



Evergreen School Division

www.esd.mb.ca

Inside

Message from the Board	1
Mission, Vision & Core Values	1
Important Dates	1
Superintendent's Message	2
Evergreen Division Planning 2011	2
Tell Them From Me...	2
Riverton Early Middle School	3
Riverton Collegiate Boozhoo!	4
Career and Technology Studies	4
AEMS Young Philanthropist Club News	5
Student Engagement in French Education	6
Resiliency Development	6
DGJMS...A CAREing Middle School	7
Social Justice Club at GHS	8
Winnipeg Beach School Cares	9
SSES explores a new Philosophy	10
MPETA Award	10
Aboriginal Education Program - Visions	11
ACI students give back to the community	12
RCI Teacher receives Prime Minister's Award for Teaching	13
Strong Beginnings	13
Kindergarten, Here I Come	14
First Steps in Math	14
Evergreen Service Plns	15
Teacher Action Research Teams	15
eReaders in Evergreen	16
AEMS Library eReaders	16

Important Dates

- ◆ December 23 to January 6 - Christmas Break
- ◆ January 9 - 1st day of classes
- ◆ February 6 - Semester 2 begins
- ◆ February 17 - Division PD Day
- ◆ February 20 - Louis Riel Day
- ◆ March 9 - Early Dismissal Day (12:00 p.m.)
- ◆ March 26 - 30 -- Spring Break
- ◆ April 6 - Good Friday
- ◆ April 19 - Student Led Conferences (evening)
- ◆ April 20 - Student Led Conferences (No School)
- ◆ May 18 - Early Dismissal Day (12:00 p.m.)
- ◆ May 21 - Victoria Day
- ◆ June 1 - School Planning Day (No School)
- ◆ June 25 - Admin Day (No School)
- ◆ June 29 - Last day of School (Noon dismissal)

Mission

Evergreen School Division will engage students in learning to become contributing citizens of a democratic society

Vision

Learning Today to Improve Tomorrow

Core Values

1. Students Come First
2. Learning is Our Core Purpose
3. Public Education Serves the Common Good



Message from the Board of Trustees

The Evergreen School Division Board is comprised of nine elected trustees representing the areas of Riverton, Arborg, Gimli and Winnipeg Beach. The primary activity of the Board is governance, which means that in its leadership capacity, the Board guides the achievements of the School Division by making high level decisions, setting broad goals and ensuring that the board policy manual is current, relevant, and aligned with our Vision, Mission, Core Values and Beliefs. Division priorities are reviewed every year and provide guidance and accountability to our decision making. The board is responsible for setting the annual budget and does so after consulting with all community stakeholders, staff, students and parents. This consultation takes place at our Annual Division Planning session every November.

The Evergreen School Division takes pride in the initiatives and strategies that we have identified around teaching and learning. The data that we have collected indicates that students are more engaged in their learning and enjoy the hands on approach and relevancy of their learning activities. This engagement is due to the ability and cooperation of the administration and teachers to change the way they teach in order to meet the new demands of education and society.

In closing, I would like to highlight some of the major budget issues that our division will face. We need to address the infrastructure costs for our aging buildings, the demands of technology and in particular our fibre optic wide area network project, the employee contact settlements and our plans for purchasing and renovating the Evergreen Continuing Education Centre. Our challenge is to fund these important projects and initiatives and maintain the present level of taxation. In order to meet these goals, we have to be efficient and accountable in all that we do. Please read this document and celebrate with us as we profile the important initiatives in our schools and division.

Robert Arnason, Board Chair

Learning Today to Improve Tomorrow



Welcome to the Winter 2011-2012 edition of the Evergreen Exchange newsletter. As you read through this newsletter, you will also see evidence of our commitment to our foundations and current priorities of **Citizenship, Student Engagement** and **Education for Sustainable Development**.

There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage – the planet we live on. . . . Education for sustainable development is a life-wide and lifelong endeavour which challenges individuals, institutions and societies to view tomorrow as a day that belongs to us all, or it will not belong to anyone. (UN Decade of Education for Sustainable Development)

This statement summarizes the need for public education to provide students with the knowledge, skills and attitudes to address the challenges of the 21st century. Our foundations demonstrate our commitment to that challenge. Our vision **“Learning Today to Improve Tomorrow”** describes what we strive for, providing our students with an opportunity to create a promising future for themselves, our communities and the world. Our mission **“Evergreen School Division will engage students in learning to become contributing citizens of a democratic society”** articulates what we aim for in our day to day work to help us improve tomorrow.

I hope that you enjoy the enclosed newsletter which profiles many of the great things happening in Evergreen. We welcome your feedback and continued support of public schools.

