

Report to the Community Via the Seine



A day to play, en français

Every fall, French-speaking high school students from across Manitoba come together for a day of activities and entertainment, all in French. This year, the gathering was called Aléa and held at Collège Lorette Collegiate (CLC) – the first French Immersion school in 30 years to host the event, which usually takes place at a francophone school.

Aléa – a play on “Aller à” meaning “go to”, as in “go to Lorette” – lets students participate in the francophone community outside of a classroom context, explains Francine Lepage-Lemoine, Vice Principal at CLC and French Language Coordinator for the division, which has 1,400 French Immersion students. The gathering was put on by the *Conseil jeunesse provincial*, which represents, encourages and supports French-speaking youth in the province.

More than 700 students from 12 Manitoba schools attended their choice of workshops, watched two

French bands play, and took in fun activities like fencing, axe-throwing and a petting zoo.

“Getting students out of the classroom lets them meet and be social with other French-speaking youth, and helps them see the value of speaking French,” Lepage-Lemoine says. “Students who actively engage with the French language and culture become more confident, develop pride in their accomplishments and have a greater sense of belonging.”

Grade 10 student Justice F. helped organize and volunteer at the event and found it valuable.

“It was a lot of fun and everyone was like-minded. It promoted speaking French and what being bilingual can do for you, and the different opportunities there are,” says Justice, who especially enjoyed a workshop about working in French radio. 🟡

🔍 French-speaking students try their hand at fencing as part of the Aléa event hosted by CLC in September.



🔍 CLC students (from left) Hannah B., Olivia L., Cally P., Marie M-S (all Grade 11) and Shaelyn M., Gr.12 helped host Aléa.

Our Mission...

SRSD engages students in learning experiences that develop literate, innovative and socially responsible citizens.

We Believe...

Children must feel valued.
Children will learn.
Children’s learning needs must be met.

We Value...

Honesty
Empathy
Respect

Embracing resilience

**A message from Michael Borgfjord
Superintendent**

A brand new decade is here, and it feels momentous. Potential for growth is everywhere we look – in all of our schools and our communities.

It's a time to celebrate the creativity and innovation of our staff, who go above and beyond test scores to provide opportunities for students to make real connections to the environment and their community, and to develop as individuals, both intellectually and social-emotionally.

It's been two years since we identified one of our priorities to be enhancing the emotional, intellectual, physical and social well-being of our students, and we've been working hard on creating an overall environment of belonging. We're training more students to become leaders who in turn teach their peers and younger students about diversity, inclusivity and respect. Our teachers are working on their own well-being and focusing on a growth mindset, not just in their students

but in themselves. It's so important to create multiple opportunities for individuals to look at their own well-being as a whole, holistic piece.

Teachers are embracing creative ways to encourage students to engage authentically, and to make connections to the world around them. And we're making advances in many areas. One of our high schools was the first French Immersion school in three decades to host a province-wide event for francophone students, with remarkable participation and organization from our students. On these pages you'll see that we have a tremendous number of diverse opportunities for students – from learning about science and humanities, to music, drama and sports, to career development – to look and think beyond their immediate surroundings.

We kick off 2020 knowing that the sense of community we have within our division is strong and unique – among our staff, our students and our families. We've worked hard to get here, and we take pride in knowing there's no other division like ours anywhere in Manitoba. 🟡

Our Board Priorities

- Expand evidence-based decisions that support excellence and innovative practices focusing on literacy and numeracy
- Strengthen all arts programs: visual, dance, music and drama.
- Enhance students' emotional, cognitive, physical and social well-being
- Enrich early childhood education

Board of Trustees

WARD 1	WARD 2	WARD 3
Wendy Bloomfield, Chairperson 204-269-4270 wbloomfield@srsd.ca	Jessie Cahill 204-260-9304 jcahill@srsd.ca	Theresa Bergson 204-793-5185 tbergson@srsd.ca
Gary Nelson 204-736-2817 gnelson@srsd.ca	Vicky Kiansky 204-294-3430 vkiansky@srsd.ca	Wes Keating 204-326-9863 wkeating@srsd.ca
Greg Reid, Vice Chair 204-806-7368 greid@srsd.ca	Christine Roskos 204-396-5076 croskos@srsd.ca	Trina Wall 431-336-8031 twall@srsd.ca

Snow days and bus delays

It's wintertime and that means bad weather can force school closures or bus delays. You can find timely information from three sources:

- Our division website at www.srsd.ca
- The websites for all our schools that are affected
- Our division Twitter profile [@SeineRiverSD](https://twitter.com/SeineRiverSD)

We also have a section on our division website with up-to-date bus information to help keep families of bus riders in the know. Visit www.srsd.ca, click on About Us, go down to Transportation Department and then Bus Schedule. 🟡



Take one: Welcome to Canada



Grade 4 student Jason L. uses green screen technology to insert himself in a scene of the script he wrote at PLS.

