

# Report to the Community Via the Seine



## A season to remember

When players on the Collège St. Norbert Collegiate junior varsity girls team are asked how their season went this year, they can honestly say it was perfect.

The team ran up a 25-0 record through league and tournament play and captured the provincial AAA basketball championship with a 49-23 victory over Beausejour's Edward Schreyer School in March.

"Going 25-0 meant quite a bit because every year there is a provincial champion, but most people can't even remember the last time a AAA team went undefeated," says Fatima I., one of the squad's co-captains along with Hannah O. and Mercy L.

The perfect season propelled them into the spotlight. They met Winnipeg Mayor Brian Bowman, Deputy Mayor Markus Chambers (St. Norbert-Seine River), Manitoba Premier Brian Pallister, St. Norbert MLA Jon Reyes and provincial sports minister Cathy Cox.

"They all said such nice things about our accomplishments and our school," Mercy says. "It was also cool to see all the tweets and shout-outs on social media from people all over the province."

The squad was guided by assistant coaches Lisa Hocking and Quinn Morris and head coach Raffaele Borelli, who has coached basketball for 25 years. He says he's had strong girls and boys teams at every level, but none have gone undefeated or won a provincial title.

He attributes this team's success to avoiding major injuries and illnesses, staying out of foul trouble in games, some luck and a passion for the sport.

"They handled pressure well and trusted themselves and their coaches and teammates and were unselfish in their play," Borelli says. "These are things that are difficult to learn." ◉



Winnipeg Mayor Brian Bowman (back left) and Deputy Mayor Markus Chambers congratulated CSNC's JV basketball team for their achievements.

### 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

## Being proactive about education

**A message from Wendy Bloomfield  
Chair, Board of Trustees**

Your Board of Trustees believes our principals, teachers and support staff are consistently using innovative practices to improve learning outcomes for our kids.

That's why we're being proactive in ensuring we have input into the Manitoba government's review of the Kindergarten to Grade 12 education system.

The government's Commission of Inquiry is collecting information from teachers, school officials, parents and interested Manitobans through online surveys, public hearings and workshops, written submissions, events aimed at students' input and meetings with some school staff and visits to schools.

Your trustees and Superintendent Mike Borgfjord attended public workshops in Carmen and Winnipeg. Mike and I and Sandy Turcotte, president of our division's teachers' association, also sent a joint email to our teachers, encouraging them to do a teacher-specific survey and submit examples of their exemplary practices, which the Commission was seeking.

We asked to make a presentation to the Commission to ensure our perspective on the pros and cons within the education system is recognized. A Commissioner also visited three of our schools.

We have different strategies used by our schools and believe that independence is required for divisions across the province. You can't have a one-size-fits-all education system. We hope the Commission acknowledges that when it gives its final report to government early next year. 🟡

### 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

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## Celebrating accomplishments

**A message from Michael Borgfjord  
Superintendent**

It is an honour and privilege to share the tremendous work that the students, staff and school trustees have completed over the past year.

A major highlight was our Second Annual Learning Fair, where school teams of teachers and support staff presented their year-long action research to colleagues, parents, elected representatives, the media and members of the public.

It clearly demonstrates how the true spirit of collaboration, hard work and commitment creates better opportunities for improved student growth.

We are also pleased to be a part of our provincial government's review of the Kindergarten to Grade 12 education system. We were able to make a presentation

to the Commission of Inquiry and Commissioner Denis Robert visited École Ile des Chênes, Collège St. Norbert Collegiate and Parc La Salle to see our learning practices in action.

We welcome the analysis of what's working in our schools and the identification of areas of continued need. We have a long-term vision to develop the capacity of our staff to create innovative and positive learning outcomes. Together we will identify our successes and tackle our challenges as a community.

The key to growth in the system is fostering effective professional collaboration in an environment where staff and students have trust and are willing to take risks.

Throughout this issue, you'll read numerous examples of how our staff focuses on students' numeracy and literacy skills, but also strives to promote critical thinking and nurture good citizens who have a strong sense of social justice.

Our students can feel pride in their diverse accomplishments. 🟡

## Picture-perfect examples of art

Four of our division's students are having their artwork displayed far beyond a school wall.

Their three acrylic paintings and one pastel drawing were selected to be part of Manitoba Education and Training's multimedia visual arts glossary that's being developed to support curriculum programming from Kindergarten to Grade 12. It should be available for view on the government department's YouTube channel this fall.

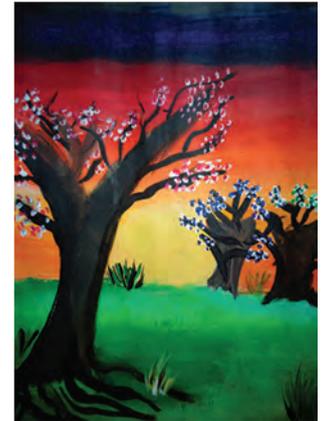
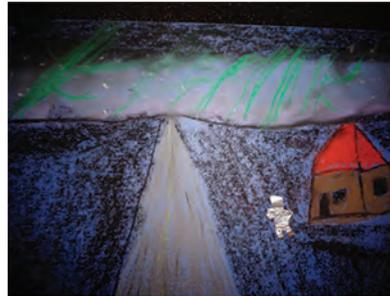
"I'm excited that lots of people will be seeing my art," says Cassie C., a Grade 7 student at Richer School. "It always gives me a rush of motivation when people look at the art that I created and really enjoy it."

Divisional Visual Arts Consultant Gabrielle Doll says schools were invited to submit students' artwork so she entered about 20 pieces. A panel of art educators selected the best examples of visual arts elements.

Cassie's painting of an Inukshuk was deemed an excellent representation of foreground, as was the painting of trees by École St. Adolphe School Grade 5 student Emerson S.

Grade 2 École Ile des Chênes student Tavish M. depicted depth in his pastel drawing of a road, while École Ste. Anne Immersion Grade 2 student Annalynne S. painted a colour wheel blending three primary colours that was chosen for its background element.

"I feel it's a huge honour for the division, the schools and the kids," Doll says. "They had no idea it was coming, which is even better." 🍌



🍌 Four students had their artwork chosen to be in a provincial government multimedia visual arts glossary.

## Fun with numbers

École Ste. Anne Immersion students have discovered math can be fun.

Principal Simon Laplante sparked that revelation after he began a weekly math challenge, which even includes prizes.

He posts questions on a hallway wall; four at an appropriate level for Kindergarten to Grade 3 students and five questions for those in Grade 4 to 8.

"I wanted to challenge my students with mathematical problems that extend their thinking in a fun way," Laplante says.

"The problems posted are challenging and require students to think outside the box. I also wanted to help them understand that there can be many answers to a

mathematic problem, as well as different ways to solve them."

Students write their answer for each question on pieces of paper and put them in a box. He draws from the entries (sometimes up to 100 each week) that are correct.