Paul Cuthbert, Superintendent

Evergreen Division Planning 2011

Division Planning Day Profiles Student Panel and School Presentations

The Evergreen School Division held its Annual Planning Day on November 29, 2011 at the Waterfront Centre in Gimli. The planning day was facilitated by Scott Hill, Consultant with the Manitoba School Improvement Program, and was attended by trustees, parents, students, community representatives, administration, teachers and support staff.



The day was highlighted by school presentations and a student panel that consisted of former and current Evergreen School Division

Student Council representatives. Panel participants were asked a number of questions about their school experiences and whether they felt that their school experience has prepared them for life after school.

The Board of Trustees appreciates the participation of all of our stakeholders and will use the data collected to inform the short and long term strategic direction for our division.

Tell Them From Me...



For the last four years, students in Evergreen School Division have participated in a survey called, *“What Did You Do in School Today?”*

Although the name of the survey has changed to *“Tell Them From Me”*, the purpose remains the same. Student voice is driving change in ESD!

Although many stakeholders have become familiar with the survey over time, it is important to reflect on why we participate. Some common questions and their responses are shared below to help make sense of why we do *“Tell Them From Me”*.

Where does the information go when the survey is completed?

The information is sent over a secure line to a database server. There it is mixed with all the other responses from thousands of students across Canada in the same grade. That information can then only be retrieved by school and by a few other characteristics such as grade and sex.

Why do we need these surveys?

These surveys are designed to help identify changes needed in order to improve learning outcomes for students. It is important for student to let school staff know that they are interested in the results! Student responses help drive change, so it is very important for them to participate openly and honestly.

Does anything actually happen with the results?

Yes! The data gathered is very important to a number of groups in Evergreen School Division including teachers, principals, divisional staff, community members and the Board of Trustees. The data is also shared with students through a variety of school and divisional strategies. Participants have the right to know what changes are made in our schools and across the school division in response to what they said.

Riverton Early Middle School

Community Play Structure



Balanced School Day

Arts Programming

REMS students, families, staff and community members have collectively achieved amazing success in the 2010-11 school year. 2011 will not only be seen as a meaningful year at REMS, but it will be forever reflected upon as a memorable year in the Riverton community. Many classroom based and school-wide citizenship initiatives, Parent Advisory Council fundraising, support from the Riverton Elks, donations from community groups/members, provincial grants, Evergreen School Division financing, and volunteers have all contributed to the reasons why a **new play structure** has become a reality in Riverton. We are very proud of our modern and unique play structure - one that will engage children in play and physical activity for decades to come.



The **balanced school day** schedule was piloted at REMS in the 2010-11 school year. At various times throughout the year, staff, students, parents and guardians were surveyed and asked to provide feedback about the balanced school day and to give recommendations for the 2011-2012 school schedule. A majority of positive responses supported the continuation of a balanced school day and the Evergreen Board of Trustees approved a proposal which was later approved by the Minister of Education until 2013. The feedback suggested that the 2011-12 schedule could be changed slightly to benefit students and accommodate their needs and interests. Early Years and Middle Years students have two opportunities each day to sit down to eat together, rather than eating on the run. The new schedule provides them with two opportunities every day to take part in uninterrupted play and the three large blocks of time provide teachers with more flexibility when planning, allowing more opportunities to continue lessons if required. The balanced school day has proven to be a sustainable, engaging initiative at Riverton Early Middle School.



Grade 5 winner @ the Gimli Art Show Gildon Owens

There was a high level of student engagement and participation in arts programming @ REMS in the 2010-11 school year. Our students had the opportunity to work closely with ten local artists to learn a variety of special techniques and skills, increasing their understanding and interest in the visual arts. This has led to an increase in student engagement in the visual arts and improved community connections. There was improvement in creative expression and our students understand how art reflects and influences culture and identity. It was wonderful to see students improving their knowledge of self-expression and self-discovery – analyzing, reflecting and constructing meaning in response to art created by themselves and others. The new REMS logo, designed by a student, Dylan Furgala, represents school pride and student voice. REMS clothing with the new logo was available for purchase in 2010-11 which was the result of student leadership committee decision-making. More REMS clothing will be available in the 2011-12 school year. **GO RAYS!**

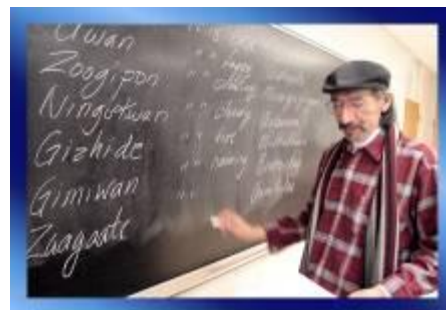
Riverton Collegiate



The preservation of heritage languages is an important part of maintaining the Canadian cultural mosaic. In an effort to foster the preservation of Aboriginal languages, Riverton Collegiate annually offers a series of Ojibway language workshops.

