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Teacher

SEPTEMBER 2017 VOLUME 96 NUMBER 1 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY



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SEPTEMBER 2017 VOLUME 96 NUMBER 1 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

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FROM THE PRESIDENT

NORM GOULD

Over the past several months we've had a somewhat tense relationship with the provincial government.

The province dropped the class size provisions for early years and passed, but has yet to enact, legislation to bypass collective bargaining on compensation issues and freeze public servants salaries and benefits for two years and limit them for another two.

Throughout, we have at least addressed each other with respect, while making our positions clear.

That seems to have changed.

It appears Education Minister Ian Wishart has decided that name-calling might be a better tactic than actually discussing ideas and debating solutions.

When The Manitoba Teachers' Society expressed concern about teacher layoffs, Wishart responded in an article in the Winnipeg Free Press with 1990's insults.

"While it's disappointing to see this type of NDP-style fearmongering coming from union bosses, we know it does not represent the hardworking teachers in Manitoba who are dedicated to helping their students achieve a brighter future," he said.

It's not the first time we've heard it. When the federal Conservatives were in power, former cabinet minister Pierre Poilievre responded to criticism of an anti-labour Bill: "I am not here to take marching orders from union bosses."

Ah, yes, the dreaded "union bosses". The term is obviously used to conjure up a threadbare image of the tough, cigar-smoking thug who holds some magical sway over every member of his or her union.

Even if some in power don't realize it, we are in the 21st Century where that kind of union power is myth, not magic. Unlike Ian Wishart, the members of The Manitoba Teachers' Society do not have to do or profess to believe anything the leader says. Our members are much too intelligent and independent to mindlessly follow or parrot the thoughts of any of the leaders they elect. We are not premiers.

It may seem a small thing, but it does show a drift back to the mindless rhetoric and insults that were too much a part of labour relations in days long past. Back in the '90s, the education minister of the day said the union did not represent "real teachers". Now we're told it does not represent "the hardworking teachers of Manitoba". Different opera, same song.

Well, the MTS leadership is comprised of those same hard-working teachers, who now work hard for other teachers. If we didn't, we would be voted out. It doesn't advance our relationship with government for us to be subject to personal insults or, conversely, for us to suggest that Ian Wishart doesn't represent the people who voted for him. Where does that get us?

These are difficult times, where logic, patience and poise will take us a lot further than recycled insults.

In the end, though, they can call me whatever they want but I am a servant to our hard-working members and a defender of publicly-funded, public education.

If that makes me a union boss, I guess I can live with it.

Norm Gould



**The
Manitoba
Teachers'
Society**

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INSIDE MTS

IT'S BEEN A BUSY SUMMER FOR MTS STAFF & MEMBERS

BOBBI TAILLEFER, GENERAL SECRETARY

For this column, I thought it would be fun to embrace a typical September return to school task that we ask of students – the good old tried and true assignment of – “What did you do this summer?”

As you know, The Manitoba Teachers' Society is an organization that provides service to members year round. This summer, at McMaster House, we offered adult learning courses, seminars and workshops. We also offered counselling sessions to members through our educator assistance program as well as provided all other services of the Disability Benefits Plan; so, as you can see, summer is simply quieter for us and not a vacation. Other than the planned events, there have been a few things that have made the summer particularly interesting – let me share some highlights.

Our summer started off in a most unusual way when, on July 4, our President announced that The Manitoba Teachers' Society would be joining other Manitoba labour unions as a claimant in a court challenge of the provincial government's Bills limiting the scope of compensation for public sector workers. In all, the collective bargaining rights of 110,000 workers will be affected. It is important that government understand that collective bargaining is the cornerstone on which a healthy and productive work environment is built. It is also important that the Pallister government understand that the Supreme Court of Canada has routinely upheld the rights of workers when it comes to collective bargaining.

Immediately following the July 4 announcement, 20,000 members of The Manitoba Teachers' Society received an email message from President Norm Gould. It took over two hours to complete the emailing and within minutes, we had hundreds of positive responses from members thanking us for taking firm action and standing up for them and their right to bargain. Amazingly, as of late August, we have only received one negative response. Hundreds of members, however,

took the time to write emails, drop in to the Society or call in order to inquire as to how they could help on a go-forward basis. MTS has a number of initiatives in the works and we will need member support. If you need assistance setting up your account, please contact us with your MTS membership number handy and we'll help you set it up.

During July and August, The Manitoba Teachers' Society was involved in a number of Pride Parades which were held throughout the province. These activities are supported by resolutions and budget allocations passed at the MTS Provincial Council. Given the events that have occurred throughout the world but particularly in the USA this summer, it is entirely appropriate and gratifying that MTS and its members have chosen love and acceptance over hate and division. As educators, we will continue to lead the fight against intolerance.

This summer, Winnipeg hosted the 2017 Canada Summer Games. As an organization that believes in what these games stand for, MTS was proud to be a prominent sponsor as Winnipeg welcomed young athletes from across the country. We were doubly proud to learn that about 800 members volunteered their time to ensure the Games' success. We were not at all surprised by this level of support as we know how committed our members are to their communities.

As is our tradition, at the end of August we hold the MTS Summer Seminars where some 200 local leaders from across the province attend professional learning sessions to hone the specific skills they will need to support MTS members in the coming year. On behalf of MTS and its members, I want to thank these leaders for taking time out from their well-deserved family holiday to engage in this work on behalf of members.

Lastly, please have a good look at McMaster House the next time you come by, as we organized a complete renovation of the building this summer – new carpets, new paint, new wallpaper, etc. This work



See pages 14-15 for images of some of the events in which MTS members participated this summer.

was led by key staff members (David Johnston, Kevin Lewis, Arnel Mallari, Susan Perreault and Roland Stankevicius) – my thanks to all of you for ensuring that the work was well-done, within budget and on time. To get this renovation done, we worked with the Manitoba Building Trades who recommended qualified and unionized workers. You will see immediately what an amazing, professional job these workers did to ensure our building is in the best shape it can be for our 100th anniversary celebration which occurs in 2019.

So you see, that like you, we have all had a very busy summer. And like you, we are committed, energized and ready for all that awaits us in this new school year. Wishing you a great year as you support Manitoba's students and its public education system.



Language rescue

BY JENNIFER MCFEE

Young learners are eagerly sharing newfound knowledge, gleaned from participating in the inaugural Cree and Ojibwe bilingual kindergarten classes.

The Winnipeg School Division launched the program last September at Isaac Brock School to offer bilingual instruction in both Cree and Ojibwe.

For principal Melody Woloschuk, the program is already off to a strong start, drawing interest from families across the school division.

"It's a wonderful learning experience for the teachers, the community and the students. Everyone has really embraced the program," she says.

"The indigenous community has been

asking for a bilingual Ojibwe and Cree language program for a long time. There was support from the school board, and I believe a dream has come true. We're proud that the division has responded to the needs of the community."

Last school year, 17 students enrolled in the Ojibwe kindergarten class with instructor Alma Bernier and 13 more registered in the Cree program with instructor Colleen Omand. Both classes include a mix of Indigenous and non-Indigenous children. Some students had previous exposure to the languages while others did not.

