

MSLA JOURNAL

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EMPOWERING STUDENTS TO BE DIGITAL LEADERS

#MTSPDDAY #SocialLEADia

Jennifer Casa-Todd
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President's Message

By *Debbie Smith*



It is my privilege to serve this year as your President on the MSLA Executive. The Executive is a wonderful team working together to

support and advocate for our school libraries.

Earlier this year, MSLA celebrated their 80th anniversary at beautiful École South Pointe School. MSLA was one of the first SAGE groups established and many attendees relished pouring over the archives that had been carefully curated over the years. Pondering the changes libraries have seen and undergone over the past 80 years, one item that stood out for me was our resiliency. Moving from a print only environment to a media rich collection, which was reflected in our former name MSLAVA (Manitoba School Library and Audio Visual Association), and more recently a move to digital resources, eBooks and Virtual / Alternate Realities. From libraries with tables and study carrels, to computer labs and carts of laptops, to makerspaces and Learning Commons, our school libraries continue to adapt to changes in curriculum, learning design, and learning environments as we continue to respond to the changing needs of our students and society.

A key part of this success is the professional development that continues to challenge and inform staff through new research and practices. MSLA strives to support professional development through our journal, the MTS PD Day, the L.I.T. forum and other networking opportunities.

The prevalence of social media and

personal phones has introduced new learning and teaching opportunities to our school and classroom environments. Preparing students to best use the social media tools ethically and responsibly has added digital citizenship to teaching. On October 19, MSLA's PD day "Moving students from digital citizenship to digital leadership" hosted Jennifer Casa-Todd, the author of "Social Leadia". Jennifer is a leader in this area and in leveraging social media in the classroom to engage and empower students while mastering social media skills for leadership roles.

The day began with her keynote, "Empowering students to be digital leaders". Teacher Librarians, as technology leaders in our schools, are poised to be leaders in teaching students to leverage technology and social media.

In our first session, we met Dr. Jennifer Williams virtually, via Webroom, who shared her experiences in making global connections for her students. Our second virtual guest, via ZOOM, was Leigh Cassell, founder and President of the Digital Human Library. Please take time to visit the website as there is a wealth of information available. Then a hands-on opportunity to work on Flipgrid with colleagues prepared everyone to take our new learning back to the classroom and libraries.

In the afternoon, we began with a fun game of Rock Paper Scissors, a favorite of Jennifer's friend George Couros. Digital storytelling was the afternoon focus including a virtual guest from Co-spaces Edu where you can create virtual reality stories.

We closed with a presentation on Lightbox Canadian titles from Follett Canada Representative Patric Colpitts.

On behalf of MSLA, I thank Christine

Robinson, our MSLA MTS PD Day Chair and all our MSLA Executive for their work in preparing and facilitating this day of professional development. I applaud you all for your membership and support of MSLA and your dedication to school libraries that will continue our resiliency and keep our school libraries the heart and soul of our schools.



Editors' Message

By *Jonine Bergen & Mona-Lynne Ayotte*



Jonine Bergen

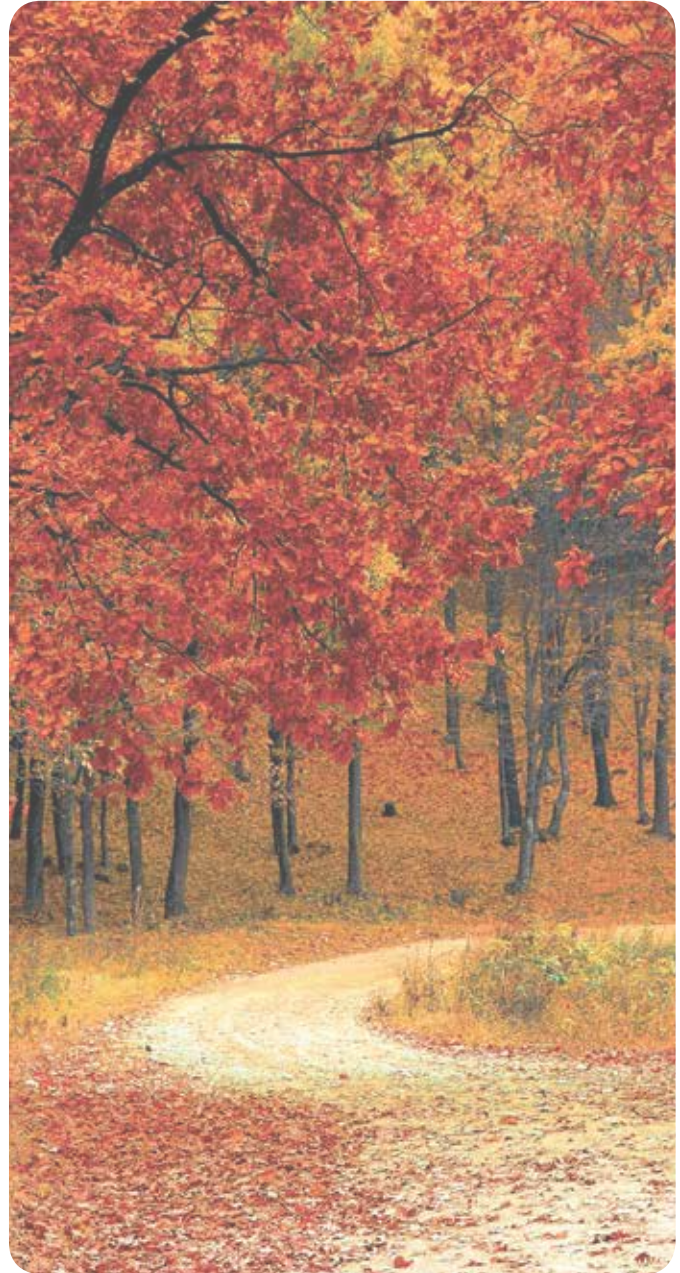


*Mona-Lynne
Ayotte*

As we reflected about the content of the journal this fall, we were inspired by the enthusiasm and collegial attitude of many of our contributors. There is so much happening in school libraries across the province and we want to know about it! As you are planning your book sales, author visits, and I Love to Read activities, please remember to share your successes and learning with us so we can share it with everyone else.

This edition of the MSLA Journal celebrates the sharing that is the life of a strong school library. You will read articles by teacher-librarians, librarians, library technicians, students, and community members. In this volume, we celebrate the MSLA award winners, our MTS PD Day with Jennifer Todd Casa-Todd, a lifetime of service for Gerald Brown and the RRC Library Mixer. We have articles on a Book a Day Challenge, the making of ribbon skirts as an act of reconciliation, 2018 Smudging Protocol Guidelines, and Podcasting book recommendations. You will read about the result of a MSLA seed grant and about award winners, and people striving to learn more through conferences and volunteerism. We hope that you will find something to inspire you and you will think of a way that you can pass along some of that passion to someone else.

We would like to thank and acknowledge Lisa Ferguson for all of her hard work and dedication to the MSLA 2017-18 journal.



MSLA Awards

By the MSLA Executive

On May 7, 2018, we celebrated the successes and leadership in the Manitoba School Library community through the presentation of a number of awards. MSLA wishes to express our appreciation to Mr. Charles Gervais and the Winnipeg Foundation for the generous endowment which provides two of the awards with a monetary prize. For more information about Lois Gervais and an explanation of the awards, please visit the Manitoba School Library Association website.



MSLA Outstanding Teacher-Librarian of the Year in Memory of Lois Gervais: Karen Burkett

During her teaching career, Karen Burkett has worked with students of all ages, from Kindergarten through Grade 9. She began her career as a teacher-librarian in 2004 when she transitioned from the classroom to the school library while at Glenwood School. As a teacher-librarian, Karen provides students with value-added opportunities to explore big ideas in depth in order to develop greater understanding. Karen also believes that a classroom teacher and teacher-librarian working together creates a dynamic partnership that significantly improves teaching and learning. For Karen, such instructional partnerships encourage the team to experiment with new and innovative ways of teaching – exploring inquiry models, questioning strategies, emerging technologies, backward design, and assessment for learning.



MSLA Library Support Staff of the Year in Memory of Lois Gervais: Elizabeth Stobbe

Elizabeth Stobbe’s personal vision, “I want students to become lifelong readers for both knowledge and enjoyment” is reflected in her daily work in the library at Northlands Parkway Collegiate where she has been a library technician for the past five years. Elizabeth played a key role in planning, developing the collection and setting up the library at Northlands Parkway Collegiate. With a “can-do” attitude, she took on the enormous task of designing the new library space, ordering furniture and purchasing various types of materials to support student learning and reading engagement. As a result of her careful planning, Northlands Parkway Collegiate has developed into a warm and inviting library environment for both staff and students to enjoy and learn.



MSLA School Administrator for Distinguished Service: Kathy Bru

Kathy Bru is in her third year as Principal at Pacific Junction School, a kindergarten to grade 5 school located in the community of Charleswood. As a former teacher of English, Kathy stresses the importance of literacy learning and teaching. She believes that the Library Learning Commons provides an innovative learning environment to support strong literacy learning and teaching which will increase student’s achievement and engagement. She has inspired and supported this community to embrace a Library Learning Commons philosophy with a focus on inquiry, creative and critical thinking, multiple literacies, and working together to meet shared goals and knowledge building.



MSLA Distinguished Service Award: Irene Nordheim and Karen Boyd

A vibrant library learning commons culture is growing and thriving in both Louis Riel School Division and River East Transcona School Division. The architects of this enlightened transformation, pushing school libraries to the forefront, are sisters – Irene Nordheim and Karen Boyd – both, highly respected educators, innovative leaders, in-demand keynote speakers, and passionate school library advocates. Together, this dynamic duo is rebooting and reframing the potential of school libraries for a new generation of learners. Throughout their careers, both Irene Nordheim and Karen Boyd have advocated assertively and persuasively for school libraries, supporting the research that a “well-staffed, well-stocked, and well-used” school library “correlate[s] with increases in student achievement” (Oberg, 2012).

