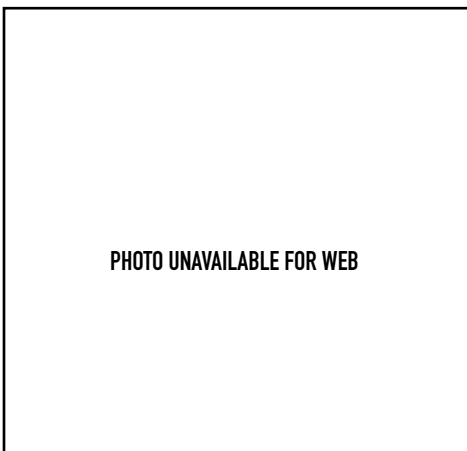
Faye Ignacio, Cecil Rhodes School

Faye is a reliable and model student at Cecil Rhodes, serving on both the student government council and the school leadership team. She also donates her time regularly to help elementary classes, the breakfast program and school athletics. Outside of school, Faye volunteers her time in Catechism classes and is an active member of St. Patrick’s Church.



Atticus McIlraith, École J.B. Mitchell School

Atticus strives to make a difference in the world by helping others; this includes helping deaf and hard-of-hearing students through the school’s ASL club, and participating in fair trade activities and fundraisers on behalf of the Terry Fox Run and the Canadian National Institute for the Blind. Through his church, Atticus fundraises for the people of Haiti on an ongoing basis; his own website has raised \$1,000 for the cause. As well, Atticus raised \$1,500 for Winnipeg Harvest to address the shortage of baby formula. As a result of these efforts, Atticus had the chance to meet Manitoba Lieutenant



Governor Philip Lee.

Lana Tennenhouse, École secondaire Kelvin High School

Along with many achievements in academics and athletics (including a provincial ranking in tennis), Lana is also a member of senior jazz band, concert band and the Division’s honour band. Extracurricular pursuits include the school debate team, the Fair Trade Coffee Kiosk and the Kelvin social justice committee. In her spare time, Lana volunteers and fundraises with the CancerCare Manitoba Foundation.

Ruth Marte, Hugh John Macdonald School

Along with academic excellence, Ruth also devotes time to volunteer with HJM’s student council and school patrols. She was also a champion for survivors of Typhoon Haiyan, initiating a fundraiser for the cause. Ruth is a dependable, self-motivated and hardworking student who believes and displays true citizenship to her community.

The 2014 Student Citizenship Award winner for the Division is **Atticus McIlraith**; all four students were formally recognized by the Board of Trustees at Administration Building No. 1 on May 5.



LEAVING HIS MARK

Gage Richard with his mural, which fuses Aboriginal and African culture.

A graduating Gordon Bell High School student has left behind a lasting artistic legacy at his former school.

Gage Richard has been drawing highly detailed marker and pen drawings for years. In June, he created a mural for a special ed. classroom, as well as holding his first art show at the school on June 20.

“I’m excited for people to see what I do,” Gage said. “My family and friends already know about my art.”

Gage’s mural shows two different cultures—Aboriginal and African culture—joining together. Each culture is represented through

people, spirit animals and the drum, which plays an important role to both groups.

“It took three months to draw it—I hope it’s still here in a few years,” said Gage, who has been drawing since he was 11 years old. His was inspired to draw by his uncle, who is also an artist.

A quick look at Gage’s sketchbook reveals an artist who has already found his own identifiable style.

“My style is definitely Aboriginal,” he said. “My favourite spirit animal to draw is the Eagle—my family calls it The Watcher. It watches over people.”

Gage is also drawing a mural for local newcomer after-school program Peaceful Village.

“He sells his art as quick as he makes it,” said Educational Assistant Krista Rey.

Art teacher Deborah Dolman will be among those who continue to follow Gage’s career after high school.

“He continues to grow as an artist and shares his own unique vision with strong ties to his cultural heritage,” the teacher recently wrote of her student. “He is a kind person with a generous spirit. Upon his graduation I wish him the best on his life trail.”

BAND BLAST IS BACK!

STORY AND PHOTO BY JEFF MILLER

After a four-year hiatus Band Blast has made its return – and it is better than ever.

In 2013 a group of junior high music teachers were discussing how great it used to be when the schools got together for a mass band performance. Instead of just reminiscing about it, they decided to make it happen.

Elmwood High School hosted the event, where seven junior high school bands took over a wing of the school. More than 200 Grade 8 musicians from Elmwood, Sargent Park, Gordon Bell, École Stanley Knowles, Isaac Newton, General Wolfe and Churchill schools attended the daylong event.

