



ANNUAL REPORT TO THE COMMUNITY

2018-2019



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION



“One of the marvelous things about community is that it enables us to welcome and help people in a way we couldn’t as individuals. When we pool our strength and share the work and responsibility, we can welcome many people, even those in deep distress, and perhaps help them find self-confidence and inner healing.”

– JEAN VANIER

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OUR TREATY ACKNOWLEDGEMENT

The Louis Riel School Division acknowledges the land on which our learners, staff and families gather is Treaty One Territory and the traditional territory of the Anishinaabe, Ininewak, and Dakota peoples, and homeland of the Métis Nation.

LRSD is committed to a renewed relationship with Indigenous learners, families, staff and the broader community.

Our division recognizes the importance of the [Calls to Action outlined by the Truth and Reconciliation Commission of Canada](#). In our collective effort to see Indigenous learners flourish, LRSD has made significant local investments to address several of the education-specific Calls to Action. LRSD has also implemented the [Circle of Courage](#), which is a model of positive youth development first described in the book, [Reclaiming Youth at Risk](#), co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern, as a whole-learner framework and as a reference tool in our strength-based class profile process in all 40 LRSD schools.



MESSAGE FROM THE CHAIR

Bold and audacious are two words which describe many conversations among the [Louis Riel School Board](#) and the [LRSD Senior Leadership Team](#) throughout the 2018-2019 school year. It was also a wonderful period of achievement and success for students, staff and our greater community, as you will see in our annual report.

Supported by new Vision, Mission, Values and Motto statements, our [Multi-Year Strategic Plan for 2019-2023](#) provides an innovative and comprehensive roadmap for the future of LRSD. Modelled after the Indigenous [Circle of Courage](#), it defines how we will lead, what our community can expect, and what all students will experience on their learning journey in LRSD.

I am confident in saying there will be no greater legacy document in our now 17-year-old school division than [our submission to the Manitoba Commission on K-12 Education](#) from May of this year. It offers a wealth of information, insight, history and data, along with a daring, courageous, broad and compelling vision for public education in our province. Based on the rich and varied expertise and experience in LRSD, it reflects the hopes and dreams we have for our thriving learners as part of a community that continues to grow and flourish.

We continue to seek input from our students, recognizing their voices as an essential and valuable component of the work of our board. Many student leaders from across LRSD schools attended public meetings this year to offer insight and perspective, to demand action, and to inform our conversations. We have come to count on them for unfiltered and honest feedback. Indeed, it is the time spent in conversation with members of the LRSD community that ensures their priorities and values are reflected in board conversations and decision making.

It is an honour and privilege to serve as the Louis Riel School Board Chair, a role which has only deepened my commitment to LRSD, locally governed public education and democratically elected school boards. Collectively, your trustees are committed to living and achieving our Vision and Mission statements and we are immensely proud of the students, staff, teachers, and administrators who accompany us on this journey.

YOUR BOARD OF TRUSTEES 2018-2022

The Louis Riel School Division is governed by a [nine-person Board of Trustees](#) elected every four years by the LRSD community. The board advocates for, and is accountable to, the LRSD community on matters of public education throughout the division. Elections are held in conjunction with the Winnipeg Civic Election and are run on behalf of metro school divisions by the City of Winnipeg.

To see how the division is divided into Wards and to find out which Ward you live in, please visit [www.lrsd.net](#) and look under the [school board menu for the map](#).



Sandy Nemeth, Chair
(204) 230-6475
Ward 3



Louise Johnston, Vice-Chair
(204) 612-7121
Ward 1



Cindy Turner
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Ward 1



Chris Sigurdson
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Ward 2



Robert Page
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Ward 3



Josie Landry
(204) 292-4661
Ward 3



Tom Parker
(204) 298-9249
Ward 4



Pamela Kolochuk
(204) 297-5339
Ward 4



MESSAGE FROM THE SUPERINTENDENT

I am proud and eager to share our Annual Report to the Community (ARC) with anyone and everyone interested in the Louis Riel School Division's (LRSD) collective journey. Throughout the ARC, many compelling and inspiring stories highlight just a fraction of the achievements and successes of the more than 15,500 students in the care of 2,148 staff across 40 schools and board office. I want to acknowledge Brandon Boone, our Communications Manager, for his help in bringing this amazing publication together in concert with many of our staff over the summer months.

The common thread throughout the ARC is one of renewal as 2018-2019 marked a year of change, growth and rejuvenation for our community. This past November was the start of our newly elected School Board's four-year mandate, and our nine trustees decided that after 16 years since LRSD's inception, it was time to renew essential structures. From January to April, we welcomed vital and diverse feedback from learners, staff and parents/guardians. This feedback infused the [crafting of new statements](#) we think are bold, exciting, inclusive and inspiring.