For the 2017-18 school year, the first class is now moving up to Grade 1 while a new group of kindergarten kids starts the

bilingual program.

Cree and Ojibwe language classes are offered at two other schools in Winnipeg School Division — Children of the Earth High School and Niji Mahkwa School — but Isaac Brock is the first school to offer bilingual instruction in the languages. As a bilingual program, 50 per cent of instruction is in English while the other 50 per cent is in the heritage language. However, the half-day kindergarten class is taught fully in Cree or Ojibwe.

As the kindergarten Cree instructor, Omand says it's a great honour and privilege to be part of this program.

"I originally came from Norway House, and when I was growing up, we were taught

the language at home, so our parents and grandparents spoke to us in the language," she says.

"It was something that I carried on when I moved out of Norway House to the city — and I'm honoured that I'm able to keep it and pass it on to the students. It's a wonderful opportunity."

Throughout the first year, the kindergarten students continued to impress their teachers, their principal and their families. As of the March reporting period, both classes indicated that the students could speak

at the ecological land-based learning that our ancestors used traditionally," Omand says. "There are different versions of the 13 Moons, but our document coincides with our Manitoba kindergarten curriculum."

In February, the school invited the community to celebrate the opening of an on-site lodge room, which is used for cultural teachings and ceremonies. Winnipeg School Division elder Myra Laramée attended the event, along with staff, students, families and other guests.

"We had our traditional smudge in the room to open the lodge and share the

my daughter, which is beautiful."

Through her daughter, Radley hopes that she will also start to learn the language.

"I don't speak Cree and my mom doesn't either. My mom understood it a bit, but I'm trying to teach myself. My daughter is actually bringing homework home and teaching me a bit. I feel like I need to learn so that she has someone to talk to," Radley says.

"She's picked up a lot. I was worried about her English reading and writing, but she's learning to read everything normally — and she's also learning Cree."

Radley encourages other families to enrol in the program, even if it means switching schools or travelling a little further to attend. Winnipeg School Division students who live 1.6 kilometres away or further receive bus transportation to the West End school.

"So much was taken away from Native families. I wish it would just come back full force. I wish more people would get into this opportunity," Radley says.

"I cry when I hear them singing and I see the elders at the program. It's so touching. I wish it would just spread."

For those who are interested in the Cree and Ojibwe programs, there are two entry points — kindergarten and Grade 1 — and registrations are accepted all year round.

As school principal, Woloschuk clearly sees the benefits of the program, both for the students involved and for the entire school community.

The older Isaac Brock students showed their support for the new initiative as it launched with Grade 9 students acting as ambassadors to welcome the new families. In addition, some students embraced the opportunity to create ceremonial skirts in sewing class for the kindergarten girls. The school also highlighted the Seven Sacred Teachings through a kindness project that acknowledged students for applying those teachings in their daily lives.

Perhaps best of all, the kindergarten students blossom with confidence as they learn to speak Cree and Ojibwe.

"The kindergarten students are absolutely amazing in the number of words and phrases they have learned. The teachers and the students worked extremely hard, and every single day that I walked into the classroom, I learned something new," Woloschuk says.

"We are honoured to host the bilingual programs here at Isaac Brock and we're excited about what the future will hold."

For more information or to register for the program, contact Isaac Brock School.

Last school year, 17 students enrolled in the Ojibwe kindergarten class with instructor Alma Bernier and 13 more registered in the Cree program with instructor Colleen Omand. Both classes include a mix of Indigenous and non-Indigenous children.

between 50 and 100 words in Cree or Ojibwe.

"They can understand simple phrases and commands and they can identify objects within the classroom and outside as well. They have learned various nursery rhymes in Cree and Ojibwe, and they also learned traditional songs," Omand says.

"The students are using the language more and talking more. They're sharing their language with other students, teachers, principals, and they're teaching their language at home too. They say good morning and hello in the language, and it is a wonderful experience to hear their language echoing in the hallways of our school."

Omand expresses appreciation for the Truth and Reconciliation Commission's calls to action to promote culture and language.

"Coming from my Aboriginal perspective, it's wonderful to support those families that may have lost some of the language by the history," she says.

"My dad was honoured to hear that there is a classroom that is promoting the language. As a community of people that are involved, it's an honour for them to see the classroom flourish in the language and culture."

Winnipeg School Division personnel collaboratively developed a curriculum document called 13 Moons on the Turtle's Back to be used in the bilingual program.

"The document followed the traditional teaching of Aboriginal people and looks

teachings of how to use the lodge room in traditional ways," Omand says. "Then we did the ceremony, which also included a ceremonial feast. The students sang a traditional song with the elder present."

The opening of the lodge room also coincided with the 100th day of language learning, Woloschuk noted.

"At that opening, it was an emotional time for some. We had grandparents who came to the celebration and they were overwhelmed with emotion that their grandchild was now able to freely speak the language in school, unlike their own personal experience," Woloschuk said.

"Looking around the circle in the lodge room, you could really tell how emotional people were that the children had this opportunity. It was overwhelming and heartwarming to see this actually come to fruition."

That's certainly the case for Meloney Radley, whose daughter Miley Demmans participated in the Cree kindergarten program last year.

Radley's grandparents Fred and Dorothy Crate spoke the language in the Fisher River area — and they even wrote a Cree dictionary together to act as a resource for others.

"My grandfather passed away five years ago, but before he died, he gave me the dictionary he helped to write," Radley says. "They're actually using it to teach the children in the program. So in a way, my grandpa is teaching





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Part-time and substitute teachers

MTS members who work in more than one division and want to be involved in MTS activities, such as running for office, or voting must now choose a single Local to which they want to be identified.

The need for such a declaration follows a resolution passed at the MTS Provincial Council Meeting in May.

Obligations of a Member who is a Member of more than one Local

Where a Member is a Member of more than one Local during the school year, the Member is only entitled to exercise the rights as a Member of a Local in article 3.13(2) in one Local, and must:

- declare to each Local to which the Member belongs membership in all other Locals during that school year; and
- declare to each Local the choice of Local in which the Member wishes to exercise the rights in article 3.13(2) during that school year.

The Member's choice of Local in which to exercise the rights in article 3.13(2) is binding on the Member for the duration of the school year, and that Member is not entitled to exercise those rights in any other Local during that school year. If a Member fails to make the declaration required by this article the Member is not entitled to exercise the rights in article 3.13(2) in any Local during that school year.

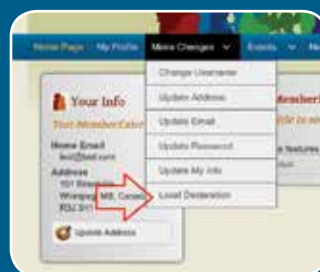
and

- "declaration must be made in accordance with the rules as set out by The Manitoba Teachers' Society".

- The declaration can be made at any time of the year but must be done in advance of Local elections
- The declaration is done annually and you may change the Local from one year to another
- Please login to My Profile through The Manitoba Teachers' Society website for further information regarding the declaration process. See graphic to the right.

Member Local Declaration through MyProfile

After logging into MyProfile MTS members will see a link to the following "Local Declaration" under "Make Changes"



Teacher is a member of only one Local:

If our records indicate that a teacher is a member of only one Local, the system will indicate that the member has declared in that Local.