The morning was spent with the students in sectionals learning their parts for the two mass band pieces

“It was a fantastic opportunity for the musicians as well as the instrument clinicians. For the short amount of time that we had the students they did an amazing job,” said Peter Vander Hout, Isaac Newton’s band teacher, who conducted the mass band performance.

Kara Martins, Sargent Park School’s band teacher, organized the timetable and kept everyone on schedule. “With help from some of the senior high students at Elmwood, we were able to get everyone where they needed to be. It was definitely a full day and the students had a chance to meet fellow musicians from the other schools.”

After this year’s great success, the plans are to continue on for next year and to hopefully add more schools in the future.



200 students from seven schools across the Division came together for the junior high Band Blast at Elmwood High School.

CELEBRATING THE SUMMER SOLSTICE

STORY AND PHOTOS BY JEFF MILLER

Students at Brock Corydon School celebrated the summer solstice on June 20 by participating in a day-long learning and celebration of Aboriginal traditions.

The students participated in seven different activities throughout the day, including lacrosse, storytelling, rock painting, jiggling, blanket toss, bannock making and learning to sing O Canada in an Aboriginal language.

Students were asked to bring in their own special rock to paint, which added a personal element to the project. Another favourite for the students was the blanket toss where their classmates tossed one student in the air on a blanket and then took turns on the outside tossing.

At the end of the day all the students gathered in the gym and ate bannock together, while sharing stories of how much fun they had.



Ms. Marnoch's Grade 2 class show off their book *A Long Block To School* with help from Ms. Breanna Bacchus, the school art teacher.

A BOOK TO CALL THEIR OWN

Not everybody can hand someone a book and say "I helped make this book and there are pictures of me in it." But that is exactly what Leslie Marnoch's Grade 2 class at Sister MacNamara School can say.

In early December Ms. Marnoch and art teacher Brenna Bacchus sat down together and passed around ideas for what they could do for their class's project for "Tell Me A Story Night," an event held every February where each class must tell a story. After going through a few books, the class decided on creating a book inspired by Cybele Young's book *A Few Blocks*.

Ms. Marnoch said, "The story tied in perfectly with a social studies unit that we were doing exploring our own community."

The students started by doing a photo walk in the area around the school and took pictures that they would later use for illustrations in the story. They printed the photos from the computer, then based their story on the photos. The 22 students worked together to write the story, edit and illustrate the book. "The students are really excited to have a book that they created and they really took ownership of it," Ms. Bacchus said.

Each student got to keep a copy of the book, *A Long Block To School*, and a few copies were left at school for other children to read.

LET'S CELEBRATE!

Winnipeg School Division students had two big reasons to celebrate on June 27: the last day of school and the upcoming Canada Day.

Schools such as Kent Road (pictured, right) and Gladstone (pictured, left) spent their last morning celebrating Canada in a colourful fashion with parades and plenty of red and white costumes.



Clara Hughes was all smiles during Day 96 of her Big Ride; the day brought her home to Elmwood.

CLARA BRINGS MENTAL HEALTH MESSAGE TO ELMWOOD

Elmwood High School alumnus and six-time Olympic medal winner Clara Hughes made a triumphant return to her former school in June.

Ms. Hughes was in the midst of a cross-Canada bicycle tour to raise awareness about mental health; the athlete ultimately travelled over 11,000 kilometres in 110 days during the Clara's Big Ride tour. The Olympian is one of many athletes working with Bell Let's Talk to open an ongoing dialogue about mental health issues.

"Being here at my old school is kind of a dream... being here for this conversation, this topic means so much more than any Olympic medal," Ms. Hughes said. "Mental illness and mental health is something that affects every one of us."

Ms. Hughes told Elmwood students that in between winning her Olympic medals, she struggled with depression and felt unable to discuss her problems with others.

"Out of 35 million Canadians, there are over seven million people who are suffering from mental illness—and I happen to be one of them," she said.

"The reality of mental illness is that so many people feel ashamed or that someone is going to judge them...they feel like it's going to get worse if they talk to somebody," she said. "But after winning Olympic medals and trying to get through it alone for two years, it only got worse...until I got help, not only did I not have my life in sport, I didn't have my life."

Today, more than ever, there are resources for people who are struggling with mental health issues.

"There are resources, there is help in in your school and community. And I urge you to reach out and help your friends reach out for that help," Ms. Hughes told students.