"Prizes include posters, freezies, crayons and sometimes a Slurpee with Mr. Laplante!" he says.

Grade 6/7 teacher Vicki Bouchard sends her students to the math wall with their iPads to take photos of the questions so they can solve them in class.

"I like the math wall because some of the questions can be challenging, others are easier," says Solange S., one of Bouchard's students. "I find that it helps us with critical thinking." 🍌

## Using computer skills to solve global problems

Look at a person's smartphone and you're bound to see plenty of apps on their screens.

Thanks to an innovative two-day workshop, a future app that helps people might just be created by one of our division's high school students.

Apple Inc. education executive Suhayl Patel guided 26 students from St. Norbert, Ste. Anne and Lorette collegiates through the process of designing and developing software applications on topics connected to global problems.



Students from our three high schools attended a workshop to create apps with an Apple Inc. education executive.

"This by far has been the best day of the year," Collège St. Norbert Collegiate (CSNC) Grade 12 student Ali K. says during a break in the workshop.

"I've enjoyed this so much. I personally do a lot of web design, which has a lot of elements that are similar to app design, so I've learned so much."

Students were divided into small groups where they picked a theme for their app, choosing from climate change, the environment or public and personal health. They then brainstormed ways to solve related problems through an app.

Ali's group focused on reducing sexual harassment, designing an app template that provided information from news articles and statistics. It also offered online therapy and chat rooms.

Two groups chose an app about reducing plastic waste, while another built a virtual meeting place online so residents in their communities could connect with each other and promote face-to-face interactions and events.

CSNC Grade 10 student Brennan C. and his group aimed to help victims of bullying.

"The app would ask you a series of questions and you would get a result that would determine what type of bullying you're experiencing," he says. "That result would bring up what to do if you're in this situation and local resources such as therapists and doctors to find help."

Another group chose climate change, but "gamified" the content to attract and educate younger users.

"We were fairly passionate about how people don't quite believe in climate change and why, and how we can help people understand more," says Ste. Anne Collegiate (SAC) Grade 12 student Leah H. "We came up with the game to teach people without them knowing we're teaching them."

Each group presented their ideas to the other participants.

"This is an interesting way to try and integrate social justice and the problems in the world they see with the programming and the technical side of it as well," SAC computer science teacher Shawn Sadler says.

The workshop was also beneficial because it brought together students with similar interests from different schools.



SAC students Leah H. and Thomas C. work on the design of their climate-related app.

"Most of my students said they enjoyed having the chance to share their work with other students and to see what other students were thinking about developing," says Stephen Whitmore, who teaches game design at Collège Lorette Collegiate.

The students' enthusiasm was impressive, says CSNC multimedia teacher Al Omichinski.

"Seeing some of the students with their ideas and how passionate they've become after a day and a half, they're championing their idea. It's pretty neat," he says. ●

## This class is a snap



▲ CLC student Kaitlyn G. took this photo of classmate Kaylen G. at McGillivray Falls just after sunrise.

If a picture is worth a thousand words, then Nevin Giesbrecht's class has produced a few hundred thousand words this year.

The 14 students in his Grade 11 digital photography course at Collège Lorette Collegiate have regular classwork, but can also participate in "outdoor classrooms" on the weekends.

About four to five students joined Giesbrecht on each of the outings to places such as Whiteshell Provincial Park, the Manitoba Legislative Building, Assiniboine Park, The Forks and Old Pinawa Dam.

The shoots tested the skills they learned in different lighting situations, from fog to a short time before sunrise and after sunset called the "blue hour" because of the sky's intense colour.

"We went to the Whiteshell to capture the sunrise from our vantage point on a cliff overlooking West Hawk Lake, and then to a nearby waterfall to take some long-exposure shots of running water as the melt was beginning," says Giesbrecht, whose students all agreed trudging through deep snow up a steep hill was challenging.

Family and friends get to view their work at the school's 5th Annual Photography Gala of Excellence in June. Guests can vote for their favourite photos.

"I want to see people's expressions as they look at my photos," Tyla P. says.

"I plan on having my model standing next to the portrait of her that I created," adds Kaylen G. ●

## Project-based learning

There's a sense of pride and accomplishment when you work hard for something you want.

Grade 5/6 students at Richer School experienced that when they figured out ways to fund and build box hockey games.

Teacher Steven Muzyka thought of the idea for the project-based learning in November when he recalled students enjoyed playing the school's former principal's pre-fabricated games years ago.

"I realized this was something my students could make," Muzyka says. "The project emphasized critical thinking and had cross-curricular opportunities such as math and writing."

He showed his students a video of the games and waited for their responses. They wanted some, but when they researched the cost it was too expensive so they suggested making them.

They split up tasks to find building plans online and called local businesses for prices of materials, Muzyka says.

Next came persuasive letter writing and presentations for funds. Principal Karen Thiessen covered the cost for two of the six boxes they planned to construct. The rural municipality's council added some more cash. The school's parent advisory council suggested the class hold a bake sale. They did and raised half the money they needed.



▲ Students in a Grade 5/6 class at RCH raised money to build popular box hockey games.

Lastly, they posted a request for the final raw materials they needed on the community's Facebook page and support flowed in.

"It taught me how to start a project and what to do," student Chelsea R. says. "We didn't stop even if it was too hard. Our class had an amazing time building them." ●

## Project was a hoot

An enjoyable read turned into an in-depth project and visit by a special winged guest to the Grade 5/6 class at La Salle School.

After students read the book *Owls in the Family* together, they asked teacher Donna Cain if they could do reports about the raptors. Then they took it one step further, coming up with an inquiry question. "Out of the owls studied, which is most likely to become extinct," was the question they answered after a lot of critical thinking, research and discussions.

Pairs of students chose a species of owl to focus on, including snowy, Eurasian eagle, burrowing, tropical screech, barn and great horned.

"We chose the long-eared owl because it looked pretty," says Kendra M. "The long-eared owl's ear tufts are actually feathers that look like ears."



▲ A representative from the Manitoba Wildlife Rehabilitation Centre brought Max the great horned owl to an LSS class.

Students researched their owl's physical features, habitat, population and where they lived. Next they determined what might contribute to their extinction.

"The students decided we should look up birth rate, present population over a specific area, and physical and human problems that may interfere with sustaining the life of the owl," Cain says.

A plus-minus rating system was created about the owls' stability and

levels of concern around extinction. The findings were charted and votes cast by students. They chose the burrowing owl as the species most likely to become extinct because it had more negative results.

Students also did presentations about their owl to their classmates. The project was capped off with a visit from a staff member of the Manitoba Wildlife Rehabilitation Centre. She brought a great horned owl named Max and some owl pellets students dissected.

"I thought it was owl poo at first," Sarah L. says of the undigested food owls throw up. "There were lots of bones in it."

Although the project was a lot of work, it paid off with new knowledge and good practices.