Students at Parc La Salle School (PLS) became screenwriters, directors and actors all in one for their fall drama project.

Divisional drama teacher Megan Young worked with Grade 3/4 classes at PLS to write scripts and create “commercials” welcoming visitors and immigrants to Canada. The students talked about their favourite things about Manitoba and Canada – all in front of a “green screen” that super-imposed them into related scenes.

Students brainstormed for ideas, then wrote the scripts and acted them out on video using drama skills they had learned. Young put together the green screen studio using green plastic tablecloths and an iPad app called TouchCast Studios.

“It was pretty cool because it’s like we were actually in a commercial and we got to practice how it would be,” says Jesse D., Grade 4.

After showing their commercials in class, the students used the SeeSaw classroom app to share them with their families and three classmates who were away visiting relatives in India, China and Vietnam.

The project tied into the classroom’s study of communities and citizenship, Young says. The students’ “favourite things” ranged from Canadian animals and sports to Tim Horton’s donuts, and local destinations like the Manitoba Museum, Assiniboine Park Zoo and the Canadian Museum for Human Rights.

Using the green screen was different and fun for the students, Young says.

“It’s exciting because they get to be creative and use visuals and images they wouldn’t get to use with just a regular presentation.”

The nature of writing

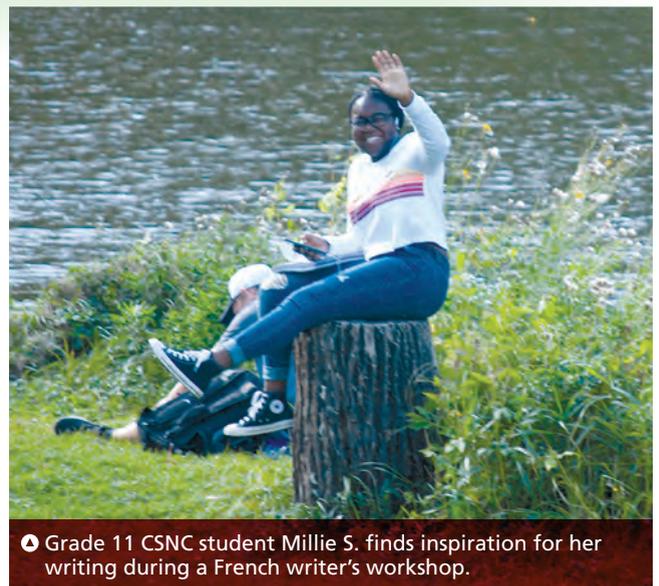
French immersion students at Collège St. Norbert Collegiate had the chance to get away from school and out into nature to find inspiration for their writing.

On a sunny fall day, all of the nearly 100 immersion students at the Grade 9-12 school headed out to La Barrière Park for the “Écrit Inspiré” writer’s workshop. They spent the morning exploring the park, then branched off into quiet spots to write as much as they could, in French, for 45 minutes.

“It was easier to be inspired and come up with ideas, being outside and surrounded by nature,” says Grade 11 student Millie S., who used the trees for ideas about meeting spots for characters in her story.

After lunch, students enjoyed activities like hacky sack, Ultimate, cross fit, soccer and board games, all in French. They then took their written drafts back to school to continue developing them over the next few days, says teacher Mathieu Fontaine.

The aim of the workshop was for students to be truly immersed in a French language environment, he explains.



Grade 11 CSNC student Millie S. finds inspiration for her writing during a French writer’s workshop.

“Because we’re in a dual track school, it’s helpful to get all of the immersion students together, and to build their confidence in their writing and language skills. Writing in a second language can be difficult, but this shows them that they actually can create something that is unique and personal.”

A “bazaar” incentive program



▲ Grade 5/6 students at LBC buy and sell using “money” they’ve earned in the classroom incentive program.

It’s a simple concept: positive actions result in rewards.

This notion has been expanded into a classroom incentive program that both encourages good behaviours and helps teach students about math, health and business in Brian Trenchard’s Grade 5/6 class at La Barrière Crossings School.

“The students decided that the behaviours we wanted to encourage and celebrate in our classroom were completing homework, staying focused, helping others, doing well in academics, making healthy choices and displaying citizenship,” Trenchard says. “Students collect points for positive behaviour, which they exchange for play money or to unlock features on their iPads or add special apps. Every month or two the class puts on a Bazaar.”

Students bring food “potluck style” for the Bazaar, and use the “money” they have earned to buy and sell.