While supports are increasing for mental health issues, Ms. Hughes will continue to work towards changing perceptions of mental illness.

"The big problem is our attitude towards mental illness. That needs to change. Just realizing that it's a sickness. I got sick in my life, people get sick in their lives, and it's not their fault."

Following the assembly, students cheered Ms. Hughes on as she climbed on her bike and rolled towards the next destination in her cross-Canada journey: Kenora, Ontario.

For more information on Clara's Big Ride, visit: <http://clarasbigride.bell.ca/en/>

TAKING ENVIRO-SCIENCE ON THE ROAD

Science can take researchers down many different paths, but for two École River Heights School students, it led to Windsor, Ontario.

Students Wynonna Mendoza and Allie Skwarchuk were selected for the Canada Wide Science Fair after earning several awards at the Winnipeg Schools Science Fair for their project "Can we use Plants to Control the Amount of Waste in Lake Winnipeg?"

The students were inspired to aid Lake Winnipeg after seeing the sorry state of the lake's water quality in recent summers.

"We both like to go to Lake Winnipeg—I have a cottage in the South Basin," Allie said. "It's pretty gross to swim in, especially in the summer. It's all green and there's bubbly stuff along the shore. Lots of that is caused by excess phosphorus and nitrate entering the lake, because it's runoff from farmers' fields. So we wanted to find a natural and sustainable solution to the problem."

The young scientists turned to plants, like the Canadian Wild Rye, as a natural filtration solution.

"We made sure the plants were compatible with being in that environment and from Manitoba," Wynonna said, adding the plants selected had large root systems and thrived in wet conditions.

PHOTO UNAVAILABLE FOR WEB

Allie Skwarchuk and Wynonna Mendoza following their spring trip to the Canada Wide Science Fair in Windsor, Ontario.

"We want to create a buffer zone, or what we call a Water Garden, which contains the plants in a mesh system," Allie said. "Only the roots are in contact with the water."

The students envision having the plants on barges in locations near the shore of the lake.

In their tests, they found that the roots removed a significant amount of phosphorus from the water. The plants would eventually be composted, converted to soil and brought to areas that need extra phosphorus.

With Lake Winnipeg recently being named the most endangered lake in the world, the girls' project definitely merits a closer look. Their work certainly attracted attention in Windsor at the Canada Wide fair, where the students earned bronze medals as well as entrance scholarships to the University of Western Ontario.

A highlight of the event was meeting students from all over Canada.

"They were like mirror images of ourselves, but they were also different because of the where they were living. They're all trying to fix problems and help out the people around them," Wynonna said.

Allie and Wynonna said they plan on taking their ideas to provincial officials to aid in Lake Winnipeg preservation efforts.

Also selected to attend the Canada Wide fair was Grant Park High School's Jack Osiowy for his project "Linear vs. Logarithmic Changes: What Works Best for Human Senses?"

ROCKWOOD READY FOR SPRING

STORY BY ROCKWOOD SCHOOL AND PHOTOS BY JEFF MILLER

In a world of video games, the Internet, smartphones and iPads, Rockwood School explored the idea of taking kids outside, expressed through drama, dance, song and video, all performed on April 24 at Crescentwood Community Centre.

The narrators poked fun at the principal because of the lack of technology in his childhood, informed the audience about the dangers of prolonged sitting, and helped to remind everyone about all of the wonders of the great outdoors.

Each class sang and acted out their fantastic performances to outdoor themed songs, such as the hilarious "The Other Day I Met a Bear", "Saturday in the Park" and "Outside." One short drama showed a little girl discovering the wonders of "Fireflies" in her dream, and another took the audience "outside" at night to see the constellations, then everyone gathered around the campfire to sing "In the Summertime." Room 3 combined a video bike trip around the world with an intricate dance complete with bicycle handlebars to Queen's "I Want to Ride My Bicycle."

The staff and students worked extremely hard to stage this performance for the Rockwood families, who generously donated over \$550 to the Nguyen family.

Along with devising their own creative pieces, finding music, and arranging props and costumes, the dedicated Rockwood teachers put in a huge amount of effort to teach students the discipline required to present a high-quality performance. Almost every staff member at Rockwood was involved in some way, and the performance would not have been possible without the assistance of Rockwood parents Michael Reid and Sean Brown on the soundboard. The school thanks everyone for their very successful efforts.



Rockwood students performed song, dance and drama at their spring concert under the theme "Take Your Kids Outside."