"The students now are able to collaborate and discuss their opinions – more successfully than prior to the project – and back them up with evidence using different media in all our subjects," Cain says. ●

## Exploring the senses

Some Parc La Salle students made homes for a timber wolf, turtle, owl and beaver this spring. Don't worry, though, they weren't real.

The Grade 1/2 teachers collaborated on inquiry-based projects about the senses and their students stretched their research skills and creativity.

The kids all made dioramas that provided their animals with food, water and shelter. They put on puppet shows based on information gathered in their research about their animals.

"I learned how they use their sense of hearing to listen for their prey and how they can smell other animals from very far away," says Grade 2 student Nicole S., who chose timber wolves to study. The most fun was the diorama because I enjoyed including the details and liked how it looked."

Teacher Trudy Szun says students used their research to write a script.

"The script included where it lives, what it eats, what senses it uses and interesting facts," Szun says. "Each puppet show was recorded and shared with families during our student-led conferences."



▲ PLS students learned Braille for a project about senses.

Divisional Visual Arts Consultant Gabrielle Doll visited each class and brought her African grey parrot. She fed it and talked about its behaviours and what care it needed. Students did a sketch of it and wrote about the presentation.

A Manitoba Education and Training consultant for people who are blind or visually impaired also visited to teach the students about different visual impairments and the tools people use to help them in their daily lives. She brought in a Braille typewriter, a cane, Braille books, magnifiers and some games students could explore. ●

## Celebrating learning and growth



SAE teachers Jenna Desilets (left) and Michelle DeClercq used more “accountable talk” and it improved their students’ writing.

volunteered to present one of their projects at the Learning Fair.

“It’s a good opportunity to celebrate learning and see what other schools are doing in our division,” says Ste. Anne Elementary School Grade 5/6 teacher Jenna Desilets.

Desilets and Grade 7/8 teacher Michelle DeClercq teamed up for a project with an inquiry question that sought to find out if “explicitly teaching and practising accountable talk” across multiple subjects would improve their students’ critical thinking, comprehension and writing. The goal was to have 80 per cent of their students move two grade levels along the division’s task assessment by June in the areas of ideas and organization.

“We realized that the type of conversations in our classrooms and the quality of writing that our students were giving to us wasn’t as deep as we wanted,” DeClercq says of the catalyst for the project. “They weren’t providing evidence, they weren’t backing up their ideas.

It was an area where we could support greater learning.”

The pair used various strategies to prompt students to participate in classroom discussions, listen closely to viewpoints, contribute ideas and construct explanations based on accurate evidence.

One exercise was called a Fish Bowl, which divided students into two teams. As one team sat at a table and discussed a topic, the other stood in a ring around them, listened and then offered feedback. The teams then switched positions and dialogue was facilitated by the teacher to strengthen their ideas and thinking.

Students’ writing samples had been collected in October as baseline data. When new samples were assessed in March, the students’ writing had improved, on average, by one to 1.7 grade levels in the areas of ideas and organization. Reflecting with colleagues and collecting evidence guided them in improving student learning. ●

It’s not only students who take on big projects throughout the school year.

Our division held its Second Annual Learning Fair in April, which featured teachers and support staff from 15 schools presenting the results, challenges, lessons learned and next steps from year-long projects focusing on inquiry questions related to numeracy or literacy and its impact on student learning.

School learning growth teams, comprised of teachers, complete a professional growth project every year and a team from each school

## School bus with two wheels

Connie Ruggles calls it the “cycling bus” and it can be seen on the streets of Ste. Anne in the mornings and after school.

The Grade 1/2 teacher at Ste. Anne Elementary School wanted students to exercise by riding their bikes to school so she started pedaling to pick them up at their homes in the morning and drop them off after school.

“Often parents are concerned to let their child go alone to school on a bike so I wanted to give students the opportunity to ride safely on their bike with an adult,” Ruggles says. “It is a great opportunity to exercise and to enjoy our community.”

Before the first trip, she talked to the kids about expected behaviours and safety rules. Eleven students in Grade 1 to 4 made the inaugural ride on May 14. Each way for Ruggles is about four kilometres in 40 minutes.

“After the first day, the students were so happy and loved the cycling bus,” Ruggles says. “One of my students said that she never knew she could possibly ride that far.



SAE students take part in the “cycling bus” to get safely to school and back home with teacher Connie Ruggles.

“I had several parents tell me that they are thankful for this opportunity and that they appreciate me doing this for the school community.” ●

## A play with a powerful message

If an audience is moved to tears, you know your performance has been special.

That was the reaction from some people who watched a play written by École Lorette Immersion (ELI) Grade 8 students Alyx C. and Megan R. for this year's Festival Théâtre Jeunesse (FTJ) in May.

It earned a silver medal for best visual and sound effects and an honourable mention (fourth place out of 21 schools) for best production in the middle years category.

The play was called *J'ai survécu*, which means "I survived." It focused on an Indigenous woman telling her grandchildren about how she and her brother were taken from their home to attend a residential school and the effects this had on the family.



▶ ELI scriptwriters Alex C. (left) and Megan R. rehearse the play they wrote about residential schools.

"The judges and some of the people who were watching the play told me they had tears in their eyes the whole time," says ELI Grade 7/8 teacher Amita Khandpur.

Woven into the play was four modern dances choreographed by Alyx to represent the emotions of confusion, abuse, isolation and healing.

While researching residential schools for class in September, Megan and Alyx decided that writing this play would be educational and a change of tone from the comedic plays ELI students have often presented at FTJ.

"It was a glimpse into the reality of what really happened to those children and families and their culture," Megan says. "We wanted to impact the audience emotionally to understand the history behind Indian residential schools."

"The main message was to teach people about residential schools, but also to show that everyone is the same no matter what they look like or what their culture is and you have to accept everyone for who they are," Alyx adds.

All 44 cast and crew members went on stage to say the play's final line – "Think of the past to change the future." They wore bright orange T-shirts designed by Grade 7 student Lucas A. that featured a bear, a symbol of courage in the Seven Sacred Teachings.

"They represented the souls of all the children lost during that terrible time. It was breathtaking!" Khandpur says. ◉

## Teamwork puts on the show

Dawson Trail School's musical production of *Willy Wonka Jr.* came together because of a lot of helping hands.

Grade 1 teacher Jessica Borody, who was the director, says there was a main cast of 27 Grade 5 to 8 students. About 20 Glee students from Grade 2 to 4 rehearsed with musical director Deb Eismendi to be the show's Oompa Loompa chorus.

Middle years students created the sets and props under the guidance of stage manager Kelsey Mauws, while a crew of 12 students changed the sets. Other students worked the lights, some sold concession items and a few early years classes created candy-themed decorations for the gym.

The musical had been done at the school 10 years ago, but this version stepped it up a notch.

"One scene we created involved a pink candy boat which is attacked by spider legs," says Borody, who worked with assistant Andrew Slade. "The actors are frightened as Wonka drives them down a dark tunnel singing ominously. We used black lights to help set the tone and several students who saw the play thought this was the best part."