Teacher is a member of multiple Locals:

Members will see a list of Locals if our records indicate they are members of more than one and they can submit a declaration for one of these Locals.

All members will see a "The Local I wish to declare in is not listed" section on the Declaration page. This section allows members to identify a membership in a Local that we do not currently have in our records. Members will need to submit an image of a recent pay stub that shows due payments to MTS and the Local that they wish to declare in.

A member can only declare once and cannot change their declaration during each school year.

MTS supports strikers at airport

BY GEORGE STEPHENSON

The Manitoba Teachers' Society has expressed solidarity and taken actions in support of striking workers at the Winnipeg's James Armstrong Richardson International Airport.

The Winnipeg Airports Authority (WAA) was informed last month that all MTS staff and Provincial Executive would be boycotting the airport until the strike with the Public Service Alliance of Canada was settled (when this issue of *The Teacher* went to print, the strike was ongoing).

In a letter to Barry Rempel, president and CEO of the WAA, the president of MTS said that the Society would make alternative arrangements for flights from Manitoba.

Norm Gould pointed out that as of mid-August MTS representatives had traveled to Regina, Saskatoon, Fargo and Grand Forks to take flights rather than cross the picket line in Winnipeg.

"On average, MTS books roughly 300 flights out of Winnipeg annually," Gould said. "While I appreciate that this boycott will pose logistical challenges for the MTS team, we feel that it is a small price to pay to show support for our friends and neighbours who are on a legal strike and have been without a contract for over a year."

The strike, which involves about 150



employees began July 24. Those on strike include duty managers, administrative staff, tradespeople, airfield maintenance workers and labourers.

Gould called on the airport authority to return to the bargaining table.

"The 300 flights we book annually equates to 600 visits to the airport where our staff regularly spend a great deal of money with the purchase of lunches, dinners, coffees and event travel bags from Bentleys.

"The best way for you to mitigate the losses for these fine businesses is to return to

the bargaining table and negotiate a deal."

Gould noted that the airport has publicized that it is one of the top employers in Manitoba, a designation it could support by showing more respect to the employees on strike.

"As president of Manitoba's 15,000 public school teachers, I urge you to return to the bargaining table immediately and treat your employees with the respect you claim to have for them and behave in a fashion that befits the title of one of Manitoba's top employers."

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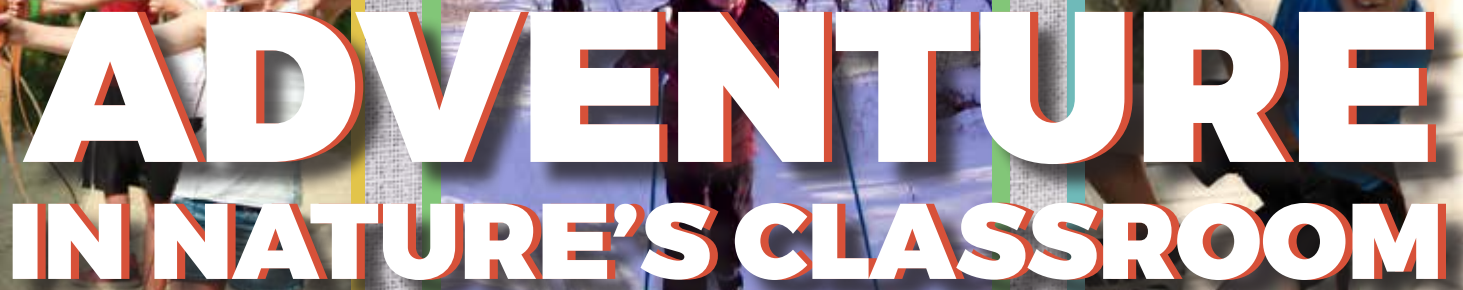
Project Overseas is accepting applications from Manitoba educators wanting to assist colleagues in developing countries in the summer of 2018.

Application deadline is Monday, October 30, 2017


This year, MTS, in conjunction with The Canadian Teachers' Federation, will be sponsoring five teachers. Criteria include membership in MTS, an appropriate teacher's certificate, five full years teaching experience in Canada, Canadian citizenship and excellent health.

For more information and application forms, contact Nancy Kerr at:

The Manitoba Teachers' Society
191 Harcourt Street
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204-831-3086, 1-866-494-5747 ext. 216
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ESCAPING **LEARNING**

BY MATEA TUHTAR

The bell rings like on any ordinary day. But as your students pile into the classroom they're met with a mysterious wooden box covered in locks, and a note that reads:

You are an archaeologist and you have just uncovered a bone in an Ancient Egyptian Pharaoh's tomb. As you lift the bone carefully from the dirt floor, the chamber door begins to creak and dirt begins to fall. The door slowly begins to lower. A shadow blocks the light from a hole in the tomb ceiling, projecting the number 45 on the wall. You realize the stories are true! You only have 45 minutes to find the clues around the room to unlock the boxes that will give you the key to escape the chamber. If not, the keyhole in the chamber door will disappear into the earth and you will be stuck in the chamber forever. Can you escape?

Puzzle-based escape rooms have become a phenomenon in North America in the last few years. They offer a thrilling premise: get locked in a themed room with a team of players and solve clues to escape before the time is up. They're fun, exciting, and addicting, and inevitably the concept has made its way into classrooms – much to the delight of St. James-Assiniboia School Division's Curriculum Coordinator Andy McKiel.

"Kids just love it! They're learning without knowing they're learning!"

McKiel began thinking about puzzle games after visiting an escape room with his family. He did some research and discovered a website called Breakout EDU which created puzzle boxes and resources for games to use in classrooms. Much like an escape room, students find clues and solve puzzles to open the locks on the box and win the game within a certain time limit.

"There's a lot of key players in the tech world that have gotten behind this movement and created this website," says McKiel. "So there's a lot of resources and videos that make it really easy for teachers so they don't have to design everything from scratch."

McKiel first decided to test out the escape boxes at his division's administrator's retreat.

"We thought it would be a great way of looking at how we really get at teaching some soft skills about communication, collaboration, creativity, critical thinking and citizenship. Those are some of the concepts these boxes promote."

Breakout EDU sells puzzle boxes on their website, but at the time the wait time to order the boxes was too long so the division's director of technology Rob Carnegie built the wooden boxes.

"We ran all around the city to find all

the different locks for the boxes including directional locks, number locks and letter locks. Now we offer those boxes in our media library."

All the work was worth it because the puzzle boxes were a hit with the staff.

"People loved it because it was just so unique and different," says McKiel. "There was just a huge buzz in the room. We had eight table groups, working against each other. The time just flew by."

"So, after that first time we thought 'we're onto something'."

Today the division has 16 boxes ready to be checked out which can be customized to all grades. When a teacher books them out they come with a variety of locks, a flashlight and a smaller lockbox that can go in the bigger one.

"We thought it would be a great way of looking at how we really get at teaching some soft skills about communication, collaboration, creativity, critical thinking and citizenship. Those are some of the concepts these boxes promote."

- Andy McKiel

"When a teacher signs out a kit they get an empty box with all these parts and some people don't know what to do with it. So obviously it involves some guidance and support so that teachers know what's possible."