We then used these important statements as guiding principles for the development of a [four-year Multi-Year Strategic Plan \(MYSP\)](#). From April to June, we continued to engage the community [in a series of conversations about visioning our future](#). The themes that emerged helped illuminate four strategic priorities that frame the MYSP for 2019-2023. Moreover, the collective aspirations shared in a multitude of online and person-to-person conversations inspired our efforts to identify meaningful and measurable strategic goals for each priority. In June 2019, the Louis Riel School Board adopted our MYSP for 2019-2023. This plan articulates our goals for the next four years and serves as our navigation system to a thriving and flourishing future. You can read more about the journey of its creation on page 18.

Another story connected to the MYSP and a year of renewal starts on page 14. In January, the provincial government announced the creation of a commission to undertake a comprehensive and independent review of the kindergarten to Grade 12 education system. From January to May, our leadership team engaged in extensive dialogue about the six focus areas of review as outlined in the commission's Public Consultation Discussion Paper.

Collectively, [we responded to the bold questions in the discussion paper with similarly bold answers](#). While the ideas brought forward in our submission are audacious, they are also deeply rooted in our collective desire to see learners in Manitoba thrive and a sustainable and inclusive public education system flourish.

Our four strategic priorities also frame the ARC. Readers looking for a bunch of numbers and charts in the report may be disappointed. You'll find a few important figures in the pages ahead, but those in the community looking for numbers and graphs will find all that and more when we launch our data-discovery dashboards on our website this fall. The dashboards will allow the public to explore final grade scores in core subjects by interacting with a series of data visualizations.

The ARC is meant to tell the stories that breathe life into the numbers and the charts. As the historian Yuval Noah Harari reminds us, "Humans think in stories, and we try to make sense of the world by telling stories." I hope you enjoy reading the stories that attempt to capture a year in the life of LRSD as much as those of us who had a chance to write, read and share these riveting stories about our thriving learners and flourishing communities.

"Whatever human beings are, we are storytellers." - Nikki Giovanni



SENIOR LEADERSHIP TEAM

The [Senior Leadership Team](#) (SLT) works with managers and coordinators at the division level, along with principals and vice-principals, to undertake the work of the LRSD.



The SLT vision for the Louis Riel School Division is one in which every person is cared for morally, intellectually, physically, socially and emotionally on their journey of learning and [well-becoming](#).



The central focus of the SLT is to nurture learning and well-becoming in LRSD by cultivating the conditions for impactful collective practice in all LRSD schools.



Christian Michalik
Superintendent



Lisa Aitken
Assistant Superintendent,
Glenlawn Collegiate family of schools



Marlene Murray
Assistant Superintendent,
J.H. Bruns Collegiate and Nelson
McIntyre Collegiate family of schools



Irene Nordheim
Assistant Superintendent,
Dakota Collegiate and Windsor Park
Collegiate family of schools



Henri Peloquin
Assistant Superintendent, Collège
Béliveau and Collège Jeanne-Sauvé
family of schools



Marna Kenny
Secretary-Treasurer



Jennifer Hume
Assistant
Secretary-Treasurer



Clarke Hagan
Director of
Information Systems



Steven Lawrie
Director of Student
Support Services



Charles Robert
Director of Facilities



LRSD by the numbers

EARLY YEARS PROGRAMMING

12 Family Centres provide free programming to parents with children six-years-old and younger. Topics include learning and literacy, nutrition and health, positive parenting, and community building.

1,334 families made 36,472 visits to Family Centres in 2018-2019.

ARTS

400 students sang with the Winnipeg Symphony.

4,000 students danced in St. Vital Park during Folk Dance in the Park.

More than 2,500 works of art were displayed at the Forks during Arts in Action.

More than 85 concerts were held in gyms and theatres celebrating student learning in music, band and guitar.

More than 30 plays & musicals were produced.

LOUIS RIEL ARTS & TECHNICAL CENTRE

The Louis Riel Arts & Technical Centre offers courses to students in trades, hospitality, media, early childhood education, business management and more!

13 Programs & Online Academics

6 Programs Accredited by Apprenticeship Manitoba (Culinary Arts, Electrical Trades, Automotive Technician, Hairstyling, Esthetics, and Plumbing Trades)

210 graduates in June 2019 (The most ever!)

In 2018, a new work readiness program called The Edge was created and every program in the school is involved.

INTERNATIONAL STUDENTS

CULTURAL EXCHANGE PROGRAM

46 students had International Exchange experiences in Japan, Germany, Chile, Italy, and China.