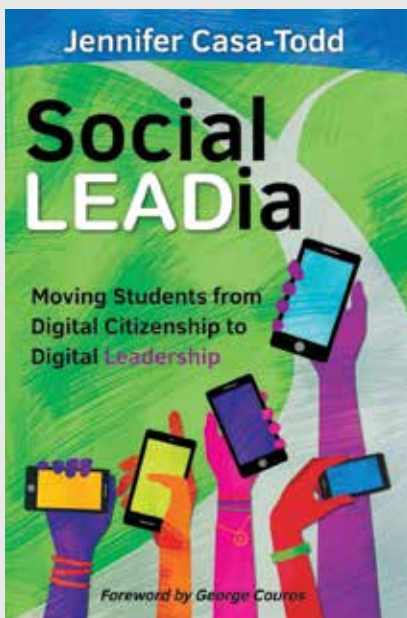


For more information about all MSLA award winners, please visit the MSLA website:
<https://www.manitobaschoollibraries.ca/>

Modelling Positive Interactions

I think it is important that before we begin encouraging our students to become digital leaders, we must first think about how we can be digital leaders as well. (48)

Pictured below: Jennifer Casa-Todd with Alison Bodner, Teacher-Librarian, Bairdmore School, Pembina Trails School Division.



MTS Professional Development Day

Moving Students from Digital Citizenship to Digital Leadership with Jennifer Casa-Todd, MSLA MTS PD Day

Mona-Lynne Ayotte, Pembina Trails School Division

Casa-Todd, Jennifer. Social LEADia: Moving Students from Digital Citizenship to Digital Leadership. San Diego, CA: Dave Burgess Consulting, 2017.

Jennifer Casa-Todd, who is a teacher-librarian currently at Cardinal High School in Aurora, ON found that many of her best friends were characters in books. Hard to believe that Jennifer as a young four year old was put into a low reading group simply because she spoke Sicilian and not English! Currently, an insightful teacher-librarian, Jennifer, the author of *Social LEADia: Moving Students from Digital Citizenship to Digital Leadership*, shared at our recent MTS PD Day a number of ways to encourage digital citizenship in ourselves and our students.

In her book, Jennifer emphasizes the importance of modelling positive Interactions on social media. It is important for us as digital leaders to follow awesome creators, authors, artists and scientists. Twitter, Facebook and Instagram offer limitless sharing which can be positively used in class and for classroom projects. If a student is looking for a creative project to match your curriculum or

general interest, social media can offer legitimate suggestions and open doors to modern viewpoints on various topics.

Have a school president?

Consider sharing with them the idea of how one school president decided to tweet one nice thing about every student in his school. What a way to improve digital presence! Furthermore, it demonstrates to students that their online presence is important! Talk to the students about what digital leadership is and demonstrate how it can promote positivity. Our students are digitally rich kids and they can move beyond using social media to connect, take pictures, and share moments of their lives.

Many of our school districts and divisions have rules around cyber safety and this can indeed scare our students and staff off the more open Internet. Jennifer shares the concept of digital dualism, whereby, the online and real world are not speaking to each other. We can encourage our students to find a healthy balance when using social media so that those two worlds become more real and balanced. We can help open doors that are beyond selfies, Instagram, moments charting

one's life and the constant need to check-in with friends and family. We can teach our students to self-regulate without having to take away phones when they enter the classroom too!

Cyber-bullying is important to address, as it can be intense, malicious and harmful. Yet, if we as teachers direct students to places where social and emotional learning can flourish, we can leave behind the negative comments people make. We want our students to be proud of their social media accounts and so finding ways to improve social media outcomes is something digital leadership seeks to encourage. Consider having your students become involved in finding or creating the school's Twitter of the Day! If a student doesn't have a

“How can we (as high school students) “be ourselves” on social media while crafting a “Brand of Me” to use in our career planning?”

Jennifer Casa-Todd (93)

Twitter account, ask their permission to tweet out a conversation or a moment in your library or classroom. Recently, I was working with a student who was to meet me in the library. Given we have temporarily moved our library due to renovations; she asked if she was to meet me in the FAKE library meaning our new temporary small classroom space. I just started to laugh! She used humour while being insightful, inventive and humorous. I had to Twitter it out!

Jennifer shared with us Olivia VanLedje's Twitter@THELIVBITS. As a young girl, she was severely bullied

in grade 2. She started a selfie project online and that became a source of happiness for her. Her mom mentored her and Olivia became known as the Book Whisperer, sharing with her audience cool books and ideas. She loves sharing her thinking! Olivia demonstrates how one can respond differently and in a way that can be empowering as well. She is a definite Social Leader labelling her Twitter account bio as: *Liv the Book Activist: reader, thinker, & kid voice believer; CEO of tweets and social media leader. Podcast host: The KidLit Show @pinnaaudio (MOMitored acct).*

As a teacher-librarian or teacher, Jennifer encourages us to teach our students about credible posts. She deconstructs texts and audience when working with students. Once students find credible media posts, she encourages them to share what they follow. Learning is not just within our Google searches and valid database subscriptions. Media can be positive, and the more teachers and students model and share positive retweets with their peers and school community, the more we can bridge the gap between the idea of digital dualism.

Jennifer's book Social LEADia is quite insightful and as you read her book, your own internal voice about these various ideas and topics around digital leadership will resonate deeply. Jennifer encourages teachers to foster good media leadership and she really believes that we can connect to each other online. Many of those she followed have now become real time friends whom she meets in real life via conferences and Skyping. She wants students to bridge the digital dualism and to live real lives, not ones they fake or see as fake reality online. As well, she believes students can read online materials adding to their literacies, as

they are comfortable with digitally driven content. Social media also can help students to tap into their interests fostering a wider range of researching and reading literacies. Ultimately, Jennifer shares her focus “teaching our students to be empathetic, kind, and thoughtful citizens of the world, in every aspect of their lives. We need to talk about and discover what teaching with this focus looks like on and offline.” (44)

And if you aren't sure your students are using their devices appropriately, consider asking this question of your students which will not involve you in a power struggle but rather offer them a tool of self-reflection and one driven by positive intentions: *“Is your device helping you or distracting you?”*(88) Perhaps this question might even apply to you as the teacher. We all deal with distractions and what a great way to enter into conversation with our students.

If you read only one teacher-related non-fiction book this year, this book will help you to forge ahead in creating positively enriched social media spaces with and for students. Jennifer shares multiple platforms for student sharing and if you select it to read as professional development with other teachers, discussion questions at the end of every chapter are provided. Today's student will not only be collaborating in person but working on documents together while not even being in the same room or same country. Offering students a variety of tools and connections between their schooling, personal interests and online identity can lead them into authentic crafting where versions of reality do not need to be edited or sanitized.

School Library Journal Summit

By Colleen Einarson, Librarian Balmoral Hall

OWN IT! MAKING GOOD TROUBLE SCHOOL LIBRARY JOURNAL LEADERSHIP SUMMIT 2018

**OCTOBER 26-28, 2018
Brooklyn, New York**



I have been fortunate to attend 13 of the 14 School Library Journal Leadership Summits. Why do I keep going back? The bottom line is that these summits contribute greatly to my professional development and to how the library program in my school is developed. Each summit builds on the previous ones; in attendance are many movers and shakers in the school library field; even though the information is very US based, the sessions provide more ideas than I have time to implement; the conversation with other attendees is always motivating; the school tours are enlightening; the vendors promote their newest and best products and services; the swag is good and the summit locations are interesting and usually have an innovative library connection, such as Nashville's Limitless Libraries program and New York's publishing houses and home of SLJ's offices.

The keynote speaker for the 2016

Summit was Congressman John Lewis. He spoke of his parents telling him to stay out of trouble. He decided that the path to follow was to make good trouble through the US Civil Rights Movement. This keynote inspired the theme of the 2018 Summit, which in turn encourages attendees to make good trouble in their own schools and divisions. This keynote is available online.

The school tours are always a highlight of the Summit. This year, I chose the campus option. This location has six small high schools, each with a special focus (arts, technology, law, science, music and theatre) housed on different floors in one school and one library with a common collection to serve them all. Past tours have taken attendees to a wide variety of public, independent and international schools including an elementary IB school and a Fine Arts campus. These tours have provided great examples of programming, signage, furniture, library layouts, collections and services to implement at my library and some to avoid.

Another reoccurring event is the Sponsor led focus group meetings. This year I attended the Mackin session, but in the past have attended other vendor sessions and have always come away with program and service ideas, products to purchase and a better understanding of where the vendors are heading to provide school libraries with the best of products and services. However, a frequent frustration is getting excited only to discover that the product is not yet available in Canada. This year's takeaways included a list of professional and fiction books that the participants

are currently reading, including some to avoid. The moderator presented a good idea on reporting activity that goes on in the library. It involves setting your phone alarm to remind you to take a picture of what is going on in the library at random times. I did this for a cycle and now need to analyze the pictures and write a report. The process gave me a new perspective on the flow of library tasks and services and provided a good visual representation of the wide variety of activities that take place in the library. The final pre-summit event was the Follett Book Fair Launch Party. The selection and quality of titles is excellent. They have recently launched this service in select US locations. Expansion to Canada will not happen for several years.

The keynotes are always inspiring. This year's opening keynote speaker was George Takei, of Star Trek fame, who is also known as a leader in the fight for social justice, LGBTQ rights, and marriage equality. His childhood was spent with his family wrongfully imprisoned in American internment camps during World War II. He reminded us that all countries have their shameful histories that must not be forgotten. His graphic memoir, *They Called Us Enemy*, will be published Summer 2019. The closing keynote by **Jake Barton**, *Learning, Literacy and Love: Experiences that Move You*. His experiences designing the 9/11 Memorial Museum, Tower of David Museum in Jerusalem and the new Planet Word Museum in Washington DC, demonstrated how the museum experience is becoming more interactive.

The authors you get to see, hear and

receive autographed books from are always amazing. My favourite this year was **Adam Gidwitz**. His take on Grimm fairy tales are a hit with many of my students. I enjoyed telling our students about his presentation and sharing his new series about the Unicorn Rescue Society. They were



impressed that I was able to bring back an autographed copy of the 3rd book in the series for them to read before it is distributed to the general public later in November. Other authors this year included the Read Woke Panel **S.K. Ali**, Author, *Saints and Misfits*; **Ellen Hagan** and **Renée Watson**, Coauthors, *Watch Us Rise*; **Ibi Zoboi**, Author, *Pride*. Attendees received signed copies of all these titles. Coming home, my previously half empty suitcase was full and heavy with all the great complimentary books I was able to bring back.

The Superintendents Panel is a wealth information about how superintendents see the library program and how librarians get recognition for their contribution to the school. They were asked how librarians get a seat at the decision-making table. Their answer was to invite your superintendent in. They encouraged librarians to move beyond being the backbone or support of teachers to be a leader and to make your leadership contributions known. My biggest takeaway was about the difference between changes that tweak

the library program and changes that transform it.

And we got to play, as throughout the day, the Games for Change area allowed attendees to experience VR and AR experiences for education and social justice.

