



# Seine River School Division Report to the Community



## Going from Me to We

By Shania J., S.A.C. Student Correspondent

### Our Mission...

To ensure the highest quality education by providing learning opportunities in a safe & caring environment.

### We Believe That...

Children need to feel genuinely valued.  
All children can learn.  
Learners' needs must be met.

### We Value...

Honesty  
Empathy  
Respect

On October 30th, 40 students from the Ste. Anne Collegiate Social Justice and G.S.A. groups attended the life changing event: We Day. Founded by Craig and Marc Keilburger, "We Day is part of a family of organizations, including Free The Children and Me to We, that has a shared goal: to empower a generation to shift the world from 'me' to 'we'—through how we act, how we give, the choices we make on what to buy and what to wear, the media we consume and the experiences with which we choose to engage" (wedday.com).

Joined with other schools across Manitoba, 16,000 people came together in a movement to change the world. "The speakers really knew what they were talking about. It was electric!" Taylor, Grade 12 student from SAC said. With speakers that talked about a wide array of concerns in our world there

was truly something for everyone. "We have an opportunity to save the world", Martin Luther King III said as he talked about the civil rights movement that his father and so many others worked hard to build: "There's nothing more powerful than an idea whose time has come" he concluded. Later, Martin Sheen also spoke of this challenge: "Instead of looking at the world and asking why, we are dreaming of a better world and asking why not." The time has come for the idea of a better world, an idea that our Social Justice and G.S.A groups have both dreamt about.

When students were asked what they think Social Justice and G.S.A. should do after attending We Day, Arianne, a Grade 12 student said "Get Started!"

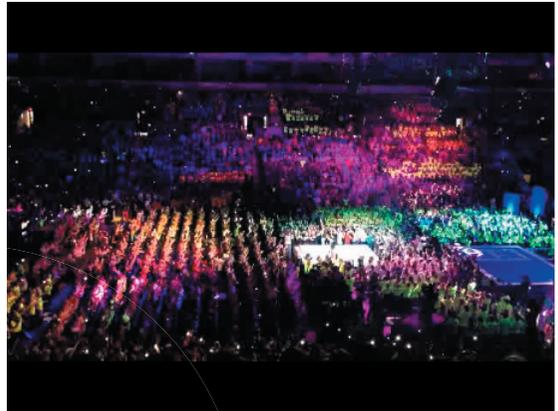
This year, Me to We and Free the Children are concentrating on their

First Pillar: Education. With a goal of raising enough money to build 200 schools, the children need our help. The students from Social Justice all agree that we want to raise enough money for an entire school, but it won't be easy. To build a school, Free the Children will need 500 bricks. Every brick costs \$20. That means we need \$10,000 to build one school. To reach this goal, students of Ste. Anne Collegiate need the help of everyone in the school and community. Help us raise enough money by collecting as much change as you can find, be it pennies, nickels, dimes, quarters, even loonies and toonies. We need everyone's help and support. Imagine a world where you can't read or even write your own name. For many people, this is a reality. At We Day, Craig and Marc Keilburger answered the question that everyone was wondering: why is Education so important? They were able to answer it in three words: "Education is freedom."

Last year, Manitoba collected 140 million pennies, which is roughly the weight of 76 fully grown elephants! With that money, Free the Children was able to give 56,000 people clean drinking water for life! If everyone was able to rally around to raise that money, we can do it again!

Everyone who attended We Day had their own con-

cerns that they were passionate about, whether it was water, health, equality, education or any other social justices they may have had in mind. One thing is clear: everyone who attended this life changing movement knows that we are the change.



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# A Look Out Into the World

By Amita Khandpur, CSNC Teacher

Teaching is my passion. I strive to make a difference, to inspire and motivate my students to see the world as I have seen it. As I turned the ripe (young!) age of 30, people asked me if I was upset or completely flabbergasted at the idea of entering a new decade. My response to them was absolutely not, and here's why. At the age of 22, I decided to move to Egypt by myself to help open a Manitoban school in Cairo. I lived there for 5 years and I travelled to over 20 countries. My travels included countries like India, Thailand and Jordan, among many others. I have lived in a city of over 30 million people and seen the extremes of wealth and poverty all in one block. I lived in a third world country and taught the rich and witnessed the poor only get poorer. I witnessed a mark in history for the country of Egypt as the Revolution took over the people and they fought for their rights, which changed their lives forever. I will never take for granted the luxuries of life that I have here in Canada. Another moment that I have lived that changed my outlook on life was when I volunteered in a small village near the Somalian border in Kenya. We were there over Christmas and we brought clothing and presents for the 11 orphaned children of that village. My opinion of consumerism and the things that we actually NEED in life to be happy changed drastically after that trip.

Upon my return to Canada, I started teaching at Collège St. Norbert Collegiate and I am fuelled by the idea of showing the students what life could be like without its luxuries. I decided to organize a Voluntour trip to Kenya in April 2015. I believe that the life experiences that the students will be

exposed to will affect them for many years to come. On our trip, the students will have the opportunity to help a community in need. (The specifics of our trip are will be determined closer to the trip). We could help build a school, dig a well, plant gardens or support the health care program pre-established through the community with the support of Free the Children. Over the course of the next year we will organize small fund-raisers to help fund the trip. Our most recent fund-raiser was on November 8th, 2013 where we hosted a charity dinner at Chaise Café and Restaurant in St. Boniface. We filled the house! Thank you to all who were able to make it. If you would like to help us fund-raise or if you have any ideas on how to fund-raise that you are happy to share, please feel free to contact me at akhandpur@srsd.ca.

There is still room in our group so if you would like more information about joining, please do not hesitate to contact me at the e-mail mentioned above. What I'm hoping to accomplish by organizing this trip is to provide opportunities for our students to see the world outside of what I affectionately call the "1st world bubble". Not only will they see what it truly means to be poor and to have nothing and still be happy but I'm also hoping that as these students head off into the real world, they will want to take steps to help make the world a better place. It simply has to start off in the right direction. It truly is a look into another world.



## "A Day in the Life" of Parvana at Arborgate School

By Kaitlan Robertson, Teacher & her Grade 8R Class

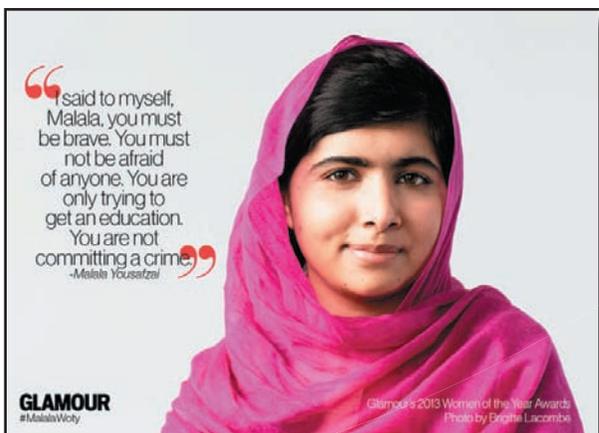
Can you imagine living in a country where you were not allowed to leave your home without a male escort? What about in a coun-

try where if your clothing was too loud you could be legally beaten? These were questions our Grade 8 class began to ask after reading the novel "The Breadwinner" by Deborah Ellis.

"The Breadwinner" introduced our class to Parvana, an 11 year old girl who lived in a tiny one room apartment in Kabul, Afghanistan with her family. The Taliban had decreed that all women in Afghanistan were not to leave their houses and were forbidden to go to school. Due to events Parvana could not control, she was forced to cut her hair and dress like a boy so that her family could survive. Parvana was forced to become her family's breadwinner.

After reading this novel and hearing about the heroic story of Malala Yousafzai (a young Pakistani girl who survived being shot in the head for speaking out for girls' education) the Grade 8s decided to try a real life experiment. For two days, we would live a mild version of these young girls' lives. We called the ex-

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# A Day in the Life of Parvana Continued

By Kaitlan Robertson & Grade 8R Class

periment, “A Day in the Life of Parvana.”

After deciding it would not be fair for just the girls to live with these rules, we decided that the girls would live one day as Parvana and the boys would live the second day as Parvana. We researched the many laws and restrictions of the Taliban and posted them on our wall. Each student was given a “cousin” that would be their escort for their day. Students were not allowed to leave the classroom to get their books, go to the washroom, or switch classes without their “cousin” escort. They were to walk behind their escort and to be silent throughout the day. If they were caught disobeying any of our laws, talking to other males in the classroom who were not their “cousins,” or laughing too loudly in public, they would go to “court”. In court, only the males could talk (or only the women on the second day) and a decision would be made without the side of the story from the accused. The class took their experiment very seriously and the two days flew by.

The students recorded their thoughts before and after the experiment. They wrote about their anxieties and experiences as both Parvana and as a young man in Afghanistan. Before the experiment many wrote about how they were concerned

about their “cousins” not being fair or what they would do if their “cousin” was mean. “I am very nervous for tomorrow. My partners are very chatty and I don’t think they will let me leave to get my stuff if I forget it,” wrote one student.

After the two days, many students had wonderful new insights into the freedoms and privileges that we have here in Canada. One student summarized the classes’ new opinion in their journal: “I think it is very unfair that some girls have to do whatever others tell them to do in some places. I did not like living like Parvana and it was very frustrating. I think all people should have the same rights and be able to go to school if they want to. I am hoping we can help these people through WE day next week.”

Overall, this experiment opened everyone’s eyes, including my own, to the hardships that some students have to go through just to put bread on their tables or try to receive an education. This experiment, tied in with the inspiration of WE day, has really got us to think about ways that we can help others and the freedoms that we take for granted. Our “Day in the life of Parvana” has led us to look for ways to better the lives of young people everywhere.

## Join the Conversation!

### Re-Imagining Public Education in Seine River School Division

By Michael Borgfjord, Superintendent

**The Mission of the Seine River School Division is to ensure the highest quality education by providing learning opportunities in a safe and caring environment.**

**We value:**  
**Honesty**  
**Empathy**  
**Respect**

**We believe that:**  
**Children need to feel genuinely valued**  
**All children can learn**  
**Learner’s needs must be met**

# Join the Conversation!

A strong public education system requires a spirit of collaboration, determination, and the ability to create a general consensus as to where public education is heading. This direction needs to be shared by all stakeholders and has been a major priority of the Board of Trustees. It requires us to review where we have been, assess where we are and chart a course for the future. The Board made a commitment last year to develop a process that would allow us to re-imagine education in Seine River School Division. Over the past year the Board took this challenge and engaged community members in both formal and informal conversations asking individuals and groups of people these very same questions. School Trustees summarized and reported at public board meetings regarding the informal conversations that occurred between January and June 2013. This resulted in a board commitment to develop a more formal process to review our current Mission, Vision, Values and Board Priorities. The dialogue that arose from the dozens of conversations confirmed that we have a lot to be proud about. However, it also highlighted that in order for our statements to remain relevant, current and meaningful, we also needed to undertake a process to ensure that our current beliefs continue to meet the educational needs of our communities.