K-12 PROGRAM

232 International students

from 23 countries attended K-12 programming in LRSD in 2018-2019

Top Six Countries

China, Vietnam, Nigeria, South Korea, Brazil and Spain

POST-SECONDARY PROGRAM

283 additional students

from 20 countries attended the Louis Riel Arts & Technology Center for post-secondary training in 2018-2019

Post-Secondary Top Five Countries

China, India, Colombia, Brazil, Vietnam

STUDENTS, SCHOOLS & STAFF

15,481 students* in 2018-2019

40 Schools – 26 English, 13 French Immersion, One Technical & Vocational and One Community Learning Centre

2,148 – Total teaching and non-teaching LRSD staff members* which is broken down into:

1,183 – Teachers*

965 – Non-Teaching Staff*

*permanent and term as of June 28, 2019

Shirley Ewanchuk, LRSD Indigenous Language Consultant, teaching learners about Indigenous culture.

DOLLARS & CENTS

The 2019–2020 budget was approved by the LRSD School Board on March 12, 2019. Our learners are the greatest assets and the budget will impact students positively by improving supports for a growing diversity of needs and addressing the ongoing challenges of growing socio-economic inequalities. The budget continues to keep administration costs low and in line with the expectation of the Minister of Education. It also dedicates funds to maintaining and improving LRSD’s aging infrastructure and to increase non-instructional spaces that aren’t funded by the Manitoba Provincial Government.

LRSD BUDGET 2019-2020
\$193,361,505

EXPENSES BY OBJECT

- 56.4% Regular Instruction
- 20.3% Student Support Services
- 10.5% Operations and Maintenance
- 3.9% Instructional & Pupil Support Services
- 2.7% Divisional Administration
- 2.4% Transportation
- 1.8% Fiscal
- 0.3% Adult Learning Centres
- 1.1% Community Education and Services
- 0.6% Other

EXPENSES BY FUNCTION

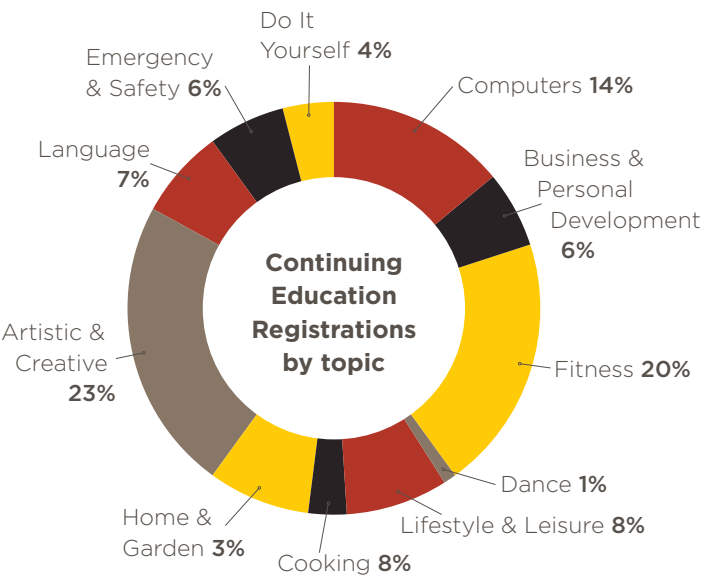
- 78.4% Salaries
- 8.7% Services
- 6% Employees Benefits & Allowances
- 4.6% Supplies, Materials & Minor Equipment
- 2.2% Transfers
- 0.1% Short-term Loan Interest & Bank Charges

WHERE DOES LRSD’S FUNDING COME FROM?

LRSD spends 83 cents of every dollar on teacher and non-teaching staffing while the remaining 17 cents is spent on services, supplies, short term loan interest, banking charges, and transfers to other school divisions.

CONTINUING EDUCATION

- 3,323 Registrations in 2018-2019
- 558 Courses offered over three semesters



BRICKS & MORTAR

LRSD made nearly \$9 million dollars of investments in LRSD infrastructure in 2018–2019.

LRSD invests in spaces where learners can excel as caring, confident, capable, and resilient lifelong learners who contribute to a democratic and sustainable world.*

\$8,984,935 – Total Capital Investments (a combination of mostly Provincial and divisional investments, as well as contributions from the City of Winnipeg, parent advisory councils for playground improvements, and private donors).

Did you know? Through fundraising efforts, parent advisory councils contributed more than \$150,000 for playground improvements in 2018–2019.

\$453,478 was invested in outdoor spaces in 2018–2019, including funds from Councillor Brian Mayes.