And for super brief overview of the rest of the three whirlwind days – A journalism and a broadcast Teacher from Parkland, FL, discussed the happenings of the February 14, 2018 school shooting and how their students reported the news while in lockdown and how these journalism, debate, student government and theatre students became leaders of a youth movement, March for Our Lives. A video of their presentation is available online. Eight breakout sessions were offered, of which you could attend two. Michelle Luhtala's Media Literacy session covered strategies for examining digital information, and assisting students in becoming responsible content consumers, creators and distributors of information. Provided great examples of how reporting of news events was altered before the advent of the digital world, such as deleting Trotsky from news photos, slant in newspaper articles to gain support for the Spanish-American War, angle of filming. Importance of knowing your own bias and to develop balance in your writing. Tom Bober's session on using primary resources with elementary students to support inquiry, collaborative work, entry points, questioning, ownership and engagement. **The links gleamed from these two sessions are available on the MSLA website as is the link to Tom Bober's KnowledgeQuest author page.** A session on reaching sustainability through professional practice including use of resources and curriculum design. Two folk singers

talked and sang to the crowd about sensory-friendly performances, music, and community. Ali Schilpp, SLJ's 2018 School Librarian of the Year discussed cultivating collaboration and innovation in any location. Leadership Secrets from the Lilead Project led us in a hands on session on how to be an instructional leader, collaborator and effective change agent. They focused on why linking school or district priorities to the school library's mission is an essential component of bringing about transformational change. Drag Queen Story Hour provided insight into this program, which addresses gender diversity and differences while teaching tolerance, building empathy and deterring bullying.

It is a difficult job to synthesize the School Library Leadership Summit experience in a short article. For a more detailed account, please check out Kathy Yario's excellent overview of the Summit including pictures and video, which can be found online in the October 30, 2018 of School Library Journal's Extra Helping. She is a news editor with School Library Journal. I encourage you to read it to get a better understanding of the richness of the Summit, along with other articles about the summit available on the site. **[The web links mentioned in the article will be posted on the MSLA website]**

It was a pleasure to enjoy this year's Summit in the company of six other Manitoba School Library representatives, Jonine Bergen, St. John's Ravenscourt; Liz Ingalls, Linden Christian School, Christine Janzen, St. Paul's Collegiate, Kim Marr, Linden Christian School, Debbie Smith, St. James-Assiniboia and Sharon Thompson, Mountain View. I did not come across any other Canadians at the conference.

Literacy

Manitoba School Libraries Celebrate Manitoba and Canadian School Library Day

October 22, 2018 was a special day for school libraries in Manitoba and across Canada. 13,000 students and staff representing forty schools in Manitoba

qualified library learning commons staff play in the information rich age supporting a host of learning in schools including inquiry, literacy, technology



joined students from the entire country to celebrate the importance of school libraries learning commons in the educational lives of students by Dropping Everything and Reading. Never fear if you missed the challenge – many schools incorporate DEAR into their I Love to Read activities in February.

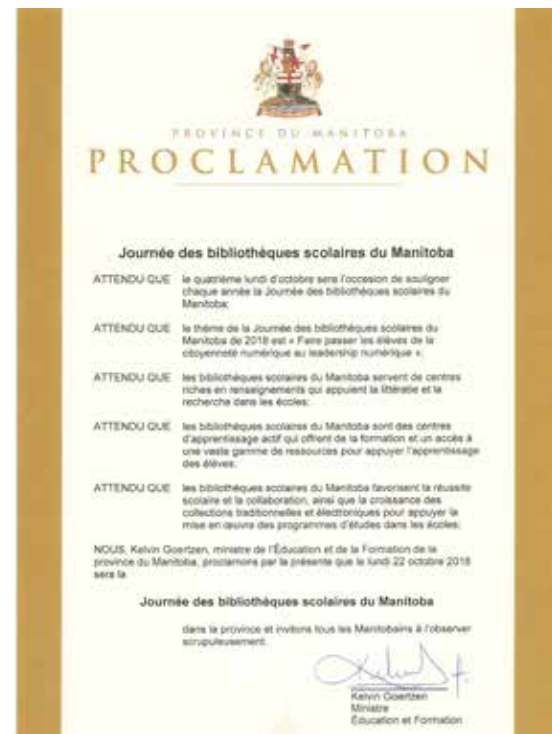
Manitoba School Library Day was proclaimed by the Minister of Education and Training, Hon. Kevin Goertzen, on the fourth Monday in October. Initiated by the Manitoba School Library Association, this year's theme coincided with the MSLA SAGE conference theme, "Moving Students from Digital Citizenship to Digital Leadership." The proclamation reinforces the role



and information literacy. The government recognizes libraries as active learning centres where access to information, quality resources and innovation are a part of the daily educational practice initiated by school library staffs.

The MSLA would like to thank all schools who registered for their Drop Everything and Read Challenge to celebrate this day. The MSLA has been supporting students and educators for over 80 years in the province of Manitoba. Let's all work together to ensure that the library learning commons remains at the centre of learning in all schools across Manitoba and Canada.

#mslday2018 #cslday2018



Summer #BookADay Challenge 2018

By Niki Card, RESTD

A number of years ago, I was inspired by educators such as Donalyn Miller, John Shu, and Pernille Ripp to set a Book-A-Day challenge for myself through the summer. For the sixth year, I participated in the Book-A-Day Challenge during this past summer.

As an informal challenge, I set my own rules and keep it simple. Any picture book that I haven't read before counts, as well as any other book read in its entirety including non-fiction, audiobooks, middle-grade, young adult, and adult novels. In 2018, Manitoba educators enjoyed 66 days of summer (weren't they lovely?!), making 66 books my target.

To track my reading, I set up a Google Doc spreadsheet to which over the years, I have added more info to, including a column to note if I want to purchase the book for my school libraries. The Google Doc is readily accessible on my computer and my phone.

I rather randomly tweeted updates of my #bookaday challenge or shared particular favourites. However, some local educators, like Georgette Nairn (@GeorgetteNairn) were incredibly diligent about posting individual books each day. I am also a habitual

GoodReads user and share my ratings and reviews of books I have read, excluding picture books. (I simply find including them too overwhelming!)

Once again this summer, I surpassed my target and read 83 books in total, including 41 picture books, 36 middle grade and young adult books, and 6 adult books (fiction and non).

My summer reads come from a variety of sources. I took home our school's newly acquired M Y R C A Sundog titles, other new purchases and even some older gems I had been meaning to read for a while. I finally

tackled some of the books that had been waiting in my own "to read" pile as well. I also have a couple sources of ARCs (Advance Reader Copy) and really enjoy the gift of being able to read something not available yet, so I can encourage readers to enjoy it once it has been published! Of course, I also have many book loving friends and we share books with each other too! Additionally, I made a number of trips to my local WPL branch with my own children and we borrowed heavily from their new book display.



Syrian Refugee Lives to Tell His Story!

By Michael Avila Salas,
Grade 12 student, ICVMC



Abu Bakr Al-Rabeeah's presentation at Institut collégial Vincent Massey Collegiate, The Winnipeg International Writers Festival

Abu Bakr Al-Rabeeah has been through hell, but his life was not just about bullets and bombs. It was all about preserving his humanity, and once he and his family had immigrated to Canada, he wanted to share the story of his experiences of war in Syria

with others. He received help from Winnie Yeung, his English teacher in Edmonton, who asked him if he had a secret wish. Remembering what his friends in Syria had asked him to do, he said he wanted to tell his story and the story of all young kids surviving in war-torn Syria. At first, he

barely knew English, and did not know how to write or speak, but that changed when he met Winnie, and now his touching story could be conveyed to the world in the memoir, *Homes: A Refugee Story*.

Students and staff of Vincent Massey were extremely grateful to have such a wonderful young writer come to visit as part of the Winnipeg International Writers Festival on Friday, Sept. 28. Abu Bakr gave the audience



Abu Bakr Al-Rabeeah with Lucas Szpigiel.

a grim tour of the reality of Syria, showing photos of craters on the streets caused by bombs, car bombs, buildings that had been obliterated, tall structures levelled—most of them—and the unsanitary living conditions, abundance of dust and pockets of radiation caused by chemical weapons used by the government against its own people. Amid the destruction and danger of living in a war zone, what surprised the audience was the persistence of his family, his persistence to be happy, and the mentality to withstand the tremors of frightening adversity. “I was terrified when I heard fighter jets flying in the sky; I had to run for shelter just to be safe from any bomb being dropped,” Abu Bakr remembered. Just imagine having to cope with fear by looking at planes in the sky, never knowing when or where they will drop their deadly cargo. On the other hand, what makes his experience amazing is that his entire family survived through it all,

just narrowly making it through the border in spite of guns being pointed at them.

After his presentation, Abu Bakr gladly accepted all kinds of questions from the audience. An avid soccer player and fan, he was also pleased to accept a Vincent Massey soccer jersey from Mr. Shahinfar,

making Abu Bakr an honorary Trojan. One of the main messages I took from Abu Bakr’s visit was, “Don’t just imagine tragedy.” It is best to

avoid tragedy rather than to test its unknown magnitude. The audience learned many things, not just to seek shelter and survive as a human being, but also to keep your soul intact, to be cheerful through tough times, and to appreciate the opportunities life may give. For Abu Bakr and his family, that opportunity was the chance to immigrate to Canada.



Michael Avila Salas

is a grade 12 student in the Writers’ Club (Ms. Cathrine Wall, Teacher Advisor) at Institut collégial Vincent Massey

Collegiate. This article appeared in the school newspaper *The Trojan* and is reprinted with permission.

Indigenous Experiences and Knowledge

Recognizing skirts as a sacred symbol

By *ANDREA GEARY, CanStar Community News*

Anishinaabe teacher Angela Roulette is inviting community members to join her in an act of reconciliation and healing.

She is launching a skirt project in hopes of collecting at least 500 ribbon skirts – a number that honours the more than 500 missing and murdered Indigenous women in Canada.

Roulette hopes the project will also serve to heighten understanding and foster community spirit within Portage.

“It’s for the sake of our future and the community’s future,” she said.

Roulette said she wants to bridge the gap that exists between the local Indigenous and non-Indigenous

communities by using the skirt project as a way to start a conversation.

Founder of the Women of Mother Earth Network, Roulette said the skirt is a symbol that helps connect women with Mother Earth and has a ceremonial power. Ribbon skirts are often worn by women attending ceremonies.

“I don’t own a pair of pants, I always wear a skirt,” Roulette said.