RCI is part of a Department of Education initiative entitled "Building Student Success with Aboriginal Parents" (BSSAP). With grant money from the province, the school works with an organization called Aboriginal Languages of Manitoba to bring a qualified instructor to the school.

Students sign up for the workshops and are divided into two groups. The first group is for students who have a limited knowledge of Ojibway. They may have heard it spoken in the home or may understand some of the language, but have minimal speaking skills. This beginner group receives some basic language instruction. The second group is for more advanced students. They typically have a good knowledge of the language and are able to communicate well in both speaking and writing.



Workshops are held each week for at least 5 weeks. On the sixth week, the students challenge for the Department of Education's Special Language Credit in Ojibway. Depending upon their level of proficiency, students may earn up to four high school credits. Each year, we have a number of students who earn credits in this way.

The workshops are well attended and students are typically very enthusiastic about the subject. From the school's perspective, it represents a small step towards preserving the Ojibway language amongst youth, and a way to engage our Aboriginal students in their learning.

(Boozhoo means "hello" in Ojibway!)

Career and Technology Studies

High school education is beginning to look different in Evergreen School Division as more students take advantage of opportunities to pursue their passions - both inside and outside of our school walls. *Career and Technology Studies (CTS)* is an umbrella title for programming assembled into 'pathways' for individual students in an effort to focus on their unique interests, personal strengths and career aspirations.

The CTS strategy creates personalized learning opportunities for students by providing them with community-based learning experiences. High school students in Evergreen are learning alongside local entrepreneurs, service providers, government agencies and industry professionals in areas of personal interest and passion. In combination with in-school programming, community-based internships and apprenticeships aim to meet the needs of students and promote a sustainable future for our communities.



Tyler Moran, CTS Coordinator

Arborg Early Middle Years School Young Philanthropist Club News

The YPC has had a busy fall. Over 60 middle years students are actively involved in the club.

We started the year with a hotdog sale, and raised \$ 473.00 for Famine Relief in Africa. The money was donated to the Canadian Food Grains Bank, and was matched by the Canadian Government. Thank you to the Interlake Co-op and the Arborg Bakery for the donated wieners and buns, to the teachers who baked cookies and to Miss Aglogallos Grade 3/4 class for helping with the barbeque.

In October, we had a Hat Day and sold mud pies to help a former student, so she can have a treatment that will improve her quality of life. We raised \$478.46 to support her treatment.

Students also made and sold \$200 worth of Lucky Lady Bugs, and will be donating the money to Hannah Taylor's Ladybug Foundation, which assists the homeless in Winnipeg.



The grade 7/8 boys held their Boys' Night on Nov. 25 raised \$110. The boys **donated the proceeds** to the Canadian Diabetes Association.



On Nov. 23, 37 lucky club members attended the We Day celebration in Winnipeg. Members back at school got to have a party and watch the celebration online. As a result of We Day, the club decided to take the Vow of Silence on November 30. Over 90 gr. 5/8 students took part in the vow, and kept their silence for six hours of school and breaks. The pledges they earned (\$1584.24) will go to the Free the Children organization's Adopt a Village Program. The club chose to support health care in Kenya. The total pledges have not yet been tallied, but the students did an amazing job in respecting the pledge that they took to remain silent so that less fortunate children in the world

can have a voice.

In the works, we are planning girls and boys nights for the other Grade 5/8 groups in the New Year. We also plan to continue our annual donation of hygiene kits to Siloam Mission, and will be gathering supplies in the upcoming weeks.

This year, Miss Aglogallos began an early years chapter of the Young Philanthropists Club. They collected gently used mittens, hats, scarves and snow suits for the winter clothing giveaway during parent/teacher days. The giveaway was well-received, and most of the donations are being put to good use. Way to reuse! The Early Years club then held a bake sale, and they are making and selling Christmas Cards as a fundraiser for the Christmas Cheer Board. Along with the Pennies from Heaven initiative of Mrs. Stallard's gr. 3/4 class, the early years philanthropists are making a real difference!



Wanda Sparkes, Teacher
Arborg Early Middle Years School

Student Engagement in French Education

French education in Evergreen School Division has been revitalized over the last 5 years. Thanks to funding from the French Second Language Revitalization Grant, we have successfully increased student engagement in French and enrollment in French classes at the senior high level, by improving the quality of French spoken by both teachers and students. Students have been given more opportunities to interact in French both in class and in authentic situations outside of school.