Photo by:
Kay Wojnarski

INVESTMENTS IN INFRASTRUCTURE

- \$480,000** for grooming rooms at Minnetonka School, H.S. Paul School, and Highbury School
- \$319,541** for air conditioning at École Henri-Bergeron
- \$140,370** for heating system replacement at J.H. Bruns Collegiate
- \$134,359** to convert two spaces into new classrooms at École Sage Creek School
- \$106,687** for generator replacement at Lavallee School
- \$70,000** for Windsor Park Collegiate to accommodate learners from École Sage Creek School

INVESTMENTS IN PROGRESS

- \$3,691,557** for Collège Jeanne-Sauvé commons, entrance and student services area
- \$834,076** for two classroom additions at École Guyot
- \$673,607** for running track at Victor Mager School
- \$348,911** for cooling system replacement at Collège Jeanne-Sauvé
- \$244,406** for air cooling condensing unit replacement at Collège Béliveau
- \$114,460** for an elevator and grooming room at Hastings School
- \$93,229** for daycare in Lavallee School

Did you know?

LRSD maintains more than 2.5 million square feet of buildings and learning space across the division.

TRANSPORTATION

\$417,813 for three new buses.



*all Bricks & Mortar numbers are unaudited at time of print.

A Bold Vision for the Future

In January 2019, the Province of Manitoba announced the creation of a commission to undertake a comprehensive and independent review of the kindergarten to Grade 12 education system. The mandate of the nine-person commission was to look at a number of topics such as student learning, teaching, accountability, governance and funding.

A schedule of interactive workshops was announced to encourage people to share their thoughts and perspectives on the future of education with members of the commission. The public was also given the opportunity to submit written submissions and briefs to the commission to help inform and guide any recommendations that might be brought forward at the end of the review.



Story time with Ms. Crymble's kindergarten class at École Sage Creek School

Since the announcement, LRSD has engaged with learners, staff and parents to understand what matters most to them and to ensure their collective voices helped shape LRSD's written submission to the commission.

"The education of our children is one of the most important activities we undertake as a society," says Christian Michalik, LRSD Superintendent. "Having our community contribute their vision and priorities was incredibly important to us. Their input helped us create a document that reflects our combined hopes and aspirations for our division and the public education system."

As part of LRSD's consultation with the community, leadership from across the division met to provide input on the topics the commission is reviewing.

Jason Dubeau, vice-principal of Glenlawn Collegiate, was one of the co-authors of the report.

"All of us are approaching this report as an opportunity to bring forward bold ideas and recommendations that can help improve and support how we provide education in LRSD. I'm excited about what I heard from my colleagues and our chance to put these ideas into our submission," said Dubeau.

After months of collaboration with the LRSD community, the LRSD and the Louis Riel School Board submitted their joint [written submission to the Manitoba Commission on Kindergarten to Grade 12 Education](#) on Friday, May 31. The 122-

page document contained many bold answers to the questions posed by the commission in its [Public Consultation Discussion Paper](#).

"Early years education investments, the infusion of Indigenous ways of knowing, and public education as an integral part of a systemic poverty eradication strategy are just some of the bold innovations and investments we see as essential elements of a comprehensive cradle-to-career approach to levelling and raising the achievement bar in our province," said Michalik.

While six specific focus areas of review were outlined in the discussion paper, LRSD included an additional seventh report on a focus area it felt needed to be part of the discussion.

The education of our children is one of the most important activities we undertake as a society

"In LRSD more than 35 per cent of learners are enrolled in French Immersion (FI) and considering the provincial average is 13 per cent, we felt it a disservice to not have FI considered in the conversation about the future of education in Manitoba and specifically the bilingual communities served by LRSD," said Michalik.

Ron Cadez, principal of École Howden, a French Immersion school, was asked by Michalik to help work on the French Immersion report to the commission. In the end, what Cadez ended up writing was much different than what he thought he would be putting together for the LRSD submission.

Having our community contribute their vision and priorities was incredibly important to us. Their input helped us create a document that reflects our combined hopes and aspirations for our division and the public education system

"I was expecting to write some letters or prepare some statements about what was working well in LRSD. Instead, Christian arrived with boxes of academic literature that has informed our practice over the years. He shared a passionate message about the importance of this process and how we had to ensure that LRSD contributed to the body of work the commission would be considering as it would have implications for years to come."

"In the end, the bold vision for the document was to create a written work that meets the standard in terms of academic rigour, evidence, data and thought that we as professionals would expect from the commission in their final report."

While the deadline for final written submissions was May 31, LRSD is now looking at the deadline for the commission's recommendations to be presented in 2020. No matter what comes out of the commission's report, Cadez knows it could be profound and felt for years to come.