Once she has collected 500 skirts, she hopes to have women wear them while participating in a remembrance event at the former Portage Indian residential school site, 5000 Crescent Road. After that, she plans to donate the skirts for use at an elders gathering at Peguis First Nation in August 2019.

Roulette said she’s already approached a few local churches to see if their members want to help collect and make skirts. The ribbon skirts should be made out of broadcloth, with an elastic waist and decorated with bands of ribbon. She hopes to get

some in various sizes.

Roulette is also planning on approaching the Portage la Prairie School Division to see if she can have home economics students sew skirts.

People can contact her if they want to donate skirts or money to purchase supplies by calling 204-240-6259.



Angela Roulette

An act of reconciliation and healing: sewing ribbon skirts

Mona-Lynne Ayotte, Teacher-Librarian, Institut collégial Vincent Massey Collegiate

Would you be interested in joining Angela Roulette’s dream (she is a member of First Nations²) to create one of 500 ribbon skirts for women to wear as she launches a skirt project in hopes of collecting at least 500 ribbon skirts – a number that honours the more than 500 missing and murdered Indigenous women in Canada?

Angela, who is from Portage La Prairie, MB and who is the Founder of Women of Mother Earth Network, was inspired one day with the idea of creating ribbon skirts for women to wear when they attended ceremonies. Many women³ who came to ceremony did not have a ribbon skirt and so she wanted to ask the community of Portage la Prairie, MB to help with making this vision happen. With the publishing of her story “Recognizing skirts as a sacred symbol”⁴ by Andrea Geary through CanStar Community News, she has had a far-reaching effect and so other communities and schools have expressed interest in supporting this act of reconciliation (story precedes article).

In CBC Radio’s, Unreserved series Myra Laramee⁵ shared her knowledge of the importance of these skirts:

“Older skirts were made from hide and decorated with pigment, and with the introduction of European trade goods, cotton calico and ribbons were also used to carry on the meanings and teachings. The silhouette of the skirt itself comes

¹Reprinted with permission from CanSTAR, Winnipeg Free Press.

from a sacred place, and it follows the outline of the mikiiwaap (Cree), or tipi (Dakota). The bottom of the skirts would touch the earth's medicines, and as the women walked, "Mother Earth would always know who it was that was making their presence felt on her back" and the prayers were answered accordingly."

Recently, Angela Roulette shared a teaching she learned about the ribbon in ribbon skirts: the ribbon around a ribbon skirt represents the connection to the umbilical cord symbolizing not only the connection we have to our mothers and children, but to Mother Earth herself.

Angela Roulette, in conversation with M-L. Ayotte)

Melissa Roberts⁶, a teacher at Lakewood Public Schools in Thunder Bay, On, embarked on the creation of ribbon skirts and Sewing Circle project last year (2017) with her staff and students as they were going to wear their skirts to the Superior High School Pow-Wow (May 2018). Melissa who recently reconnected with her Objway traditions gathered the assistance of traditional teacher Mary Magiskin, who while staff and students were making the ribbon skirts, was also able to share the teachings and meanings around the wearing of skirts. The act of making these skirts is in itself an act of reconciliation as it encourages people of all races to connect and share in the Indigenous culture. "It gave the staff and students a way to show their support for the Indigenous community whether they were Indigenous or not."⁷ It also encouraged new relationships to be formed and to support Indigenous traditions. As they were sewing and mending the skirts a wonderful symbolism between mending and merging of two things reminded the

interviewer about how this very act was in way supporting the idea of reconciliation. And with all sewing circles, women bond, "laugh, cry, joke and form a new community whose spirit is filling the space with good thoughts and fun"⁸.

Along with the sewing of the ribbon skirts, it is best⁹ if you can to have an

students and staff (included teachers and educational assistants) did not need to know how to sew or to be a skilled sewer as they had experienced sewers guiding them in the process. The students were taught to choose fabric (broadcloth¹²) and four strands of coloured ribbons. The colours chosen represent their personality and



Melissa Roberts of Lakewood Public Schools with staff and students who created ribbon skirts.

Elder or traditional Knowledge Keeper or Knowledge Holder who is familiar with the making of the ribbon skirts¹⁰ as they can share the teachings and meanings associated with the making and wearing of the ribbon skirt. "Different people have different teachings."¹¹ Traditionally, a ribbon skirt was not made before you knew your name or were given your colours. For some the timing of being given their colours and their name has not occurred and so they pick a skirt colour and their ribbons as they wish to partake in ceremony and to wear skirts in honour of the traditional ways. When wearing a ribbon skirt, women wear a modest top with the skirt. This means, for example, a tee shirt, long or short sleeved is worn and not a tank top where the shoulders would be exposed. The skirt also covers one's legs during ceremonies. Shawls are also provided as some people identify as two-spirited and cover their legs in this manner.

In the case of Melissa's sewing circle,

who they are. Some students also chose the traditional colours of their Indigenous background. To engage in ceremony shows respect for the old ways and how Indigenous people traditionally lived. For youth who have not had access to their culture, it is a wonderful way to begin re-introducing traditional ways in a direct and intentional way.

In Melissa's experience as with many of our readers, we have found Indigenous people as welcoming, loving, kind and willing to share. In Melissa's sewing circle, she noted the students who created their skirts had developed a sense of pride and accomplishment while gaining new skills. As the young women sewed their skirts, a sense of the individual self merged into a greater whole and a sewing bond was formed, one which contained much laughter and joking around.

Where to Start

If you are interested in considering being part of Angela's project please read the article, which appeared online with

the Winnipeg Free Press and follows this one directly. Please feel free to contact Angela at the number listed in the article.

Creating a ribbon skirt to be gifted to women who might not otherwise have one or be able afford one is central to Angela's vision. Even if you do not have access to a sewing circle, whereby, there is a Knowledge Keeper who holds the teachings and meanings associated with

ribbon skirts, Angela will gladly take in the skirt you make to be given freely to another woman. She recognizes that this act alone can be a stepping stone into reconciliation and those who offer these ribbon skirts do so with a good heart and service to other women. Those starting a sewing circle can also do some research on why ribbons skirts are worn (see resources) and set good intentions while sewing so

that the future wearer of the skirt will benefit. There are some who would prefer the skirts be made with a Knowledge Keeper present, however, thanks to Angela and Tanja, they recognize that others wish to help and the making of them as a donation is appreciated. May the spirit of sewing the skirt bridge this gap in ways that help to heal the hearts of many women, those present and in spirit.

²Brian Oliver. "Portage's Roulette on the hunt for ribbon skirts." *The Graphic Leader*. 5 Nov. 2018. Portage La Prairie, MB. <https://www.thegraphicleader.com/news/local-news/portages-roulette-on-the-hunt-for-ribbon-skirts>

³Women of all nations and traditions are invited to wear the skirt at ceremonies.

⁴Andrea Geary. "Recognizing skirts as a sacred symbol." *Winnipeg Free Press CanStar Community News*. 14 Sept. 2018. <https://www.winnipegfreepress.com/our-communities/headliner/Recognizing-skirts-as-a-sacred-symbol-493288751.html?k=fSMkB6>

⁵Jessica R. Metcalfe. "Ribbon Skirts: clothing, Strength, and Sacredness." *About Native American Fashion. Beyond Buckskin*. 11 Apr. 2017. Web. 23 Oct. 2018. <http://www.beyondbuckskin.com/2017/04/ribbon-skirts-clothing-strength-and.html>

⁶Cathy Alex. "Sewing Traditional Ribbon Skirts" *CBC Player: Up North*. 9 Apr. 2018. Web Internet Radio. <https://www.cbc.ca/player/play/1207705155914>.

⁷Ibid.

⁸Bruce Nugent. "Showing Support One Stitch at a Time." *Lakehead Public Schools: Jim McCuaig Education Centre*. Thunder Bay, ON. Web. 13 Apr. 2018.

⁹Angela Roulette is inviting the making of skirts even though you may not be able to get a Knowledge Keeper to attend. This is different from the teachings of many however, it is important to recognize that some people will agree and some people will disagree with this idea. Please follow your heart and guidance in terms of the creation of these skirts.

¹⁰Deborah Clark. Personal Interview. *Aboriginal Circle of Educators*. 6 Nov. 2018. Winnipeg, MB.

¹¹Melissa Roberts. *Kendomang Zhagodenamonon Lodge: Hammaraskjold High School. Ribbon Skirts*. To Mona-Lynne Ayotte. 29 Oct. 2018. Thunder Bay, ON. Email.

¹²Beth Syrynky, Manager of Marshall Fabrics, Winnipeg, MB indicated that broadcloth used to be made of 100% cotton but now is a combination of polyester and cotton. Most skirts require 2 – 2 ½ metres of a solid colour broadcloth fabric, which is sold in either 45" or 60" bolts. Other colourful and print fabrics are also chosen and may come in different widths.

The Ribbon Skirt Sewing Circle

Sewing Circle

If you are interested in making ribbon skirts, as was Melissa, you might want to consider writing a proposal to your principal to secure financial support¹³. Melissa's principal at the time offered \$500.00 for materials. Sewing experience is NOT necessary if you have supporters who will be able to help any non-sewers who will be there. Many of the staff and volunteers had sewing machines that they brought to the sewing circle. You might consider asking your school division or district to see if they have sewing machines as well. When a program

recently closed at some of the schools in our school division, many teachers in my division were offered sewing machines to use in their makerspaces.

Who can participate?

The sewing of a ribbon skirt for this project is not just for the Indigenous students within your school although would be a great starting point¹⁴. According to Angela Roulette, it is meant for everyone who wishes to participate, as it is just one of many acts of reconciliation one can enter into during this time. Invite your students of all nations, your staff, teachers, guidance counsellors, AAA teachers,

educational assistants, secretaries, custodians, psychologists, and social workers – anyone who has sewing or non-sewing experience who would like to donate their time, heart and energy. If you do not have funding, ask the volunteers if they are willing to donate not only their time but the materials required for the basic skirt making. On average the skirt will cost between \$16 –\$18.50 plus taxes – these materials would be for the broadcloth, thread, elastic, and ribbon¹⁵. If someone would like to donate funds to purchase materials, please check with your school division to see what the rules are

about regarding donations.

If you do not have an Elder or traditional Knowledge Keeper who can attend your Sewing Circle, consider starting with a cleansing circle¹⁶ (known as Smudging) using the healing medicine of sage for example and setting an intention prior to starting to sew. You can possibly invite your AAA Indigenous teacher to cleanse the circle or a person who has an understanding of what smudge is and why it is being done. Ask to cleanse the participants and materials being used while the intention is set. Your intention might be something like this:

“We sew these ribbon skirts for women to wear in ceremony. As these skirts touch Mother Earth, may the women who wear them demonstrate their strength and who they are. May Mother Earth honour their sacredness and show them what she needs of them on this earthly journey.”