This past October and November the Board invited community members to three different consultation sessions with the express purpose of providing the Board with feedback and input as to the status of our current beliefs and priorities. We wanted input to determine whether or not we need to adjust our future direction, ensuring that our stakeholders have a voice in the education of our children. Sessions were held in La Broquerie, Lorette and St. Norbert and provided valuable information for the division to consider as we develop long term plans to ensure we provide the highest quality of education for all of our students. Participants completed a short survey, reviewed the current priorities, belief statements and identified the most important areas that the division should focus on in the coming years. These sessions identified three main themes which are highlighted below and also include a summary of comments that occurred in the conversations:

1. **Foster Academic Excellence:** Community members shared their views that a strong education system needs a balance between academic and healthy social/behavioural skills. Excellence requires that learning is real and authentic, providing students with the ability to think globally and act locally. Career paths, critical thinking, inclusive practices and creating a spirit of collaboration were all deemed to be essential for children to be successful.
2. **Prepare the Citizens of Tomorrow:** Students need to be given a voice and develop into independent, responsible, and resilient problem solvers. They also need to learn how to fail and to realize that failure is not the end of the world. Vast experiences and exposure to diversity were also cited as critical in the development of well-rounded citizens.
3. **Adapt To a Changing Community:** Participants identified with the challenges associated with fast paced changes in society and the need to adapt to these changes but also to maintain a strong sense of community. Individuals also commented that there is a need to provide consistent resources for character development and support for children with exceptional needs in the classroom. Children need to be prepared to make good choices to help them fulfill their own potential and must be able to respond to a rapidly changing society.

In all three of the consultation sessions, groups discussed improving opportunities for students and boosting the trades/apprenticeship programs while ensuring that we do not lose focus on academics. In general, participants felt that our current Mission, Vision, and Values were still strong but the Board might need to consider some minor “tweaking.” Education in the 21st Century will require us to think differently, to continually examine what we are doing and why, and requires public dialogue to ensure that our children are receiving the highest quality education.

The Board will be reviewing the results of the consultation process to determine the next steps and consider any possible changes in the coming months. We will provide our communities with updates on these possible changes through Via the Seine, newsletters, and the divisional website. On behalf of the Board of Trustees we would like to thank all the people who were able to attend our sessions provide us with valuable input into the future direction of Seine River School Division.

Community



# Community Engagement

By Simon Laplante, Assistant-Superintendent, Curriculum and Instruction

**L**ets talk! These few words may be simple to understand, but it is probably the most challenging endeavour for any school community. When we accept to talk we accept to open ourselves to the other, we are saying I trust you enough to share a concern, a suggestion, a confidence. When we accept to talk we are saying I am prepared to take a risk and open myself to you, to learn and to change my or your opinion. In the context of our schools, these exchanges are essential in order to help our school communities grow, improve and respond to the desires of the parents and the obligations of the educational outcomes. These discussions are also important to develop a shared vision for the education of our children. Students, educational assistants, teachers, principals and parents all have an essential part in this dialogue.

**T**he biggest challenge in any organization is communication. There are many barriers to prevent on-going and positive dialogue. Time, mistrust, negative past experiences and workload are all barriers that can prevent members of a school community from connecting. Frustrations in the wake of decisions or situations for which we have little control or understanding can also create tense moments and derail any positive outcomes in a dialogue. Principals and teachers are busy ensuring that learning outcomes are met, safety of our students is ensured, paperwork is completed, assessment is done and communicated to parents and so on. Parents are busy with their own work responsibilities, family and financial obligations, kids homework and evening activities. The list is endless.

**I**f we accept that on-going dialogue between the school and the family is crucial for the benefit of our children, how can we foster a regular and positive interaction with the educators of our children? The answer is very simple. We need to find time for each other. Parents can participate in the PAC, communicate through e-mails, letters, agendas with their child's teacher. A phone call, a simple visit, making sure we attend Parent Teacher

Interviews, concerts and assemblies are all good ways to connect. More importantly when we have a concern, we make sure to meet with each other instead of talking with everyone else who may not have a clue or even understand the situation. Teachers would benefit a great deal by connecting with parents to share good news regularly rather than bad news once in a while. Every parent is proud when someone recognizes that their child is doing well, especially the teacher! A simple note attached to a project, in the agenda or a quick e-mail; there are so many options.

**P**rin cip als also have a great deal to contribute to this process. Principals can take the time to discuss educational issues in their monthly newsletter so that the community can understand the vision and priorities of their leader. Some principals organise information evenings to discuss issues such as discipline, safety and educational trends. Others invite parents for breakfast once or twice a year to talk about what is going well and what could be improved. Many principals make themselves available around dismissal time so they can connect with all the

parents picking up their children.

**H**owever, dialogue alone is not enough. Research shows that meaningful parental involvement has a huge impact on student's performance, helps create a positive climate in the school and promotes a better understanding of the challenges and responsibilities of our schools. Teachers and principals play a major role in making the school welcoming to parents and grand-parents. What we say with words has to be evident in our actions. When parents are provided with purposeful opportunities to help a teacher or a student, the school always become a better place. Volunteering makes a difference in the life of many!

**C**ommunity engagement is crucial in our schools today. We all share a responsibility in creating a nurturing and safe place for our students. Open dialogue and meaningful volunteering are essential in providing our students with a caring school community.



## Community & School: Together We are Stronger

By Teresa Yestrau, Principal

One of the goals of Arborgate School is to bridge the gap between school and community. The opening of our new addition space has finally allowed us to open our doors to community groups. Cadets, church groups, and community sports teams are all making Arborgate School alive beyond the regular school day.

Arborgate staff, along with the Community Development Corporation and other groups in the RM of La Broquerie, are working together to develop programming for people in the community. Last year, stakeholders got together to look at the activities occurring in our community as well as

to discuss areas that are not serviced or represented. Through a community survey, it was determined that non-competitive physical activities was a need in the area. A grant was made available to offer a 20 week program for 3 age groups – adults, seniors and children age 4-12. The children's program will be run out of École St-Joachim, the adults program in Arborgate School.

We are excited to be part of a free program that gets the community up and active and brings different people into our schools. December was an exciting month as we started our new cooperative ventures in our community.

# Bullying - Not a normal part of growing up!

By Elaine Lochhead, Assistant Superintendent Student Services



Bullying is a 'hot topic!' We hear this word in the news, in newspapers, at school and from our students. In Seine River School Division we are working to educate our students and ourselves about bullying and how to stop or prevent bullying. An important part of understanding bullying is to know what bullying is and what it is not. When students have not learned what bullying is, they will often use that term 'bullying' to describe many behaviours that are not bullying. It is confusing for them. In our school division we are using a chart provided by the Red Cross in their bullying resources to help our students and ourselves understand clearly what bullying is and what it is not.

We want our students to have positive interactions at school. We know there are many things we and parents can do to help our

students such as:

- Valuing our students achievements and contributions
- Having our students involved in activities at school and out of school (sports or lessons)
- Reminding our students that if they see someone bullying someone else, they should not be a bystander and watch
- Showing empathy and support to their peers
- Talking about bullying and what we can all do to end bullying
- Ensuring all our students are included
- Addressing inappropriate, hurtful, incorrect or unkind behaviours
- Modeling respectful behaviours

<b>Bullying is NOT</b>	<b>Bullying IS</b>
Conflict between friends	Hurting behaviour based on oppression, discrimination
Argument between people of equal power	Based on power differential
Accidental	Intentionally harmful
"Normal" relational development challenges	Intense and long in duration
A one-time event (usually)	Repeated over time (generally)
Friendly teasing	Oppressive, isolates victim
Something people 'grow out of'	Cause of many consequences and behaviour challenges

Seine River School Division has always supported our students and put into place 'programs' or activities to help our children learn respectful behaviour. One of these programs is our Roots of Empathy program. We piloted this program over twelve years ago and it is still going strong and has become a 'standard' in our province. Another support is providing school counsellors in every school, beyond the allocation of just Grades 5 – 12. We also have many professional development activities around bullying awareness and prevention for our teachers and support staff.

If you are interested in more parent resources the Red Cross has a very good website for parents: <http://www.redcross.ca/what-we-do/violence,-bullying-and-abuse-prevention/parents/get-the-facts-on-bullying>

## Richer School "Keeping up the momentum..."

By Sandra Pott, Principal



"Keeping up the momentum" was our theme for our last teacher professional development day on November 8th.

The teachers are continuing to work hard at making changes in our school and over the last few years we have been moving at a good pace. All the changes we are making are being guided by local and global research, current local and global data, and looking at student learning practices that have been working in schools all around the world (and why it's working). Some

of these are big changes that take a lot of effort, commitment, collaboration, reflection and last, but not least, "keeping up that momentum" without getting overwhelmed. This also means making the shift from 'teaching' to a 'student learning' focus; also from 'teaching' to being a 'facilitator of learning', moving towards 'authentic' and 'play/inquiry-based' learning.

Research shows that in our informational world we need to focus on students being critical thinkers & problem solvers, creators & innovators, collaborators, and communicators. Where do we see this happening in our school already and where do we need

to improve? These are questions that are guiding some of our planning.

Some of the evidence found at Richer School that supports these notions are:

1) Continually revisit our school plan, purposefully taking the time to walk and observe the visible evidence found in the school and in each other's classrooms. We continually link our environment to our school plan to ensure it remains a fresh living document. In one of the pictures on page 8 you can see this activity initiated. It is also on our wall in the hallway so students are a part of the process and can also make those same links.

# Keeping up the momentum...Continued

2) Observing each other's classrooms and asking critical questions with each other about what's working/not-working. Teachers getting opportunities to go outside the division to observe other classrooms that have these philosophies in practice.

3) Re-assessing our classroom 'learning environment'. Are our classrooms the best physical environments to stimulate learning? Are they 'play/inquiry-based' environments, and what does that look like? How do we create authentic play/inquiry-based environments? These are connections we are exploring and reflecting on as we move through the year.

4) Teachers are meeting every six day cycle to converse about student collaboration, common learning time, data and any other student learning connections. Three of these meetings per year will be used for walking through all the classrooms with a set of criteria, then collaborating around what they saw and asking each other questions.

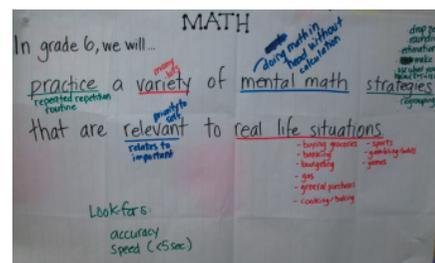
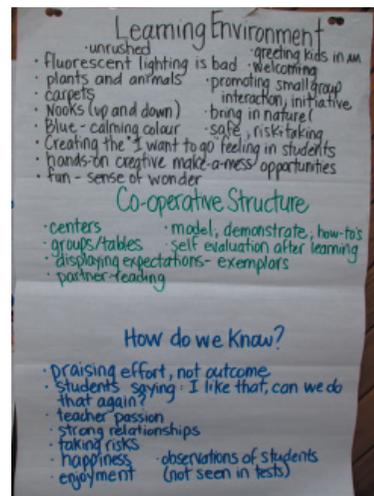
5) Using our numeracy, literacy, positive behavior system and Tell Them From Me data to guide some of our planning.

6) Looking at the alignment between our school board priorities, divisional goals, and school goals. However, with that being said, we also set goals for ourselves as professionals, and students also create their independent goals, but there is a link missing – Classroom Learning Goals and how we learn and

collaborate together! This was also a focus at our last professional learning day. In one of the photos it shows an example of the teachers practicing to create a classroom goal and then deconstruct it while playing the role of the teacher and student. When this is done in the classroom, co-creating a Classroom Learning Goal with the students then deconstruct it involves ALL students so everyone moves forward with a common understanding/meaning of this goal. Then there is the question of 'look-fors' or 'evidence' in meeting this classroom goal. Student 'reflection', teacher and student 'feedback' are important components to this process.