"The commission's review is going to have an impact on us as educators and on our children's school experiences for generations. I am thankful that as a division, we have seen the seriousness of the commission's work and have prepared a

response document that matches the gravity of the commission's mandate. I hope the commission uses our response as a model for their own so that it will also be as thorough and well-grounded in research and evidence as ours is."

While all focus areas are important, the school board felt strongly about the topic of governance in the public education system review.

"The existing system, with its division of powers between the provincial government and school boards, has served Manitobans well and continues to do so today. Our governance model is structured to ensure a coordinated system that places student success at the forefront," said Sandy Nemeth, Chair, Louis Riel School Board. "Local school boards connect with the communities they serve and are responsive to their needs."

The LRSD serves more than 15,500 learners, along with their parents and the wider community at 40 schools in the south-east quadrant of Winnipeg. The LRSD vision is for all members of our community to excel as caring, confident, and capable resilient life-long learners who contribute to a democratic and sustainable world.



St. Theresa Point learners leading LRSD learners in drum teachings.

Top Five Big Ideas

from the LRSD submission to the commission

- 1 Support for full-day kindergarten
- 2 An Indigenous inspired and holistic approach to learning
- 3 Academic success is just one metric; there's a need for a whole-learner expression of success
- 4 A comprehensive cradle-to-career framework for all learners
- 5 Public education as an integral part of a poverty eradication strategy



Multi-Year Strategic Plan

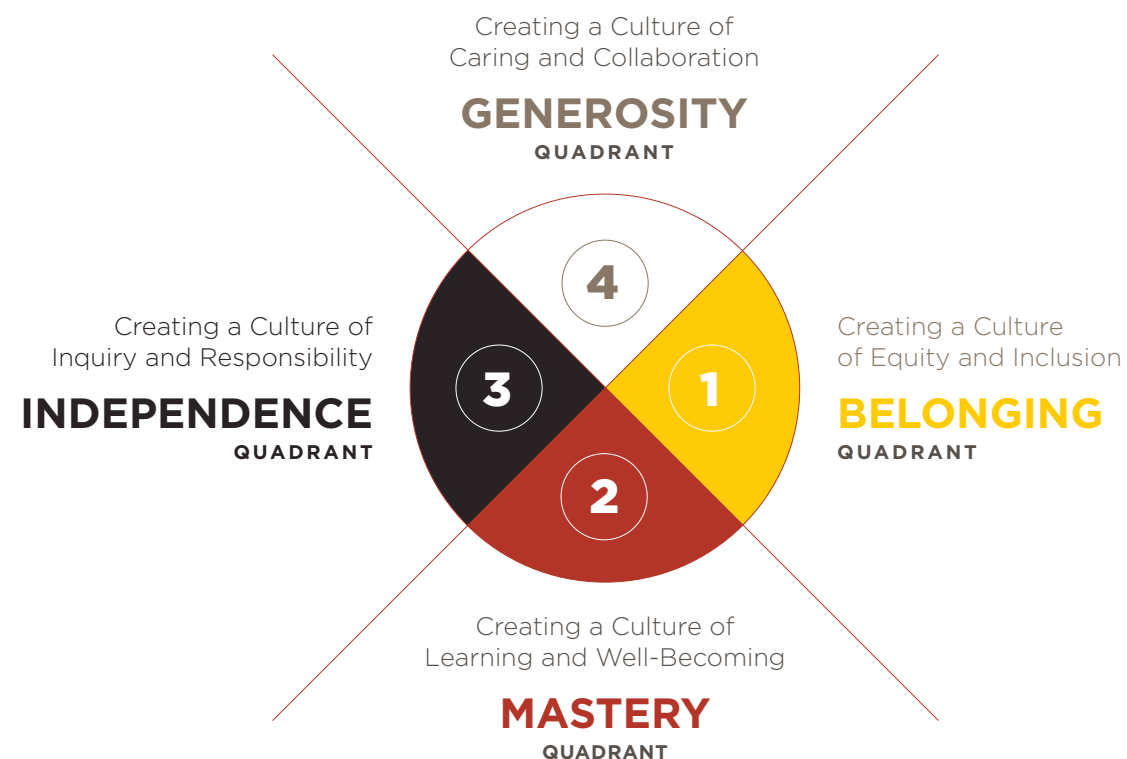
From January to June 2019, the LRSD community engaged in a series of conversations about visioning for our future.

The themes that emerged informed our renewed Vision and Mission and helped illuminate four strategic priorities that frame the [Multi-Year Strategic Plan \(MYSP\) for 2019-2023](#). Moreover, the collective aspirations of our community as well as a multitude of conversations inspired our efforts to identify meaningful and measurable strategic goals for each priority.