If you do not have an Elder or a Knowledge Keeper who can assist, you might consider showing **“Skirt Teachings with Myra Laramee,”** posted by CBC Radio: Unreserved CBC Indigenous as a way to develop some understanding as to the wearing and meanings of ribbon skirts¹⁷. Women are never forced to wear their skirts, nor are they shamed

for not wearing them. Myra reminds us through this video podcast that “whenever a woman enters our circle, it’s our job as women to help her if she so desires and to have extra skirts ready for her.”¹⁸ And in this spirit, you can offer the ribbon skirts you volunteer to make for those and other women coming to ceremony while honouring missing and murdered women as well. Remember we are all women walking on this road and we can help each other. The wearing of a skirt is not just limited to Indigenous women as Angela states. She hopes that all women participating will learn the value and strength a woman has when she wears a skirt.

Sewing Experience

If you have staff or community members who have experience in sewing, ask them to join you in the making of ribbon skirts as novice sewers can easily learn to make a skirt. As well, if you have access to a Knowledge Keeper who knows the teachings around making of ribbon skirts, please invite them to your sewing circle. Generally, a Knowledge Keeper is gifted and honoured with tobacco and financial compensation. If you have existing Indigenous programming (AAA Achievement Grant Support

Document¹⁹) in your school division, you might also contact that program department or your AAA teacher for questions about funding of materials and teachings, a list of Knowledge Keepers who know the ribbon skirt teachings, and for a list of interested students in your own school.

When and where to hold the Sewing Circle? Number?

You might want to decide as a group when it would be best to start the project. Perhaps a brief noon hour meeting with those interested might set the tone for a set of evenings or weekend workshops. Experienced sewers could probably finish a skirt with a 2 ½ - 3 hour window, however, novices might need more time. If you want to set evenings or weekends as workshop time, consider having a potluck to start your sewing time together. You will want to find a room in your school that has a number of tables and electrical outlets. That is why a group of six to eight would be ideal in the beginning.

According to Medicine Woman Mary Wilson, skirts made with the intention of being gifted to women can be blessed and the teachings will come.

¹³Melissa Roberts. Teacher: Email correspondence. Kendomang Zhagodenamonon Lodge: Hammaraskjold High School. October 29, 2018. Thunder Bay, ON.

¹⁴I would however recommend you find an Elder or traditional teacher or Knowledge Keeper with the ribbon skirt teachings if you have a number of Indigenous females or two-spirited students in your sewing circle at school.

¹⁵Based on November 2018 prices from Marshall Fabrics, 575 Berry Street, Winnipeg, MB. R3H 0S2. 204-783-1939. A teacher discount may apply – show your MTS card if sewing these as a school project to see if discount applies.

¹⁶Manitoba Education and Training. Indigenous Inclusive Directorate. Smudging Protocol and Guidelines. Smudging Protocols and Guidelines for School Division. Winnipeg, MB. Web. 5 Nov. 2018. https://www.edu.gov.mb.ca/laed/publications/pdfs/smudging_guidelines.pdf

¹⁷Rosanna Deercchild. “Skirt Teachings with Myra Laramee #TuesdayTeaching.” CBC Radio: UnReserved CBC Indigenous. Facebook:1:52. 14 Mar. 2017. <https://www.facebook.com/cbcunreserved/videos/1456556034368585/>

¹⁸Ibid.

¹⁹Manitoba Education and Advanced Learning. School Program Division. AAA Achievement Grant Support Document, 2015. Web. 5 Nov. 2018. <https://www.edu.gov.mb.ca/k12/docs/support/aaa/document.pdf>

Sewing Materials and Design

Basic Shopping List

Skirt pattern or tracing paper
 2-2 ½ meters of broadcloth, 3m for 50" waist
 ¾" – 1" Non-Roll Elastic
 7/8" – 1" of Ribbon – 3-4 colours
 Thread to match fabric and possibly ribbons
 Glass-Headed Pins
 Universal Sewing Needle: Size 80/12
 Hand Sewing Needle
 Spray Adhesive, Basting Tape or Heat & Bond
 Extra wide double-fold bias tape if skirt too short

Supplies

Sewing Machine
 Measuring Tape
 Iron
 Ironing Boards
 Fabric Scissors
 Extra Sewing Light (optional)
 Extension Cords
 Safety Pins
 Cutting Mat & Rotary Blade (optional)
 Serger, optional

See Appendix at end of this article for further hints.

Choosing Fabric and Ribbons

Tanya Sayer²⁰ of Spirit Wear²¹, offers a sewing circle in making ribbon skirts in Regina, SK and is able to share the teachings regarding ribbon skirts. She recognized the generosity of those who wish to make and donate skirts and shared her experiences. Tanya said that the broadcloth used could be of a singular colour or pattern. If I attended one of her classes, she might share a teaching as to why the colour or pattern like a polka-dotted fabric was being used for the skirt. Given we are most likely creating skirts as gifts for the women who go to ceremony and do not have one, we can choose a colour of fabric and ribbon colours. With each coloured ribbon, comes a teaching. The ribbons either can hang out of the skirt slightly or be sewn into the seam. If as a creator of this skirt you wish to add any applique, the person who receives this skirt may also find this applique to bear extra teachings. For further inspiration and ideas, you can



Samantha Howden

check out Pinterest. If you do not know where to begin, Robbie Paul suggested making a red skirt to honour missing and murdered women.

The Design

The skirt design matches the outline of a teepee and so it has a slight 3-4" flare on each side from the waist down to the hem so that you can easily walk. Tala Tootoosis demonstrates an easy way to create the legroom you need to walk and possibly run in your skirt! You will need to create an elastic casing on the top of the skirt, to sew the sides of the skirt, and to hem the skirt on the bottom while setting in the ribbons into the skirt. In the case of Melissa Roberts' design, students and staff added pockets. I would recommend washing the broadcloth and serging the skirt as well. Those who do not have access to a serger may decide to zig-zag the raw edges of the skirt so it does not unravel while being worn. If working with those who know their name and colours, other designs may

be added.

Watch the YouTube Videos by Tala and Leona

For some pattern-making is easy and for people like myself, I prefer a pre-fabricated pattern to direct my sewing. Otherwise, watching Tala Tootoosis's and Leona Whitehat's video will help you to easily



construct from scratch your own skirt. Using their hints, I found an old pattern I had, McCalls's 9310²² fit the measurements they suggested. From Tala's video, I did find measuring my waist and folding the elastic in four to be an excellent way to see if the waist of the skirt from McCalls's

pattern 9310 would work and it did. I also measured the pattern for skirt length and found I may have to add an extra two inches. By using a pattern it can guide me as to where to add the inches correctly so the flare of the pattern remains intact. This is just one of the reasons why I prefer to buy 60" wide material rather than 45" material; the other is I prefer to work with the grainline of a woven fabric. However, I was told that many do create skirts against the grainline as in the video with Tala Tootoosis. If your pattern is not long enough, you can consider adding extra wide double-fold bias tape on the hem.

In conclusion

I love sewing and when I read about Angela's vision, I wanted to be of service and to help in any way I could. In having created my daughter's ribbon skirt²³, I was

taught a few teachings along the way (as shared by Tanya in our conversation). It is my hope that you may be inspired to help Angela with her vision or that you may be inspired to create a sewing circle for your students to make either their own skirt or one for another woman.

I am so thankful to all of the contributors of this article who helped me to learn so much more about the making of the skirts: Angela Roulette, Melissa Roberts, Mary Wilson, Tanya Sajer, Robbie Paul, Faith Price, Deborah Clark, Pahan Pte San Win, Wandbi Wakita, Gerri Crilly, Beth Syrnyk, Samantha Howden, Willa Wade & Alana Shewchuk for their sewing guidance and to those I researched: Myra Laramee, Rosanna Deerchild, Nichole Huck Bruce Nugent, Jessica R. Metcalfe, and Cathy Alex.

It is my hope that those called to this project will do so in the spirit it is intended. Blessings to all.

Mona-Lynne Ayotte is a teacher-librarian at Institut collégial Vincent Massey Collegiate in the Pembina Trails School Division. Last spring, she took the Aboriginal Circle of Educators Cultural eight week workshop with Pahan Pte San Win & her husband Wandbi Wakita. Topics covered were what is sacredness? Names, language, song, the Original Pipe, how to pick and store medicines, offerings of tobacco, how to cleanse (smudging), what is an elder or knowledge keeper, prayer, reconciliation, and finally a purification lodge with protocols around sacred objects and much more.

²⁰Tanya Sajer. Personal Interview. *Spirit Wear: Regina SK*. 6 Nov. 2018. Winnipeg, MB.

²¹Nichole Huck. "Spirit by stitch: How sewing helped a Regina woman's spiritual journey." *CBC News: Saskatchewan*. November 08, 2017.

²²Pattern purchased by M-L. Ayotte years ago!

²³Samantha had been gifted her name and colours by her Elder Mary Wilson who helped further in selecting a main colour for the skirt. The feathers are appliqued with fabric from my childhood that my mother used to make clothes for me when I was younger.