7) Providing 'collaborative structures' within the classroom. This will look differently in each classroom. For example, it could be physical: grouping students to promote discussion or having classroom discussions. It could also be guided to provide the students with higher level thought-provoking questions to discuss and present.

In summary, we are continually looking for ways to move forward, keeping the student's learning in the forefront. We are a staff of collaborative professionals who work together to provide a higher level of education for all students to prepare them for the world we now live in by looking at all the current research and literary materials. Having high expectations for ourselves and our students is key to 'keeping up the momentum' at Richer School!



# SAE Early Years Tradition

By Ms. Staci Anders, Mrs. Charlene Turner, & Mrs. Julie Martinussen, K - 3 Teachers



An unwritten tradition at Ste. Anne Elementary has become something to look forward to for early year students, staff and teachers. It started a few years ago with the K-3's celebrating 100 Day together. As in most schools, this involves a whole day of literacy, math, art, snack, and movement activities. A whole class shared reading of a great book starts off the day and then the classes are divided into groups and travel around in their new groups to each of the classrooms and participate in the stations set up.

Then it morphed into an additional celebration of 50 Day. This is only a half a day of activities due to it only being half of 100. As in 100 Day, the activities center around a theme and the morning starts off with a shared reading. The classes are then divided into groups and move around the stations set up in each classroom. A favourite guest for this day is finding some-

one in the building who is 50 years old!

Currently our early years is made up of one Kindergarten class and two Grade 1-3 classes. There are many benefits to these types of learning days which include the differentiation of activities for all, inter-grade mixing, student leadership opportunities, learning alongside different students and ages including siblings and good friends, sharing of knowledge and experiences amongst young and old, and opportunities to not only become familiar with future classmates, teachers and classrooms but also to be with past classmates, teachers and classrooms. Past themes have been Robert Munsch, Hollywood and Pirates.

Student and staff's responses have been so positive that other group learning days have been planned in addition to 50 and 100 Day. We frequently take field trips

together or bring in guest speakers as a group. The last day we spent as an early years group was this past October when we had a Bat morning. "Stellaluna" kicked off the morning, we were split into three groups and then participated in three stations. Mrs. Martinussen's room had literacy activities such as alphabetical ordering of bats with word families, rhyming bats and a response to the question "Would you rather be a bat or a bird?" Ms. Anders' room had a bat art activity and a delicious bat snack. Mrs. Turner's room had math activities including making a bat out of shapes, using non-standard units to measure wingspan, and a 100 chart bat activity.

The countdown continues until our next learning day together...50 Day!

## DTS Beyond Buddy Reading

By Keith Carpenter and Jenn Lapkin, Teachers

For the last two years our Grade 7 and Grade 3 classes have been buddies, but this year we have tried to break away from the traditional "Buddy Reading" system and explore some other buddy activities. In the past we have had a Spaghetti Bridge building challenge, a community walk to locate structures in our environment, Mancala tournaments, as well as various buddy art, Social Studies and Language Arts activities. We begin each year with a celebration of apples and conclude with a buddy day of fun.

This year we arranged a field trip together in October to learn about Nature Photography. Classes participated in separate curriculum based activities in the morning and came together in the afternoon to learn from the guides at Assiniboine Park.

Students had the opportunity to listen to a lesson on photograph composition and

learn the basics of perspective and focus. They were grouped together with at least one older student and a camera for each group. Students were encouraged to explore the Duck Pond, the English Gardens and the Leo Mol Sculpture Garden looking for unique compositions. They found many opportunities along the way to play in the gardens and climb on the sculptures.

As an added assignment, students were asked to look for naturally formed letters – one letter per Grade 3 child – so that the Grade 3 class can make their own alphabet line for the classroom. We had looked at many samples on the internet and the students were quite excited to look for their letters. There are thousands of pictures to edit!

We both feel that activities like this greatly help build a rapport between the classes and give the older students a chance to

really shine with their developing leadership skills. The Grade 3's benefit from having the chance to feel like they are able to do "more" than they could without their big buddy.

We plan to compile the photos into a photo book that the students will have the chance to order from an online publisher. We also plan to create an Alphabet book to publish and donate to our school library using the students photographs of their letters and some creative writing to accompany each letter that we will work together to generate.

We have a jam packed year planned with many engaging activities. Our photography afternoon may have only been a small part of our year plan, but it set a wonderful tone for the year and kick started our creative process.



# Writing at SAE, A Students Work Stands Out

Submitted by Keri Huver, Grade 8 Teacher

I did a guided writing class with my Grade 8 class in which they were to choose between two topics: "Things I Love" or "Things That Scare Me" (students had to come up with three things). From there, I completed a step by step lesson on how to write a proper 5 paragraph essay. Introduction, 3 topic paragraphs, conclusion. I would write on the Smartboard, they would write on their paper.

Since September, we've discussed things such as topic sentences, narrowing the topic, using sensory details, and writing transition sentences and students were expected to keep these things in mind as we wrote. Most students did quite well on this assignment; but most essays looked and sounded pretty similar, which I was expecting for our first one. However, I would like to share with you one student's work which "stood out" and amazed me beyond belief!

## *TIME By Damien H.*

There is a larger amount of things that scare me than what I can really explain off the top of my mind. For some people it might be spiders, clowns, or heights. Mine however, are only what I can imagine them to be. I'm not talking monsters under the bed or ghostly noises up the stairs – I'm talking the range of possibilities that can really be. I'm scared of losing my parents – of how I'll cope and waiting for the day to come.

I AM scared of the coming time for my elderly parents to die. It actually horrifies me to know that this is a soon time, and I'll be here when it does. They'll leave me, and go to a better place, and make mine a worse one. Time is only here so everything doesn't happen at once; but time moves on, and their time will soon pass. It almost angers me that they have to get taken away from me. I wish their clock could stop and we could live happily until our fairy tale is over.

Good thoughts never come to mind when my parents don't come home when they say they will. Everybody's hour glass soon gets uneven, and their bottom half gets more sand of life

with each passing day. But my parents are almost out of sand, and it could happen at any moment. In the car, at their friends, or in the store. I always just hope they keep their promise when they say they'll come home. It doesn't even occur to them, or even people in general, that they could die anytime – or that they are out wasting their life. Because there might not be a tomorrow – why don't they live for today, because they survived yesterday; however, instead their worries from yesterday go to tomorrow. One day they could never come home alive, never tell me they love me or wake me up for school because I slept in. Today is yesterday's tomorrow, and they made it from yesterday to today, and I cross my fingers I can say that tomorrow.

Whether it's a split second or 2 minutes, the moment I know I can't get away from something, this is what truly scares me. It all depends on what it is, whether it's hugs or hospitals, bears or bees, boo-boos or breaks, scratches or stabs – the only thing that runs through my mind is that time will pass – but I have to live it for now.

## *I LOVE... By Damien H.*

There are a whole bunch of things that I love, but I chose three things that I really love – going to the Red River Ex, Halloween, and my birthday.

I love the Red River Ex because I love going on all the new rides. I love laughing with my friends and sisters when I am on the ride. I love spending time with my friends and sisters. I love seeing my friends' and sisters' faces when we are on the rides together. It's so funny that it even makes me laugh really hard and sometimes it's embarrassing because my friends and sisters scream like crazy. Other people even sometimes point and laugh at us.

I love Halloween because I love the candy. My friends and I walk for hours just to get candy, so our candy will last for days and weeks. I love the decorations too, because some houses

take it really serious and decorate their houses really scary; so scary that little kids don't even want to go to their house. Even I sometimes skip the really scary houses and go to the next one.

I love my birthday because I love getting presents. Most of the time, I get lots of money. Then, after my birthday, I go shopping for new things. I love seeing my real family because I really miss them so much. I love when my family takes me shopping, and I can get anything I want. Sometimes I go see my real family even when I'm not supposed to, but I don't get in too much trouble.

The Red River Ex, Halloween and my birthday are three things that I love.

# Integration of Subjects To Create an Authentic and Rich Opportunity

By Mireille Bazin-Berryman, Principal

During the week of November 4-8, the staff and students of ELI took on a school wide theme to create awareness for students about Remembrance Day. Prior to this week we found out that due to extenuating circumstances we would not be able



to assemble all together in the gym for our traditional Remembrance Day Service. The committee had to sit down and think outside the box in order to provide the students an opportunity to recognize the veterans through another venue. It was at this point that the culminating activity for November 8th was developed and from there the teachers got on board to create a week long theme based on Peace.

Throughout the week each of our classes learned about war and peace, their symbols, the significance of both war and peace throughout history and for our future, as well as the reasons why we honour the veterans of yesterday and today. Although the proceeding ideas

were our main goal, our secondary goals were oral French and the opportunity to listen to and speak the language.

The students experienced a variety of opportunities such as reading, writing, listening and speaking through a variety of modes such as historical fiction, poetry, and informational texts. All classes were able to implement a visual arts component in the discussion of symbols of peace and Remembrance Day and some were able to also incorporate the theatrical arts. Technology was a useful part of many of the activities that occurred during the week as well.

Our culminating activity was a morning long service for the students. As mentioned earlier, the service was not the typical service the students had experienced in the past. We began shortly after morning announcements where our Grade 5-8 choir sang two songs of peace over the intercom. From there the students were divided into groups to travel through four stations throughout the morning. The first

of the stations was a video station. Several key videos were chosen and shown to the students. The second station was a writing station where the students were given the chance to discuss and write about Remembrance Day. The third station was



our theatre group and band. The theatre group had written and performed a short play and the band played several musical pieces. These groups were also joined by a veteran who spoke to each of the student groups. The fourth station was in the music room with our music teacher. All students learned a song entitled "La Paix". At 11:00 we finalized our morning with a student performing on trumpet; Last Post, a minute of silence and the Reveille.

Although we began our planning under pressure from an extenuating situation we were able to create a week long opportunity that brought our school community together in a way that they will not soon forget.



## Yoga at ESNI

By Ryan Molloy, Physical Education Teacher

This year at ESNI, we have been successfully incorporating yoga into our Physical Education classes. Students have been able to develop strength and flexibility in a new environment that also teaches them important life lessons as well. As part of our yoga lessons, students have learned breathing techniques to help calm themselves down and to focus on their own emotions. "It makes me feel stretched out." (Peyton, Grade 2) "It's fun. Everything is calm and it calms you down." (Zoe, Grade 3) Students have also practiced managing personal space and set-

ting goals and have pushed their limits.

One very successful lesson was adapted from a presentation by Darlene Sveinson (Balmoral Hall School) at the PHE Canada National Conference this year. Students were read the story *The Giving Tree* (Shel Silverstein), and then did different poses based on the story. There was then a class discussion about the importance of sharing and how we can share lots of non-material things with others. The students made a great list of things they can share, including: love, time, toys,

respect, and art. This tied in well with our school virtue for October: Respect.

Our monthly virtue for November is Courage. With Remembrance Day around the corner, students got to read the poem, *In Flanders Fields* (John McCrae), and the yoga practice was based on words from the poem. Students worked together using their poses to create a yoga landscape that was a visual representation of the entire poem. What a powerful way to demonstrate understanding and appreciation. We have talk-

*Continued on Page 12*

# Yoga at ESNI Continued

ed a lot about what courage looks and feels like within the school, in each student's lives and around the world as well.