The Breakout EDU website has a lot of ideas, examples, facilitation tools, and a game library that shows you all kinds of different games, from starter games to more difficult challenges. Each game will tell you which subject it's geared for, what grade levels it works best for, and if it's better for the whole class or smaller groups. They tell you how long it should take to solve and what the lock combinations should be to solve the puzzle.

It gives you a step-by-step guide to execute the game, along with a list of resources to go along with it. Some even have video tutorials.

Some games that are available on the Breakout EDU website include the above mentioned Escape from the Pharaoh's Tomb, as well as games like Alien Invasion which focuses on the science curriculum and uses calendars, maps and QR codes to solve the puzzles, Amnesia which

uses math concepts to help save your brain from a powerful chemical that makes you forget everything, and Time Warp where players have to navigate the history of communication in order to escape and learn various forms of communication such as hieroglyphics and Incan knots.

"It's a really good start and you can build from there and customize the games to your own needs," says McKiel. The site also has a component where people can submit games they've created.

Seeing what teachers are doing with the boxes has been amazing, says McKiel. "We've had amazing feedback. I get invited to a lot of classrooms just to see what they're doing and it always looks so different for every class. It's super fun, kids just love it, and you can really get creative with it. It's a different and exciting way of learning."

Eva Dowd can attest to that. Her Linwood School kindergarten classes worked with the puzzle boxes last spring with great success.

"Last year at our staff party, the teachers did the escape box. I thought it was very interesting and I know how much kids like to do puzzles and locks. And one day one of my afternoon kids was playing spy in the hallway, with glasses and spying on the other classrooms and I thought that would make a great connection."

Dowd's focus that month was on math, so she figured out a way to incorporate math with the boxes and spying.

"I went on the website and that was our building blocks. So we tweaked the games to make them appropriate for my kids and make them spy appropriate missions."

The kids figured out codes by counting, putting numbers in order, and sorting by color using alphabet blocks. Since it was also I Love to Read Week, their prize at the end of every mission was to find a book. One of the books was hidden under a lock in the dark and then was read by using a black light flashlight.

"So it was literacy and numeracy put together. And they loved it. Every day they'd come in and the box would be sitting on the table and they couldn't wait to get their hands on it. Totally engaged."

Dowd plans on checking out the puzzle boxes again in the future.

I'd for sure recommend it to other teachers. It took a little time to put it together but once it's done you can easily adapt it to the next class, it's definitely worth it!"

Check out the Breakout EDU website at: www.breakoutedu.com. Games are password protected to deter students from finding out clues. Use the password "showyourwork" to view the game details.



MTS in Summer

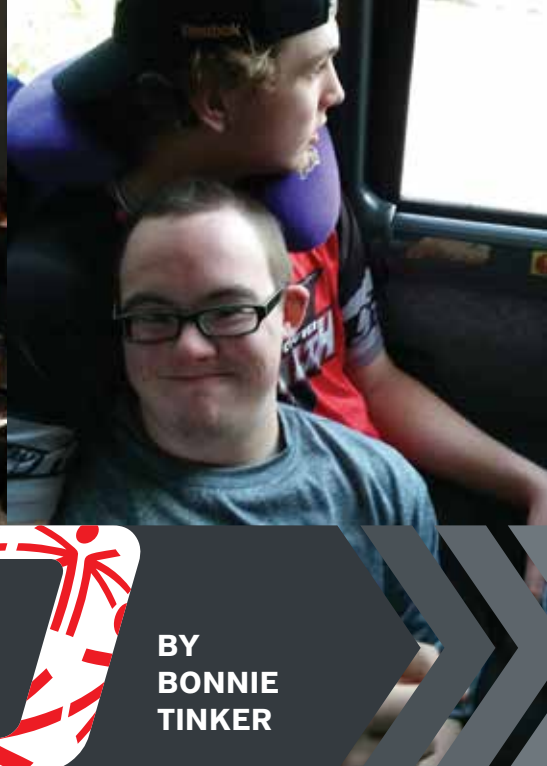


DESIGN BY MATT KEHLER



MTS staff and members were out in force over the summer, literally raising the flag at various events across the province. Members marched in a number of Pride parades including Winnipeg, Brandon, Steinbach, Flin Flon and Thompson. We were involved in the Winnipeg Folk Festival, Teddy Bears' Picnic, Aboriginal Day and the Canada Summer Games. MTS President Norm Gould was also a signatory to the city's Indigenous Accord.





Not just Special



BY
BONNIE
TINKER

I look through my pictures from my recent trip to Niagara Falls and my heart splits open with joy. The falls are amazing, but the students standing in front of the falls impress me more. I work as a school clinician physiotherapist in the Lord Selkirk School Division and was fortunate to coach four students that participated in the Special Olympics Ontario (SOO) High School Championships in June.

I wasn't prepared for the strong emotions that I felt attending the championships and was reminded of the power of sport. My team's journey to the falls has inspired me to share with other educators and clinicians what's so special about the In the Schools program.

Special Olympics Manitoba has community and school-based programs. The school program called, In the Schools (ITS), is co-ordinated by Michael Akins. Michael and I sat down together at the Toronto airport for a quick talk about ITS. During conversations with Michael you can see his passion about the importance of sport for all students.

"I believe that programming needs to provide quality opportunities for athletes. We are working toward providing high caliber sports events for athletes to participate in. We need to break the perception that it's 'just Special O' and that the quality of sports is low for students with intellectual disabilities. I hope our events provide a spectrum for different abilities."

The ITS program has been running for four years. The primary focus is students in the Manitoba school system. During the 2016-17 school year ITS ran eight events including

basketball, snowshoeing, bocce, track and field, and soccer. Each event had over 100 athletes registered and approximately 40 schools participated.

As a school clinician physiotherapist I believe that participation in ITS targets the following key areas; fun, fitness, function, friends and family as described in an article by Peter Rosenbaum and Jan Gorter titled, The F-words in Childhood Disability: I swear this is how we should think!

"We are working toward providing high caliber sports events for athletes to participate in. We need to break the perception that it's 'just Special O' and that the quality of sports is low for students with intellectual disabilities. I hope our events provide a spectrum for different abilities."

- Michael Akins

Our road to the high school championships began in March. Our school attended the ITS Bocce qualifying event at the University of Winnipeg. We entered teams in both the traditional and unified events (unified teams are composed of athletes with and without intellectual disability). In April, we learned that our team won the traditional event

and that Edward Schreyer school won the unified event and both teams would have the opportunity to travel to Ontario. After team fundraising and practicing, we travelled to the Niagara region in June and stayed at Brock University for the championships. Each athlete enjoyed new experiences during our trip and practiced important life skills.

I observed the athletes gain confidence in themselves and their skills. I watched friendships develop and deepen. I saw the pride in each athlete as they played Bocce wearing their school jerseys with their families cheering them on.

Joanna Kaptein is the resource teacher that coached the Edward Schreyer school team. "The students are able to compete at their own level based on their ability. It gives them confidence to know they can participate," she said. "Some of your students don't see themselves as athletes but after they attend their first event they excel and look forward to the next event."

I asked Joanna how often her students practice.