This year, funding from the grant in the amount of \$35,000 has allowed us to fund a professional learning community for our French teachers. During these meetings, French teachers explore best practices and share ideas that will increase the oral fluency of their students. French specialists have found that the Professional Learning Community has been an effective way to improve their teaching and keep up on new research in the field. In addition, teachers have had the opportunity to attend French language classes as well as methodology workshops to improve their practices and spoken French.

Funds received from the grant will also be used to fund several events and excursions that will give students opportunities to interact in French, helping them to see the value of second language education.

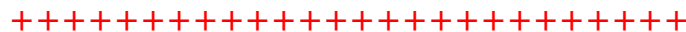
- We are once again looking forward to our annual French Camp which will be held on January 17. This year, we are pleased that the camp will be offered to all French students in grades 6 and 9 at no cost. The theme of Camp will be “The Environment” and students will explore this theme while enjoying a variety of activities conducted in French.
- Our annual “Soirée Française” will be held on March 15 and will showcase Francophonie in the world. Students will be showcasing the culture of many areas of the world where French is spoken.
- The annual “French is Fun” Conference, to be held in May, will once again include grade 7 and 8 students from across the division. Students will spend the day participating in workshops conducted in French.



French students in grades 10 – 12 had the option to sign up for a trip to Europe later this spring. Thirty students will go on the trip of a lifetime to Paris and Rome and have the opportunity to explore new cultures and see the language they have been studying come alive.

The revitalization of the French program in Evergreen School Division has had a positive impact on the both the students and teachers. The Basic French Team of teachers is dedicated to continuing to improve the quality of French education for our students.

Shelly Dankochik, French Consultant



Resiliency Development

Evergreen School Division is undertaking an initiative which is focused on having students recognize and develop their own strengths so that they can become confident and capable citizens. This resiliency initiative is driven by research that focuses on what students need to develop core character competencies in the following areas: **social skills, coping skills, adaptability, group membership skills, positive values and principles, self-esteem and emotional awareness.** Surveys of all students in the division grades 4-12 have been conducted, and the data is being used at division and school levels to determine which programs may be required to support the socio-emotional development of our children. Further, individual student survey responses will be used to help students tell the story of their strengths and needs so that necessary supports can be provided within a positive approach.

The importance of this resiliency initiative is captured with the following quote by Wayne Muller: *“If we think we are fragile and broke, we will live a fragile, broken life. If we believe we are strong and wise, we will live with enthusiasm and courage. The way we name ourselves, colors the way we live. Who we are is in our own eyes. We must be careful how we name ourselves.”*

The Division seeks to ensure that all students see themselves as capable and strong. For more information on resiliency development, please contact your school guidance counsellor. You may also see

www.resiliencyinitiatives.ca.

Roza Gray, Assistant Superintendent

Dr. George Johnson School...A CAREing Middle School

Welcome to Dr. George Johnson School where you will find the awkward, confusing, hormonally charged world of middle school! A time during which kids grapple with schoolwork, puberty, romance, identity, and new kinds of relationships with their parents and peers. It is the baffling no-man's-land between child and teen, the time when children don't want to grow up, and so badly do.

Catering to such a unique clientele requires special people and special efforts. Middle years schooling means that we consolidate skills learned in the early years while developing new ones that will serve children as adults. While our school focuses on reading as the academic entry point to all subjects and success in the future, developing awareness of their abilities and strengths, as well as pro-social behavior in all our students is at the core of resiliency development and student engagement. It requires strength based approaches built upon the belief that every child has potential and unique abilities which will direct their journey in life, and help them define who they are.

Such a school must be a *caring* school, and so with this in mind our school community has come together to apply this acronym to describe and guide our school – C.A.R.E “*Cultivating Abilities, Resiliency, Engagement and Empathy*”. By becoming a CAREing school we are also able to strive to meet the goals of Evergreen’s Strategic plan in the areas of Citizenship, Student Engagement, and Sustainability in many ways. In addition, we have built C.A.R.E. upon three beliefs about our students and what our job is as educators and parents:

1. Every student can achieve success
2. Every student is worth our time and effort
3. Relationships matter

We are particularly excited about a major investment in time and effort we are making to implement a program called “Lion’s Quest” that focuses on developing skills in all three of the areas of our divisional strategic plan mentioned above. Led by our Guidance Teacher Mrs. Bryant, this program offers a whole-school approach to cultivate social and emotional wellbeing in students. Through 27 lessons and 7 Units it helps students to:

- value and respect themselves and others;
- feel comfortable and valued as members of classroom and school communities;
- be able to manage conflict constructively;
- learn to use interpersonal skills in relating to others;
- be able to make positive and responsible decisions;
- avoid harmful substance use;
- improve academic performance;
- strengthen connectedness to school;
- develop civic responsibility.