Aside from full yoga classes, students are used to working independently at yoga as part of station work in the gym. We have printed off and laminated a set of French yoga cards from the Manitoba Movement Skills Committee website. These cards are free and available in French and English ([http://www.movementskillsmanitoba.com/fast\\_forward\\_k6.html](http://www.movementskillsmanitoba.com/fast_forward_k6.html)). This has been a successful way to introduce students to yoga and to also teach some basic vocabulary as well.

Yoga has many benefits. It improves posture and alignment, strengthens the immune system and relaxes the body, promoting better sleep (Yoga 4 Classrooms, 2013). "I like doing poses". (Erica, Grade 1) "I'm a goalie in hockey and it's good for my muscles." (Carson, Grade 5)

Bringing yoga to our school has been an exciting and successful endeavor. Not only does it provide lots of physical benefits, it allows for a lot of creativity and storytelling in order to teach important life lessons. Students are becoming more comfortable exploring simple poses independently and realizing how certain poses tie in together. We are looking forward to keep using yoga for the rest of this school year.



## DTS - A Journey Back in Time and a Sticky Situation

By Leslie Buffie, Grade 2 Teacher

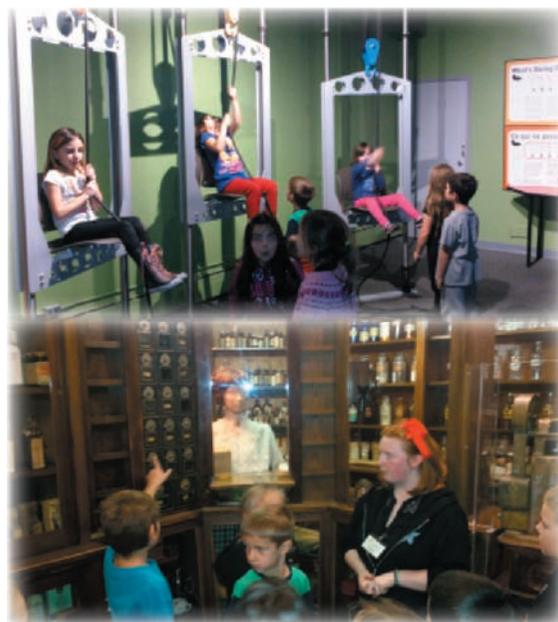
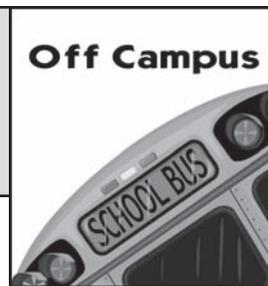
### Off Campus

Recently, the Grade 2 classes of Dawson Trail went on a field trip in order to acquire more knowledge about the history of urban and rural communities. Students also participated in an introduction to the three states of matter. At the Manitoba Museum they took a journey back in time 100 years ago to the start of Winnipeg's settlement. The thirty minute tour took the groups around the old town and explained the importance of the railway as well as the need for necessities we take for granted. The highlight for most of the students, however, was finding out that movies were SILENT back then. They also enjoyed exploring the Nonsuch and finding all the "hidden" representations amongst the many dioramas throughout the museum. They were full of questions all day long!

After a quick lunch the students gathered downstairs in the Science Gallery for a thirty minute introduction lesson on solids, liquids and gasses. The Science "professor" was engaging and full of surprises. I'm pretty sure the teachers and parent volunteers yelled the loudest at the homemade "rocket" when it shot to the ceiling. Two lucky students also got to participate in the making of Goop – which showed the interactions of solids and liquids. Another student had the chance to cut a wet diaper in half and show the students how a liquid can turn into a solid (Whew!). After the presentation the group got to explore all the new and exciting attractions in the gallery. A definite favourite were the pulley chairs. Who knew how strong some of them really are!?!?

Back in the classroom, students got the opportunity to write about their adventures and practise organizing their ideas.

They also took an entire lesson to draw detailed illustrations to match their writing. Overall, the experience was educational and enjoyable!



# Taiko Drumming at La Salle School

By Ashley McKague, Teacher



For the past few years La Salle School has welcomed a variety of artists through the Manitoba Arts Council Artists in the Schools program. As a school team we have decided that promoting the arts is a priority for our school. Our year plan this year includes two artist residencies.

The Kindergarten - Grade 4 students at La Salle School had a fantastic two weeks this October with our Artist in the School, Phoebe Man. Phoebe Man is a Taiko drummer. Taiko is a traditional Japanese art form of drumming and combines physicality, exuberant movement, and innovative sounds. Students learned the history of Taiko as well as its basic playing techniques. Phoebe worked collaboratively with the students and helped them learn new artistic tools and techniques. The students had a great time with Phoebe and enjoyed her energy and enthusiasm. It was exciting to see the complicated rhythms that the students

were able to master in such a short time. The residency culminated with a successful school concert.

Quotes from students include:

"Phoebe was the best and she taught us lots," - Courtney.

"We had so much fun," - Morgan.

"Thank-you Phoebe!" - Taylor.

"She was really nice and we worked hard," - Astrid

"It was fun and she got me interested in drumming," - Ava.

La Salle School is also excited to welcome visual artist Karen Cornelius for an upcoming residency this spring in April. Karen will be working with the Grade 5-8 students on learning the art of print making. The residency will culminate in a gallery exhibition. The Artist in the Schools program has brought enriching and valuable experiences to our school. It is exciting to see students' reactions to new artistic art forms.



## NUMERACY

### The "Amazing Numeracy Race" of SAE



During the month of November at Ste. Anne Elementary we celebrated numeracy around our school through different numeracy activities and themes. This year's theme was the Amazing Race! (This was modelled after the popular T.V. series where teams of adults compete in different activities in a race around the world).

To start off our event, students from K-8 gathered in the library as we asked the children the question, "What is the importance of math in our everyday life?" Students brainstormed various reasons as they realized the big and little ways we use math daily. Specifically, students

realized the importance of math in travel as we tied this importance into our theme of "The Amazing Ste. Anne Race."

Throughout the month, students were divided into four teams using our school house teams: North America and South America, Europe and Africa, Asia and Australia and Antarctica. Students collected points through taking part in daily class math activities including mad minutes, fact strategy practice or other number sense activities to increase their house points and skills. Students could also make a weekly estimation on different jars of food items from around the world. Points were tracked on our school bulletin board.

To celebrate the end of our numeracy month students took part in the "Amazing Ste. Anne Numeracy Race." Students were paired up, younger and older students as they took part in "racing" around

our school to different "countries". In each "country" (classroom), students collected stamps for their passports by completing a choice of two tasks called a "detour". Some of the tasks included measuring one another, patterning, number carpet, mad minutes, word problems or tangram puzzles. Students raced to complete their tasks as they increased their numeracy skills. Students also took part in "roadblocks" in which they had a timed task to complete such as IXL or making a snack including measurements.

At the end of the race, students gathered in the library as the race winners came across the finish line in order. Students were awarded points as they finished the race. Above all, students had a great time engaging with new students in the school, increased their numeracy skills and cooperated and shared with each other in the fun of seeing math around the world.



# Expressing the Seven Teachings Through Art at PLS

By Trudy Szun, Grade 1/2 Multi-level Teacher

Character Education is an important part of our learning at Parc La Salle School. It helps us create opportunities for students to develop positive personal qualities through the learning of values that promote a healthy life. The virtues highlighted each month are Respect and Responsibility, Thankfulness, Courage, Generosity, Love, Empathy, Helpfulness, Honesty, Self-Discipline, and Humility. Our Character Education virtues align closely with the Seven Teachings, which are the foundation of the Aboriginal way of life. Both the Seven Teachings and our Character Education program promote a caring lifestyle through positive values, as well as an appreciation of the Aboriginal worldview.

In honor of our dedication to promoting positive values

and the Seven Teachings that align with our philosophy, we will embark on a year long art project that will result in the production of six large banners. Each one of the Seven Teachings (Respect, Humility, Honesty, Wisdom, Truth, Love and Courage) and the animal that embodies that law will be portrayed through the eyes of the students. Each class will be given a banner made of primed canvas (33"W x 65"H) and will choose a virtue, which they will represent using various art media. Our division art specialist, Gabrielle Doll, will support and guide us in our endeavor. Upon completion the banners will be hung from the ceiling in our hallway. We will keep you posted and will most definitely be providing photos of our sure to be outstanding works of art!



## Building a Community of Compassion and Respect

By Derek Marvin & Connie Ruggles, Teachers

Whether we are school leaders, teachers, support staff, or students, the relationships that we build in schools are the foundation to our success. Schools need to be breeding grounds for cooperation, collaboration, and mutual respect among all students and staff. As teachers, it is critical that our programming reflects this reality in the classroom, in order for this philosophy to permeate throughout the school. We need to create opportunities for our students to establish connections and develop relationships with one another, regardless of their age, grade, or ability. We need to devote as much effort into teaching our students about respect and compassion, as we do for literacy and numeracy. These goals are best reached through persistent social and academic interaction that exists in a safe and caring environment.

At Parc La Salle School, two multilevel classes routinely combine for twenty minutes a day to engage in programming called "Community Break." The goal of Community Break is to develop relationships between students and staff that are positive, cooperative, and compassionate. Grade 3 / 4 students are partnered with Grade 1 / 2 students to form what is termed a "Community Group." Each Community

Group cycles through different centres each day. Strategically scheduled following a recess break, each group participates in a variety of activities that are calm and quiet, yet educational and interactive. Examples of Community Break activities include sing-alongs, completing puzzles, gardening, art projects, shared reading, math games and yoga. Community break has involved cooking meals and eating food as well. Special days like Halloween have provided opportunities to further cultivate these relationships through various thematic activities. The benefits to this type of programming extend from the individual student to the school as a whole.

Community break directly attends to the social and emotional needs of each individual. Students are offered the opportunity to develop and practice a new inventory of strategies for peacefully transitioning from the often unstructured and potentially socially-vulnerable environment of recess to the controlled and educationally-supportive setting of a classroom. New relationships are developed between students, transforming independent classes into a wider community of multilevel learners. Younger students learn valuable skills and knowledge

from older students, who have been seen to flourish as leaders when placed into the roles of peer-teachers and mentors. Furthermore, community break has enabled teachers and other support staff to build invaluable relationships with other students, who they would not otherwise have had the opportunity to connect with.

The day to day benefits of Community Break have been observed in the school since it began in early September. Community Groups have been seen helping each other on the playground to solve problems and conflicts. Grade 1 students are invited to play games with their older friends, blurring traditional lines of age and grade. However, it should be realized that the real value of this type of programming will extend well into the future lives of these students. A bully might likely think twice about targeting a student that they have developed a relationship with. The anxieties of teenage life may be more bearable when they have friends or mentors that have already been through such trying times. As educators, we need to realize the intrinsic value in creating relationships between all students within the school and apply this understanding to our daily programming.

***“Wow. You teach thirteen and fourteen year olds? You sure are brave”.***

***“Teenagers have no respect”.***

***“I could never do what you do, I’d go crazy”.***

These are just a few things that we middle years teachers hear from people on a fairly regular basis. Working with, and more importantly TEACHING middle years (I teach Grade 8) is probably one of the most difficult yet rewarding jobs in the world. I’m constantly dealing with bridging the gap between childhood and high school. When to hold their hand and when to set them free? When to provide them with all of the wonderful learning tools and manipulatives from their early years, and when to start taking these things away? And most importantly, when to teach important life lessons!