“The Bazaar helps create a community in our classroom,” says Grade 5 student Ali A.

Students learn lessons like how to run a business, basic money math, and the rewards that come from working hard, Trenchard says.

“As the year goes on different curriculums can be incorporated. As we learn about fractions and percentages, students offer sales that use percentages. Or during our study of the human body, students are challenged to bring in only healthy and nutritious items.”

Students who don’t bring goods to sell can take on employee roles.

“It encourages people to work together. If you don’t have food, you can try to get a job,” says Shijaeel K, Grade 6. ●

Banding together for music

“Playing an instrument uses both sides of your brain.”

“Band can help you with things like math and science.”

“Music can change your path in life.”

The Arbogate School students who offered these words of wisdom had just attended the school’s first-ever Band Workshop in November, intended to give them a better understanding of why music and band are so important to the Division.

“We have always told our young people that band is good for them, it’s part of the music program, and they have to take it – but we haven’t really educated them as to why,” says Principal Sandra Meilleur, who presented the workshop to all 132 of the school’s Grade 6 to 8 students.

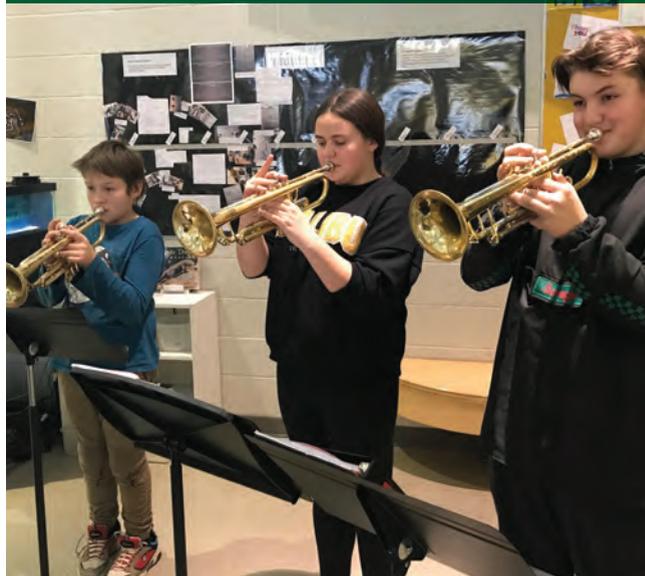
The students, who will either start band next year, have just started or have been playing for a year, spent the afternoon learning and talking about band and how it fosters teamwork, growth and future opportunity, Meilleur says.

Meilleur also shared information about the Board of Trustees and why they are committed to paying for instruments and rentals for all SRSD students.

They discussed how music makes a difference to people and can help young people succeed in other areas of life. They also watched an educational video called “How playing an instrument benefits your brain,” which had a huge impact.

“You could hear a pin drop. They didn’t realize how much music changes your brain,” Meilleur says. ●

▼ Band students (from left) William B., Avery C. and Hunter U. play trumpet in the ARB atrium.



Student inventors shine

Children are naturally curious, and often come up with unique ways solve problems. A program embraced by La Salle School and École Ile des Chênes School has been taking this skill a step further, encouraging students to become inventors and entrepreneurs.

The *Investigate! Innovate! Invent!*, or *i³*, program – part of the Canadian non-profit organization The Learning Partnership – uses science, technology, engineering, arts and math (STEAM) to inspire students to identify a problem or challenge in the world around them, and develop a prototype to solve it.

At La Salle School, Grade 5/6 students spent two months in the spring researching, proposing, creating, altering and launching inventions in small groups.

Grade 6 students Kendra M., Hannah S. and Hailey-Jo G. invented a blanket with a remote control holder that allows TV-watchers who are under the weather to stay warm and comfortable. In October, they presented their invention to the SRSD's Board of Trustees, to illustrate the *i³* program.



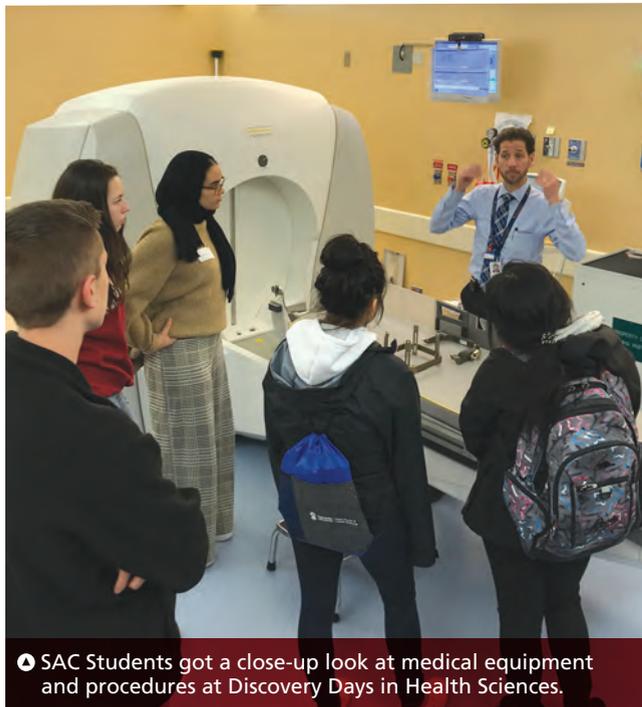
▶ Grade 6 LSS students (from left) Hailey-Jo G., Kendra M. and Hannah S. invented a TV-watching blanket.