APPENDIX

Shopping List and Supplies	Notes
<p>Skirt pattern (optional) – slight A-Line</p> <p>Creating from scratch – watch the YouTube videos for measurements and pattern information. These videos are self-explanatory and offer great ideas and timesaving techniques</p>	<p>The skirt resembles that of the tent and so is cut with a slight A-Line flare. See YouTube videos in resources if creating your own without a pattern.</p> <p>If you have any patterns around your home, out of print or otherwise you can use these as a guide if you are not good at free-hand cutting.</p> <p>McCall’s 9310 (Out of Print) – this one was perfect and fit all of the parameters of both ribbon making YouTube videos & has pockets.</p> <p>New Look 6783 (Out of Print) Simplicity 7513 (Out of Print) May need to add a little more A-Line; no adding of side skirt split. Butterick 5755 (Would need to adapt as skirt was a little too full – my ribbons skirt lesson as told to me by Tanya Sayer).</p>
<p>Tracing paper for pattern making</p>	<p>Tracing paper or white craft paper on a roll work well if not free-handing the pattern</p>
<p>Broadcloth</p>	<p>2 – 2 ½ meters of broadcloth – 45” or 60”wide²⁴</p>
<p>Elastic</p>	<p>Non-Roll 1” Elastic for Waist – measure waist plus 4 inches</p>
<p>Ribbon</p>	<p>Size: 7/8” or 1” ribbon 3-4 different colours</p>
<p>Thread</p>	<p>Match colour of skirt and possibly ribbons – Gutterman, Coats, Mettler, Marathon, for example. Do not purchase Dollar Store thread as it breaks easily. Very poor quality.</p>
<p>Scissors Glass-headed Pins Safety pins Measuring tape Iron & Ironing Board Marking Pen or Chalk Seam ripper & bobbins Cutting Mat and Rotary Blade (optional)</p>	<p>Sharp Sewing Scissors Glass-headed pins – do not melt when you iron over them. One safety pin per person is used to pull the elastic through to the waistline. Chalk is used if creating your own pattern and if you need to mark out the cutting line. For adults making their own skirt pattern, a cutting mat and rotary blade may be used. Students would be better to mark their fabric and to use scissors to cut out the skirt pattern.</p>
<p>Spray Fabric Adhesive (optional) Or Double-Face Basting Tape</p>	<p>505 Temporary Fabric Adhesive Spray & Respiratory Mask Well ventilated room. Eliminates pinning and positions ribbon – Easy removal type or one that washes away.</p>
<p>Sewing machine Needle Size: 80/12</p>	<p>In working order with basic straight and zig zag stitch. Computerized or mechanical. Needle Size for Sewing Machine: New Universal 80/12 Needle – great for woven fabrics.</p>
<p>Hand sewing needle</p>	<p>For basting if needed.</p>
<p>Serger (optional)</p>	<p>Serge the skirt edges for faster creation or use zig-zag seams to protect skirt from unraveling when worn and washed.</p>
<p>Sewing Light (optional) Extension cord</p>	<p>Some of the sewing machines lights are not bright enough and so portable neck lamps really help when a room needs more lighting</p>

You Tube Videos and Resources for Ribbon Skirt Making

Leona WhiteHat. "Ribbon Skirt Tutorial." YouTube. <https://www.youtube.com/watch?v=r0YMIXzK-u8> Morning Star Creations. March 9, 2017.

Sydney Ray Shacter. "Making a Ribbon Skirt with Tala Tootoosis." YouTube. <https://www.youtube.com/watch?v=xK2bYjfZVHc>. September 21, 2017. (As recommended by retired professor, Robbie Paul, WSU).

Sydney Ray Shacter. "Tala Tootoosis Ribbon Skirt Teachings." YouTube. https://www.youtube.com/watch?v=_qyWNVqdZVA. September 21, 2017. (As recommended by retired professor, Robbie Paul, WSU).

²⁴Skirts cut using the 45" width may not fit on the grainline (straight grain of fabric) as the skirt may be too wide in its flare, however, skirts made with the 60" wide can be cut on the grainline, be longer and a little wider if need be. Despite this many use the 45" width material and do not concern themselves with grainline issues. 60 inch wide broadcloth is available at Marshalls Fabrics, 575 Berry Street, Winnipeg, MB. Educators with a valid Manitoba Teachers' Society card can at times get a 10% discount.

Ribbon Skirt Directions – Make your own pattern

Dr. Robbie Paul

The ribbon skirt is usually made with cotton broadcloth, cotton calico, or poly-cotton. It is NOT recommended for you to use silky type of materials.

To begin with, be sure to **wash your fabric** to allow for some shrinkage. I recommend **pressing** the material after washing before beginning cutting out the skirt.

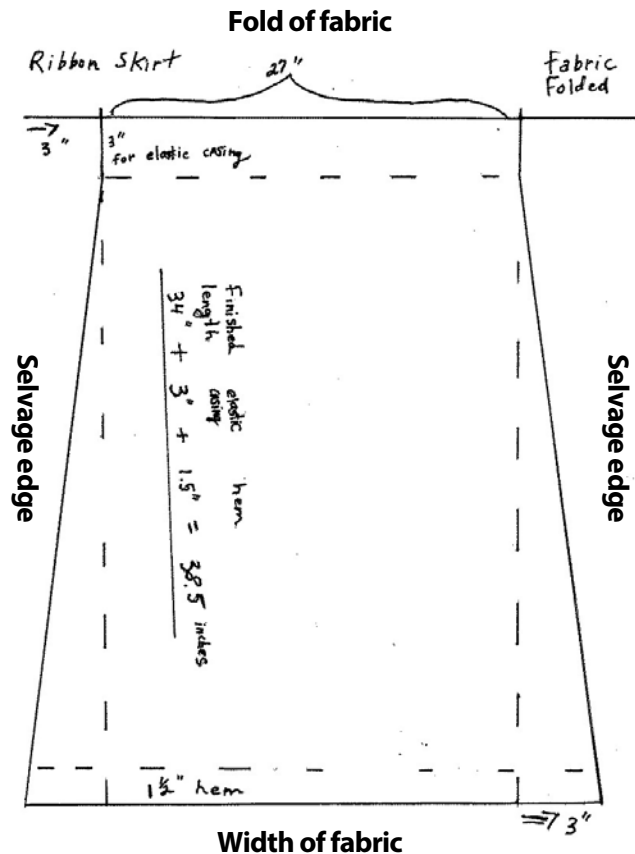
Usually, you will be need to **2 1/2 yards (2.30 m)** of fabric for waist size under 50". There will be a little left-over material. I have used left-over scrapes to make a matching purse.

If using 44-45" wide material, open it up to its full width and fold in half to needed length of skirt.

Example, if finished length is going to be 34" (which is usually the **measurement from waist to ankle**) you will need to add 3 inches for a waistband casing for elastic and 1 1/2 inches for a hem.

Therefore,

$$34 + 3 + 1 \frac{1}{2} = 38 \frac{1}{2} \text{ inches or } 38.5 \text{ inches}$$



Formula for skirt (Yes, requires some math skills!)

Example: If waist measurement is 36 inches divide this measurement by 2: $36 \div 2 = 18$

Add the original measurement of 36 plus the result from the division: $36 + 18 = 54$

Divide this total by 2: $54 \div 2 = 27$ inches

- 27" equals the width of the skirt at the top of the material – will be waistband. Place the folded material on a large flat surface, with selvage edges (raw edges of the fabric) open to both sides.

Top of the skirt (see illustration)

The folded part will be the top of the skirt.

From the selvage edge measure in 3", then mark with a pin. Now measure the 27 inches (waist- top part of skirt) and place another pin or marking.

Elastic Casing. At the first 3" pin, measure down 3", this will be the amount needed to make the elastic casing and mark with pin.

From this pin, now take a yard/meter measuring stick and place it so it will create a straight line down to the bottom of the hem. I used the example of 38.5 inches (See illustration.) Mark and pin at the bottom of the skirt. You will need to do this for both sides of the skirt.

Now at the bottom of the skirt from the dotted line measure out 3" - this will be the place where you will draw an angled line using the yard stick from the top of the skirt (just below waistline) to the bottom of skirt. Use a fabric ink pen (washable) to mark the line - this way you will be able to see the line and to be able to cut out the skirt using the pen guideline. The extra 3" on each side allows for leg movement. It will also look like an A-line skirt. You might want to pin the skirt at points prior to cutting.

Cut the sides of the skirt, and then cut along the folded edge of the top of the skirt.

Sewing the skirt

1. Sew side seams together, sewing from the bottom to top with right sides together and making a 5/8 inch wide seam. I recommend pinning the side seam together before sewing.
2. Press open the seams.
3. Top of skirt, press under 1/4 " to the wrong side of material and sew this down.
4. **Elastic casing:** Measure the width of your elastic and allow 1/2" in addition to the width of elastic to press under the casing. Example: If elastic is 1" wide, the need 1 1/2 inches for the width of the casing. Casing will be folded into the wrong side of the material.
5. Sew around the casing (3.0 stitch length) leaving a 1 1/2 inch opening to push the elastic through when the skirt is finished. (DO not put in elastic yet, this is the last thing you will do when skirt is done.)
6. **Hem:** Press under 1/4 inch around the bottom of skirt. Sew.
7. Measure 1 1/4 inch of hem turned onto the wrong side of skirt. Press and sew.

8. RIBBONS

This is where you can be creative. Lay the skirt flat so the seams are on the sides. Lay the colored ribbons in the pattern you wish to set them. How many ribbons? That is up to the person creating. I have seen 4 colors and up to 14. Keep in mind the more colors the more time and cost it will add. Also, the width I recommend for ribbons is 5/8 to 1 inch.

How much ribbon: usually one time around the skirt is approximately 60 inches – so two yards or two meters of ribbon will be needed.

Once you have chosen the colors, now place skirt onto the ironing board so you will be able to move the skirt around as you place the ribbon on.

Where to place the ribbon?

I typically measure 3" from the bottom of the hemmed skirt. I also use fusible bonding the width of the ribbon.

Start at the side seam, turn under about 1/2 " of the ribbon and pin next to the seam. Unroll the ribbon and fusible bonding. Start pressing the ribbon in place. I hold the iron over the ribbon and bonding for about 5 seconds. Also, make sure that you are 3" from the bottom all around the bottom of the skirt. When you get to the side seam again, turn under 1/2" of ribbon and pin.



When placing the next ribbon on, always start from the same side seam, whereby, you placed the first ribbon.

Once have the first ribbon on, you need to decide where you want the next ribbon to be placed? Do you want any material to show or to just place the next ribbon alongside the first ribbon? I have seen this done both ways and both are pretty. Again, it is up to the creator of the skirt.

Continue placing as many ribbons as you want. When finished with heat bonding you will need to sew the ribbons down on each edge.

Here is another choice, you can either match the thread to the color of the ribbon, OR, you can choose a contrasting color; some have used the same color at the skirt. If using the color of the ribbon, you will have to change the thread color to match. You can choose to zig zag or make a straight line on the ribbon to secure it down on the skirt.

Once all the ribbon has been sewn you can now can put the elastic into the casing.

Hint: Measure the elastic 2” less than your waist, so if waist is 36”, measure 34” and cut. Attach a safety pin to the end of the elastic and begin to push it through the casing being careful not to pull the elastic through the end before you have reached the other end where the elastic ends meet. Once through, pin ends together and sew ends using backstitching. Then finish sewing the casing.

I also prefer using 1’ non-roll elastic.



ALL DONE! ENJOY YOUR NEW RIBBON SKIRT!

Dr. Robbie Paul (Nez Perce Tribe) retired after 21 years of service to Washington State University. Dr. Paul was the Director of WSU’s Native American Health Sciences program in Spokane, Washington. She is currently writing a book about working with historical trauma and helping others through workshops to learn how to identify trauma in their family and how to establish personal tools to apply healing to themselves and their family.