A SWEET RECIPE FOR READING SUCCESS

As someone who once ate fried worms as part of his annual reading challenge, Principal Tom Chan came up with a tastier recipe for reading success this time around.

For his 21st annual stunt, Principal Chan once again urged his students and school community to read as many books as possible—in return, he agreed to let the top readers in each grade level give him a pie in the face at the annual June barbecue.

The school's annual target is 2.5 million pages from May to the following May.

"Rather than focus on reading for a month, this challenge is to read every day of the year," Mr. Chan said. "I issue the challenge in May as an incentive to get students reading through the summer months."

Mr. Chan is hard-pressed to come up with a favourite challenge from over the years.

"I remember one year I learned the Riverdance; that took six months to learn," said the principal, who celebrated his 40th year with the Division in June.

After taking numerous pies to the face, it may take a while for Mr. Chan to forget his most recent stunt; he certainly won't be going near pastries anytime soon.

Student Phillip Houle said he looked forward to Mr. Chan's reading challenge stunts.

"They're always cool and really entertaining," he said, adding that he liked to read Goosebumps and Harry Potter books. "I've been here since nursery and this one was probably the best."



Principal Tom Chan went through several sets of goggles after being repeatedly "pied" by the well-read students of River Elm School.



STUDENTS, FAMILIES LEARN TOGETHER

The biannual Learning Together, Growing Together Conference returned in 2014 with educators sharing a great slate of home learning activities with students and their families.

In total, 27 elementary schools participated in the conference, with 426 children and 394 parents registered. Greenway School served as the host for this year's event.

"Greenway School staff and student ambassadors were excellent hosts for the conference," said Conference Chair Karen Naumiuk, who also serves as Volunteer Coordinator and Parent Resource at Dufferin School. "They were always there to assist parents, children, families and presenters. They were very welcoming to our large Winnipeg School Division community and we appreciate them for offering their school for the conference."

Families had a wide variety of activity sessions to choose from, including Global Beat Dance, Spanish Dance, How to Choose Your Pet, Growing Up Green (recycling and growing), YogaKids, How Do I Love Math (Let Me Count the Ways), Pow Wow Drumming and the Chick a Chick a Boom Literacy event, among many others.

"We ultimately hope that families will take activities home and do them together in their home setting," said Ms. Naumiuk, who was part of a 16 member committee who organized the event.



Grade 6 students work hard plating and serving orders for their pop-up restaurants.



RESTAURANT POSSIBLE

STORY AND PHOTOS BY JEFF MILLER

For three days in May, Grade 6 students at Harrow School treated the rest of the school to five pop-up restaurants.

As the students found out, opening a restaurant takes a great deal of planning.

In April they were presented with the project and told that they were responsible to create a menu, a commercial for their restaurant to entice customers, a budget for the food, and that they would be the ones to cook, clean and serve.

Markus Duykers, who was a manager for "Rise and Shine," a breakfast themed restaurant, said "It was a very challenging project. We had to use our language arts skills to create a storyboard and video on the iPad, then we had to use our math skills to calculate how much food we needed and how to make it work in a budget of \$75 that we went slightly over."

Markus added, "The first day was very overwhelming keeping the orders correct and making sure they went to the correct customer, but with great work from my whole team we made it work."

This is the third year that Harrow School has done the pop-up restaurants project.

"It gives the students a great opportunity to work together as a team, to problem solve and to learn about proper food handling and safety," said Grade 6 teacher Sarah Daeninck.



HARD WORK PAYS OFF FOR TEC VOC GRAPHICS STUDENTS

STORY AND PHOTO BY JEFF MILLER

As you walk around Tec Voc High School, you will see student work everywhere, from embroidered clothing to vinyl decals on the stairs welcoming you as you enter the school.

Tec Voc takes great pride in been very self-sustained because it promotes and emulates how the industry works. Student photos and ID cards used to be taken by an outside company, but now, all the photos are taken by the photography department and then the graphics communications department takes them and produces the ID cards on specialized card printer. “The goal of the program is to prepare the students for post secondary or even to join the industry right after graduation,” says teacher Trish Goldrup, who took over the graphic communications department four years ago.

In Grade 10 and 11 students are taught basic graphic communication processes and

techniques needed to produce printed materials such as offset, digital and screen printing. They take their ideas for projects such as business cards, t-shirts, or magazine covers from concept right through to hands-on production.

In Grade 12 and in the post-high program, students apply the skills that they have learned with advanced computer illustration to complete their assignments and participate in jobs for real clients.