"We practice once a week during lunch and sometimes twice a week closer to competitions. One of our physical education teachers is allocated 65 minutes every other day to work with our ITS athletes. The classes include yoga, strengthening, swimming, ITS sports, and the teacher also collaborates with the school physiotherapist to make sure the individual physio goals are completed as well."

The benefits extended beyond the school walls.

"Students worked on being independent



outside of the school environment,” she said. “This is true for the students on my team with intellectual disabilities and without. The connections students made with other athletes, sharing meals, attending the dance, touring the Niagara region, staying in dorms and competing at a high level was an amazing experience!”

The picture of TJ and Beck sitting on the bus together at the end of the championships captures the essence of unified sports.

Liana Middleton, one of the parents who travelled to the games, is a strong believer in the program.

“I love that kids have the opportunity to be involved in an extracurricular activity, both for their health and to try different sports at their own level. In a regular gym class at high school, they have to compete against students with different abilities. My own son would be less confident in a typical gym class.”

When I asked Liana her thoughts about the trip to Niagara Falls she explained that, “I had wondered if the trip would be worth it. It was 100 per cent worth it, and I would pay triple the amount for our family to attend and support our son to have this experience. He may never have the opportunity to compete at this level again and have such an incredible experience. I can’t express how important it is for schools to keep this program running for students. Jordy was proud to represent his school and his province.”

I think that American football coach Mike Singletary captures the importance of sport: “Do you know what my favourite part of the game is? The opportunity to play.”

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Digital assist for parents

BY JENNIFER MCFEE

Got parenting questions? There's an app for that.

A new app called ParentASSIST offers expert advice compiled by Carla Betker, a private practice parenting coach, counsellor and consultant.



"The whole idea is if it's 11 at night and you've had a challenging day with your kids, you don't have the time or the energy to read a chapter in a parenting book and figure out how it applies to your life," said Betker, who also works as a school psychologist in Pembina Trails School Division.

"Instead, you want something that's simple, straightforward and user friendly that has the answers you need in a very quick and easy read."

For the past two decades, Betker has been working with parents on everything from everyday issues to more serious struggles.

"This app really developed out of 20 years of requests by parents about common how-to types of questions," she said.

Typical topics centre around discipline, chores, and morning and bedtime routines. Other subjects include homework, sibling rivalry and adjusting to a new baby in the family.

"These are common questions that parents have around normal parenting concerns that are kind of tough," Betker said. "It's nice to have some ideas for what else you can try that might be helpful."

The app divides information into sections, with a brief explanation of each topic followed by a step-by-step guide.

"It also deals with things like instilling honesty and how to help your child cope with anxiety or disappointment," Betker said.



"It even deals with tough stuff, things that are really difficult such as emotional manipulation or bullying. That's a common worry for parents. Parents can also learn what to do if their child is using substances or what to do if they're stealing."

The inspiration to develop the app stemmed from some of Betker's private practice clients who were using strategies she suggested to them.

"I was originally going to write a book, but then I thought that maybe an app is the way to go. Then you have the information at your fingertips whenever you need it. It's right there in your phone or iPad or tablet," she said.

"I wrote all the content myself over about a two-year period. Then I worked with a very talented graphic designer and with a development company. It's a

really high quality product and I'm very excited about it."

Parents will find the information useful for kids of preschool age all the way through to adolescence.

"This app is not just for parents who are struggling with some aspect of raising their children — it is for all parents," Betker said.

"It's for all parents who want to do everything they can to help their children meet their potential."

At the same time, ParentASSIST could prove to be a practical tool for teachers.

"Many teachers have children themselves, so they will find it useful in their personal lives. But also it's a useful resource to mention to the parents of the children in their classes," Betker said.

"For example, under the daily hassles section, it talks about building homework time into the family's routine, finding a quiet space, helping a child organize themselves, supporting but not taking over because often parents are at a loss for how to get their children to co-operate with homework. It helps the teacher as well as the child if the parents can get that in place."

In addition, teachers might find it useful to point out the sleep section to parents whose children are drowsy in class.

"If they're coming to school tired, they can't learn. It's hard sometimes, so this provides information about how to build that sleep pattern and that routine," Betker said.

"From a teacher's perspective, you would want to get that information in the hands of parents. It's really important."

ParentASSIST, which went live in March, is available through the Apple Store and through Google Play. For more information, visit www.parentassist.info.

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BY RYAN DESJARLAIS

CHOOSING A DIFFERENT ROAD

In the October-November edition of *The Teacher*, an article on student travel focused on the perceived risks of student trips to Europe.

For many schools in Manitoba, the decision to go overseas is not as easy as it may have been due to recent outbreaks of terrorist-like events in countries such as France, Germany, and Belgium.

The article quotes a risk manager suggesting schools determine whether there is somewhere in Canada or North America that could result in the same experience.

Depending on your outcomes, likely the answer is no. North America's anthropology is very young compared to Europe, Asia, and Africa.

Many schools use travel for social studies or history themes. However, in 2015, Tec Voc's yearly plan focused on Aboriginal education and sustainable development.

Our answer to the North American question was YES! The North American destination that met our needs: Cancun, Mexico.

Now, many who are reading this may have travelled to Cancun and are thinking anything but anthropological outcomes. Beach front resorts with swim up bars are often the only images one conjures when the city is brought up in conversation. Our conversation, however, included Cancun because of the aforementioned change in the European travel climate.

For our school the high costs of student travel was also influencing us to look at alternatives. After working close with our Education First (EF) Tours representatives, and members of Tec Voc's humanities and sciences departments, we began to realize that the area around Cancun was not only a possibility, it was a sound, logical solution.

First off, let's discuss the price of student travel. An overseas week in Europe is often just shy of \$4,000 these days. Our trip was just under \$2,000. Even at that low price, we had no reduction in services typical of student travel: 24-hour bilingual tour guide, breakfast and supper meals, private van transportation in a Mercedes Benz, and very large, comfortable North American style hotel rooms with private baths.

From an educator's standpoint, one might ask if there's anything to actually learn in Cancun. Yes! The trip started with an exploration of the Mayan culture; how it began, what were they like at their peak, and their fall to the Spanish invasion. We visited Chichen Itza, a UNESCO world heritage site, and Tulum, the famous Mayan city overlooking the gulf. Both places were marvels

of architecture and engineering. The Mayans' command of astronomy and mathematics were prevalent everywhere. There was also plenty of data that demonstrated the Mayans and our local First Nations had just as many fascinating cultural parallels as they did differences. Over three fifths of our travellers were either First Nation or Métis, and many said they had no idea their people and the Mayans were so closely connected to the Earth and to the spirits.

Another very memorable example of just how educational this trip became was in the tour leader's efforts teaching Mayan mathematics to the group. Vicente, our guide, is a great teacher as well as a learned historian, and after teaching the kids the ancient number and arithmetic system, the group was begging for more math problems on the way home to the hotel!

The main concern about student travel, as was the focus of the aforementioned article, is safety. School boards often use Canadian travel advisories as their only source of decision making. Mexico, sometimes ends up on a travel advisory, as does France, Germany and other countries.