Materials

Broadcloth	Thread to match	Ribbons	Thread to match (optional)
Scissors	Yard or Meter Stick	Pins	Fabric pen (washable)
Elastic	Sewing Machine		

Bilingual Smudging Protocol and Guidelines

Indigenous Inclusion Directorate Update 2018



An updated 2018 bilingual Smudging Protocol and Guidelines Smudging for School Divisions is now available online through the Indigenous Inclusion Directorate Manitoba Education website.

What is smudging?

Smudging is the act of clearing the air, mind, spirit, and emotions. A smudge is lead by a person who has an understanding of what a smudge is and why it is done. When first introducing the tradition of

smudging, it is best to include an Elder or traditional teacher who can explain smudging, the medicines, the teachings, and the protocols.

Of special assistance is the section entitled: “What Does Smudging Look Like in a School Environment?” as it helps to clarify how to let your staff know there is a smudging taking place. Wording for signage is excellent and the importance of respect for those who choose not to be involved is also covered. Students who agree to be smudged must have a permission letter on file and teachers need to communicate with parents and students prior to holding a smudge in a classroom for example. The smudge should be held in a well-ventilated room and care and concern for a possible health risk for

students with severe asthma or respiratory issues is also to be considered.

Check with your administrator to determine the protocols followed in your school. When smudging if possible let your office staff and caretaker know you are smudging. The signage helps those around to know a smudging is taking place. If you use email or an app like What App you can consider sending a message to your staff to let them know a smudging will be taking place – include the location, date and time.

English Link: https://www.edu.gov.mb.ca/aed/publications/pdf/smudging_guidelines.pdf

French Link: <https://www.edu.gov.mb.ca/dga/docs/purification.pdf>

Technology

Recommending books to the World via Podcasting

Derek Acorn, École Marie-Anne Gaboury, Louis Riel School Division

As teachers and librarians, we are always on the lookout for ways to engage students with reading. Last year I decided to experiment with Podcasting as a way to get the Middle Years' students at École Marie-Anne Gaboury to share their voice and recommend books to the world.

We began by learning about the difference between a book review and a book report. Next, we did a collaborative book review on one of my favourite

practiced their Podcast to ensure fluidity and expression.

The final step was to record their Podcasts and get them uploaded onto the Internet. Students used Garageband to record their Podcast and then airdropped them to me so that I could upload them to our Soundcloud and YouTube channels.

This project is a true example of taking student voice outside of the classroom walls as our Podcasts have been heard



picture books, *Zero* by Kathryn Otoshi. This allowed the students to practice the process for writing a good review in a supportive environment while I modeled techniques and strategies to write an effective review. At this point, the students were ready to tackle their own reviews.

Each student selected a book from our library to review. We wanted to ensure that students were promoting books that were readily available in our school community. After reading the book, students wrote a detailed script for their Podcast review. Using their script, they

from as far away as Turkey and Germany. I would strongly encourage you to use Podcasting as a means to amplify student voice and create true engagement with their reading.

<https://soundcloud.com/monsieur-acorn>

<https://www.youtube.com/channel/UCM9V50Ps-y-ZyPP4Bfyuilg>

Derek Acorn is the Teacher-Librarian at École Marie-Anne Gaboury and École Varennes in the Louis Riel School Division. He is passionate about Project Based Learning, student voice and MG lit.

Book Review Podcast Assignment

Derek Acorn

I would like to start a book review podcast channel to feature books that are available in the **MAG** library.

The purpose of these reviews is to:

- Help students at MAG decide if a book would interest them enough to read it.
- Provide a space for students to share book recommendations.
- Identify quality books that are available in the library.
- Create Podcast experts who will be able to teach others the medium.
- Hopefully, to reach people outside of MAG with reviews of good books.

How is a book review different from a book report? A book review is a sneak peek at a book that is meant to lure readers to want to read the book themselves. A traditional book report is mostly just to prove that you read the book and includes a lot more summary.

What should my podcast include?

A Title

All titles will be in the format MAGReviewstitle of book

A Hook

The first part of your podcast needs to make the listener want to keep listening to your show. Consider one of the following:

- Quote: A striking quote from the book can grab the listener's attention and set

the stage for the rest of the podcast. Ex: “People used to die naturally. Old age used to be a terminal affliction, not a temporary state. There were invisible killers called “diseases” that broke the body down. Aging couldn’t be reversed, and there were accidents from which there was no return. Planes fell from the sky. Cars actually crashed. There was pain, misery, despair. It’s hard for most of us to imagine a world so unsafe, with dangers lurking in every unseen, unplanned corner. All of that is behind us now, and yet a simple truth remains: People have to die.” (From the book *Scythe* by Neal Shusterman)

- Background: Are there things that make this book important or interesting? This is how Amazon introduces *Divergent*: “The first book in Veronica Roth’s #1 New York Times bestselling *Divergent* trilogy is the novel that inspired the major motion picture”.
- Interesting fact: Is there an interesting fact related to the book that could help grab the listener’s interest? Ex: Did you know that Saudi Arabia’s Rub’al-Khali desert reaches temperatures of 140 degrees Fahrenheit during the day and plummets to freezing at night? (The Middle East by Philip Steele)

Brief Summary

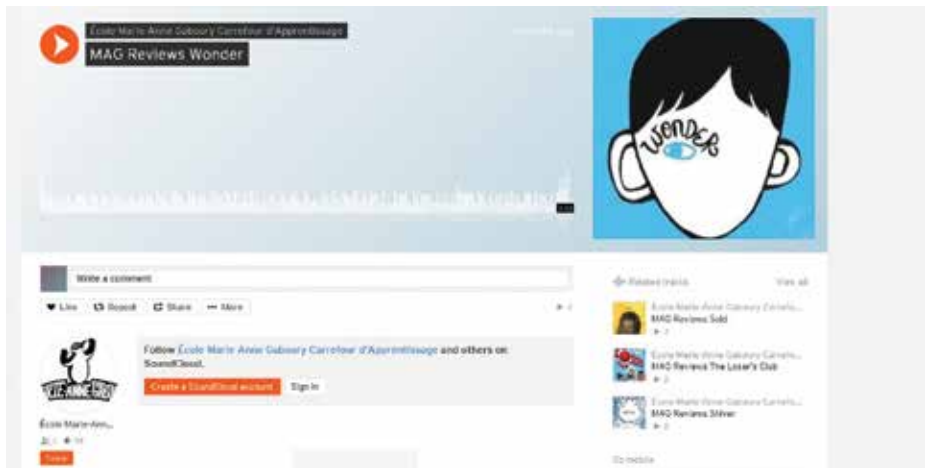
In an introductory summary, be careful not to tell too much. If you retell the entire story, the reader won’t feel the need to read it, and no one likes spoilers. Here are some examples of summaries reviewers from *The New York Times* have written:

« A new picture book tells a magically simple tale of a lonely boy, a stranded whale and a dad who rises to the occasion. »

“Raised by ghosts, werewolves and other residents of the hillside cemetery he calls home, an orphan named Nobody Owens wonders how he will manage to survive among the living having learned all his lessons from the dead. And the man Jack – who killed the rest

of Nobody’s family – is itching to finish the job.”

“ In vivid poems that reflect the joy of finding her voice through writing stories, an award-winning author shares what it was like to grow up in the 1960’s and 1970’s in both the North and the South.”



General Information

Choose some of the following items that fit your particular book. This section shares what the reader ought to know about the book.

- What genre of book is it?
- Does the book belong to a series?
- How long is the book? Is it an easy or challenging read?
- Is there anything helpful that the reader should know about the author?
- How does the book compare to other books on the same topic or in the same genre?
- Is the book written in a certain way? Is the style different or remarkable in any way?
- What ages is the book geared to?

Characters

Who lives in this book? The review should answer some questions about the character. Some possible questions include:

- Who are the main characters? Include the protagonist and antagonist

whenever possible.

- What makes them interesting?
- Do they act like real people or are they too good or too evil to be believable? Can you relate to them in some way?
- Are they human or something else?

- What conflicts or problems do they face? (No spoilers!)
- Are they likeable or understandable?
- Who was your favourite character, and why?
- Include some quotes that illustrate any points you are making. What can you take from what the character has said about him/herself or from what other characters have said?

Theme

What is the book about at its heart? What is the book really about? This isn’t the plot, but the ideas behind the story. Is it about good vs. evil? Friendship? Love? Hope? Change? Desire to escape? Overcoming obstacles? Power? Human weakness? There are so many themes, which one applies to your book?

A big question you can ask yourself to identify the theme is: what will the reader think about long after the book is finished? What makes the book worth reading?

Setting

Where are we? The setting is the time

and place that the story occurs. Consider the following questions:

- Is the book set in the past, present or future?
- Is it set in the world we know or is it a fantasy world?
- Is it mostly realistic with some elements of fantasy? (Our world, talking animals)
- Is the setting unclear and fuzzy or can you easily make a picture in your mind?
- How much does the author draw you into the setting and how does she/he accomplish that?
- Feel free to include some quotes/excerpts that support your thoughts.

Opinion and analysis

What do you really think? This is the meat of the review, where you share your reactions to the book that go beyond the

main points. You should spend around half of your podcast on this section. Some possible questions to address are:

- Why do you think other readers would enjoy it? Why did you enjoy it or why didn't you?
- How does it compare to other books that are in the same genre or by the same author?
- Does this book engage your emotions? Did it make you laugh? Cry? Think about it for days? Why?
- What do you like or dislike about the author's writing style? Is it funny? Easy or hard to follow?
- How well do you think the author achieved what she/he was going for? Did you feel the way the author hoped you would?
- Did the book feel complete or were there things you felt were missing?

- Are there parts that are too weird or different that make the story unbelievable?
- What was your favourite part of the book? (No spoilers!)
- Would you have done anything differently if you were the author?
- Would any reader enjoy this book? If not, what ages or type of reader would?

Conclusion

Add a conclusion to wrap up your review. Give the book a rating and include a wrap up sentence.

5 stars = I loved it

4 stars = I like it

It's worth reading

3 stars = It's ok

2 stars = I don't like it

1 star = I hate it

"Hampstead Hawks Makerspace Hunt"

By Niki Card, Teacher-Librarian, RETSD

I was honoured to be the recipient of the newly renamed MSLA Kevin Mowat Memorial Seed Grant in 2018 on behalf of Hampstead School, a lovely, small elementary school in the River East Transcona School Division, nestled in the Winnipeg neighbourhood of East Kildonan.