Teenagers aren’t little kids anymore, but they aren’t adults either. They are in an awkward “in-between” stage of new experiences and learning curves. They realize they will soon be in high school and attempt to bend the elementary school rules; however, they still depend on the adults in their life for almost everything. As the adults in the school, it is our job to know what they’re doing, where they’re going, who they’re with and what they’re thinking at all times. We chase after them for permission forms, missed assignments and lunch money. Sometimes you wonder if they can think for themselves. This has been their way of life for so long, it is difficult for us junior high teachers to let go and make them accountable for things. So doing this gently and gradually is the task we face each and every day in Grade 8 - scaffolding our expectations of them to guide them from an elementary student to a high school student.

Not only do expectations and accountability change when students reach Grade 8, but also the methods of learning. It is difficult as a Grade 8 teacher to spend too much time on “centres,” “free writing” and “games,” when we are trying to get them ready for the rigors of high school. Believe me, I’m the first person to advo-

cate for differential learning and various ways of teaching and assessing, but at the same time, I need to prepare students for the realities of high school and hopefully one day, university or college. So yes, I instruct students to take notes. I force them to work hard in math and show me what they’ve learned. And when they haven’t learned, I work with them to figure out why. If they hand in an unorganized piece of writing, I call them on it and work with them to fix it. If they hand in writing that’s missing capitals and periods, I hand it back without even looking at it. If their desk or binder is disorganized, I make them fix it – how can we function in life if we are disorganized? Sometimes my students tell me I’m too hard on them; however, I tell them it’s because I care about them and want them to succeed later in life. I realize that they are in Grade 8, but I push them to start thinking for themselves and taking responsibility for their own learning. This isn’t to say that I take away writing frames, jeopardy games and hundreds charts completely. I just urge them to try to become more independent with their learning and ideas.

With high expectations come high results. Students will improve in literacy and numeracy if we challenge them. Students will become better citizens if we show them the way and never let up on modelling what is acceptable behaviour. Someone once told me that teenagers are begging for us to tell them to do the right thing. Of course, they’re going to mess up from time to time. But giving second chances is what teachers do best. We all know that school is not just about reading, writing and arithmetic. Teachers across our division work tirelessly to promote strong relationships with their students, be involved in extracurricular activities, search for differentiated instruction lessons to enhance student learning and encourage character education. Of course a strong education is essential in order to succeed in life, but I believe strong character is equally as important.

Building character was my primary reason for submitting this article. For

the past couple of weeks, some of my Grade 8 students have been getting on my nerves. That might sound unprofessional, but I know we all think it at some point. I’ve been told time and time again not to take student behaviour personally, but sometimes it’s really hard not to and at times I feel that their behaviour is a reflection of me as their teacher. These same students are part of our school leadership group and were asked to help out at our Halloween Gym Riot. I was pretty nervous about how things would run with them involved. After several meetings and planning sessions, where I was sure that they didn’t listen to a word I said, the activity day was upon us. I was running a bit late that day, but when I got to school these students had already started carrying down the many supplies needed to the gym. When I started giving orders they did them, no questions asked. Throughout the entire gym riot, they were positive and acted as unbelievable role models for the younger students. I watched them talk to the terrified kindergarten students and have them join in on activities with them, hand in hand. I watched one of my students take a loss in an activity to make sure a younger student experienced joy and success. I watched another of my students help every single early years student run a relay. That’s a lot of running, basketball bouncing, jump rope skipping and hula hooping. Finally, I had several of my students (yes, the same ones that I had been so annoyed at earlier in the week) come up to me and say thank you for putting the gym riot together and letting them be a part of it.

That’s why teachers do what we do. Several challenging experiences with students can be forgotten in an instant. I went home at the end of that day realizing that I’m slightly behind in every single subject area’s curriculum (never seems like we can keep up!). But I do have several students who’ve had a rough couple of weeks that are now feeling great about themselves and who showed all of our school what great human beings they can be. I was so proud to be their teacher that day and although not much classroom learning was

done, they gained great life experiences and taught me not to doubt their potential ever again. Not only do I have to instill a good attitude upon my students, but I also need to remember to practice it myself. More importantly, by believing that they have it in them motivates me to be better as well. They did that for me this week, and I'm so thankful. So I'm ok with being a little behind in Social Studies, Math and Science. The truth is, all of my stu-

dents learned lessons that I could never teach them from a textbook and those experiences can never be replaced. We will get through the academics that are necessary to prepare them for high school, we always do. But this past week reminded me that we can't forget to take time to let them grow as young adults, and we need to create those opportunities for all students to display this growth.

So what is the lesson in all this? The teacher in me needs to know! Have faith teachers and parents of teenagers. Despite the "we don't care attitude" they often display, they do care. And when given the chance to do the right thing, they often will. Teenagers these days...I wouldn't trade teaching them for anything.

## Thankfulness at Parc La Salle is...

By Mary Arkle and Nancy Estabrooks, Teachers

October was thankfulness month in Parc La Salle School. The 3/4 E class delved into the topic with fervor and prepared to present their hard work at the month end assembly. In music class they began their thinking by watching "Playing For Change" videos of people all around the world making music together. After many discussions about appreciation and privilege, they talked about the things they are thankful for in their lives. This led to them writing lyrics for a song and composing a piece of music using Orff instruments; xylophones, drums, and vocals.

Back in the classroom they continued their discussions about thankfulness and completed a word sort activity. They engaged their senses to develop a meaning of the word thankfulness by thinking about what they were thankful for and then how thankfulness looks, feels, and sounds in their lives.

Our class then created a "Thankfulness is..." book inspired by the "Happiness is..." book by Charles Schulz. Students wrote a "Thankfulness is" sentence to best describe the things in their lives that they are thankful for or how they demonstrate their thankfulness for the things most important to them in their lives. They created vivid art work for their page in the story using mixed media to represent their sentence.

On October 31st the class presented their creations to the school during our month end assembly. The staff and students enjoyed the message about thankfulness communicated during the performance of their song and the reading of their book at the assembly. Their message was very touching to many.

### Thankfulness Song

By 3/4E

(We're) thankful for the world so sweet  
Thankful for the food we eat  
Thankful for the birds that sing  
We say thanks for everything!

(We're) thankful for the chance to play  
Thankful we have treats each day  
Thankful for our video games  
We say thanks even when it rains

(We're) thankful for our family  
Thankful that we can live free  
We are thankful for our homes  
We say thanks wherever we go!

(We're) thankful that we go to school  
(For) gym, math, reading- music too  
We are thankful for our pals  
We say thanks at Parc La Salle  
(words in brackets and italics are to be sung before the beat; "upbeat")



Thankfulness is...

A book by 3/4E

Thankfulness is my auntie always inviting me to her house on Thanksgiving. By Owen

Thankfulness is appreciating our trip to Lethbridge. By Shaylynn

Thankfulness is having my favourite supper with my mom and dad. By Lakota

Thankfulness is being nice to my friends. By Parastoo

Thankfulness is having a thanksgiving dinner. By Parker

Thankfulness is when mom helps me brush my teeth. By TJ

Thankfulness is spending time with my family when we travel. By Steven

Thankfulness is taking care of the earth. By Darian

Thankfulness is having dogs and a cat to play with. By Kelvin

Thankfulness is giving my mom a card. By Anushthika

Thankfulness is having a party with my family. By Jesse

Thankfulness is having toys. By Jayden

Thankfulness is loving my mom and dad. By Ben

Thankfulness is getting time to play my video games. By Jude

Thankfulness is enjoying Christmas with my family. By Cody

Thankfulness is taking my dogs for a walk and giving them treats. By Cassidy

Thankfulness is having a family. By Samuel

Thankfulness is snuggling in my blanket at bedtime. By Michelle

Thankfulness is having ice cream. By Evan

Thankfulness is showing respect to mom and dad for all they do for me. By Fareed

Thankfulness is loving the house I live in. By Manpreet

Thankfulness is saying thank you and being grateful having a nice bike. By Chase

Thankfulness is playing with my dog. By Noah M

Thankfulness is being with my family because I appreciate them. By Noah G

Thankfulness is helping somebody. By Ty

Thankfulness is a beautiful class community.



## We Helped Scare Hunger

By Pat Liss, Teacher

For the past few years schools in the Seine River School Division have been linking up with the Free the Children organization and participating in a number of awareness and fund-raising initiatives, most notably We Day. This year students at Dawson Trail School decided to build on one of their previous years activities. Over three weeks in October a group of thirty Grade 7 and 8 students met during their lunch hours to organize, advertise and run a school wide food drive to benefit the Tache Food Bank. This action was taken to coincide with the Free the Children organizations initiative to collect non-perishable food items at school and in the community to help raise awareness about local hunger issues. The group, dubbed the "We Day kids," as they were also students chosen to attend this year's We Day at the MTS Centre, created posters, wrote announcements and did classroom visits, in English and German, to bring students attention to the need for supporting our local food bank.

On Halloween day the students then took the donations to the Tache Food Bank where they met with food bank volunteers. The volunteers spoke to the students about the role of the food bank and were given a tour of the facilities. Many of the participants have already been recruited by the food bank to help with their big Christmas hamper drive.





# WE CARE!!

By Aubrey T., Grade 7 (École St. Adolphe School)

On Wednesday, October 30th 16,000 students gathered in the MTS Centre for the powerful and inspirational concert known as

We Day.

What is we day? We Day is inspiring a generation of young people through an inspirational event leading them to take action as agents of social change.

Why? The people at We Day believe in the youth. They believe that we can stop bullying and poverty around the world. They believe that we can be the change.

How? By speaking up and showing our support. By raising money for charities or simply helping a classmate through a hard time. It all starts with us from you to me from me to we!

At We Day Manitoba, Marc and Craig Kielburger, Martin Sheen, Spencer West, Shawn Desman, Martin Luther King III and many more motivated us to be champions of change and inspired us to be better people. When we got to our seats, special We Day bags were awaiting us. In these bags, was a motion sense bracelet that lit up when you moved. They asked us to clap in unison and the room lit up - it was beautiful! Also in the bag, there was a seed to plant a tree, a ruler, and a pen made out of recycled newspaper.

All of the gifts were really cool and we appreciated their effort.

After the concert, I bought a really cool necklace made by a woman in Kenya - it was \$10. My teacher bought one too! For every necklace purchased, We Day bought school supplies for a child in Africa, so it was worth the money! All together, We Day was an amazing event and I would love to get the chance to attend another one.



# WE CARE ABOUT ESAS!!

By Jen Negrich and the Grade 7 and 8 Student Leadership Team



Our school has begun to put We Day initiatives into place. We have formed a Leadership group that will look at meeting the needs of our school, our community of St. Adolphe, and even our province! The goal of this group is to bring to the table the voices of our youth. Together we will embark in a variety of activities to allow change in someone's lives.

These are some of the activities we would like to do in order to demonstrate our leadership skills this year...

- Provide some of the early years students with a 'big brother or sister'. We would meet with them on a weekly basis and provide some mentoring and role modelling opportunities.
- Create community in our school by organizing spirit days, house teams and participate in gym related activities as a school.
- Creating a school newspaper featuring articles written by students for the student population.
- Fund-raise and make donations to Winnipeg Harvest, local food banks, Cancer Care research, Heart and Stroke Foundation, Children's hospital, etc. We are planning a talent show, bake sales, and pancake breakfasts to get our fund-raising off the ground.