Grade 8 student Kylie H. savoured her time playing Willy Wonka.

"I truly enjoyed becoming closer with a lot of the cast and making new friends and memories because I will miss those times as I'm moving into high school," she says. ◉

▶ Kylie H. played the title role in DTS's *Willy Wonka Jr.* musical production.



## Alternative route to success



▲ Sky D. takes a break in the meditation room students designed at the SNAP school site.

Sky D. admits she lacked social skills when she started high school, but you'd never know it these days from her smile and confidence.

The transformation has been due to her move in Grade 11 from the regular school stream at Collège St. Norbert Collegiate into one of our division's three alternative high school programs.

As she sits in the meditation room students designed for the St. Norbert Alternative Program (SNAP), the Grade 12 student talks openly about how she used to avoid going to school and why she now thrives there.

"It's smaller and not a lot of students," she says of SNAP's 22 students at the St. Norbert Arts Centre site. "You know them, you know their life."

"All of us have kind of struggled in some way in social settings. It's like siblings in a way, almost like buddies. I never had that at the high school."

That comfortable interaction, combined with schoolwork that keys in on her passions and pace, began boosting her confidence and marks.

"I felt like they wouldn't make fun of me if I were to share my work and ask questions," she says. "My grades skyrocketed like never before."

Sky is set to graduate and plans to attend the University of Manitoba, where she may study criminology to become a probation officer.

Her success story is one of many among the students who've been recommended for an alternative program by their regular high school's team of administrative, resource, guidance and social work staff.

Melinda Roy began teaching SNAP in early 2015 when it was a half-day program with six students. The next year it became full-time at the scenic arts centre site.

St. Anne Collegiate (SAC) offered the division's first program in 2009-10. Teacher Louis Côté took over the following year. He has 20 students alternating days out of a small building a few kilometres from SAC. It has a classroom, office, kitchen and shop area.

Collège Lorette Collegiate changed this year from a part-time program sharing space with SAC to full-time at a building on the community's main street. Teacher Judy Lafond has 15 students.

"It's much better now since we have our own space," Lafond says. "They have a sense of ownership."

The trio of educators meet regularly and agree the key to success in an alternative program is flexibility. Students are taught the high school curriculum, but programs are individualized to meet their needs.

Some volunteer or take part in apprenticeship programs. Their attendance and schoolwork is adjusted around that schedule. When they need it, there's one-on-one support from the teachers or liaison workers.

"We've had kids, too, that due to parental illnesses they fall behind and they end up coming to our program because it works better for their schedule," Côté says. "The main goal of the program is to help them achieve graduation, and the other goal is to prepare them to be a successful member of the workforce."



▲ SAC students (L to R) Ashton P., Andrew B. and Calvin B. make an L-screen for a local minor baseball organization.

Roy had a program-high of seven students graduate in 2018.

"When they first come here, they've already experienced some failure and so that's kind of the mindset they have when they first start," she says. "After they've completed some work and they've got the right support they need, they start seeing themselves as successful and they become successful."



## Students win French-speaking awards

Sydney D. created more special memories as her high school days wound down.

The Grade 12 Collège St. Norbert Collegiate student claimed gold for her speech at the Concours d'art oratoire in May. She won a \$1,000 scholarship for Université de Saint-Boniface, where she plans to attend and might become a high school math and science teacher.

She also qualified to compete in the national competition on June 1 in Ottawa, but didn't place in the Top 3.

"I'm super excited to get to represent Manitoba," she says prior to the event. "It's been a dream of mine since I was first introduced to the competition when I was in Grade 3."

Sydney won the provincial Grade 11/12 speech category against three other female competitors. Each was given a different topic and had 15 minutes to write a two- to four-minute speech. She had to give her opinion on whether the world has become better or worse in the past 50 years.

"I decided to fight for the negative side, and chose to speak on the impact of technology on our generation," she says.



CSNC student Sydney D. and the ESAI duo of Kayli A. and Lily H. (L to R) won awards at this year's Concours d'art oratoire.

She wasn't the only one of our division's 25 competitors who took home awards. École Ste. Anne Immersion Grade 7 students Kayli A. and Lily H. won bronze medals in the early immersion Grade 7/8 duo category.

"We had an argument about who was the most interesting and successful woman in history, Frida Kahlo or Cleopatra," Kayli says of the topic they chose after reading the book *What Would She Do?* by Kay Woodward.

The girls were shocked and thrilled to walk away with medals.

"We were so happy when they announced our names," Lily says. ●



École Ile des Chênes School was the site of a Festival du Voyageur night in February to celebrate the community's Francophone and Métis culture. Staff, students, parents and residents got to ride in a horse-drawn wagon, make maple syrup toffee on a stick and enjoy a bonfire, story telling and music.

### Follow us!

Follow us on Twitter at @SeineRiverSD to stay up to date on what's going on in Seine River School Division schools and communities! ●



## Playing with PALS

Recess isn't always a fun break for students.

A new program at La Salle School is changing that with a group of older students called Playground Activity Leaders at School (PALS). The 18 Grade 5 students plan activities and run different games for younger kids at morning and afternoon recess.

"Our PALS program offers a place and opportunity for Kindergarten to Grade 4 students to go who may not have anyone to play with or find it hard to ask someone to play with them," school counsellor Nicole Lindblom says.

"The leaders check the buddy benches and if they see someone sitting there, they invite them to join the PALS game."

A buddy bench is a playground spot that acts as a tool to ensure no student feels left out. Students know if someone is sitting on the bench, they need someone to play with.

There are six groups of three PALS leaders, with each group assigned a day of the school cycle to run games such as musical hula hoops, soccer and red light, green light.

The leaders meet at the end of the month to review the program's successes, challenges and next steps. The trios also change monthly so the leaders are exposed to working with different peer groups.

"I think the kids are having fun because they can play with new students, make new friends or play games that they've never played before," says leader Abby B. "It's all organized by the PALS leaders so they don't have to fight over what to play. They feel part of a group." 🟡



🟡 LSS Playground Activity Leaders at School ensure young students enjoy recess.

## Leaders in the making



🟡 ELI Leadership Club members (L to R) Talía P., Taya L. and Adison P. help out at a fundraising bake sale.

A lunchtime conversation sparked an idea for a new club at École Lorette Immersion that exploded in popularity.

The school's Resource Teacher Tracey Kirby-Savard, Literacy Coach Natalie Moore and Instructional Coach Liette Weir were discussing ways to build a sense of community by getting students more involved in the school.

"That conversation led to building our students' confidence and helping them to be strong role models for others," Kirby-Savard says.

"We made an announcement to see if any students would be interested in a Leadership Club. At that first meeting, we had 50 kids show up."

The club was initially open to students in Grade 5 to 8, but once they started doing activities, kids from Grade 3 and 4 asked to join. Since one of the club's goals is to be inclusive, they were welcomed.