The program has been very well received by staff and students so far. Feedback from students includes comments such as the following:

I like Lion’s Quest so far because my teacher is really encouraging us to do our best to understand how my actions make other people feel

I am learning how important it is to fill other people’s buckets with good things so that they will do the same for me

It’s helping me get to know and understand the other students in my class

I like how Lion’s Quest makes you ask questions to help school and kids with their every day learning and life, and try to make it better.

Whether it’s through Lion’s Quest, or the many other programs that we offer to nurture and guide our students through the challenging waters of middle school, staff and students are learning how important it is to CARE about each other, their learning, and the world they live in.

Jim Gibbs, Principal

Social Justice Club at GHS

On November 23rd, 2011, 70 GHS students joined 16,000 students in attending 'We Day', an inspirational event put on by the organization 'Free the Children'. Students heard from a variety of speakers including Al Gore, Mia Farrow, Rick Hansen, and Craig and Mark Kielberger (FTC founders), and listened to the musical talents of 'Hedley' and 'Down with Webster'. Students were called upon to create change in the world with the mindset of "we" rather than "me", and to be the generation of people to end injustice. Our students came home very excited about the changes they can make on a local, provincial, national, and international level. Look out world!!



On November 30th, 2011, 50 GHS students took part in the 'Vow of Silence', a commitment to not speak, text, or participate on facebook for twenty four hours. They did this in solidarity with those children worldwide who have been silenced through exploitation. A 2010 study by Nielsen Surveys suggests that the average Canadian teenager now sends 3,339 texts per month. Teen females are sending closer to 4,050 texts per month. Given these stats, it was quite the commitment for these students to stay completely silent for one day. It also 'speaks' to their level of sacrifice to draw attention to this issue. Student collected pledges from the community to contribute to the efforts aimed at ending child exploitation and have collected over \$1000 to date.

On November 22, 2011, Gimli High School students were visited by three members of Canada World Youth, an international student program. Two of the students were from Kenya (James and Joseph), while Josie was here from Dorsett Bay, Nunavut. Student learned about the value, opportunities, and challenges of purchasing Fair Trade products. Thanks to Zach Gross of the Manitoba Council for International Cooperation for helping to plan this event.

GHS students also were selling 'Rafiki' bracelets from Kenya to support the drought in East Africa. More information can be had at <http://www.metowe.com/shop/products/rafiki-friend-of-east-africa>.

Gimli High School Students along with the Manitoba Council for International Cooperation will be putting on a Fair Trade Fashion show on December 10, 2011 at the New Icelandic Heritage Museum at 2:30 pm. Tickets are 5 dollars and seating is limited. Tickets are available in the GHS office. Fair Trade clothing will be featured by our GHS student models. There will also be a Fair Trade product fair put on by MCIC at this event (this part is free of charge). We hope to see you there.

The Social Justice Club is looking at a whole range of events and activities for the upcoming 2012 school year. Some of these events include:

- Two student presentation teams to present in our division schools about homophobia and inclusion.
- Our annual trick or eat campaign (collecting non-perishable food items for our food bank).
- Planning a working trip to El Salvador for this summer - we are hoping to establish a relationship with a community that we can connect our efforts with for the upcoming years.
- 30 Hour Famine every May.
- A social justice film festival during the winter months at lunch.
- Working with a Gimli couple who drive a van load of clothing down to Mexico every year. We want to support projects that they become aware of them.
- Fair Trade 30 Day Challenge every February - check that out at Fair Trade Manitoba - a cool challenge for staff and students with lots of spin offs to other projects.



Leona Groot, Vice Principal

Winnipeg Beach School

Winnipeg Beach All Stars

Our students all shine as they participate in our new Resiliency initiatives. K and 1 are exploring **TLC** (tender loving care), Grades 2, 3 and 4 are spending time with a baby and participating in the **Roots of Empathy** program, 5-6 classes are looking at the **Lions Quest** program and our Grade 7 class is going to pilot the **Heroes** program. In the New Year we will all be “filling buckets” as we explore new ways to show how we care for one another.

*“Kindness counts and bucket filling’s cool
That’s what we expect at Winnipeg Beach School!”*



Caring Counts

In the first few months our students have already been involved in many projects. The whole school participated in raising money for the Terry Fox Foundation (\$770). Teachers promised to do “silly” things if students met their class’ financial goal. These included wearing scuba gear all day and kissing a pig. Thirteen of our students participated in “WE Day” and came back full of inspiration to do wonderful things. The Grade 7 class held a mini “vow of silence” and raised over \$200 to purchase two hens, a rooster, sports equipment and mosquito nets for a struggling third world community. The Grade 5-6C class had a cookie sale for World Vision and the two 5-6 classes organized our school’s Operation Shoebox campaign sending over 40 shoeboxes to a needy third world community. In December we filled 10 boxes of hamper items for Evergreen Basic Needs and held a raffle where parents could win front row tickets to our Christmas Concert (over \$150 raised for EBN). In the new year we start helping with the food bank through our “All Stars Scooping” project. The students also enjoyed decorating the town tree with environmentally friendly ornaments.