"We learned that inventing something is not as easy as just coming up with the idea. You have to go through a whole process, come up with a design, build a prototype and make a blueprint," Kendra recalls.

"They are becoming entrepreneurs and it's a really good critical thinking exercise," says teacher Donna Cain. 🟡

Exploring a future in health sciences

Ste. Anne Collegiate (SAC) may be producing a few extra doctors and scientists in the future, after a group of students spent the day gathering information and inspiration about health sciences at the University of Manitoba.



▶ SAC Students got a close-up look at medical equipment and procedures at Discovery Days in Health Sciences.

Thirteen Grade 11 and 12 SAC students participated in Discovery Days in Health Sciences in November, joining tours and workshops on topics such as physiotherapy, biosystems engineering, occupational therapy, microbiology, dentistry and more. The workshops were held at the U of M's Bannatyne Campus and other locations in Winnipeg.

Grade 12 student Vivienne Z. says she knew she wanted to pursue post-secondary education in healthcare but wasn't sure which stream. She was so inspired by a Respiratory Therapy workshop that she attended, she says she is now looking into it as a possible career.

"I wanted to go to that workshop as I've suffered with severe asthma all my life. We examined a pig's lungs, they performed breathing tests on us and we did a tracheal intubation on a training mannequin," she explains.

The school's apprenticeship program coordinator, Erik Leefe, took the students to the event, which was presented by the Canadian Medical Hall of Fame. He says a lot of the students were inspired by what they learned from the various workshops.

"They said it gave them focus, and they saw things they want to explore as a career," Leefe says.

"They got to experience and see hands-on what these fields are all about, from the people who actually work there." 🟡

Getting to know the great outdoors

▼ SAC students carried their gear over two days hiking in Spruce Woods.



They headed out in search of adventure, and returned with newfound wilderness skills, a sense of accomplishment and stories to tell.

A group of six Grade 11 and 12 students from Ste. Anne Collegiate, led by teachers Dan Neufeld and Erin Cook, ventured out to Spruce Woods Provincial Park in October for the Hike Club's first overnight excursion.

"This gets students outdoors to experience the world around them and educate themselves in a non-traditional way. They learn about being responsible and independent, and how to work as an equal member of a group," Cook explains.

Packed with tents, sleeping bags and warm clothes, and facing wind, rain and cold temperatures, the group hiked to a cabin on the Epinette Trail where they warmed up and made meals before tenting overnight. They hiked over rolling hills while attempting to identify trees, mushrooms and animal droppings, and learned to cook bannock over the fire.

"I liked being out in the middle of the bush and seeing examples of plants in the wilderness. We learned that when you go out, to make sure to be prepared for anything that could happen," says Grade 12 student Kali L.

Hike Club will plan another outing in the spring. 🟡

Creature teachers

You might think students would be afraid to see a tarantula or a python in the principal's office. But at École St. Norbert Immersion, it's the opposite.

The school recently repurposed its large fish tank into a terrarium, and added several more, to house animals that students can touch, handle and learn from.

The school now has five resident critters: lizards Pierre the Peter's Banded Skink and Pascale the Bearded Dragon, and Cornelius the Corn Snake, all live in terrariums in the hallway. Wilson the three-foot Ball Python and Rosie the Pink Haired Tarantula stay in principal François Rémillard's office, but Wilson often comes out for visits.

"We chose animals that are very docile and easy to care for. Kids have an amazing natural curiosity and empathy for animals," says Rémillard. "The students love the animals. They help take care of them, and learn about the reptiles' natural environment and the characteristics of cold-blooded creatures."

Teachers have used the animals for classroom inquiry projects, to demonstrate and write about things like different ecosystems, evolution, and adaptations such as skin shedding.

Rémillard says handling the animals, especially Wilson the python, also helps students relax or open up when they need to talk.