Within our school division, we are beginning an elaborate project that has been initiated out of St. Anne Elementary. We are working together as a school division to fund-raise enough money to construct a school in a developing country. As you can see...the possibilities are endless!!

# Haircuts for Feed the Children

By Brett Legault, Grade 7 Teacher



On October 31, 2013 the students of La Barrière Crossings school had additional reasons to be excited for their monthly awards assembly. Mr. Legault and Mr. Gusdal had their hair unceremoniously snipped by a collection of lucky students and staff.

The leadership students of LBC were looking for ways to raise money to coincide with WE Day during the month of October. One of the ideas that arose was to pay \$2.00 for a ballot for the chance to cut Mr. Legault or Mr. Gusdal's hair. We decided that ten students would be chosen to cut each teachers hair during the assembly on October 31st. The leadership students did an amazing job of preparing posters and raising awareness for this cause.

The students did an even better job of letting their fellow students know that all the money raised would be donated to Feed

the Children which is part of the WE Day organization. Some of the leadership students were lucky enough to attend the actual WE Day event and have become even more driven to the multitude of causes that WE Day supports.

In the end, the students of LBC raised \$155.00 and all that money will be used by Feed the Children to help build schools in Africa so that all students will have the opportunity to go to school and become educated. It has yet to be determined how much the therapy will cost for Mr. Legault to overcome the emotional distress he faced at losing his hair. In all seriousness I was very proud of the students of LBC for coming together and not only raising money for this cause but more importantly for raising awareness of the fact that not all children in the world are lucky enough to go to school.



## LSS Lancer Leaders

By Natalie Moore, Teacher

For the past three years I have had the pleasure of working with 35 students from Grades 6-8 that are known to the La Salle Community as the Lancer Leaders. When I first signed up to be a teacher representative for this group I came in thinking that my role would be to educate and inspire the students to make positive social changes. I quickly discovered I was wrong. These leaders were already aware of many local and global issues. They did not need me to dictate what needed to be done. Rather, they knew and were armed with ideas and plans that just needed some guidance.

In the last year alone, the Lancer Leaders organized a bake sale, hockey tournament, coin drive, dances, ornament

sales, and collected toys and food for local organizations such as Winnipeg Harvest, Siloam Mission, The Christmas Cheer Board, Jumpstart, Brandon's Hope and The Dream Factory. In conjunction with our Grade 7/8 students they adopted a village and worked extremely hard at raising funds for clean drinking water within that community. They planned and organized assemblies such as Remembrance Day and hosted a number of in-school learning opportunities such as Halloween centres and art lessons for the younger grades.

This year with the support of Scholastic and a cupcake sale, the leaders raised enough money to create Halloween art activities and goodie bags, as well as

purchase over \$700 worth of books for the Children's Hospital library. Excited about their first initiative, on October 30th, 26 leaders attended We Day, an educational event and movement of young people leading local and global change. After hearing from speakers such as Martin Luther King III, Molly Burke and Vicente Fox, their excitement has only been heightened. The students are looking forward to taking part in this year's Free the Children initiative; the year of education. Although this is just one initiative these leaders have taken on I can only imagine the amazing things this group of driven, compassionate, hard-working students will accomplish this year and I feel lucky to be a part of their journey.



# *WE Act is alive at ESAI!*

*By WE Act Student Group*

The We Act group at École Ste. Anne Immersion has been engaged and active in learning about hunger the last two months.

Since the group started in September, the members have been hard at work gaining a better understanding of what is happening in their school, their community and the world. Every two weeks the group meets at lunch hour and participates in discussions and activities which help them realize how prevalent and serious hunger is, as well as many other social justice issues.

We started by looking at Canadian facts. The students discussed reasons why people, particularly children, may not have enough to eat. The students discussed causes of hunger as well as did some research on the subject. Many were shocked by the large numbers of people who are without enough food on a daily basis.

On October 25, 2013, Kira Burkett from MCIC (Manitoba Council for International Cooperation) came to our school for a lunch hour presentation called Appetite for Change: Global Food Crisis. Lead by Kira, the group participated in many activities including a true and false game, a simulation activity and a discussion surrounding the topic of a lack of food and resources in developing countries. Our group also discussed some of the reasons for the food crisis and what can be done to aid the situation.

Once the students had explored local and global facts regarding hunger, it was time to take action. The We Act group planned a spirit week for the school which promoted the collection of non-perishable food items throughout the week. From there the group went trick-or-treating on Halloween for their We Scare

Hunger campaign. The food items continue to arrive at the school. So far they have brought in well over 100 items which will be donated to a local food bank to help their community.

During the spirit week, our We Act group was given the privilege of attending We Day. Students were so inspired by all of the amazing speeches that they were eager to start our next initiatives. Students are accepting challenges through the We 365 app, and have signed up for the We Create Change campaign. Along with trying to create peace in our school through random acts of kindness, they are also collecting money toward the purchase of bricks to build a school house. They will be counting change, rolling money, and donating all of it to Free the Children in order to have school houses built across the world in hopes that all children will eventually have access to an education.



## *Keeping the Partnership between Home and School Strong to Support Reading in the Early Years*

*By Jackie Borafjord, Literacy Consultant*

Today's parent knows far more about how their child learns to read than a generation ago. If you listen to a group of parents talk at the arena, at a community barbecue or just amongst their friends you will hear them talk about their child's reading. Parents understand the importance of their children learning and support them by committing to read with their child during home reading and even helping their child with book projects like dioramas and making videos. In addition to this, parents are educating themselves on how to help their child learn to read by using the Internet, reading books, and talking to classroom teachers. Parents and teachers working together is an essential partnership. How do we keep this partnership strong?

One way to keep this partnership strong would be to continue to communicate to parents the current

practices that are supported by research, for how students learn how to read. Many strategies and/or practices that were used a generation ago are no longer considered best because research has demonstrated a more effective way. If we think back about how we learned to read, most of us would think of our class with three reading groups with up to ten students in each group. We know that students were "grouped" by strong, average, and the weak. When it was our time to read, our teacher would sit with our group and we would take turns reading out loud. The other two groups were usually working in a workbook or on worksheets. This worked for many of us and we would probably consider this a successful practice. Current research demonstrates that this is no longer best practice for students learning to read. This practice is known as "round robin reading." We also know that the use of



# Strong Home and School Partnership Continued

drill and practice worksheets and/or workbooks is no longer considered best practice. So how do students learn to read now?

Children learn to read in a classroom that supports balanced literacy. Balanced literacy means that children are engaged in various reading and writing activities. One component of a balanced literacy classroom is the small group reading instruction that occurs on a daily basis. This practice is sometimes referred to as guided reading. During guided reading a group of students work with the classroom teacher on reading. Teachers determine student groupings in different ways depending on student need. These groupings include:

- Students at same reading level and are reading the same title.
- Students are reading different books from each other but the books are at the same level
- Students are reading different books that are at different levels and the focus is on the reading strategy (i.e. decoding, comprehension).

During guided reading, the teacher selects a learning goal that reflects the students' need. Usually a group is seen for 10-20 minutes and for the majority of the time, the students are reading independently. Students are not reading at the same time together and they are not taking turns reading. Instead, the teacher is able to focus on one student and listen to their reading and provide direct feedback to that student. In the early years, students are whisper reading, but transition to silent reading in the middle years. When the teacher is selecting the book(s), the primary focus is not the book level but instead what the book offers at that level and how it will support the learning needs of the student(s).

One of the largest misconceptions in reading instruction today is the value placed on a child's specific reading level. All too often children's progress has been solely identified to what level they are currently reading. You often hear students say, "I'm at Level J, what are you at?" or "I can only pick from the Level E box". Leveling was never intended to become a child's reading identity or to overtake all reading in a classroom. The important question to ask is, "When is it appropriate to use leveled text?" When students are learning to read or if they are having difficulty in learning to read then leveled text is most appropriate. During guided reading when the teacher is working with children in a small group, then it is appropriate to work with leveled text. However, if this is the only interaction that students have with reading then the instruction is not balanced. Students need to be exposed to a variety of reading

materials including leveled text through-out their day. What are some other ways that students might practice their reading?

Independent reading, sometimes referred to as silent reading, is a necessary component of a child's daily reading. It is during this time that students are practicing what they have learned in small group reading instruction or whole group reading instruction. Students might spend some of the time using leveled text, but it is also important that they are able to select other books from their classroom or school library. One of the most important parts to independent reading is that students, even in Kindergarten, have choice in the books they are reading. By giving students choice, they begin to develop ownership of their learning and begin to explore their interests.

Home reading is another time that students might practice their reading. There are two purposes to home reading in the K-2 learning to read stage.

One purpose is to practice what they have learned by reading familiar books or unfamiliar books that are considered easy. This means that they are reading books to practice what they have already learned. The focus is not on the level, but instead on what the child is able to do (i.e. read smoothly and accurately, use expression, use specific strategies to decode). In class, children will be working on books slightly harder to learn new skills supported by their classroom teacher.

The second purpose to home reading in K-2 would be to expose students to many different genres of books. These books might be read to them from an older sibling, parent, etc. The purpose of this is to develop a love for books and to start learning about what types of books they are most interested in. Ideally, children have a choice in what they are bringing home to read.

By keeping parents informed of current practices of teaching reading, we foster the partnership between home and school. Parents are able to better support their own children as they are learning to read. We are very fortunate to have the support of parents in our schools today, especially through programs such as home reading.

\*\*For more information on the other components of balanced literacy, please refer to the article, "What is Balanced Literacy?" by Lori Gauthier, SRSD Middle Years Literacy Consultant June 2013 Via the Seine at <http://srsd.mb.ca/via/June2013VIA.pdf>





# Ste. Anne Collegiate Provincial Team Athletes

By Louis Cote, Teacher

School may have been out for the summer, but Ste. Anne Collegiate had a quartet of outstanding athletes that were chosen for Provincial teams while they were away from school.

Seth G. (far right) was chosen as a member of the 16U Team Manitoba Football team and was on the provincial champion St. Vital Mustangs football team. Seth is an offensive lineman.

Now that the boys are back in school they are focusing their athletic efforts on the basketball court. SAC made it to the Provincial AA Basketball final last year and these outstanding athletes are planning to lead the team to the championship this season.

Raymond H. (2nd from left) was on the Silver Medal Winning 17U Manitoba Provincial Basketball team that participated in the Canada Summer Games in Sherbrooke this past summer. Raymond's skills saw him play forward and guard in the games.

Brock L. (far left) was chosen as a member of Team Manitoba 18U football team this summer. His talents as a defensive back also led to his inclusion on Team Canada which will be going to Dallas, Texas this spring for a week of exhibition games and training.

Liam L. (2nd from right) was a member of the 15U Team Manitoba baseball team which participated in a tournament in Okotoks, Alberta against other provincial teams in August. Lenton, who spends most of his time behind the plate as a catcher, also played second base for the team.