Students have organized Spirit Week, collected food for Christmas hampers, held ice cream and bake sales and helped out wherever needed.

The money raised went to charities such as the Children's Wish Foundation, the Jenna Bean Team in support of Crohn's and Colitis Manitoba and Breakfast for Learning programs outside the school.

"I joined the club because I wanted to expand my leadership skills and help people by doing fundraising for charity," says Grade 5 student Talía P. "I've learned how to organize events and run them more effectively and how to go about fundraising."

Kiana M. has become more self-assured.

"It's helped me to be able to share my ideas, because before leadership I had difficulty sharing my ideas but now I'm confident," the Grade 6 student says. 🟡

## Education and empathy



🔹 LSS students count items their class collected for pet shelters.

A Grade 3/4 class at La Salle School needed help with a project and the entire school ended up pitching in.

The class was doing an inquiry project on pet shelters and held a donation drive in April that raised 58

items of pet food, 34 toys, 34 collars or leashes, 45 pet-related supplies and \$173.15 to be split between the Winnipeg Humane Society (WHS) and D'Arcy's Arc.

"The highlights were how empathetic the children became throughout the process," teacher Ali Kampen says. "There was no prize to win for collecting the items. They did this because they wanted to make a difference in these animals' lives."

The multi-faceted project integrated a number of subjects. The students designed pet shelters, using math to figure out the size of areas such as kennels, the lobby and veterinarian clinic.

They wrote an adoption letter from the point of view of an animal at a shelter, and created a sample adoption application form filled in by their family members or teachers.

"Hey ladies, looking for two

handsome twin brothers that are nine months old? We are a two-pack and could not leave each other's side. Please adopt us!" was part of Hugh B.'s creative adoption letter on behalf of two cats.

To find out how shelters are run, the class invited staff from the WHS and D'Arcy's Arc to make presentations. Four-legged residents of those shelters came along. The students asked the experts how much the yearly cost was to run a shelter. They were surprised when told it was about \$500,000 and shocked to learn the organizations were non-profit, Kampen says.

"This was also eye-opening for how much their own animals cost their parents," she adds.

When told by the WHS guest about the neglect and abuse some animals endure, a few students teared up.

"I like that we are helping animals," student Bryn N. says. 🟡

## Enquiring minds want to know

Arborgate Grade 2 student Dawson B. was excited about a school project that was right up his alley.

He and his classmates investigated how animals change as they grow. To help them gain some first-hand knowledge about life cycles, teachers Donna Leveille and Wendy Guenther brought in some mealworms from a local pet store and chicken eggs from a farmer that were put in an incubator.

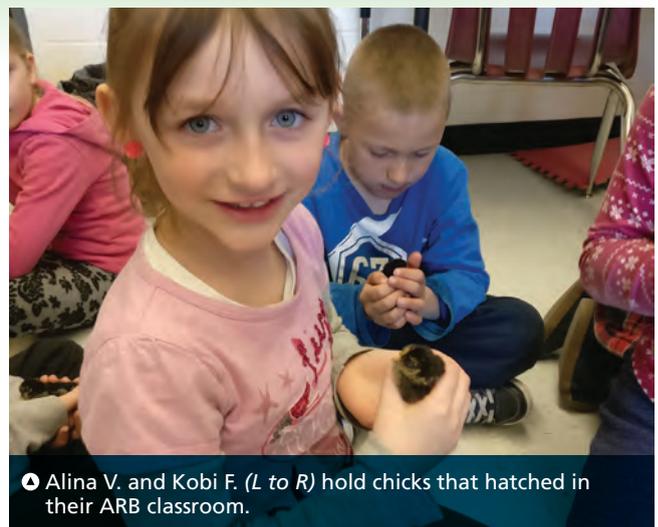
The students watched the mealworms grow and saw chicks hatch. They cared for the animals and documented their observations and other research findings in journals they shared with each other.

"I love the project because I love animals," Dawson says. "I want to be a zookeeper or a musician when I grow up."

Writing and oral skills were challenged.

"Writing forms included letters, interview questions, journal entries, labelled diagrams, pictures with captions, articles to the school newsletter and fiction story writing," Guenther says.

Students interviewed the owners of animals found in their school such as a bearded dragon, tarantula and hamster and asked about the life cycles of those



🔹 Alina V. and Kobi F. (L to R) hold chicks that hatched in their ARB classroom.

animals. A guest presenter from the Prairie Wildlife Rehabilitation Centre came in and talked about animals and seasonal life changes.

Aside from boosting the students' writing quantity and quality, the teachers noticed the project increased their curiosity and engagement and led to more empathy for living creatures at all stages of development.

"I like the chickens because of the way they change and grow from the yolk to the chicken. It's weird," student Ireland D. summed up. 🟡

# Playing video games is a legit sport



▲ Students from SAC use their laptops to compete in esports.

Some new sports teams began representing our division this year, but their equipment was computers instead of balls or pucks.

Students at Ste. Anne Collegiate (SAC) and Collège St. Norbert Collegiate (CSNC) pulled on school jerseys and showcased their skills playing the League of Legends video game in the Manitoba High School Esports Association (MHSEA) that powered up in March.



▲ CSNC had enough players to field two esports teams.

“I feel pride,” says SAC Grade 12 student Connor G., who’s also in band and drama. “It has, and still is, a dream to compete in tournaments for video games and I’m happy that my first one was played with my friends through school.”

The MHSEA fielded 13 teams from 11 schools. SAC had one five-player team (and substitutes) and CSNC two teams. Teams connect online at their individual schools and use critical thinking and teamwork to play the fantasy game that has teams trying to capture their opponent’s base.

“You can think of it like a basketball game,” says SAC esports coach and teacher Shawn Sadler. “There’s five players and they have different tasks and responsibilities. They need to make sure they’re communicating what the opponents are doing.”

At the league championship in April, SAC was on the B side for less-experienced players and won silver. CSNC had a team on the A and B sides and claimed bronze on the A side.

CSNC coach and teacher Quinn Morris had one female on a team and both teachers welcome more.

“In esports it simply does not matter who you are or what your gender is, it only depends on if you want to learn how to play,” Morris says.

The schools also have intramural and video game clubs and interest is growing. That’s a trend worldwide as esports is attracting cash tournaments, scholarships and fans.

“To be able to be viewed as a legitimate extra curricular activity alongside something such as basketball, choir, band, etcetera, means a lot to me, but more so for the kids,” Morris says. ●

## Award-winning students

Our Board of Trustees has recognized the following students with these awards. ●

### Creative Young Minds Awards

#### MIDDLE YEARS

Ward 1	Astrid Ludlam - LSS
Ward 2	Zachary Loewen - ESAS
Ward 3	Ryan Hildebrand - SAE

#### HIGH SCHOOL

Ward 1	Alia Manzano - CSNC
Ward 2	Cheyenne McDonald - CLC
Ward 3	Phoebe Mersereau - SAC

### Student Citizenship Awards

Early Years	Esther Akadiri - PLS
Middle Years	Talia Pelletier - ELI
Middle Years, Team	Grade 6 McIvor Class - ARB
High School	Tamara Sturch - CSNC
High School	Rorie Tarr - CLC

### Nominees for Manitoba School Board Citizenship Awards

Ward 1	Esther Akadiri - PLS
Ward 2	Grade 6 McIvor Class - ARB

## Wearable classwork

Teens at Collège Lorette Collegiate are making fashion statements thanks to some talented fellow students.