“In Grade 12 and our post-high program we really work hard on developing the students’ portfolios. If they are applying for a specific university or college program, we will work through the assignments with the students specific to the course requirements,” said Ms. Goldrup. “We are upfront with our students: if you are wanting to apply for post-secondary be prepared to put in 300 to 400 hours to prepare a professional portfolio, and be prepared to present it if you get called in for a panel interview.”

Working together in groups to emulate a real ad agency, students are presented with a rapid-paced project, with just a week from start to finish, and make a professional presentation with

Tec Voc Graphics students show off some of their ideas for the Winnipeg Folk Festival T-shirt design contest.

the final details given the day before.

“We make the students think on their feet in a tight timeline and present them with variables for their presentation, such as the client you are pitching to has no Internet so you have to do an art board or the client has multi-media technology so the presentation has to be loaded on an iPad and projected onto a screen. Of course you would never walk in into a board room with ripped jeans so we also ask the students to be presentable. When you are pitching a job the client looks at the whole package,” said Ms. Goldrup.

In early March, 22 students from the program entered a T-shirt design contest for the Winnipeg Folk Festival. From all the submissions (including public entries from Kennedy Zifarelli’s owl design owl was awarded the design winner for the children’s T-shirt.

Kennedy just recently completed the graphic communications program as a post-high student, and hopes to pursue a career in the graphics or broadcast industry. “The program was very fast paced and challenging and I learned a lot about directing a team full of people and keeping them on task as a production manager,” Kennedy said.

Ms. Goldrup was excited to share that this year five of her students were accepted into programs at Red River College and two into the Art Institute of Vancouver.



Students from École Victoria-Albert School pose with the giant funding cheque they received from Indigo Books “Love of Reading” Foundation.

FOR THE LOVE OF READING

STORY AND PHOTO BY JEFF MILLER

École Victoria-Albert School was the happy recipient of the Indigo Chapters “Love of Reading” grant for 2014, and the message was delivered via a live video conference from the CEO of Indigo books Heather Reisman.

The foundation’s goal is to recognize under-funded schools with high needs and to insure that every student has at least one book to proudly call their own. Over the next three years the school will receive \$100,000 towards restocking and updating the school library.

“We were so excited and shocked to hear our application had been approved, and then when we found out how much we are receiving it just brought tears of joy,” said Principal Paulette Huggins. “This is going to allow us to transform our school library, as well to get new books into the classroom libraries and even the family room so we will be able to get books into the hands of our students and their families.”



PLENTY TO CELEBRATE AT R.B. RUSSELL

On the eve of National Aboriginal Day, the provincial government announced a \$100,000 grant for tutoring supports in the areas of literacy and numeracy at R.B. Russell Vocational High School.

Educational and Advanced Learning Minister James Allum announced the grant June 20 at R.B. Russell, alongside MLA Kevin Chief, Division Board Chair Suzanne Hrynyk and Elder Madeline Hatch. Also in attendance were Chief Superintendent Pauline Clarke and Superintendent of Schools-Inner City Karin Seiler.

The \$100,000 grant will go towards a full time resource teacher to support classroom teachers with literacy and numeracy instruction for students, provide group and individual tutoring and academic support, provide professional learning and help operate the school’s literacy support and continuous learning centre.

Additional funding will be directed towards the school’s technical vocational facilities and equipment through Manitoba’s

new Skill Build Shop Fund. “The Winnipeg School Division is pleased that the Province is providing additional resources and supports to ensure that our students have opportunities to enhance their technical-vocational and academic skills which will enable them to further their studies and prepare for their future employment,” Ms. Hrynyk said.

“This funding will provide a tremendous support for students who are at risk of not completing the academic credits that lead to graduation,” said Principal Bev Wahl. “The upgrades and expansion in the vocational programs will ensure that students are learning in environments that replicate the industry standards found in today’s workplaces.”

Following the announcement, R.B. Russell’s own drum group performed an honour song to celebrate—providing a perfect precursor to National Aboriginal Day.

CRAFTY STUDENTS HELP HOSPITAL

Two friends from École Stanley Knowles School turned to the latest craze in schoolyard fashion to help raise money for the Children’s Hospital of Winnipeg.

Students Skylar Campbell and Tuvisha Bamrah crafted loom bracelets in May and June, which they sold to raise money for the hospital.

“The bracelets are made out of rubber bands, and you can make them using a loom or your hands,” Skylar said, adding that Stanley Knowles students have been teaching each other how to make the bracelets. “I saw all my friends were making them and I wanted to learn how to do it too.”