"Animals have a way of knowing how you feel, taking that energy and dissipating it," he says. "Having them in my office makes it an interesting place, not a bad place." 🟡



▲ Grade 4 ESNI student Ty D. visits with Wilson the Ball Python.

Feathered visitor captivates students

A recent visitor to Frances Gauthier's Grade 3/4 class was a real head-turner.

The Richer School students spent weeks in the fall working on a research project about owls, and were thrilled to get an up-close-and-personal encounter with the real thing when Dr. Jim Duncan of Discover Owls stopped by with his pal Rusty, a long-eared owl.

"The students asked Dr. Duncan some very thought-provoking questions and were very interested during his entire 90-minute visit. He commented he was very impressed with their knowledge of owls," Gauthier recalls.

Meeting Rusty gave students a better idea of the sheer size of owls and their eyes, how their bodies work and that they truly have a silent flight.

"It was so quiet! I felt a bit of wind but didn't even hear one flutter," says Grade 4 student Chavara. 🟡



🟡 Jerrick D., Grade 4 at RCH, examines an owl's foot and sharp talons.

Positive attitude wins championship



🟡 Lucius B. and Jusik W. were two of the RCH boys' Grade 7/8 volleyball players who turned their luck around.

It was a November to remember for the Grade 7/8 Richer School (RCH) Wildcats boys' volleyball team.

The team won the divisional A-Side championship – and the way the 11 players earned it is an even bigger win.

Phys. Ed. Teacher Graham Bodnar, the team's coach, helped guide the squad to the A-side final after a previous season that saw no victories and even less fun, explains Michael Dueck, the RCH teacher who refereed all of the team's home games.

The turnaround can be traced back to the season's start, when the team made a commitment to stay positive and encourage each other through hard times.

"Their positive attitudes and sportsmanship never wavered. Coaches of other teams even made a point of mentioning it to us," Dueck recalls. "The environment of zero judgement, constant encouragement and respect for each other is what drove this team to success." 🟡

The power of a growth mindset

"Be the change you want to see in the world" is the quote famously attributed to Mahatma Gandhi. At École Lorette Immersion (ELI), teachers are modeling the change they wish to see in their students.

After it was identified as a divisional priority, ELI has adopted well-being as an overall focus as well. This year staff are working on encouraging a growth mindset in students, by starting with themselves.

"We've been looking at how our own well-being is directly related to our connections with students," says principal Mireille Bazin-Berryman. Teachers and administrators at the school now do group wellness activities and breathing or thinking exercises to begin each staff meeting or professional development session.

Adopting a growth mindset is all about avoiding the idea of "can't" and embracing the power of "yet," Bazin-Berryman explains. "We want kids to understand they can do anything they want to do, and if they can't do something now, they just can't do it 'yet'."

Grade 3/4 teachers will also be using "Thrival" kits in their classrooms – developed by the Canadian Mental Health Association and the Manitoba Advocate for Children and Youth – which contain resources and activities that promote positive mental health practices and everyday strategies. 🟡

A bare bones art project

With Halloween just days away, it was fitting that Grade 5/6 Dawson Trail School students got down to the bare bones of their anatomy study.

Tying science into art, the students used observations of the human form to help them draw people – by looking at photos of real human skeletons and skulls at different angles that teacher Leslie Buffie projected onto the classroom whiteboard.

“Learning to draw the body leads to so many opportunities for learning, inquiry and discussion,” says Gabrielle Doll, Divisional Visual Arts Consultant, who worked with the students as they drew either the skull or the whole skeleton.

Students used charcoal to create a sense of shadow, depth and space, such as in eye sockets.

“They did an exceptional job conveying what they saw,” Doll says.

“I loved doing this project! I got to use chalk and it was easy to smudge,” says Grade 6 student Eric S.

Grade 5 student Mia E-H. says she learned a lot about shading and how to use value with colour, and about human bones. “I know that bones are not joined without muscle,” she says. 🍌



▲ Grade 5 DTS student Spencer F. works on a skeleton chalk drawing.

Art Show set for May 28

Mark your calendars: SRSD’s annual divisional Art Show will be on Thursday, May 28 at Collège Lorette Collegiate. The art show will celebrate students’ artistic accomplishments with a gallery of their works from across the division, and will be open to the community. 🍌

Building French language skills with improv

🍌 Students demonstrate their French improv skills at a tournament in December.



This was one school activity where students were encouraged to just make everything up as they went along.

Three dozen Grade 6-8 French immersion students from across the division got together for a day in October at an improvisation training camp – an afternoon of “Impro” (as it’s called in French) guided by experts – then participated in a tournament in December.

The camp was led by a performer and a referee from the *Ligue d’improvisation du Manitoba (LIM)*, a local French community improv group. Students learned the basics of improv, including how to develop a story, character and setting.