Like all students, the students at Hampstead are caring, inquisitive and playful. However, many of our students

are subject to socio-economic factors that have the potential to negatively impact their education and success. These factors were on my mind when I applied for the seed grant, with the support of the school's principal, Scott Lysack.

Using the funds provided, I was able

to purchase materials to supplement our Library's Makerspace. We could move past a collection of crayons, straws and toilet paper rolls and add items these students may not have the opportunity to explore otherwise!

Building on the interest I had witnessed

when we participated in Hour of Code, I selected items to support further exploration in coding. I purchased 2 Ozobot starter kits, a Makey Makey, a Robot Mouse, and an unplugged "Let's Go Code" activity set.

Before the close of the 2017-2018 school year, these items had been used in

a variety of extra-curricular club settings, as well as, some general exploration by our older students. We are excited to start the 2018-2019 school year with these items in our Makerspace and have been able to incorporate them into some of our overarching plans for the year. They will continue to be utilized during extra-curricular clubs, but will also enhance our Hour of Code activities in December and will be utilized with curricular projects, as well.

The staff and students of Hampstead School are very grateful for the opportunities that the grant provided us. Thank you for selecting our application and for honouring Kevin Mowat, a brilliant, passionate leader in school libraries.



Library Leaders

Recognizing excellence for a life time of service

The following article is a portion of an article, entitled “Brown and Peto under BU’s spotlight” reprinted with permission of the Brandon Sun.



Gerald R. Brown received the Brandon University Alumni Award for Exceptional Service on 13 October 2018.

Brandon University honoured a pair of alumni at the Homecoming Dinner and Awards ceremony held on 13 October 2018.

Gerald R. Brown, who graduated from the elementary Teacher Training Certificate program in 1956 and earned a Bachelor of Arts in 1963, received the Brandon University Alumni Award for Exceptional Service.

Nathan Peto, who earned a Bachelor of Arts with honours in 2008, was the recipient of this year’s BU Distinguished Young Alumni Award.

The ceremony was held on Saturday, Oct. 13, at Harvest Hall on the BU Campus.

“As we celebrate our 50th year as a university, we’re delighted to recognize Nathan and Gerald, who represent two different eras in BU history and have maintained strong ties with the university and community through their distinguished careers and volunteer activities,” said Carla Eisler, Director of Advancement and

Alumni Affairs at BU, in a news release.

After graduating from the elementary school teacher training certificate program at Brandon College, Brown began his teaching career in Ninga 56-58, Brandon 58-59 and later Shilo 59-65.

In 1965, he joined the Winnipeg School Division as its School Library Program Organizer, a position he held until his retirement as Chief Librarian in 1992. At that time, he began an independent consulting career, which gave him opportunity to champion school librarianship in 49 countries around the world. Also, all that time, he was carrying a BU banner, and counselling young people to consider BU as a campus of choice.

Brown helped establish the Dr. Wilfred McCutcheon Scholarship in Education, in recognition of the first Dean of Education at Brandon College, which has provided at total of more than \$81,000 to more than 50 students since 1998.

He also helped fundraise for the creation of the McCutcheon Alcove, dedicated in 2016, in the Education Building. Brown received the CLA Outstanding Service for Librarianship

award 1993. He was also named an Honorary Ambassador for the International Association of School Librarianship in 1997.

“Brandon College helped me learn how to navigate the challenges ahead,” Brown said. “I believe that is what the faculty are doing today for young people for southwest Manitoba and also around the world. Brandon University is a “wonderful gem on the Prairies”. It has the teaching staff to help aspiring students reach new dreams.”

Since “Mr. Turtle” has decided to slow down on the consulting circuit, Brown has taken over responsibility for the library program at Lions Place, 610 Portage Ave. It is a project that is unparalleled in any other Seniors institution in the Winnipeg. And while he is leading this team of volunteers, he is also sharing the good news about scholarships, music programs, and opportunities for their grand-children to go to Brandon University. Brown seems to have boundless energy. Ask him about Brandon University, and he breaks out in a big grin, and is prepared to champion its strengths on the spot.

RRC Library and Information Technology Evening Mixer

By Christine Janzen, MSLA Secretary and Library Technician at St. Paul’s High School

On October 3rd, Red River College held a mixer for the first- and second-year students from the current Library and Information Technology (LIT) program. The topic of the evening was “Honouring Winners and Giving Back,” and consisted of a panel discussion with past winners of the Betty Andrich Award. This award is for first year students of the LIT program who have demonstrated an interest in volunteerism. I, along with three other LIT alumni, was a part of the panel that spoke to current students about how volunteerism has helped us in our careers and the importance of giving back to our communities as we move through our professional lives.

The conversation was lively and diverse, and I felt honoured to be a part of the panel. Topics that were covered included how to become involved in volunteering, the kinds of volunteering that those on the panel were and are a part of, how it has affected our professional lives, and why we think that volunteering is important. As someone who has volunteered for many years in various capacities, it was encouraging to hear how volunteering has affected other people’s lives, and how the students were looking for ways to become involved. Volunteering can have a significant impact on both the volunteer and those they are volunteering with.

If you, or someone you know, is interested in volunteering consider areas you are already interested in and see if they afford any volunteering opportunities. You can also visit the following websites for tips and ideas regarding volunteering.

www.manitobaschoollibraries.ca

www.volunteermanitoba.ca

www.volunteer.ca

<https://www.helpguide.org/articles/healthy-living/volunteering-and-its-surprising-benefits.htm>



Culturally Relevant and Responsive School Library Learning Commons



Why does culturally relevant and responsive practice matter in our school library learning commons?

“Our school libraries should reflect our common values of equity, diversity, and cultural identity as well as best approaches in the educational and library professions. They should be contextually relevant to student need and success, and built, cared for, measured, renewed and sustained on an ongoing basis by their learning communities. We should position school libraries to lead learning for the future.”

Leading Learning: Standards of Practice for School Library Learning Commons in Canada (Canadian School Libraries)

Supporting schools in the work to build culturally relevant and responsive School Library Learning Commons

When schools consider planning for growth and actions to take to ensure their School Library Learning Commons is on the path to inclusive teaching and learning opportunities they should examine three key elements: Learning Environments, Instructional Approaches and Learning Partnerships. Leading Learning can be utilized as a guideline to chart growth and set goals and success criteria for the School Library Learning Commons to engage, model and lead in culturally relevant and responsive learning and teaching. The following reflective questions can also be helpful catalysts for discussions and provide direction for addressing gaps.



Learning Environment



Upon entering the physical environment would others be able to identify our values and beliefs about how learners learn?

Elaboration:

- Is the physical space authentically inviting to all who enter?
- Does signage, wall decor, entry doors, etc., represent our current and future thinking, creativity and communication needs?
- Do the spaces, collection and tools reflect a wide range of learning needs and opportunities?
- Whose needs are being met?
- Can the stakeholders change and adapt the space to meet their evolving learning needs?

Upon entering the virtual environment would others be able to identify our values and beliefs about how learners learn?

Elaboration:

- Is the virtual design intuitive to the user?
- Are the design elements supporting participatory actions?
- Does accessibility support user navigation?
- Is there intentional decision making to represent diverse and authentic voices?
- Is there intentional decision making to remain current?



MSLA Executive and Statement of Operations

**MANITOBA SCHOOL
 LIBRARY ASSOCIATION INC.**
 BALANCE SHEET
 AS AT AUGUST 31, 2017

ASSETS	2017	2016
Current Assets:		
Cash	\$ 16,829	\$ 20,192
Prepaid expenses	<u> -</u>	<u> 523</u>
	16,829	20,715
	<u>\$ 16,829</u>	<u>\$ 20,715</u>
LIABILITIES And Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	<u>\$ 384</u>	<u>\$ 384</u>
	384	384
NET ASSETS		
Unrestricted net assets	<u>16,445</u>	<u>20,331</u>
	16,445	20,331
	<u>\$ 16,829</u>	<u>\$ 20,715</u>

Approved on behalf of the Association:

Trustee _____

Trustee _____



**MANITOBA SCHOOL
LIBRARY ASSOCIATION INC.**
STATEMENT OF CASH FLOWS
AS AT AUGUST 31, 2017

Cash Flows from Operating Activities	2017	2016
Excess of revenue over expenditures for the year	-\$ 3,886	\$ 1,533
Changes in non-cash working capital balances	523	(1,296)
	(3,363)	237
Increase (Decrease) in Cash Position	(3,363)	237
Cash Position, Beginning of Year	20,192	19,955
Cash Position, End of Year	16,829	20,192

**MANITOBA SCHOOL
LIBRARY ASSOCIATION INC.**
Statement of Operations and Deficit
AS AT AUGUST 31, 2017

Revenue:	2017	2016
AGM	\$ 1,484	\$ 1,047
Grants	-	1,400
Membership Fees	2,890	3,550
SAGE Revenue	<u>5,575</u>	<u>9,792</u>
	9,949	15,789
 Other Income:		
Interest	220	238
Other Income	<u>-</u>	<u>1,245</u>
	220	1,483
 Total Revenue	 10,168	 17,272
 Expenditures:		
Conferences	1,549	-
Donations & gifts	1,597	900
Executive & annual meetings	2,518	3,170
Insurance	432	432
Interest and bank charges	10	1
L.I.T.forum	128	47
Memberships & dues	1,637	408
Office	239	622
Professional Fees	384	579
Publications, public relations and website	286	152
SAGE expenses	4,284	8,668
Seed Grant	990	-
Substitute Teachers	<u>-</u>	<u>762</u>
	14,054	15,740
 Excess of revenue over expenditures for the year	 (3,886)	 1,533
 Unrestricted net assets, beginning of year	 20,331	 18,798
 Unrestricted net assets, end of year	 16,445	 20,331

MSLA Executive, 2018–2019

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Debbie Smith

Past President

Christine Robinson

President Elect

Niki Card

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Advocacy/Publicity

Leanne Falconer

Professional Learning

Jo-Anne Gibson

Awards

Christine Robinson

Archives

Sheryl Chongva

Members-at-Large

Roberta Chapman

Renee Sanguin

MSLA Liaisons

DREF

Heather Brydon

WPL

Karin Borland

CM

John Tooth

CSL

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MCSC

Nancy Girardin

MTS

Lia Gervino

Cynthia Taylor

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AIMSL

Jonine Bergen

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Christine Robinson and Valerie Craig playing Rock, Scissors, Paper at MSLA/MTS PD Day! (Valerie won!)



Mona-Lynne Ayotte viewing books from Tinlids display on MSLA/MTS PD Day