We detail our desired outcomes in our strategic goals that will guide our learning community to success. These goals are the destination we are aiming to reach by the end of our four-year collective journey, and the MYSP will serve as our navigation system to a thriving and flourishing future. Although the goals are worded to suggest a theory of change, the next step in our work as a learning community will be to develop and share the strategies to achieve the outcomes and the targets to measure achievement.

STRATEGIC PRIORITIES FOR 2019-2023

Our four strategic priorities parallel the quadrants of the [Circle of Courage](#), an Indigenous inspired whole-learner framework for a holistic learning journey that incorporates concepts of Belonging, Mastery, Independence and Generosity. These values are consistent with the landmark study by Stanley Coopersmith who identified these four foundations of self-worth.



BELONGING

The universal longing for human bonds is cultivated by relationships of trust so that the child can say, "I am loved."*





Life-Changing Technology ● ● ● ●

For many of us, assistive technology is not something we're familiar with, but for 24 LRSD learners over a six-month period, it has been a tool that has changed their lives.

Assistive technology is about providing learning equity in the classroom that allows all learners, including those with a variety of learning challenges, to express themselves and share with their teacher and peers what they have learned. Robert George, School Psychologist, and Lisa Tymchuk, an Occupational Therapist, initiated and drove this project as part of LRSD's commitment to [fostering inclusion](#). This means our school communities need to create learning environments and provide resources and services that respond to the cognitive, social, and emotional needs of all learners. Providing learners with the required adaptations to achieve access to curriculum required LRSD to think about the barriers that currently exist.

In basic terms, learning challenges such as learning disabilities, are brain-based difficulties that affect one or more ways that a person takes in, stores, recalls or uses verbal and nonverbal information. Learning disabilities are difficulties in processing information, and they occur despite average or above average thinking and reasoning abilities. They can interfere with learning basic skills such as reading, writing, and math as well as higher level skills such as organization, time management and social communication skills.

With close to 1,500 learners in LRSD who could be classified as having a reading/writing learning disability, LRSD is responding to an existing need and trying to reduce the barriers that exist for these learners. If we do not make it our work, learners with various learning challenges have a limited ability to demonstrate their independence and autonomy that, in turn, results in decreased engagement, an increased risk of dropping out and an impact on mental health.

"Exploring how assistive technology has positively impacted learner access to curriculum and has contributed to building inclusive classroom communities was something we were very interested in researching," says Nicole Maynard, Student Services Coordinator and part of the team that developed the pilot project. "When assistive technology has been introduced and supported in classrooms, the results have been a game changer for many teachers and learners."

In January 2019, The LRSD assistive technology pilot project was created through a collaborative effort between clinicians, Student Services, classroom teachers, and Information Systems personnel. The pilot would leverage Microsoft Learning Tools to create an equitable learning environment for all learners. It ran from January to June in both official languages and included 24 learners from seven schools in Grades 3 to 8 with a primary focus on assisting learners with reading and writing. The pilot project included learners with dyslexia or difficulty in expressing what they've learned in written form.



Janet Young and Chelsea Smith, LRSD teachers, with Payton Young from École Van Belleghem, working with Microsoft Learning Tools (Dictation) during the assistive technology pilot project.

"Many technology tools have been tested in the past but were not successful. What we needed were tools that could be implemented and supported under our collective LRSD umbrella," said Clarke Hagan, Director of Information Systems, another member of the team who initiated the pilot project. "We needed something that was accessible to all, comprehensive and required minimal training and Microsoft OneNote with dictate and an immersive reader with a multitude of features was the best solution to our learners' needs."

Research suggests that to engage and motivate struggling learners, the focus needs to be on instructional strategies and modes of delivery and the results of the pilot project are quite encouraging.

"We are seeing direct evidence that it is impacting their achievement scores in reading and writing. When we compare these scores prior to this pilot and to after, many show significant improvements in their report card grades," said Hagan.



"We are also seeing a positive social-emotional impact that is as important as the improvement to report card grades," said Hagan.



Language
is at the
heart of
learning.

Tiffany Langan, Ojibwe Language Support
Instructor teaching learners about Indigenous
culture and language through story, play and song.

Language is the Key to Learning

Educators know and live the complex relationships between language and identity, language and learning, language and culture, language and [well-being](#), language and flourishing. One key area where LRSD educators can act to promote truth and reconciliation is to advocate for and teach Indigenous languages in the hopes of preserving and revitalizing languages that are perilously close to disappearing. Most importantly, our efforts to value and learn Indigenous languages are essential for all students in LRSD, Indigenous and non-Indigenous.