Students taking fashion courses design custom clothing collections worn with pride by sports teams, club members, graduates and the general school population.

Fashion and design technology teacher Claudine Charrière says her students use blank pre-made garments and create logo designs using high-tech equipment.

“Students do the finishing work such as vinyl, embroidery and heat press – anything decorative and printable,” she says.

While the school’s symbol is the scorpion, teams usually want it designed in a distinctive way that reflects their sport.

“It makes me very happy knowing that people are wearing shirts or sweaters that I personally made



CLC fashion students display clothing with logos they designed: (L to R) Berri C. (gradwear), Madison L. (schoolwear), Madison C. (new immersion logo).

for them,” says Grade 12 fashion student Madison L. “It makes me proud of my accomplishments.”

Fashion students in Grade 9 to 11 design custom clothing collections for themselves. The 12 to 14 students in Grade 12 branch out in two multifaceted, practicum-based courses called applied fashion

entrepreneurship and applied design applications.

Groups of two to three students are responsible for specific ventures of sportswear, graduation clothing and schoolwear. Their work includes target-market surveys to find out customer preferences, financial details such as cost projections and retail experience through the school’s online StingZone store.

“They have a lot of critical thinking to do throughout the course,” Charrière says. “At the end they do a written component and review how well their venture worked. I’m extremely proud of the program and what the students can do in such a short amount of time in the course.”

Madison plans to take her skillset into the business world.

“I see myself setting up a small business, taking orders in for people and creating many logos for them, doing sports and dancewear,” she says. “Even just fixing clothes that people need altered, and at an affordable price for everyone.”

## Learning from the experts



LSS students (L to R) Ellie W., Maddy P. and Shyanne V. made catapults at a science workshop.

Exposing students to new hands-on experiences is always a goal, especially if it inspires more female students to take an interest in science and engineering.

La Salle School (LSS) hosted representatives from the University of Manitoba’s Women in Science and Engineering (WISE) outreach program, who held workshops for both genders.

“The organization hopes that giving these opportunities will help even out the male-female ratio in science and engineering professions,” LSS Grade 7/8 teacher Ian Siemens says.

The Natural Sciences and Engineering Research Council of Canada released a report in 2017 that was part of a series called Women in Science and Engineering in Canada. It included Statistics Canada data for 2014 university enrolment in bachelor’s natural science and engineering programs. The percentage of women in those programs was 38 per cent, a small increase from 37.5 per cent in 1999.

The workshops at LSS introduced students to a range of activities for different grade levels.

Kindergarten students took part in a “science road show” that included colour mixing and exothermic reactions, which use chemicals to produce energy such as heat.

The Grade 1 to 4 classes did coding by programming robotic mice to run through mazes. Grade 5/6 students built catapults out of popsicle sticks and elastics as part of a simple machines unit, while the Grade 7/8 classes dissected sheep eyeballs.

“I found that the sheep’s lens was interesting. It was many layers like an onion,” Grade 8 student Courtney F. says, adding she’d like to attend more workshops. “The hands-on aspect helped make the experience more exciting.”

## Like-minded students share passions

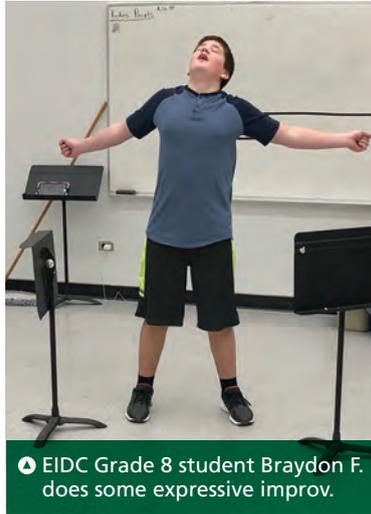
Some kids like to doodle in class, others enjoy being in the spotlight by showing off their dramatic flair.

Those passions were recognized in our division when about 50 Grade 5 to 8 students from each region came together to share their similar interests in the Second Annual Art and Drama Enrichment Day.

The students from the east, west and central regions spent one full day at three host schools, half doing a variety of art with Divisional Visual Arts Consultant Gabrielle Doll and the other half expressing themselves through improvisation with Divisional Drama Teacher Megan Young.

"It's a divisional activity to bring together the kids in our various communities," Doll says. "They also connect on a level where they have such passion and similar interests in something they love."

The artists began with pencil drawings keying on collaboration to get the kids to know each other. One student did half of a drawing and Doll then collected



them and gave each back to a student from a different school to finish however they wanted. One example was half cat and half dog.

They also did still-life pencil drawings of their hands, created watercolour pictures and ended with acrylic paintings that challenged them to blend and experiment with colours.

The drama students opened with conversation starters such as the name game, where they each said their name and then struck a pose everyone had to copy. Next came various improv sketches on subjects that changed to propel the students into quick-thinking mode, Young says.

The day ended with each group showcasing their artistic and acting talents to each other.

"Pretty much everything I did was for the first time," says Rielle M., a Grade 6 student from La Salle School who participated in the improv workshop. "It was really, really, really cool and I had a lot of fun." 🟡

## Creating the news

Watching TV newscasts might not be a daily activity for most students, but they sure had fun producing them.

Danielle Lefko's Grade 7/8 class at Richer School combined science, social studies and drama skills to videotape and edit their own newscasts under the guidance of Divisional Drama Teacher Megan Young.

The class was studying current events, news topics and climate so they combined those subjects into their shows. Each group of students had to include Manitoba-based and international news stories, one about a natural disaster and a weather report. They also got to choose a feature on something that interested them such as music or food, Young says.

"The students used an app called TouchCast on their iPads and we set up green screens on the wall using green table cloths from Dollarama," she says. "They picked their background images using the app's pre-format for newscasts."

One student included a story about a break-in that occurred at a Richer grocery store. Another did a story about a friend who had been attacked by a dog. Pictures of locations were incorporated in the background as students pretended to do live hits in



front of them. Some also created commercials. The assignment ended with a viewing party of all the newscasts.

"I learned that making newscasts is extremely difficult," Grade 8 student Devin M. says. "It has many elements that need to come together in order for a news broadcast to be successful. I enjoyed researching the stories to highlight in my news broadcast because it is our future. Whatever is happening is happening here and now and could affect us." 🟡

## Exchange programs expand horizons



▲ During a three-month exchange trip to Belgium, CSNC student Taryn F. (left) and host Cérénie V. visited Amsterdam.