I know for a fact that we are not alone in selecting Mexico as a destination; there are high schools in Manitoba that had well

planned trips to Mexico to support Spanish or social studies curricular outcomes. However, they were to be denied based on travel advisories. Those schools are then

THE TRIP STARTED WITH AN EXPLORATION OF THE MAYAN CULTURE; HOW IT BEGAN, WHAT WERE THEY LIKE AT THEIR PEAK, AND THEIR FALL TO THE SPANISH INVASION. WE VISITED CHICHEN ITZA, A UNESCO WORLD HERITAGE SITE, AND TULUM, THE FAMOUS MAYAN CITY OVERLOOKING THE GULF. BOTH PLACES WERE MARVELS OF ARCHITECTURE AND ENGINEERING.

forced to re-plan costlier trips to Spain or other locations, but again, with the climate in Europe, these trips are highly scrutinized by the same boards looking at the same travel advisories. For us, we looked very closely at

effort vs gain, risk vs outcomes, and not solely on travel advisories. We knew that Cancun is a much built up tourist destination and proximal to both Chichen Itza and Tulum, two culturally sacred areas. We decided that our analysis was more pro than con, and we went ahead. We are so happy we did. Our hotels were safe and had round-the-clock security. Not that we needed it. Tourist towns like Cancun and our second location, Playa del Carmen, go out of their way to ensure tourists feel safe and secure to ensure repeat business. Locals were very friendly and were always willing to help out. Yes, there are armed soldiers walking about, and the federales carry assault weapons. That seems to be the S.O.P. these days; my last trip to Paris, I saw the sûreté in combat fatigues and holding on to some pretty serious firearms too.

I personally believe in European travel, and we are planning to go to Germany this year. However, European trips are becoming very expensive, and reflecting back on our time in the Yucatan peninsula of Mexico, I would take a group of students down there again in a heartbeat. Cheap, safe, and thoroughly educational. Consider the Yucatan region of Mexico for your next school trip.

Buenos viajes, amigos!



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Superheroes and famous paintings aren't things normally associated with one another. But combining the two is at the heart of Super Art Heroes — a unique art project that enables students to tap into their appreciation of comic book characters to develop a deeper understanding of art.

Cathy Woods and Janessa Brunet came up with the idea for Super Art Heroes while preparing for the annual Winnipeg School Division Inner City Arts Conference held in April, 2015. The two art specialists decided to challenge their group of 20 students to create their own original superheroes inspired by a famous painting.

The following fall, Woods suggested Super Art Heroes as a project at Wellington School. As the school's visual arts specialist, Woods collaborates and co-plans with classroom teachers to integrate visual art learning into the students' other inquiries and areas of study.

Woods worked with Wellington's grade 5/6 teacher Stephen Trachtenberg to introduce Super Art Heroes to his students. Trachtenberg extended the project within his class through creative writing, drawing and graphic novels with his students. The class also collaborated with Wellington inquiry/drama teacher Neil Kolton to create stylistic superhero photos and scenes of students in their costumes.

According to Trachtenberg, the project was a huge hit with his students — and their teacher.

"My grade 5/6 class last year were all so clever and creative. They put a lot of effort into their work and really captured their characters, and the proof is in the art," Trachtenberg says. "This was definitely my favourite art project we have done. I really appreciate the creative minds who made it happen."

The starting point for the project was a slideshow featuring pairings of contrasting artworks. Students were encouraged to

describe how the lines and colours differed from each other. After viewing slides featuring popular superheroes and their logos juxtaposed against famous artworks, students were asked which logo seemed most similar to a painting and why.

"There were no correct answers. Rather, it was a thoughtful discussion of opinions," says Woods, adding that students also compared superhero costumes to famous paintings. Woods notes that Green Lantern bears some striking similarities to Emily Carr's *Among the Firs*, as does Captain America to Andy Warhol's *Tomato Soup Can*.

COMICS ARE GREAT FOR KIDS WHO MAY BE STRUGGLING READERS, VISUAL LEARNERS, OR KIDS WHO JUST LOVE ART AND LOOKING AT ALL THE DETAILS FOUND IN EACH PANEL.

The next step was for students to select a reproduction of a famous painting that appealed to them. They looked through a viewfinder to isolate a small area of interest and then used paint to reproduce the lines, colours, and shapes used by the artist.

In this way, students were encouraged to develop their original logos based on the shapes, colours and subject matter from their chosen artwork.

"For example, a student using Dali's *The Persistence of Memory* might include a melting clock in their logo and a student using Morrisseau's *Thunderbird* might include bird references, bright gold colours, flowing black lines and divided circles in

their logo," says Woods.

After designing their logos, the students used coloured foam sheets to create large and small versions that could be attached to a costume. They then used an assortment of art materials to make additional items to complete their superhero look, including capes, masks, headbands, wristbands and rings. The students were able to don their costumes to pose in front of a green screen to create images of their superheroes flying through the air and fighting crime in dark alleyways.

"Superheroes is a playful theme that includes costumes and dress-up, yet serious business as well for those who are into comics," says Woods. Because comics and graphic novels are a part of youth culture, many students may easily recognize and already have strong connections to the characters, she adds.

"From that student interest, it is easy for the teacher to connect the comic characters with more 'mainstream' and historically significant artworks. Wolverine may be more appealing to a young artist than Vermeer's *Girl with a Pearl Earring* but if they are presented side by side, the similarities are quite surprising," Woods says.

Trachtenberg says the project fit perfectly within the ongoing comic book and superhero themes in his classroom.

"We had a range of extensions before and after the Super Art Heroes art project. My class studied comic book cover art through the various 'ages' in comic history, and created their own superhero comic book covers. In writing, they created in depth characters with origin stories, alter egos, affiliations, powers, costumes, villains, hideouts/headquarters, and more. We really took the theme and ran with it!

"On the second last day of school last year my kids all donned their costumes and proudly walked through the school.

MEANWHILE...



We also went outside and took photos of them running with the wind blowing their capes, we also took a slow motion video of them all charging towards the camera. The photos were hilarious and really cool," Trachtenberg says.

"Cathy pretty much captured the best art project that could ever fit so naturally into my classroom community," he adds. "I was able to take a theme that is extremely close to my heart, and deliver it to my grade 5/6 kids who just absorbed it all.

"When I was a student in the early '90s, comic books were mostly just found in comic stores and only nerds like me read them. The fact that they have become so available in libraries and accessible to kids warms my heart. You can now find comics/graphic novels for

classic literature, Indigenous perspectives and heroes, historical events, novel adaptations, and a million other kinds," Trachtenberg says.

"Many students love comics and graphic novels. The medium is amazing because it appeals to children for a variety of reasons. Comics are great for kids who may be struggling readers, visual learners, or kids who just love art and love looking at all the details found in each panel," he adds.

"Students are now able to find a comic/graphic novel that can appeal to all of their own individual styles if they take the time to look. That's why this theme was so engaging," Trachtenberg says. He believes the appeal is especially strong for students in the grades 5 and 6 levels.

"At this age, the students appreciate the

ideas of identity and playing around with that, as well as alter egos and having powers that would suit their personalities. Being a superhero for kids is kind of like the question to adults: "What would you do if you won the lottery?" he says.

"The student gets to see themselves in any lens they want and can create an alternate reality where they have more control on their world and the world around them. Through this project and the extensions we had in our class, students put themselves behind a cape and cowl, and could think to themselves: 'What powers would I want? How can I help others? How can I take ownership of my story? How do I want to represent myself?' These are all important questions for kids at this age level and time in their lives."