Designers of Learning

As a teaching staff we have been exploring the Effective Teaching Practices Framework, having meaningful conversations around relationship building, engagement and assessment. All our classrooms now have smartboards and teachers are all adding more to their “technology repertoires”. We are looking forward to wireless coming to WBS in the New Year and using our new laptops. Two of our teachers are part of the Discovery Science pilot and two of our Middle Years teachers are looking at curriculum planning and integration in a Professional Learning Community (PLC). We also have made some significant changes to our spelling program and are learning as we go with our Spelling PLC.

Shawna Rudd, Principal

Sigurbjorg Stefansson explores a new philosophy

SSES is exploring a philosophy called Reggio Emilia which is based on an approach developed in its namesake northern Italian town over several decades. This philosophy views the child as resourceful, strong, capable, and intelligent, and places parents, the community and local culture at the centre of democratic, participatory learning. It is aligned with our division’s priorities of citizenship, sustainability, and student engagement. Not only are our students becoming more engaged, they are actively involved in becoming contributing citizens who value the importance of taking care of themselves, others,



and the world around them. This new insight is transforming our teaching and learning and is causing us to re-acquaint ourselves with our own creative capacities.



Our school is working collaboratively with a Winnipeg school that has been embracing this philosophy and are involved in action research with the U of M. As the Reggio Emilia philosophy is very complex and layered, we are just beginning to embark on this journey which is constantly evolving and is a creative path that will impact each educator in different ways as they become inspired. Some of the principles we have been exploring are increasing opportunities for art, creativity, play, and innovation in our daily learning, as well as focusing on relationships, resiliency, student choice, and student voice. Another focus is to reconnect students with nature. We are creating learning spaces with more

natural and provocative materials, increasing outdoor learning and local field trips, and redesigning our playground to include natural play areas such as sunflower huts, butterfly gardens, a little creek, tree stumps, small hills etc. Our greenhouse, outdoor classroom, and playground will become very active learning environments!

Our focus is to build relationships with children so that they are able to manage themselves and work through problems creatively to find solutions. We believe that students need many interconnected experiences in a variety of contexts in order to construct conceptual understandings. We are focusing on the processes of learning and inquiry and feel that creative thinking, creative energy, and creative ways of responding need to be infused into everything that we do. At Sigurbjorg Stefansson School, we believe in possibilities....



Rosanna Cuthbert, Principal



MPETA Award

Mr. Richard Bergman, teacher at Riverton Collegiate received a Manitoba Physical Education Teachers’ Association Award for 2011.

Congratulations Richard!



Aboriginal Education Program - "Visions"

Aboriginal Education provides numerous opportunities for students to get out of the classroom and into the community. Equally as important, is the engagement of community, in the form of special guests, Elders and parents who come into Division schools.



In October and November, Middle Years students at Dr. George Johnson School were fortunate enough to go on a field trip to Riverton & District Friendship Centre. Accompanied by students engaged in drumming, George Spence, an Aboriginal Elder from Winnipeg, led the students in song. Students learned to drum a steady beat to the tune of 'Twinkle, Twinkle Little Star' and 'Happy Birthday' with an Aboriginal twist. George also sang and drummed an honour song for the group of captive students.

George showed the students sweet grass, the sacred hair of Mother Earth then explained the meaning of smudging. Following these cultural activities students were shown how to make a craft, either a headdress, mini drums or a beaded tie clip that students attached to clips on their back packs.



In December, Grade 9 & 10 students at Riverton Collegiate were treated to an inspirational session of stories and music from folk singer Don Amero. This young, award-winning Winnipeg musician shared his vision with the students, "To encourage and inspire others to do greater things for themselves and the world around them."

Don Amero was the Aboriginal Music Program (AMP) Mentor in Residence for the month of December from Manitoba Music. In addition to hosting Amero, Riverton Collegiate also heard from guest speaker Eagle and Hawk front man Vince



Fontaine in October from the AMP.



Also in December, Damon Johnson, visited the Grade 9 students at Gimli High School to share his experience growing up Aboriginal. Damon Johnson is the President of the Aboriginal Council of Winnipeg. His message included, "To be a leader one must go on a journey of healing." Students also viewed and discussed the NFB film "For Angela." To learn more about our Aboriginal Education Program contact Penny Ross, Aboriginal Educator with questions or

comments pross@esd.mb.ca or 642-8546.