Taryn F. knew attending high school in Belgium would be a new experience, and that was confirmed from the moment her teacher walked into the classroom.

"The teacher-student relationship was a bit different, very much respectful toward their teachers," the Collège St. Norbert Collegiate Grade 12 student recalls. "You have to get up when the teacher walks into the class and greet them."

There were 2,200 students in the Brussels school and classes had a maximum of 30 students.

"For me, school feels like another home, but for them not really," she says. "They're very academically focused. School is a place of work."

Taryn was in the European country, which has Dutch, French and German as its official languages, for a three-month exchange program earlier this year. She lived with a host family and attended school with their daughter Cérénie V., who also took her to places such as Amsterdam and skiing in the French Alps.

"I think my French has gotten a million times better," says Taryn, who's heading to Japan for a 16-day exchange this summer. "I really do believe that being immersed in a country's culture is the best way to learn and to improve."

Cérénie visited Manitoba for three months last fall and Taryn took her camping with her family to Riding Mountain National Park and visited The Forks and Canadian Museum for Human Rights (CMHR).

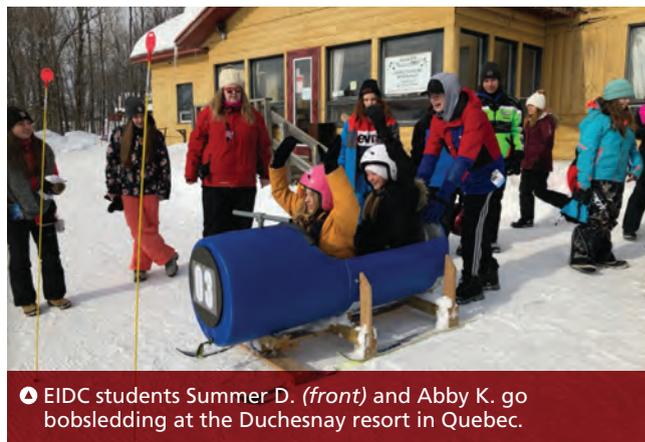
It was Taryn's second lengthy exchange trip. In Grade 10, she stayed in Quebec for three months, living with a family in Saint-Boniface and attending school in Shawinigan.

Many students in our division take advantage of exchange programs so they can meet new people and be exposed to diverse cultures.

In January, 15 Grade 7/8 students from École St. Norbert Immersion (ESNI) did the first part of an exchange with kids from Mont-Laurier, QC. During the week-long trip, they went dog sledding, downhill skiing and visited Montreal. Their Quebec counterparts were visiting Winnipeg in late May.

"Funny that I thought they ate poutine a lot, but the families don't," says ESNI student Kailey D., who had planned to take her exchange friend to get a Slurpee and also go to the CMHR.

Grade 7/8 students from École Île des Chênes and École Ste. Anne Immersion stayed in Lévis, QC, for a week in February through the Canada Sports Friendship Exchange Program. They went dog sledding, ice skating, snowshoeing and visited the Musée du Fort in front of the famous Château Frontenac.



▲ EIDC students Summer D. (front) and Abby K. go bobsledding at the Duchesnay resort in Quebec.

"There is no doubt that the exchange trip is a valuable learning opportunity for the participants," says ESNI principal Francois Rémillard, who went on his school's trip with two teachers.

"Students get to live and experience life in a French-speaking family. Furthermore, this allows the participants to listen, speak and practise their communication skills in an authentic setting.

"They also have a chance to develop friendships with their partners and experience life and culture with their Francophone friends. Through various activities, students learn about the history, geography and cultural identity of the region." ●

## Athletes and musicians hit the right note

Students at La Barrière Crossings and École St. Adolphe schools blended athletic skills and musical talents in a concert called *Music: An Athletic Art*.

Two performances featured the schools' basketball players bouncing a ball in rhythm during a "duel" with band members, and the choir sang songs with a sports theme.

"I really liked the idea of putting sports and band together," says Grade 8 student Shaylynn W. "LBC is a sports school and I think it was a very good idea to combine the two. Those in band could show off, while those in sports got to show off their skills."

That type of awareness was a goal for Caleb Reimer, the schools' music director.



▲ LBC and ESAS basketball players bounce balls to the beat of music.

"I wanted to make music relatable to students who typically only think of themselves as athletes, and encourage arts-oriented students to explore the physical realm," Reimer says.

"My aim is to develop well-rounded individuals who have a variety of passions. Schools can be very divided places, especially when programming conflicts, so we work as a staff to ensure students can develop their musical passions but also be able to make it to sports practices."

He keyed on similarities between sports and music such as the use of muscles, breathing techniques, stamina and improvisation. The music fell into four categories: songs that required similar techniques of a sport, others that are sports-themed, pieces linked to pop culture's representation of athletics and dances that accompany athletic activities.

The choir sang songs such as *Eye of the Tiger* from the movie *Rocky* and *Take Me Out to the Ball Game*. Students also danced to a recording of the song *Y.M.C.A.* ●

## Expanding Show and Tell



▲ Roxanne R. tells SAE classmates and teacher Brandi Wait about her slinky.

Kindergarten students are doing more than just bringing in their favourite toy for a brief Show and Tell at Ste. Anne Elementary School.

Teacher Brandi Wait began using the gradual release model in January to promote connections between students' oral language, reading and writing skills through the popular classroom activity.

The theory behind the gradual release model is the transition from a teacher modelling how something is done, to helping the students do it and finally reaching the point where they can work independently.

"We've been talking in our Kindergarten meetings about making the learning authentic and important to our students," says Wait, who's working with our K-1 Literacy/ Student Services Consultant Jessica Laluk.

"What's more authentic than having them bring in some of their favourite things to share? They're so excited about what they have and everyone else becomes excited and interested about it, too."

Wait began by bringing in some of her favourite things. She modelled how to do Show and Tell presentations and then drew a picture and wrote a brief story about the items. There were also class discussions, with students sharing ideas about what her presentations should include and she'd write again based on their input.

When students started sharing their objects such as a stuffed animal, slinky or travel photo, she'd guide them and reflect out loud about what she was seeing and hearing and then do another picture and story.

The next stage was students doing their own presentations, drawings and stories, at times with her guidance. Students also paired up to ask each other more questions about what they brought in. For example, who bought the toy for them and when did they play with it?

"It makes it easier for them to write because they've had a lot of time to speak and think about what they're going to write," Wait says.

Each student will get a book with the stories classmates wrote about their Show and Tell items. ●

## A lesson in survival



ARB students (L to R) Taya R., Heidy G., Macy U. and MarieAnne C. melt snow in a billy can over fires they made during Survival Day.

There's more to learning what a word means than just looking it up in a dictionary.

Brian Trenchard's Grade 6 students at Arbogate School found that out when he asked them at the beginning of the school year what "resilience" meant to them.