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PORTFOLIO

Why not a 300-foot putt?

The super nova that was White House Communications Director Anthony Scaramucci gave a news conference during his brief tenure extolling the athletic prowess of President Donald Trump.

Among other achievements, he said ardent golfer Donald Trump could sink a three-foot putt. Apparently the White House didn't think that was particularly impressive. When it released an official transcript of the news conference, three-foot had been changed to 30-foot.

That still doesn't match the golf prowess of former Korean Leader Kim Jong-il who once claimed a 38-under par, 34, round, including five holes-in-one.



Self-flagellation **biz whines** along

BY GEORGE STEPHENSON

One thing you can count on when there is a particularly ugly incident in the United States, is that there will be stories and opinions written in Canada that we are doing no better.

This has been especially noticeable through the short reign of Mad King Donald.

- Meanwhile in Canada ... Things are Just as Bad / New York Times
- White Nationalism is on the Rise in Canada Too / Flare magazine
- Nothing to be Smug About in Canada / Winnipeg Free Press

Just before the election of Donald Trump, The Guardian ran a piece by a Canadian telling Americans that Canada is "not the country you think we are. We never have been."

The piece goes on to recount incidents in Canada's past – right back to the fact John A. Macdonald was a "raging alcoholic" – to blunt any notion that Canada is more progressive than its southern neighbour.

As time ticks on, that view becomes more and more ridiculous, but apparently not enough to quell the appetite for half-baked opinions.

One would hope that the differences between Canada and the United States were settled by the "Unite the Right"

march in Charlottesville, Virginia, that brought together neo-Nazis, the Ku Klux Klan and other white supremacists. They claimed to be there to protest the removal of a statue of Civil War general Robert E. Lee, who led Confederate forces against the United States.

But, no.

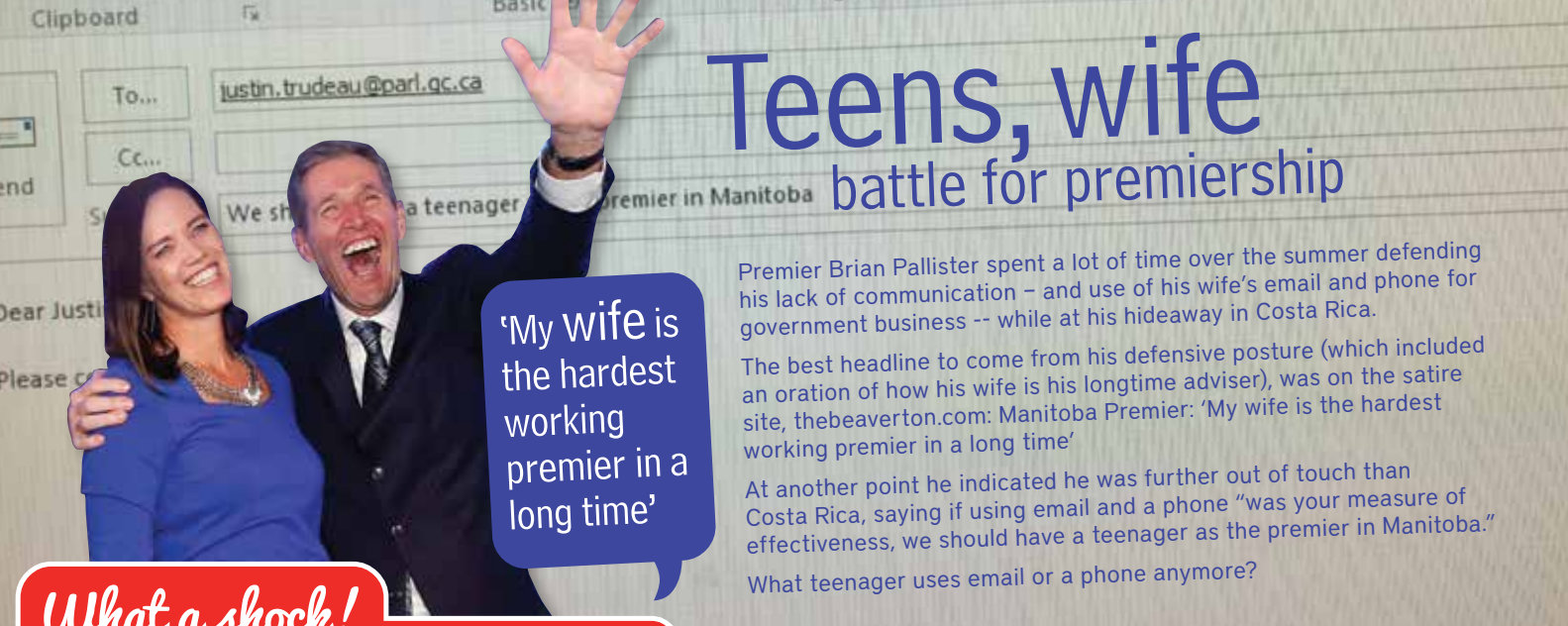
Articles afterward drew comparisons with what happened in Charlottesville with a protest in Halifax where five yokels calling themselves the Proud Boys briefly disrupted an event commemorating missing and murdered women. The event was held at the statue of Edward Cornwallis, the founder of Halifax who established the policy of genocide against the Mi'kmaq people. Indigenous groups want the statue removed. No one was injured.

Quite the comparison.

Five guys in polo shirts, carrying a Red Ensign flag, briefly disrupt an event in Halifax. In Charlottesville hundreds of white supremacists gather, many draped in camouflage, carrying Nazi flags, wearing body armour, carrying shields and toting loaded combat weapons. In the end, one person is dead and dozens injured.

Much of the aftermath focused on the measures to get rid of monuments celebrating southern Civil War heroes who fought to preserve the right of whites to own slaves. The President of the United States denounced removal of the monuments, saying it was "sad to see the





Teens, wife battle for premiership

Premier Brian Pallister spent a lot of time over the summer defending his lack of communication – and use of his wife’s email and phone for government business -- while at his hideaway in Costa Rica.

The best headline to come from his defensive posture (which included an oration of how his wife is his longtime adviser), was on the satire site, thebeaverton.com: Manitoba Premier: ‘My wife is the hardest working premier in a long time’

At another point he indicated he was further out of touch than Costa Rica, saying if using email and a phone “was your measure of effectiveness, we should have a teenager as the premier in Manitoba.”

What teenager uses email or a phone anymore?

What a shock!

A Pew Research Center poll released over the summer found that a majority of Republicans and Republican-leaning independents believe colleges and universities have a negative effect on the United States.

Almost 60 per cent said higher learning had a negative impact, more so than the media or labour unions. Just over 70 per cent of Democratic and Democratic leaners said colleges and universities have a positive effect.

history and culture of our great country being ripped apart with the removal of our beautiful statues and monuments.”

Meanwhile in Canada ... our prime minister announced that the name of the Langevin Block on Parliament Hill would be changed. Hector-Louis Langevin, while a father of Confederation, was the mastermind of the disastrous residential school system.