Penny Ross, Aboriginal Education Coordinator

Engaged Arborg Collegiate Students Give back to the Community as they Practice Citizenship and Sustainability.

On October 20, 2011 students and staff vacated the collegiate and headed for their pre-arranged placement in the community. Students worked for community members, businesses, family and family friends. This was our way of helping the community that helps us in so many ways. Students put in up to 5 or 6 hours at their site and all that was asked for was a donation to the school to cover field trips and other extras that students need. This was an excellent way to show the community the positive impact that students can make and to strengthen the connection between our students and the community.

Feedback from the community was very positive and many called us after indicating that they would like to take part next year. Student feedback was very positive and those who worked very hard had the most to say. The feeling of self-worth and the pride they felt from a job well done speaks loudly. We at the ACI feel this is the beginning of an annual event. Students were very engaged, active citizens and practiced sustainable development first hand. These are the three key priorities in the Evergreen School Division and it is awesome when we can meet all three at one time as they overlap and each builds on the other.



Students did yard work and cleaned windows at various locations.



Several students worked for their teachers cleaning various classrooms, helped to set up the classroom at the school on the Heritage Village Site and others volunteered at various businesses. Everyone reported to having a great day.

Arlene Perry,
Principal

Riverton Collegiate Teacher receives Prime Minister's Award for Teaching Excellence



James Bezan, MP
Tammy Einarson

Techno-guru Tamara Einarson is your go-to teacher for anything related to online learning or ICT. Ms. Einarson is forever finding ways to use technology in her classroom and happily shares her findings with her fellow teachers. She communicates with her students through a wiki, and leads them in the creation of stop-motion animations to illustrate what she readily admits are “less than engaging” topics in math. Ms. Einarson has an uncanny ability to show students how different disciplines interact with each other and it's not uncommon to find her partnering with the woodworking teacher or the geography teacher on various projects.

Students are expected to maintain a learning portfolio that they develop over the course of their high school years. Ms. Einarson investigated ways to maintain this digital archive and worked with a colleague to create an easy-to-use portfolio template.

One of the early adopters of laptops in the classroom, Ms. Einarson spearheaded an initiative to secure a laptop cart for the school, which makes laptops available for all the students in the class. Not only does she use the cart in her own class, but she oversees its use by other teachers.

Congratulations on your achievement Tammy!

Strong Beginnings

Evergreen School Division remains committed to participation in the *Strong Beginnings* strategy for Kindergarten to Grade 8 students. *Strong Beginnings* aims to gather student data through observations, conversations, learning activities and student reflections about interests and learning. The *Strong Beginnings* activities are not tests; they are tasks designed to support positive relationships with students and to discover how they learn in order to plan for effective instruction.



On Friday, September 30th and Monday, October 3rd, all students from Kindergarten to Grade Eight attended school by appointment only to participate in *Strong Beginnings*. Evergreen School Division would like to thank parents, guardians, and caregivers for their effort and commitment in getting their children to his or her scheduled appointment for *Strong Beginnings*. Divisional attendance rates were exceptional and can be attributed to a high level of commitment and support from all stakeholders.

Information gathered during *Strong Beginnings* supports good teaching and learning by:

- Providing insight for school-based staff into student understanding in order to offer appropriate instruction;
- Helping students to develop an awareness of how they learn to foster increased participation and responsibility in learning;
- Supporting effective communication with caregivers about their child's progress.

Tyler Moran, Curriculum Consultant

“Kindergarten, Here I Come”

“Kindergarten, Here I Come” is a program in Evergreen School Division that introduces our future Kindergarten students to the daily routine of school. Manitoba’s Education Minister, Nancy Allan, at a funding announcement for Early Childhood Education in April, 2011 said: "In the past decade, research has shown a child's experiences in the earliest years of life have a profound influence on their lifelong health, learning and behavior. Quality, early-learning experiences are critical to a child's success in school and later in life, so it is vitally important that we work with our partners to help families and communities ensure kids are ready to start kindergarten." The Evergreen School Division Board supports this statement with the continuation and extension of the current “Kindergarten, Here I Come” program in 2011-2012.

This year we increased our “Kindergarten, Here I Come” program to a total of 73 sessions over 31 weeks, running opposite to the Kindergarten schedule. “Kindergarten, Here I Come” started in the first week of October and will end in the last week of May. The program is **optional** and at no cost to families. The School Division is also very flexible in accommodating the needs of families, and if fewer days are desirable, arrangements can be made to the student’s schedule.