"They had no idea what the word even meant," he recalls. "We took that on as a theme for the rest of the year."

One example was discovered during a unique outing. Trenchard took his 28 students to fields and forest around La Broquerie for a Survival Day in March, drawing on his 13 years in the army reserves and being part of the Northern Response Company.

Students made survival kits with items such as waterproof matches, paper and dryer lint, as well as space blankets, string, dry socks and billy cans, which are tin cans with a metal hanger to melt snow and cook food over a fire.

Community member Richard Turenne joined them, using his Métis heritage to teach the kids how to make bannock, snowshoe and what survival looked like over a century ago.

The activities set the scene for some authentic writing.

"They were asked to write about their experiences and answer if they thought they were resilient enough to survive getting lost in the woods," Trenchard says. "They all did great in the outdoors and that showed up in their writing."

The temperature on Survival Day got up to -2 C.

"It was a challenge for us because we didn't have a shovel and it is a lot of work to dig a quinzee," Jordan S. says of his group's snow shelter. "We didn't do everything right, but we still think we would be resilient enough to survive." ●

## Pumping up school pride

Often a school project is only seen by classmates, but a much wider audience will watch an assignment done by some Collège St. Norbert Collegiate (CSNC) students.

Students taking the digital film class are updating a four-year-old promotional video about the school. The new version will be viewed by incoming and current students, staff, parents and may even be posted on the collegiate's website.

That has Grade 9 student Keion V. pumped, as he's immersed himself in the project and is basically the editor-in-chief.

"I'm really excited to show the people of CSNC a promotional video for our school, giving the new students and older students a different perspective of our school and all it has to offer," Keion says.

The school has new, high-tech equipment so it was a good opportunity to use it for an important project, multimedia teacher Al Omichinski says. Students each had a specific segment of school life to showcase such as a sports team, band, foods and wood technology.

They made storyboards and shot video "A roll" of students and teachers being interviewed about the subject, as well as B roll "filler" related to the activity. Next came post-production and editing it together in



Keion V. enjoyed editing the contents for an updated CSNC promotional video.

a nice format with proper colour and lighting, creative text and other details.

"Being able to show my vision through post-production and editing feels like I'm creating my own art. It is awesome," Keion says.

Each segment is 20 to 30 seconds and the entire video will be 10 to 15 minutes, Omichinski says. It may be finished by the end of June, but will be updated over the years.

"It really pulled together their project-management skills," he says. "Knowing that the school was going to be watching it, they really buckled down. Their edits were very well done." ●

## Promoting drug awareness

Laura Nault was grateful she could share a personal award with students who work so hard on a project she implemented.

Nault, our Divisional Social Work Clinician, won a TJ's Champions Award in recognition of establishing the TJ's Task Force drug awareness initiative in three Lorette schools this year and her work with past student-led projects.

The program began in January with a grant from TJ's Gift Foundation, which was formed by Karen Wiebe and her late husband Floyd after their 20-year-old son, TJ, was murdered in 2003. The foundation supports youth peer-led education programs focused on the dangers of drug use.

The award was presented at a gala dinner in May attended by 10 members of the 15-student TJ's Task Force. Fourteen of the Grade 7/8 members are from Dawson Trail School (DTS) and École Lorette Immersion (ELI) and one student is a representative from Collège Lorette Collegiate.

"I can't believe how well they have responded to this initiative," Nault says. "I've been doing this job for 30 years and have never been so impressed with student enthusiasm."



TJ's Task Force began with an offsite training day. Karen Wiebe led a workshop on leadership, then Nault guided students through educational tools about marijuana and methamphetamine. They planned Initiatives for the rest of the school year and into the future.

The initial focus was presentations to all Grade 7/8 classrooms at DTS and ELI.

"They were well received by students eager for the information and wanting to sign a TJ's pledge card to remain drug-free," Nault says. "Community-based events are planned, where we celebrate our slogan 'Hugs Not Drugs' and share educational information on drugs and help parents learn how to talk to their children about drugs."

The committee meets weekly and is preparing information packages called Cannabis Talk for parent resource areas in the DTS and ELI libraries.

"I believe in the importance of this particular cause of drug awareness. It's a wonderful place to start making a difference in the lives of others," DTS Grade 8 student Chloe M. says. "I feel a sense of belonging in the group. I now feel that I can educate others about drugs, which makes me feel like a leader. 🍌"

## Administrative News

Our division is pleased to announce the following staff assignment changes for the 2019-20 year:

Laird Laluk	New Vice-Principal	CLC
Christian Leclerc	New Vice-Principal	ELI
Francine Lepage-Lemoine	Vice-Principal Divisional French Programming Co-ordinator	CLC
Alana Klopick	New Vice-Principal	SAC
Shannon Philippe	New Interim Vice-Principal	ESAS
Ron Verrier	New Interim Principal	ESAS
Liette Weir	New Vice-Principal	ESAI

## 2018-2019 Retirements

We thank these retiring members of SRSD for their dedication to our division and wish them all the best!

Diane Coopland	Educational Assistant	CSNC
Janusz Dambski	Custodian	PLS
Carole Demaniuk	Educational Assistant	LBC
Gerald Francois	Courier	Divisional
David Gaudreau	Teacher	ESAI
Linda Golis	Teacher	SAC
Valerie Hamilton	Teacher	CLC
Guylaine Kostal	Teacher	ESNI
Bernie Lamoureux	Teacher	CLC
Maurice Legal	Utility Maintenance	Divisional
Patrick Liss	Teacher	ESAS
Lorie McCoubrey	Educational Assistant	LSS
Taras Maluzynsky	Teacher	CSNC
Terry Mowchun	Teacher	CSNC
Michelle Savard	Teacher	EIDC
Sandy Simpson	Bus Driver	Transportation
Jacqueline Vincent	Teacher	

# Seine River School Division | 2019-2020

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K-4E	<b>Parc La Salle School (PLS)</b> 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	<b>La Barrière Crossings School (LBC)</b> 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	<b>Collège St. Norbert Collegiate (CSNC)</b> 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	<b>École St. Norbert Immersion (ESNI)</b> 900 Ste. Thérèse Ave., Winnipeg, MB R3V 1H8	P: François Remillard	P: 204-261-4430 F: 204-269-0925 E: sni@srsd.ca
K-8I K-8E	<b>École St. Adolphe School (ESAS)</b> 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	<b>École Ile des Chênes School (EIDC)</b> 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	<b>Collège Lorette Collegiate (CLC)</b> 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	<b>Dawson Trail School (DTS)</b> 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	<b>École Lorette Immersion (ELI)</b> 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	<b>Ste. Anne Collegiate (SAC)</b> 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	<b>Ste. Anne Elementary School (SAE)</b> 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	<b>École Ste. Anne Immersion (ESAI)</b> 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	<b>Richer School (RCH)</b> 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	<b>Arborgate School (ARB)</b> 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
	<b>Ste. Anne Adult Learning Centre</b> 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