There were, of course, a few voices raised in opposition, but were virtually ignored. Nobody showed up in polo shirts, let alone dressed like they were going to a pretend war or a comic convention.

Yes, that certainly proves “things are just as bad” in Canada.

Nobody disputes that there are racists in Canada; that the country is not perfect. But we don’t have a lunatic for a leader and the last one who edged closer and closer to the far right was given the boot. Indeed, some of the criticisms of Canada is that our prime minister is “a social media savant” and “selfie-loving” leader, as if actually engaging with citizens is a firing offence. Better fun than fear.

It may be fashionable to point out that Canada is not a “liberal utopia” (The New York Times) or a “liberal paradise” (The Guardian), but, really, whoever thought it was? We may not have reached Shangri-La, but at least we’ve taken strides in that direction.

And, yes, that’s no reason to be smug, but at least we can be thankful.



Not content with forgettable music and memorable buffoonery, Justin Bieber has entered the world of high fashion.

With the help of stylist Karla Welch, he is apparently redesigning the plain white T-shirt.

“He was so fearless,” Welch said of Bieber’s bold move. “He said: ‘I want T-shirts that are long,’ and they literally didn’t exist in the marketplace.”

White T-shirts. With nothing on them. Long. A harrowing and dangerous task by any measure.

As Bieber said: “Karla and I have always pushed boundaries together, and this collaboration is a continuation of that.”

Somehow, they’re now flogging a series of seven T-shirts (some with sleeves, some without), described as “future vintage.” Hmm, isn’t everything?

OUR
ENLIGHTENED
AGE



Apparently pining for the golden age of steam power, a Czech nuclear power station used a swim suit contest to hire interns. The station posted photos of 10 female high school graduates posing in bikinis and hard hats on its Facebook page. The woman with the greatest number of likes was supposed to be crowned Miss Energy 2017 and be hired for a two-week internship. After a wave of criticism, the company offered a non-apology apology and offered all 10 internships.

“The purpose of the competition was to promote technical education,” it said. “But if the original vision raised doubts or concerns, we are very sorry.”

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REFRESH

BY RAMAN JOB, PUBLIC RELATIONS FACILITATOR

ESCAPING APPLE'S ELEGANT PRISON

Here I was, a myopic Apple fan boy, firmly convinced that Apple CEO Tim Cook was about to sell me the next "best phone in world" just like Steve had always done.

I wanted my own iPhone 7 Plus badly, but doubts crept in. Some Android zombies on YouTube kept yammering on about Samsung's new flagship phone the Galaxy S8+. Bigger screen, slimmer profile, yada yada yada.

So I tortured myself for a couple of months before Rogers released me from my contract and I binge-watched a ton of comparative reviews between the iPhone 7 Plus and the Samsung S8+.

I didn't like the idea of abandoning Apple. I mean, my first love had been good to me. Sure I had to mortgage my home a few times to keep current with their products, but the company had my best interests at heart, right?

Well, the YouTubers hammered away with their fake news about hiss-gate (that nasty hiss that iPhone 7 Plus owners supposedly hear even in their video recordings), and rumours that the 7 Plus could run hot. And SO much nose-rubbing about how Apple ditched the headphone jack just to sell me successive pairs of expensive, easily loseable bluetooth earbuds. Samsung would never do that, they said.

And I started asking myself, am I really going to go back to the Apple Kool-Aid for the 6th time? I had been raised on the Apple ecosystem – iTunes, iBooks, iMovie, iCloud, iOS, iCan'tchangenow.

Well, I went to search for the Galaxy S8+ in person. When I first put the phone in my hand I was so smitten by the stunning screen and skinny form factor that I bought it.

Well, two days after I unboxed the new phone I wanted to hurl it across the river hoping it would hit the abutment of the Assiniboine Park footbridge before it sank.

I mean, the workflow was all wrong. The senseless customization capabilities of



PHOTO TAKEN WITH AN ANDROID PHONE

Android became the bane of my existence. Who wants to think that much just to get stuff to work? Applications I knew like the back of my hand weren't my friends anymore. The emojis sucked. I wanted out—more than anything.

But I hung on for the weekend. Maybe there was a chance I could find some redeeming value from an obviously embarrassing mistake.

And I did.

Slowly, my relationship status with the phone went from major suckage to "it's complicated". I noticed my S8+ would fully charge in just an hour and 35 mins. Crazy!

I noticed Android apps were so much slimmer in size than Apple apps. I found myself using much less of my 64 GBs than I thought I would.

I loved the sleek profile and the edge-to-edge viewing, especially for YouTube. The brilliant, razor sharp 6.2" screen consistently drew gasps from friends. The "5 ft. deep for

30 minutes" waterproofing made me feel safe (check the videos, you'll freak). Plus, I got a clever always-on display, palm swipe screen shots, a seriously killer camera, cordless charging capability, easy peasey transfer of my photos from my old iPhone 6 Plus to my new Samsung (a complete shock, I'll admit) – and, AND, a headphone jack.

Now all my gushing aside, everyone knows that no phone is perfect. The downside to this relationship? Well, the emojis are lame, period. There are no go-to-top features in many apps. Samsung's new auto-assistant Bixby is annoying and there's more EMR coming off this baby at closer distances than an Apple product. Look it up.

But relationships are all about give and take, right? My Samsung S8+ and I are still getting to know each other and we've done some pretty cool stuff together. Yes, there will be bumps along the way, but I have sprung myself from Apple's elegant prison, something I'd never thought possible.

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SAVE THE DATE

2017-18 PROFESSIONAL DEVELOPMENT

Workshop on Workshops September 30, 2017 Danielle Fullan Kolton	FAB 5 Beginning Teacher Conference - Winnipeg & Brandon October 18 & 19, 2017 MTS Staff	Supervision & Evaluation: A Toolbox for Principals October 19 & 20, 2017 MTS Staff
The Role of the Resource Teacher: Supporting Teachers and Students in Diverse Classrooms November 6-7, 2017 Barb Melnychuk, Lia Baksina	Crucial Conversations® November 20-21, 2017 Danielle Fullan Kolton, Sarah Gazan	Understanding the Impact of Residential Schools: The Circle and the Box December 8, 2017 Sarah Gazan
Managing Conflict with Clarity, Confidence, and Courage December 11-12, 2017 Jennifer Abrams	Religious Diversity: From The Charter to the Classroom January 15-16, 2018 Brahim Ould Baba	Leading and Learning Through Collaborative Inquiry February 2 & 3, 2018 Jenni Donohoo
Creating a Culture of Dignity February 12-13, 2018 Rosalind Wiseman, Charlie Kuhn	Indigenous Education Unconference March 2, 2018 MTS Staff	Crucial Conversations® March 12-13, 2018 Danielle Fullan Kolton, Sarah Gazan
Mental Health First Aid for Adults who Interact with Youth March 26 & 28, 2018 Debra Radi	Crucial Conversations® 2.0: Reflection & Follow Up April 7, 2018 Danielle Fullan Kolton, Sarah Gazan	Women in Leadership Symposium April 13 & 14, 2018 MTS Staff
Mental Health First Aid for Adults who Interact with Youth April 23-24, 2018 Debra Radi		

For details about workshop times, fees, locations, topics, certification, and facilitator bios:

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