“Language is at the heart of learning. In schools, we learn through language, how to use language, and about language,” says Christian Michalik, LRSD Superintendent. “The United Nations (UN) has proclaimed 2019 the [International Year of Indigenous Languages](#) (IYIL2019). It is my hope that this global mobilization effort can serve to inspire and strengthen our efforts to promote and protect Indigenous languages in the LRSD.”

Since 2016, Shirley Ewanchuk and a team of people who speak Ojibwe have been developing a new and innovative Indigenous Language Program with students and teachers in LRSD. In 2018–2019, the Ojibwe Language Program connected with 36 kindergarten classrooms and 16 Grade 1 classrooms. All students in the classroom, Indigenous and non-Indigenous, spend 60 minutes in a six-day cycle learning Ojibwe words and concepts inside the classroom and outdoors via a play-based and nature-based approach to the program. As outlined in our [MYSP 2019-2023](#), we will grow this program to include all children in kindergarten to Grade 3.

“This is an opportunity to honour histories of our first peoples in parallel with the learning that takes place throughout the division,” said Corey Kapilik, Coordinator of Indigenous Education. “This is a wonderful opportunity to celebrate diversity, unity and reconciliation and is something myself and the entire division feel passionate about.”

Despite the challenge of finding people who speak Ojibwe that are also trained teachers, the program continues to blossom due to Ewanchuk and the team’s remarkable devotion and a unique mentorship-apprentice model that brings together Ojibwe speakers with Indigenous Education teachers and classroom teachers to deliver the program to students. Ewanchuk presented LRSD’s Ojibwe Language Program and mentorship-apprentice model to the Canadian Commission for UNESCO in June 2018 as part of a 160-person planning meeting in preparation for the IYIL2019.

“In this International Year of Indigenous Languages, let’s continue to celebrate our staff’s pedagogical efforts to promote and protect Indigenous languages,” said Michalik. “As our MYSP makes clear, we will build on this early success as we continue to be bold and audacious in the goals we set for ourselves and the learners we serve in 2019 and beyond.”



Building ● ● ● ● Inclusivity and a Nationwide Community

When it comes to diversity and inclusiveness, LRSD is proud of the work that has been done throughout the division to respect human diversity and create safe environments **for all learners.**

It was more than eight years ago when LRSD first put the Respect for Human Diversity: Respect for Sexual Orientation and Gender Identity policy into place. The policy has been revisited and reviewed regularly to ensure it continues to promote acceptance, understanding and inclusion for all. But there is always room for new ideas and input and an amazing opportunity presented itself this past May.

The Centre of Global Education sent an invitation to LRSD Gay and Straight Alliance (GSA) groups asking for their participation in a QSA/ GSA National Dialogue on LGBTQ2S+ health and wellness in gender-based violence conference.

Six learners from Collège Jeanne-Sauvé's (CJS) GSA group and two from Dakota Collegiate (DCI) were chosen to make the trip to Edmonton for the four-day conference along with Student Services teachers, Benson Shapiro and Jennifer Berven, and teacher Kay Wojnarski from CJS.

At the conference, students from high schools across Canada engaged in team-building activities aimed at creating safe environments for learners to be themselves and share their stories and perspectives. Facilitators guided the discussions to centre around teens representing their peers and giving advice to peers who are considering a GSA or improving their GSA. LRSD learners worked hard to turn their brainstorming into a concise draft of a guidebook outlining the importance of having a GSA in the school and community.

Dakota Collegiate learners talking with a LGBTQ2S+ ally and law influencer at the conference.

Photo by:
Kay Wojnarski

"It was wonderful to see dialogue for learners by learners that advised and informed on a variety of LGBTQ2S+ community health concerns within the Canadian education system," said Shapiro.

For LRSD learners in attendance, the time to connect and create community with others from across the country as well as have their voices heard was a wonderful opportunity. Both Shapiro and Berven commented that the earnestness of the effort the learners poured into the creation of the document is a testament of their passion to help others and ensure that "othering" no longer effects their peers.

"I'm excited about the development of the document because of how accurately it will reflect the learners' voice and what a powerful message it sends to Canadians about diversity," said Berven. "It will be an incredibly practical and helpful guidebook for people wanting to start a GSA or improve their GSA to create a safer school and community."

The government document is currently in development with an anticipated release in the fall of 2019.



Learners from the LRSD GSA on the final conference day with newly made friends from across Canada.

Photo by:
Kay Wojnarski

It Takes a **peaceful** Village to Raise a Child

While the people who are a part of [The Peaceful Village program](#) (TPV) haven't been considered children for quite some time, the idea of a community coming together to support and nurture each other is 100 per cent accurate.