École St. Norbert Immersion principal

François Rémillard, who organized and led the camp, is impressed with the students involved, and says improv isn’t for everyone, since it takes a special – and brave – person to get up and act spontaneously.

“You can be anything you want and have fun doing it!” says Adrian P., Grade 7.

“It’s actually fun to speak French during Improv,” adds Grade 7 student Brittany C.

Improv helps students practice and develop their French vocabulary in an authentic setting, Rémillard says.

“They need to use everyday words, and express themselves in their own lingo, not just the academic language they use at school. Hearing others speak French is also a big part of it.” 🍌

Follow us!

Follow us on Twitter at [@SeineRiverSD](https://twitter.com/SeineRiverSD) to stay up to date on what’s going on in Seine River School Division schools and communities! 🍌



From mystery plant to full-on feast

When teacher Nancy Estabrooks brought some soil from home to help her Grade 3/4 students learn about plants, she had no idea it would lead to a mystery – and a school-wide celebration.



The Parc La Salle School students noticed a “mystery plant” growing in the repotted soil in the spring. They did some research and “notice, wonder and think” writing projects about it, then moved it to the school’s outdoor garden planters, where they also planned and planted a full vegetable garden.

In the fall, the students agreed on a plan for the bounty they would harvest: share it with the whole school. They approached the principal for approval and funding, recruited other classrooms to help and set a balanced menu for a fall feast on November 1.

“It was important to them for everyone in the school to feel they belonged, to sit and talk and get to know each other,” Estabrooks says, adding that the project tied in with the classroom’s Social Studies curriculum discussions about citizenship and community.

“There was a lot of learning going on, spurred on by their curiosities and things happening before their eyes.”

Students worked for hours preparing for the feast, where Estabrooks’ Grade 3/4 class served potato soup, carrot muffins, pickles, veggie sticks, pumpkin pie tarts and bannock to the whole school in the gym.

Oh, and that mystery plant? It turned out to be a cucumber/zucchini hybrid – a perfect symbol of the class working together. ☀

Creativity is in the bag

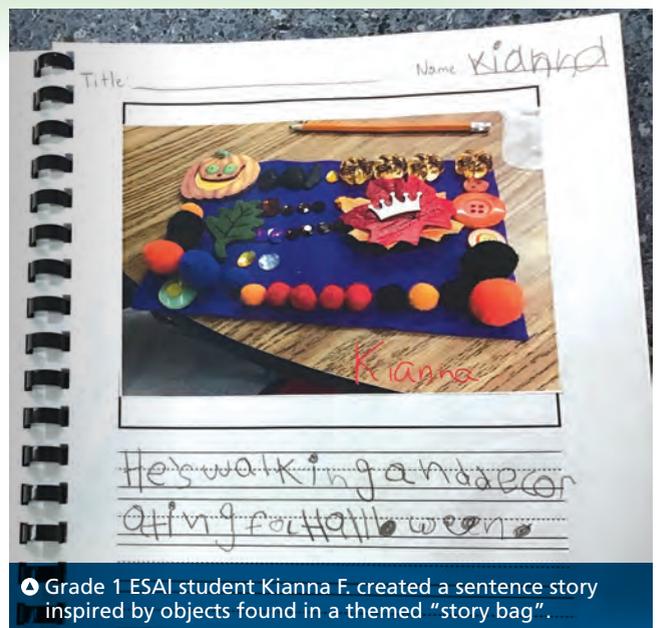
Students in Dominique Blanchette’s Grade 1 class at École Ste. Anne Immersion used their own creativity and writing skills to answer “what’s in the bag?” as part of a literacy activity this fall.

The students took turns creating scenes using a collection of objects found inside “story bags” Blanchette put together, inspired by a teaching session in September by Sue Jackson, Scholastic Canada’s National Literacy Consultant. The students then practiced telling stories and writing full sentences about their scenes.

“The students were engaged and motivated, as they got the opportunity to think freely and express their thoughts while practicing sentence structure and using vocabulary they had learned,” Blanchette says.

The contents of the bags – or containers, in this case – had themes such as fall, which included pumpkins and leaves, or winter, featuring arctic animal toys like a polar bear and a white rabbit. Some contained random items like Popsicle sticks and blocks.

Together the class compiled their first stories in a book to share with each other.



“The students love that it’s easy to create something and it isn’t permanent – they can recreate the stories and it lets them be as creative as they want. They love sharing their stories with me and adding details to elaborate their stories,” Blanchette says. ☀

Competition snowed under by Celtics

The Collège St. Norbert Collegiate Celtics football team made a huge comeback to take the MHSAA Bowl championship in November – bringing back a banner for the first time in the school’s football history.