Skylar then taught Tuvisha and soon the pair put production into high gear. They enlisted students at Skylar’s daycare, and were able to make over 70 bracelets as a result of a team effort.

The girls also had to research and decide on a beneficiary for their project.

“We decided on the Children’s Hospital because there are lots of children there who need help,” Tuvisha said.

Vice-Principal Dominique Ostermann said the students were well prepared.

“The girls wrote up a business plan and they even arranged for teachers to supervise over the lunch hours and recesses they were selling inside the school,” she said.

“These two students are very involved with their school...they’re very giving and they’re well aware that there are people out there who have needs greater than their own.”

The students ultimately raised \$104, which they split between the hospital and a fund for school activities.

PHOTO UNAVAILABLE FOR WEB

Stanley Knowles students Skylar Campbell and Tuvisha Bamrah show off the style of bracelets they sold for their Children’s Hospital fundraiser.



THE CLASS OF 2014

High schools across the Division, including R.B. Russell Vocational High School, bid fond farewells to their graduating students in June.

The administration, staff and students of the Winnipeg School Division wish the Class of 2014 all the best as they start their next adventure in life!



40 YEARS OF SERVICE WITH THE DIVISION

For the first time, the Winnipeg School Division honoured eleven employees who achieved 40 years of service.

The employees were officially recognized on Friday, June 6, 2014 at the Winnipeg School Division's Long Service / Retirement Reception.

"Whether a principal, teacher, clerk or consultant, their commitment and dedication to not only the Division, but to our students and families are to be

commended. These employees have made a difference for the many children in the Winnipeg School Division and they continue to be role models for new staff," said Division Board Chair Suzanne Hrynyk.

"On behalf of the Board of Trustees, I would like to take this opportunity to publicly congratulate Thomas Chan, Susan Chodirker, Lori Christie, Marcey Dveris, Eva Fleming, Diana Lesosky, Iyvan Michalchyshyn, Donna Paschak, Gail Singer and Olga Wyshnowsky on 40 years of service with the Division."

One additional employee requested to celebrate their milestone without public acknowledgement.



BOARD BRIEFS *(effective Sept. 2, 2014)*

JUNE 3, 2014 BOARD MEETING

Rhona Churman

Appointed to the position of Principal at École Laura Secord School.

Ken Romaniuk

Appointed to the position of Principal at Prairie Rose School

Jamie Hutchison

Appointed to the position of Principal at Rockwood School

Debbie Lenhardt Mair

Appointed to the position of Principal at Sister MacNamara School.

JUNE 16, 2014 BOARD MEETING:

Lisa Hasselfield

Appointed to the position of Principal at Champlain School

Ryan Hughes

Appointed to the position of Principal at Isaac Newton School

Randall Routledge

Appointed to the position of Principal at Ralph Brown School

Ken Reimer

Appointed to the position of Supervising Vice-Principal at Cecil Rhodes School

Nichola Batzel

Appointed to the position of Supervising Vice-Principal at Elmwood High School

Mohammad Rezai

Appointed to the position of Supervising Vice-Principal at Grant Park High School

Michelle Sacco

Appointed to the position of Supervising Vice-Principal at Technical Vocational High School

Rick Horaska

Appointed to the position of Supervising Vice-Principal at Technical Vocational High School

Dominic Zagari

Appointed to the position of Teaching Vice-Principal at Churchill High School

Garth McAlpine

Appointed to the position of Teaching Vice-Principal at Elmwood High School

Karen Loveridge

Appointed to the position of Teaching Vice-Principal at École Garden Grove School

Matthew Adkins

Appointed to the position of Teaching Vice-Principal at General Wolfe School

Ainslie Loria

Appointed to the position of Teaching Vice-Principal at Hugh John Macdonald School

Susan Christiuk

Appointed to the position of Teaching Vice-Principal at Isaac Newton School

Nancy Karpinsky

Appointed to the position of Teaching Vice-Principal at King Edward School

Tanis Westdal

Appointed to the position of Teaching Vice-Principal at R.B. Russell Vocational High School

Donny Zookhan Wyke

Appointed to the position of Teaching Vice-Principal at Robertson School

Vera Big George

Appointed to the position of Teaching Vice-Principal at Sargent Park School

Chris Clarke

Appointed to the position of Teaching Vice-Principal at Sisler High School

Lloyd Rana

Appointed to the position of Teaching Vice-Principal at Strathcona School

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