## The 100-Mile Club at Arborgate School

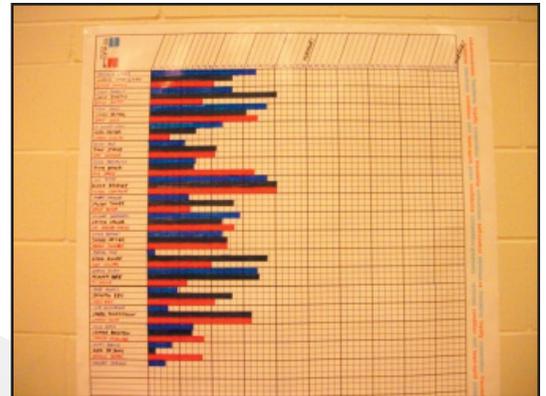
By Brian Gadiant, Teacher

Over the past few years Arborgate School has been promoting running as a lifelong activity. We have had an increasing number of staff and students involved in our various running clubs, enjoying the community-building aspects, as well as experiencing the benefits to overall health and well-being. We tend to tweak our program every year and change things up to add some more excitement and motivation for the members and this year is no exception. This year we have decided to take our club one step further and join the official 100-Mile Club!

So what does all of this look like at our school? At minimum, we run the club two days a week over lunch hours through and around the community. As students complete their miles we add the distance to the chart on the gym wall (see picture). Students are always excited about adding miles. Almost every day I get same the question, "Is there 100-Mile Club today!?" – it's a good feeling to know the kids are really into the whole thing. We also often enjoy healthy snacks after running through town – fruit, carrots, chocolate milk, yogurt and grain bars. After only about a month of running the club some students are already nearing the 25-mile marker, where they will receive their club t-shirts. We're definitely looking forward to seeing this club succeed throughout the year, and perhaps grow even bigger by September of next year!



The 100-Mile club is a club of over 30,000 students in over 200 schools across the US (and more recently Canada). The basic idea is that all members set a main goal to complete 100 miles by the end of the school year (running, jogging, or walking are all acceptable means of gaining mileage). Students will also set other goals along the way and are rewarded with prizes at specific milestones. A quote from the official website, 100-mileclub.com, perhaps describes things best: "Inspired by the 1992 Olympics, special education teacher Kara Lubin used the dream of becoming a gold medalist to inspire her hard-to-motivate students. That year, The 100 Mile Club was born from a simple idea: run 100 miles and earn a medal. With incentives given along the way, including a unique milestone t-shirt, lessons in goal-setting, determination, and team spirit are delivered alongside exercise." So with all of this, we can see how there's much more to it than simply the running. In fact, it's another type of learning: learning to work together, learning to focus, learning personal best, learning to succeed and learning to enjoy.



# LSS Recognized For Their Commitment to Safety



The annual North American Occupational Safety and Health (NAOSH) Awards were awarded September 30, 2013, recognizing the safety and prevention efforts of Manitoba workplaces during NAOSH Week.

Sponsored by the Canadian Society of Safety Engineering (CSSE), NAOSH Week focuses on the importance of preventing injury and illness in the workplace and is held each year in May, with the 2013 theme of "Safety and Health: A Commitment for Life! Are You as Safe as You Think?"

Promoting workplace safety and changing the way people think about safety is a challenge but workplaces have to take an active part as everyone has a part to play in keeping their workplace safe. This year La Salle School did just that.

Strongly supported by WCB, NAOSH week helps build a culture of safety and health at work, home and play. Educational institutions are starting to realize safe work is not just about industrial workplaces as injury and illness can occur in any workplace setting. The NAOSH Awards showcase and congratulate Manitoba workplaces that have developed safety activities and prevention awareness programs in the workplace. Awards and Certificates of Participation were presented to Twelve

Manitoba workplaces in recognition of their safety efforts during NAOSH Week. Representatives from Seine River School Division and La Salle School were presented with a certificate of participation on September 30th. La Salle School being the only Manitoba school known to participate did so with the likes of Red River College and the University of Manitoba.

The La Salle School events and presentations took place during the day and evening to allow the community as a whole to learn about: Bike, electrical, water, wildlife, fire, service animal, sound, home, boat, chemical and internet safety. In addition, topics and presentations also covered healthy eating choices, home fire evacuations drills, RCMP/fire vehicle tours, paramedic medical services, water rescue and Canadian Red Cross-Respect-Anti Bully/Harassment sessions.



Congratulations to the planning committee at La Salle School, Selma Hrehirchuk, Debbie Howard, Doug Proch, Andrea Kuhl, Pat Bolton, Lori Friesen, Liz Kowalchuk, Katherine Lowery, Robert Bouchard, Chris Szun and many others who provided event support.

## Adult Learning Centre

By Fiorella Lavergne, Director

As we flung open the doors to the Adult Learning Centre in Ste. Anne and dusted off the furniture to start another year, we welcomed a new group of students to the school.

Classes filled, our new computers hummed and pages turned. It is always a pleasure to welcome our new learners as they work to achieve their high school diploma. The ALC in Ste. Anne is an important part of the community allowing students the opportunity to "pick up where they left off" in their education journey. Our students come from varied backgrounds and ages. Our oldest student to date was 74 when he graduated

with his high school diploma. On graduation day he attended with three generations of his family there to cheer him on. It takes a tremendous amount of courage and determination to walk through the front door, crack the books open and start again. To all our new and returning students we wish you luck and promise to support you as you work toward a goal many of us take for granted. From all of us at the ALC have a wonderful year where ever you are attending school.



**OPERATING FUND  
SCHEDULE OF REVENUE, EXPENSES  
AND ACCUMULATED SURPLUS**

For the Year Ended June 30

	2013 Actual	2013 Budget	2012 Actual
<b>Revenue</b>			
Provincial Government - Core	30,305,852	30,535,917	29,923,001
Federal Government	22,181	15,000	28,106
Municipal Government - Property Tax	10,382,545	10,024,083	9,287,522
- Other	-	-	-
Other School Divisions	267,222	200,000	220,386
First Nations	30,288	-	39,813
Private Organizations and Individuals	38,109	-	32,382
Other Sources	63,407	68,000	47,446
	<u>41,109,604</u>	<u>40,843,000</u>	<u>39,578,656</u>
<b>Expenses</b>			
Regular Instruction	22,508,660	22,846,452	21,520,898
Student Support Services	7,390,890	7,549,550	7,344,332
Adult Learning Centres	305,358	-	303,443
Community Education and Services	122,166	64,790	41,881
Divisional Administration	1,391,761	1,418,480	1,255,363
Instructional and Other Support Services	1,201,412	1,080,792	965,432
Transportation of Pupils	2,542,792	2,337,212	2,342,114
Operations and Maintenance	4,026,811	4,435,472	3,649,502
Fiscal	689,552	677,000	679,901
	<u>40,179,402</u>	<u>40,409,748</u>	<u>38,102,866</u>
Current Year Surplus (Deficit) before Non-vested Sick Leave	<u>930,202</u>	<u>433,252</u>	<u>1,475,790</u>
Less: Non-vested Sick Leave Expense (Recovery)	<u>5,491</u>		<u>(89,441)</u>
Current Year Surplus (Deficit) after Non-vested Sick Leave	<u>924,711</u>	<u>433,252</u>	<u>1,565,231</u>
Net Transfers from (to) Capital Fund	<u>(830,650)</u>	<u>(433,252)</u>	<u>(1,090,824)</u>
Transfers from Special Purpose Funds	<u>-</u>		<u>-</u>
Net Current Year Surplus (Deficit)	<u>94,061</u>	<u>0</u>	<u>474,407</u>
Opening Accumulated Surplus (Deficit)	1,269,321		794,914
Adjustments:	-		-
Non-vested sick leave - prior years	-		-
Opening Accumulated Surplus (Deficit), as adjusted	<u>1,269,321</u>		<u>794,914</u>
<b>Closing Accumulated Surplus (Deficit)</b>	<u>1,363,382</u>		<u>1,269,321</u>

# IDC Students Work Together

By Linda & Hannah, Grade 8 Students



A HUGE high five to students of Ile des Chênes School on October 30th for putting on an AWESOME Halloween dance!! Student reps from each class were chosen to select a Halloween activity for the Grades 5-8 students. After a few of the Grade 8 students surveyed the classes about their favorite choice for an activity, they decided on a dance in the school gym. This year, the students decided to try their hand at organizing, decorating and running the dance, and they did a GREAT job!!

After decorating the gym with strings of lights, turning on a disco ball, plugging in a few colored floodlights, and hooking up the schools mixing board with the help of Mr. Mitchell, the gym ROCKED!!

Grade 8 students Troy B. and Jesse L. volunteered to deejay the event and after spending several hours surveying students for song lists and downloading music onto their iPods, they ROCKED THE HOUSE!!!! Personalities and talents shone as the boys handled the music and the mics with ease and made sure the students had a great time! Combining contests with dances, the afternoon was a huge success!!

When asked about the dance the next school day, the student responses were as follows:

“Really good! They had good songs,” “It was incredible. I hope they do it again!” and “It was fun! I liked the Cha Cha Slide song!”

Grade 8 student Hannah M. spent time after interviewing Troy about the experience as a whole and when asked about picking the songs, Troy replied that he had “...some great people

helping me, but we just took our favorite songs and mashed them together.” The boys agreed that they volunteered because they thought it would be a fun experience and after all, they got to talk into a microphone for an afternoon! When asked how he would describe his experience as a deejay, Troy replied “It was super fun. We learned how to use a mixing board and we learned a lot.” Troy stated the kids all loved the music and the songs they played and they were complimented on it from several students. When asked what they would do differently next time, Troy’s only comment was that perhaps next time they could get a few more professional lights, but overall the whole thing was pretty good and he would definitely do it again!!

On behalf of the Grade 5-8 students and staff, a great big congratulations to Troy and Jesse, for putting on an AWESOME school dance!



## Ste. Anne Community Christmas

By Karen Thiessen, Vice Principal, SAE

Ste. Anne Elementary hosted a community Christmas for students and their families on Dec. 12. Staff organized the event enlisting help from the community. A local family, M & R Farms, brought their horses and heated covered wagon for the sleigh rides. Southeast Forestry donated the wood for the bonfire and the Parent

Advisory Council volunteered their time to support the event. Families participated in various activities. They made Christmas crafts, decorated Christmas treats and drank hot chocolate outside by the fire. Each family had their picture taken beside the Christmas tree and got to try their hand at indoor curling. There were

also sleigh rides and even a visit from Santa. Despite the freezing temperature, there were many happy, smiling faces all night. What a great way to celebrate the season!



# High School Apprenticeship Program CLC

By Graham Collier, Apprenticeship Program Coordinator



The High School Apprenticeship Program at Collège Lorette Collegiate has grown tremendously in the last three years. At the end of last year the program had 45 students working as level one apprentices in various trades throughout the area including Winnipeg. This year the High School Apprenticeship Program is having similar successes. The program is a tremendous opportunity for students to venture into the trade related workforce and explore these options, while getting paid and receiving high school credits. For many of these students, it is a great career exploration opportunity. For many it can be the beginning of a lifelong pursuit in a given trade. The students that continue in their respective trade can receive government incentives, such as having their entire post-secondary education paid for.

The success of the High School Apprenticeship Program at Collège Lorette Col-

legiate depends greatly on the willingness of companies and tradespeople to hire our students and begin their journey in the trades. One of these companies is Cladan Electric Ltd., a company owned and run by Claude and Monique Jeanson. Claude started Cladan Electric in Alberta in 1983 before moving back to the Lorette area in 1986. Then Claude and his wife Monique established Cladan Electric Ltd. out of their house on River Road, just outside of Lorette. Their company prospered to the point where they had to move to a larger facility. In 2012 they moved to Tache Avenue in St. Boniface. Today they employ 22 journey persons and apprentices, one office assistant and themselves. Cladan Electric Ltd. specializes in fire alarm installations and commercial and residential wiring. They are also very committed to working with schools and the High School Apprenticeship Programs. Over the past ten years they have trained three students from Ste. Anne and more recently they have hired three students from Collège Lorette Collegiate.