It wasn’t looking good at half-time: the team was down 10-0 against West Kildonan in the Division 2 B-side final. It was snowing so heavily that the field had to be shoveled before and halfway through the game, and it made both the ball and the field extra slick. But the Celtics pulled off a touchdown in the third quarter and went into the final quarter with a 10-7 score.

“We came out in the second half and brought it to them pretty good,” says Grade 12 student Noah C., who caught a ball thrown by player Brett M. on the final play of the game, to score the winning touchdown and clinch the 14-10 win.

“We stuck together and pulled through when it mattered. There’s really no better way to end off the season. It was unimaginable,” Noah adds.

▼ A handful of the CSNC Celtics players celebrate their championship win in the snow.



This was a well-deserved win for the team of 29 players from Grades 9 – 12, says Adrian Huntley, a CSNC teacher and the team’s head coach.

“The key to our season this year was perseverance and a ‘never quit’ attitude. It was a tough season for us in a lot of ways but the team pushed through any adversity and as the regular season was ending, we were finally healthy and playing to our full potential.”

Félicitations for Laplante

Seine River School Division’s own Simon Laplante, principal at École Ste. Anne Immersion, has been recognized nationally for his exceptional work as an educator in French education.

Laplante was awarded the André Obadia Award of Excellence from the Canadian Association of Immersion Professionals for contributing to the advancement of French Immersion in Canada over 35 years. Congratulations Simon!



Students train others to help solve conflicts

A safe schools project that’s in its fifth year with the division is being expanded to include younger students.

Seine River school guidance counselors and social workers have now trained Grade 7 and 8 students to deliver information to Grade 5 and 6 classes for the Canadian Red Cross program *Beyond the Hurt*, as part of a “whole school approach”. The program aims to provide students with tools and strategies to help create safe, inclusive schools where diversity and rights are valued and respected, to develop positive healthy relationships and to prevent bullying and harassment.

The program now includes all Grades 5-12 students, with student leaders in higher grades training younger students at both the middle and senior years levels, says east end schools social worker Joanne Vielfaure-Romaniuk.

“Research has shown that a peer-to-peer led program has significant positive impact,” she says. “Students are using ‘I’ statements, recognizing the difference between bullying and conflict, and getting better at advocating for themselves as a community.”

“I’ve seen what bullying can do to someone and I want to help. Kids who are affected by bullying will know that other kids are on their side,” says Sadie, a Grade 7 student leader in the program from Arborgate School.

Acting like animals



Grade 3 SAE student Logan F. uses a puppet to tell about a fox's Manitoba habitat.

Who better to present information about an animal's habitat, than the animal itself?

This was made possible in the two Grade 3/4 classes at Ste. Anne

Elementary School through a project that integrated science, social studies, language arts, drama and visual arts to learn and share about Manitoba habitats.

Students each chose an animal and its habitat to research, says teacher Rebecca Brown. They wrote scripts about the animal's habitat and survival adaptations, then used animal puppets to present their findings from a first-person perspective, in front of backgrounds they designed.

"It got the students motivated about research and writing in a different form, and gave them a voice," Brown says. "Those who were reluctant writers were now asking me daily when they would be working on their research and their scripts."

Divisional drama teacher Megan Young helped the students prepare their scripts and performances. While she has used the puppets in classes before, doing the original scripts and student-led projects was new, and allowed the students to take ownership of their own writing, she says.

Grade 4 student Liane W. enjoyed moving the puppet like it was talking, and doing the presentation as her animal. "You don't have to stand in front of people and be shy," she says.

"Doing the research and pretending we were the animal made it more fun to learn," adds Carmen F., Grade 3.

Teachers filmed the students' reports to show at Student Life conferences and to other classes. 🟡

One school, one community

Mountain biking, wall climbing, hiking, archery and escape rooms are fun activities for anyone – but for students at École Ile des Chênes School, they are also tools being used for intentional community building.

The population at the dual-track school – where French Immersion students outnumber English students nearly two to one – can sometimes feel divided, says guidance counselor Kelly Burtnyk. In response, staff have been organizing outings for Grade 6-8 students that mix the French and English groups,

including an overnight camp and visiting an escape room.

"Our goal is to create opportunities for the two groups to interact, build friendships and create a more cohesive environment at the school," Burtnyk says.

At Camp Red Rock in the spring, cabin assignments mixed English and French students together.

"We did team building exercises and played fun games like capture the flag, and we got to meet new friends," says Grade 7 student Jamie M. "Now there's more

inclusion and less exclusion at school."

"It's helping make the school part of a big community because it's everyone together," agrees Kalya G., a Grade 7 French immersion student.

