

Via the Seine

A collective effort | A message from Wendy Bloomfield, Chair, Board of Trustees

There's no question these last few months have been challenging for everybody. On behalf of the Board I would like to extend a sincere thank you to all of our students and their families for doing your part in adapting to change and making the best of the students' time spent learning, both at school and from home.

I am so impressed and inspired by the staff we have in our division and our schools – from our Superintendent to every last staff member – who are also adapting, sometimes on a daily basis, to constantly changing directives from the Departments of Health and Education. They are all going above and beyond to ensure our students continue learning in a safe environment. Our teachers are teaching in gyms, multi-purpose rooms, band rooms and out in the community. In the midst of it all, they have still prepared report cards, held parent-teacher interviews, and assessed students' educational needs, in ways they've never had to before. Our

divisional IT team and dedicated Educational Assistants are doing whatever is needed to support our students and make sure they have the tools they need. Our custodial staff in all of our schools are working harder than ever to ensure our students have clean, safe places to learn in. I just can't say enough about what a fabulous job our staff is doing.

Our board meetings still look different too, and while we would normally be starting our budget process with a public meeting, we will instead be inviting input from the community online. Watch for more information on this on our website at www.srsd.ca.

I hope you enjoy this new issue of *Via the Seine*, which tells stories of some of the ways our staff and students are adapting while also reaching curricular goals of learning. I wish you all a happy, safe and healthy holiday season. 🍎

Community comes through

Ste. Anne Collegiate students have been alternating daily between learning at school and remotely from home. But some have been learning at a third location: the town's community arena.

To help students without access to reliable technology, Internet or other resources they need for remote learning, the school approached the town of Ste. Anne to request use of the arena, just a short walk from the high school.

"The town opened the doors to us immediately. We are so grateful for how the community has come together to support our students," Principal Laird Laluk says.

Chief Administrative Officer Marc



🍎 Grade 9 SAC student Clarissa uses a laptop provided by SRSD on a remote learning day at the Ste. Anne Arena.

Darker, Operations Manager John Desrochers and Town Foreman Duane Clefstaf worked with the school on a feasible plan, and have been helping with day-to-day needs, says Laluk.

On Tuesdays and Thursdays since early November, about 20 Grade

9 and 10 students set up inside the arena's large lobby area, while another 20 Grade 11 and 12 students use the space on Mondays, Wednesdays and Fridays, says Student Support Teacher Kristen Pritchard.

"Instead of these students sitting at home unable to engage with their classes, they now have the tech they need. The division's IT department set everything up for them, and we have student support teachers and EAs – who have been fantastic – there to help them," Pritchard explains, adding that office supplies and food for the school's breakfast program are brought daily to the arena, which is cleaned and sanitized regularly.

"These are uncertain times and we're just trying so hard to support our students. We really appreciate that we've been given this extra space," Pritchard adds. 🍎

Hop, jump, twirl!

So much of the school day is different this year, but one constant is that students – and staff – need their social-emotional needs met. At Parc La Salle School, they've been finding new ways to make that happen.

"We've really been focusing on supporting our students, staff and families. One of our goals is having a sense of belonging and positive relationships," explains PLS Principal Teresa Hampton.

"Teachers have spent a lot of time this fall developing classroom communities, creating classroom treaties around expected behaviour and developing tools for self-regulation. We've also had a professional development day that

revolved around supporting our staff and their own well-being. Everything we do is inter-connected."

To help students with sensory or movement needs get through the day of learning, the school has made adjustments this year to their existing sensory room and repurposed a music room into a movement space. They have also installed a new "sensory pathway" in one school hallway. The floor decals encourage students to do things like hop from foot to foot, jump, walk and twirl as they move down the hall.

"We thought it would help specific students get the movement they need, but almost everybody slows down and uses it – even some staff! It's really exciting to see," Hampton says. 🟡

📍 Grade 4 student Jabari O. makes his way down the new sensory pathway in the hallway at PLS.



Social media and the Snake Den

How do you know when you're addicted to an app on your mobile device?

That's a question teacher Chloe Ramm asked her Grade 7/8 students at École Ile des Chênes this fall. The class watched the docudrama "The Social Dilemma," which looks at the rise of social media, its addictive nature and the effect on mental health, particularly in teens.