- Activities include:
 - Circle and Story time
 - Opportunities to promote language/communication skills
 - Social interaction amongst peers and adults
 - Free play and Movement (gym or playground)
 - Library visits
 - Fine motor activities (arts/crafts, colouring/drawing, puzzles, manipulatives)
- Expected Outcomes:
 - Introduce parents and child to the school environment
 - Orientation to classroom routines and expected behaviours
 - Improve social skills
 - Relieve possible anxieties for starting school



Evergreen School
Division

For further information regarding specifics of the program, please call your school principal.

Fay Cassidy, Student Services Coordinator

First Steps in Math

First Steps in Math is designed to support effective teaching and learning in Mathematics. Several conceptual phases are identified in *First Steps in Math* training, which highlight the behaviours and understandings commonly held by students. As students enter each phase they base their new ideas on concepts from the previous phase. *First Steps in Math* supports a deep understanding of individual student needs and equips teachers with field-tested diagnostic tasks and sample learning activities for classroom use. By addressing specific areas of challenge and misconception with the training and resources *First Steps in Math* provides, teachers and students are better prepared to succeed in Mathematics.



As part of Evergreen School Division’s commitment to providing *First Steps in Math* training to all K – 8 Mathematics educators, a cohort of 22 staff members were trained in 2010 – 2011 and an additional 23 are being trained during the 2011 – 2012 school year. A small group of high school staff have also been included in training this year in an effort to address misconceptions among students in Grades 9 – 12, which may be limiting growth and achievement at the high school level. ESD remains focused on developing common language and understanding among students, staff and caregivers in order to provide effective teaching and learning opportunities in Mathematics.

Tyler Moran, Curriculum Consultant

Evergreen Service Pins

Long Service award pins were presented by Mr. Paul Cuthbert, Superintendent, at the September 23, 2011 PD Day.



30 Year Pins

Arlene Perry, Principal,
Arborg Collegiate
Gary Phelps, Bus Driver,
Division Courier



40 Year Pin

Susan Einarson,
Secretary, Riverton
Early Middle School



45 Year Pin

Lloyd Roche,
Division ICT Consultant

Teacher Action Research Teams



In cooperation with the Manitoba School Improvement Program (MSIP), Evergreen School Division continues to participate in teacher action research focused on sharing and designing practices to support a deeper understanding of what citizenship, student engagement, and sustainable development looks like in our schools and communities.

A small sample of feedback from teaching staff involved in the teacher action research initiative strongly reinforces the value of learning in the

company of peers:

- *“Our discussions make me think even more carefully about why I do what I do and how I can enhance what happens in my classes. I am inspired by the things others are doing.”*
- *“I enjoy and appreciate hearing about the programs, projects, concerns and challenges faced by others. We share ideas, philosophy and values, fostering and strengthening our learning communities.”*
- *“The ongoing discussions and sharing are very valuable in helping to inform and reaffirm what we are doing and why we are doing it. It is important professional development and helps our school division to be the best it can be in addressing these important focus areas.”*

For a relatively small, rural school division, Evergreen School Division makes a significant investment toward providing learning opportunities for staff. The investment is a vehicle for change and enhances capacity for high quality teaching and learning.

eReaders in Evergreen

Several ICT Innovative Projects have been funded in Evergreen this year where students have embraced the technology, paving the way for the implementation. At Riverton Collegiate each grade 9 and 10 student has been issued with a compact Kobo e-reader in the same fashion that they would be issued a textbook. These electronic readers are used in Language Arts, Social Studies, and Mathematics classes. Teachers select materials to be loaded onto the units so that students can access not only books but also teacher created resources such as worksheets. Additionally, students may bring their e-reader to the school library for assistance with downloading recreational reading material. A number of students have taken advantage of this and it is not uncommon to see a student reading a novel during a spare period. Management of the units is a shared responsibility between the classroom teacher and the school librarian.



AEMS Library eReaders

Paperbacks are no longer the only way to enjoy a good book at Arborg Early Middle School. The school library also has seven Kindle readers that students can sign out. The long waiting list is an indication of how youth gravitate towards the use of technology to do things in new ways.

These new devices have a couple of key elements that make them attractive to schools. The devices are now at the point that they are affordable and the price continues to lower all the time. Additionally the cost of purchasing a book is lower and each book can be used on six devices at any one time. This allows the library to provide multiple copies of new books to students all at once. In the past a student may have to wait most of the year to access a popular new book. By the time the library has purchased four or five titles they have recouped the cost of the device if they were to purchase the same number of paperback copies.

Traditional paperback books have a limited life expectancy and the more popular the book, the faster it becomes worn out through use. With a digital copy we always have access to a pristine copy of the book without having to purchase additional copies.

As technology continues to advance, I am sure we will begin to see more and more of these devices in our schools. That being said we will ensure to also have printed versions of books for the person who loves to curl up with a good novel.