Rheal A. graduated from Collège Lorette Collegiate in 2013. He was involved in the High School Apprenticeship Program starting in his Grade 11 year. He completed 1,900 hours as a level one apprentice prior to graduating and is now completing the Technical training aspect at Red River. By the time this article is published, Rheal should have completed all of his requirements for his Level 1 and will return to Cladan Electric Ltd. as a level two apprentice.

Justin H. began his journey as an electrician with Cladan Electric Ltd. in July of

this year and is now working full time. He has completed the majority of his compulsory high school credits allowing him to work full time. Currently he is learning his trade while working at the new fire hall in Oakbank. When that job is completed he will be moved to another site.

Daylon C. is the third student from Collège Lorette Collegiate to be employed as an electrician apprentice by Cladan Electric Ltd. Daylon began working in September. Daylon is working Tuesday, Wednesday and Thursday and is at school on Mondays and Fridays completing his mandatory courses.

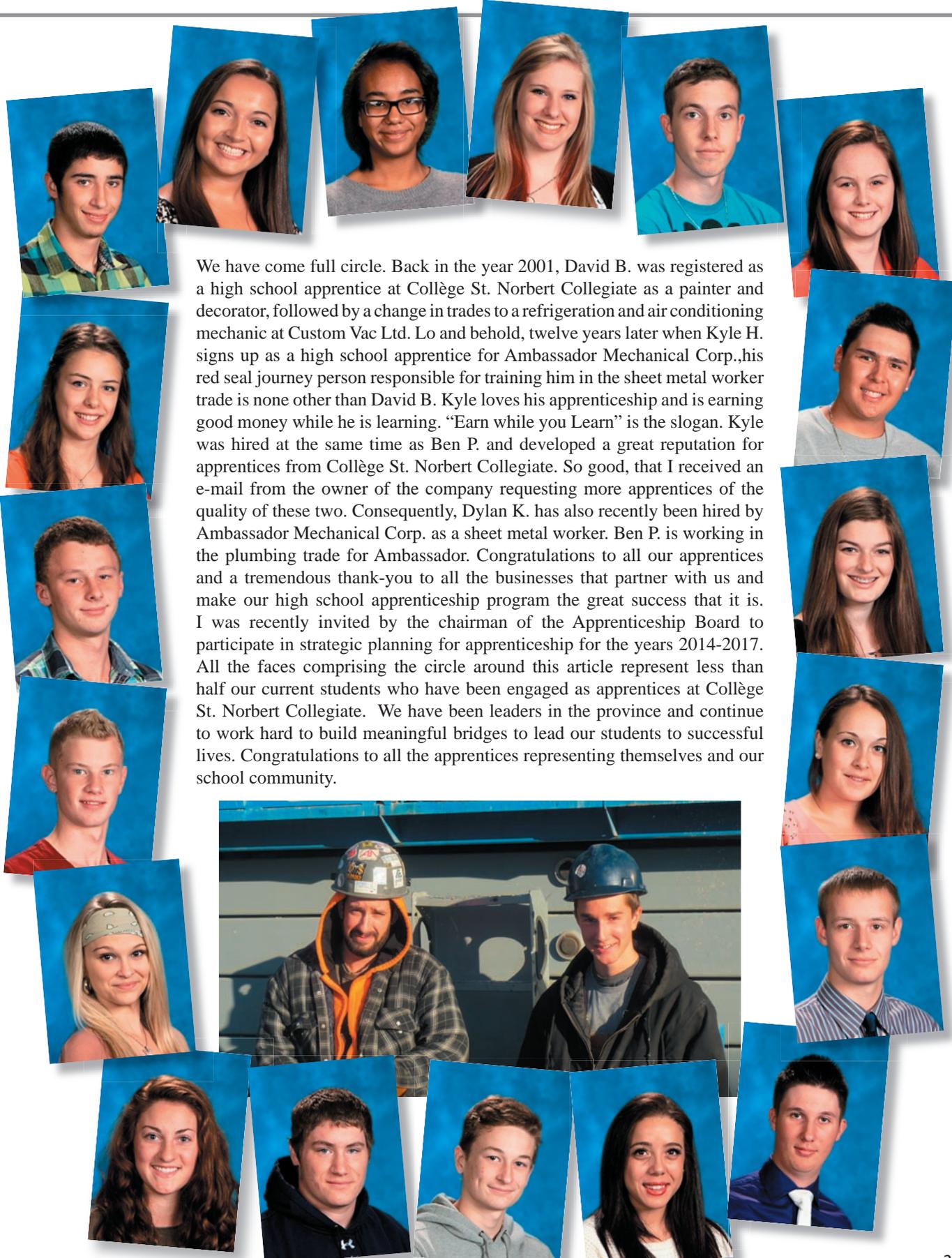
Both Justin and Daylon are enjoying the opportunity that they have been given. It is the support of companies such as Cladan Electric Ltd. that allow these students to become involved in the High School Apprenticeship Program.

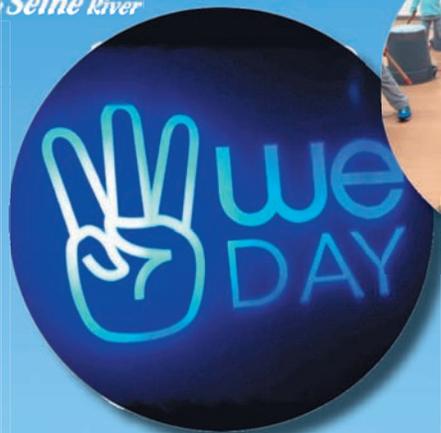


# High School Apprenticeship Program at CSNC

By Bruce North, Apprenticeship Program Coordinator

We have come full circle. Back in the year 2001, David B. was registered as a high school apprentice at Collège St. Norbert Collegiate as a painter and decorator, followed by a change in trades to a refrigeration and air conditioning mechanic at Custom Vac Ltd. Lo and behold, twelve years later when Kyle H. signs up as a high school apprentice for Ambassador Mechanical Corp., his red seal journey person responsible for training him in the sheet metal worker trade is none other than David B. Kyle loves his apprenticeship and is earning good money while he is learning. "Earn while you Learn" is the slogan. Kyle was hired at the same time as Ben P. and developed a great reputation for apprentices from Collège St. Norbert Collegiate. So good, that I received an e-mail from the owner of the company requesting more apprentices of the quality of these two. Consequently, Dylan K. has also recently been hired by Ambassador Mechanical Corp. as a sheet metal worker. Ben P. is working in the plumbing trade for Ambassador. Congratulations to all our apprentices and a tremendous thank-you to all the businesses that partner with us and make our high school apprenticeship program the great success that it is. I was recently invited by the chairman of the Apprenticeship Board to participate in strategic planning for apprenticeship for the years 2014-2017. All the faces comprising the circle around this article represent less than half our current students who have been engaged as apprentices at Collège St. Norbert Collegiate. We have been leaders in the province and continue to work hard to build meaningful bridges to lead our students to successful lives. Congratulations to all the apprentices representing themselves and our school community.





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**475A Senez St., Lorette, MB ROA OYO**  
**Ph: 204-878-4713 Fax: 204-878-4717**  
**Email srsd@srsd.ca Website: www.srsd.mb.ca**

K-8 E	La Salle School 43 Beaudry St., La Salle, MB ROG 1B0	Ph: 204-736-4366 Fax: 204-736-2709 Email: lss@srsd.ca www.lss.srsd.mb.ca
K-4 E	Parc La Salle School 190 Houde Dr., St. Norbert, MB R3V 1C5	Ph: 204-269-1503 Fax: 204-261-4626 Email: pls@srsd.ca www.pls.srsd.mb.ca
5-8 E	La Barrière Crossings School 245 LeMaire St., St. Norbert, MB R3V 1M2	Ph: 204-275-5048 Fax: 204-275-6299 Email: lbc@srsd.ca www.lbc.srsd.mb.ca
9-12 I	Collège St. Norbert Collegiate	Ph: 204-269-4920 Fax: 204-269-9969
9-12 E	870 Ste. Thérèse Ave., St. Norbert, MB R3V 1H8	Email: csnc@srsd.ca www.snc.srsd.mb.ca
K-8 I	École St. Norbert Immersion 900 Ste. Thérèse Ave., St. Norbert, MB R3V 1H8	Ph: 204-261-4430 Fax: 204-269-0925 Email: sni@srsd.ca www.sni.srsd.mb.ca
K-8 I	École St. Adolphe School	Ph: 204-883-2182 Fax: 204-883-2612
K-8 E	444 La Seine St., St. Adolphe, MB R5A 1C2	Email: sas@srsd.ca www.sas.srsd.mb.ca
K-8 I	École Ile des Chênes School	Ph: 204-878-2898 Fax: 204-878-3491
K-8 E	Box 250, 455 d'Auteuil, Ile des Chênes, MB ROA OTO	Email: idc@srsd.ca www.idc.srsd.mb.ca
9-12 I	Collège Lorette Collegiate	Ph: 204-878-2887 Fax: 204-878-3582
9-12 E	1082 Dawson Road, Lorette, MB ROA OYO	Email: clc@srsd.ca www.clc.srsd.mb.ca
K-8 E	Dawson Trail School Box 70, 425 Senez St., Lorette, MB ROA OYO	Ph: 204-878-2929 Fax: 204-878-3576 Email: dts@srsd.ca www.dts.srsd.mb.ca
K-8 I	École Lorette Immersion 475 Senez St., Lorette, MB ROA OYO	Ph: 204-878-4233 Fax: 204-878-4237 Email: eli@srsd.ca www.eli.srsd.mb.ca
9-12 E	Ste. Anne Collegiate 197 St. Alphonse Ave., Ste. Anne, MB R5H 1G3	Ph: 204-422-5417 Fax: 204-422-5614 Email: sac@srsd.ca www.sac.srsd.mb.ca
K-8 E	Ste. Anne Elementary School 177 St. Alphonse Ave., Ste. Anne, MB R5H 1G3	Ph: 204-422-8776 Fax: 204-422-8262 Email: sae@srsd.ca www.sae.srsd.mb.ca
K-8 I	École Ste. Anne Immersion 167 St. Alphonse Ave., Ste. Anne, MB R5H1G3	Ph: 204-422-8762 Fax: 204-422-8498 Email: sai@srsd.ca www.sai.srsd.mb.ca
K-8 E	Richer School Box 9, Dawson Rd., Richer, MB ROE 1S0	Ph: 204-422-5490 Fax: 204-422-8625 Email: rch@srsd.ca www.rch.srsd.mb.ca
K-8 E	Arborgate School Box 40, 139 Principale St., La Broquerie, MB ROA OWO	Ph: 204-424-5607 Fax: 204-424-5206 Email: arb@srsd.ca www.arb.srsd.mb.ca
	Ste. Anne Adult Learning Centre 34 Centrale Ave., Box 1113, Ste. Anne, MB R5H 1C1	Ph: 204-422-5627 Fax: 204-422-5633 Email: steannealc@srsd.ca www.alc.srsd.ca