Ramm asked the students to think about the most addictive parts of their favourite apps, and use that knowledge to imagine and design either the most addictive app or a new, safer app that would promote a healthier attachment to electronics – while reflecting on what makes them want to spend so much time on their phones, she says.

"This was a fun and interactive way to get them to practice critical thinking," Ramm explains. "They know they are pretty addicted to their phones and social media, and this brought awareness to the fact that they are not just using the apps – the apps are using them."

Each group of two pitched their app invention to their classmates, who played "investors" in the "Snake Den" – a nod to the school's python mascot.

"The presentation had a prepared section with a script, but also had a spontaneous oral production element with a question period. The students really had to know the app they designed and think quickly to answer the questions," Ramm says. 🟡

Guessing game

Sticky notes, plastic cups and even oranges have become tools to help students improve their numeracy skills at École St. Adolphe School.

Students in a Grade 6/7 Immersion class that Resource Teacher Miranda Fogg works with recently studied "three act tasks" where they had to estimate an answer when given just a small amount of information, then a few more details, until finally getting to the solution.

"We've been working on problems like how many knots fit on a rope, how many small cups will be filled from a large water bottle, how many cubes equal the weight of an orange," Fogg recalls. "Things like thinking out loud and asking questions are high-impact strategies to get them engaged in the process of solving a question."

After trying out a few examples, the students created their own problems for their classmates to estimate and solve.

"There's a sense of pride when someone else solves their question, and they gain so much from teaching others," Fogg says. 🟡



📍 Grade 6 SAS student Logan O. fills small cups from a large water bottle as part of a mathematical estimating project.

Creating Canada in 3D



▲ Grade 4/5 students at ESAI created several 3D maps of Canada's physiographic regions for a geography project.

Canada came to life at École Ste. Anne Immersion, through models students built of the entire country.

While studying Canadian geography, the Grade 4 and 5 students found a particular interest in the physiographic regions of Canada. A creative hands-on project allowed them to work together while still staying two metres apart: building accurate 3D models of the nation's various regional landscapes using plasticine.

Each student built their own region, which fit together to create a model of the Canadian map, explains Shawna Gosselin, one of the three Grade 4/5 teachers who put their heads together to come up with the two-week project.

"The students still got that teamwork and group work feeling they so desperately need, especially during this pandemic, all the while keeping their physical distance. They had to plan together and make sure each region fit together properly. There was a great amount of both individual responsibility and collaboration," explains Gosselin.

Students started by creating a plan which included a drawing, an explanation of the landscape and what colours of clay they would need. As the project went on, they were able to use their notes, drawings and online images to help them be as accurate as possible, Gosselin adds.

"They loved creating and seeing something that was theirs come to life. It was a great way to motivate students in their learning, creating, writing, explaining and teamwork." ●

Unearthing the past

Hammers, picks and brushes were the tools of choice this fall at La Barrière Crossings School, as Grade 7 and 8 students played the roles of archaeologists.

Students used the tools to unearth "fossils" – plastic dinosaur skeletons and bones that teachers Melissa Patterson and Ann Groening encased in plaster for the students to chip away at, then assemble and identify.

"We wanted to create a hands-on activity to enhance our Social Studies topic of Early People and civilizations of the past. We're trying to still incorporate exciting activities for students even with the restrictions of COVID," Groening says. "The students had to look through the lens of an archaeologist, using vocabulary and roles we had discussed."

She and Patterson created a dig site and supplied tools for each student, discussing quadrants and the importance of labelling what they found using a grid system. Students analyzed what they found and recorded their findings on charts.

"There was a lot of excitement when a student would find something in their dig site. They were enthusiastic to share what they found," Groening says.

The students enjoyed digging through their sites and finding the fossils, she adds.

"I learned that anything an archeologist finds needs to be examined because it may be important in helping us learn about the past," says Grade 8 student Donald M.

"It really taught me how long it takes to write details in a chart, and not make a mess of my dig site," added Arianna, Grade 7. ●



▲ Grade 8 student Donald M. chips away at the first quadrant of his archeological dig "site".