More activities will be planned, including another camp outing in May, Burtnyk says.

"The more we create opportunities that include everyone, the further along we get in seeing those relationships form. It's just a good feeling at the school." 🟡



English and French immersion EIDC students mingled with activities like mountain biking while at camp.

Seine River School Division | 2019-2020

475-A Senez Street
Lorette, MB R5K 1E3

Phone: 204-878-4713
Fax: 204-878-4717

www.srsd.ca

K-8E	La Salle School (LSS) 43 Beaudry St., La Salle, MB R0G 0A1	P: Robert Bouchard VP: Robin Freeth	P: 204-736-4366 F: 204-736-2709 E: lss@srsd.ca
K-4E	Parc La Salle School (PLS) 190 Houde Drive, St. Norbert, MB R3V 1C5	P: Teresa Hampton	P: 204-269-1503 F: 204-261-4626 E: pls@srsd.ca
5-8E	La Barrière Crossings School (LBC) 245 LeMaire Street, St. Norbert, MB R3V 1M2	P: Jayson Abraham	P: 204-275-5048 F: 204-275-6299 E: lbc@srsd.ca
GR 9-12I GR 9-12E	Collège St. Norbert Collegiate (CSNC) 870 Ste. Thérèse Ave., Winnipeg, MB R3V 1H8	P: Chris Szun VP: Raffaele Borelli VP: Carole Hebert	P: 204-269-4920 F: 204-269-9969 E: csnc@srsd.ca
K-8I	École St. Norbert Immersion (ESNI) 900 Ste. Thérèse Ave., Winnipeg, MB R3V 1H8	P: François Rémillard	P: 204-261-4430 F: 204-269-0925 E: sni@srsd.ca
K-8I K-8E	École St. Adolphe School (ESAS) 444 La Seine Street, St. Adolphe, MB R5A 1C2	P: Interim - Ron Verrier VP: Interim - Shannon Philippe	P: 204-883-2182 F: 204-883-2612 E: sas@srsd.ca
K-8I K-8E	École Ile des Chênes School (EIDC) Box 520, 455 d'Auteuil, Ile des Chênes, MB R0A 0T0	P: Elizabeth Hammond	P: 204-878-2898 F: 204-878-3491 E: idc@srsd.ca
GR 9-12I GR 9-12E	Collège Lorette Collegiate (CLC) 1082 Dawson Road, Lorette, MB R0A 0Y0	P: Teresa Yestrau VP: Laird Laluk VP: Francine Lepage-Lemoine	P: 204-878-2887 F: 204-878-3582 E: clc@srsd.ca
K-8E	Dawson Trail School (DTS) Box 70, 425 Senez Street, Lorette, MB R0A 0Y0	P: Randy Engel VP: Evi Klostermaier	P: 204-878-2929 F: 204-878-3576 E: dts@srsd.ca
K-8I	École Lorette Immersion (ELI) 475 Senez Street, Lorette, MB R0A 0Y0	P: Mireille Bazin-Berryman VP: Christian Leclerc	P: 204-878-4233 F: 204-878-4237 E: eli@srsd.ca
GR 9-12E	Ste. Anne Collegiate (SAC) 197 St. Alphonse Avenue, Ste. Anne, MB R5H 1G3	P: Yvan St.Vincent VP: Jeff Enns VP: Alana Klopick	P: 204-422-5417 F: 204-422-5614 E: sac@srsd.ca
K-8E	Ste. Anne Elementary School (SAE) 177 St. Alphonse Avenue, Ste. Anne, MB R5H 1G3	P: Yvan St. Vincent VP: Amanda Mykytyn	P: 204-422-8776 F: 204-422-8262 E: sae@srsd.ca
K-8I	École Ste. Anne Immersion (ESAI) 167 St. Alphonse Avenue, Ste. Anne, MB R5H 1G3	P: Simon Laplante VP: Liette Weir	P: 204-422-8762 F: 204-422-8498 E: sai@srsd.ca
K-8E	Richer School (RCH) Box 9, Dawson Road, Richer, MB R0E 1S0	P: Karen Thiessen	P: 204-422-5490 F: 204-422-8625 E: rch@srsd.ca
K-8E	Arborgate School (ARB) 71 Normandeau Bay, Box 40, La Broquerie, MB R0A 0W0	P: Sandra Meilleur VP: Nichole Borkowsky	P: 204-424-5607 F: 204-424-5206 E: arb@srsd.ca
	Ste. Anne Adult Learning Centre Box 1113, 34 Centrale Ave., Ste. Anne, MB R5H 1C1	Fiorella LaVergne (Director/Teacher)	P: 204-422-5627 F: 204-422-5633 E: steannealc@srsd.ca