TPV is an after-school program for newcomer youth and their families, which is facilitated by the **Manitoba School Improvement Program** (MSIP). The program operates Monday to Friday for three hours a day and provides students with academic support, learning materials, snacks, and other activities. There are also optional activities for learners during teacher professional development days and school breaks. TPV also operates during the summer to provide activities and opportunities in activity-based learning such as art, sports in the park, and camping.

The program currently runs at many Winnipeg school sites and in LRSD, operates at Glenlawn Collegiate (GCI). This year, 154 students registered and attended. Learners at GCI split their time between homework, studying, and passion projects such as dance, music, and art. TPV also partnered this year with the Sexuality Education Resource Centre offering workshops in identity and healthy sexuality. Eight students were involved in exchanges with other Canadian programs and travelled to Montreal. TPV had 76 learners graduate with scholarships, which were earned through their attendance in the program at GCI. In the school year 2016-2017, a total of \$37,400 was awarded to learners. The Louis Riel School Board also supports this partnership and was able to direct more than \$40,000 to help the program deliver services and staffing this past school year.

"The partnership between MSIP and LRSD over the years has been instrumental in learner success. Due to the financial support from the [Louis Riel School Board](#) and MSIP, our learners find their sense of belonging within TPV program," said Dionne Deer, GCI principal. "At GCI we are always striving to create opportunities for belonging, independence, mastery and generosity within our learner population and TPV does an amazing job of fostering opportunities in all these aspects for the newcomer youth that attend."



Students from left to right Peculiar-Gift Aregbesola (Grade 11), Dina Hamid (Grad 2019), Mulikat Eniola Sanni (Grad 2019) and Maryum Umoro (Grad 2019).

"At GCI we are always striving to create opportunities for belonging, independence, mastery and generosity within our learner population and Peaceful Village does an amazing job of fostering opportunities in all these aspects for the newcomer youth that attend," said Deer.

While learners attending the program have a wide variety of activities to do and explore, families also have an opportunity to participate in a monthly Village Kitchen. During this event, families from sites across the city come together to share dinner, celebrate the learners' successes and have a chance to meet with learners' families to update them about the program. It also gives learners the chance to present and share the work they have done in the passion projects.

"The Village Kitchen events are fantastic ways for kids to bring in their families and have the community come together," said Deer, "The program as a whole provides learners with a chance to stay within the safety of the school environment until 7 p.m. each day. They learn social and independence skills as well as having access to academic support. Learners are fed healthy snacks and get to work on weekly passion projects that allow learners to gain confident and explore their talents."



Graduate students of 2019, Farah Shahnawaz and Pascal Olisa



2 MASTERY

The inborn thirst for learning is cultivated by learning to cope with the world, the child can say, “I can succeed.”*



Turning Great Discussions into Focused Learning



When 97 per cent of people tell you what you’re doing is working, you must be doing something right.

This past June, leadership across LRSD completed the first year of the [Learning Conversations Protocol](#) (LCP), a strategy developed by Steven Katz, a renowned educational psychologist, to turn great discussions into successful professional learning.

When leadership was asked if they should continue using the LCP for future learning conversations, 72 out of 74 respondents answered a with a resounding yes.

“The importance of having the opportunity for conversations about significant leadership challenges cannot be understated,” said Tim MacKay, Director of English as an Additional Language and International Student Program, who was a participant in the LCP. “Our group has developed a degree of trust that has allowed for some significant sharing, sometimes quite personal, about matters we are addressing in our various leadership roles. It has been extremely valuable.”

At its core, the LCP is an intentional interruption strategy that disrupts the “group think” mentality that can get in the way of candid answers, dialogue and learning.

“Those of us that enjoy the privilege of a formal leadership title have an obligation to see ourselves as lead learners in our community,” said Christian Michalik, LRSD Superintendent. “As such, we are on a journey to transform great discussions into focused learning when we meet as a leadership group. Using a [collaborative inquiry cycle](#), we are asking the following questions about our individual and collective leadership practice: Am I (are we) getting better? How do I (we) know? Where to next?”



Members of the learning team coming together for collective learning in the form of developing a draft MYSP.

As LRSD leaders ask questions such as “what is my impact” and “am I making a difference,” they are also being guided by the work of Dr. Ken Leithwood, an educational researcher, who has identified the leadership practices that are present in the most effective school systems in Canada and other parts of the world. The nine leadership practices are:

- 1 Establish broadly shared mission, vision and goals founded on ambitious images of the educated person.
- 2 Provide coherent instructional guidance.
- 3 Build division and school staffs’ capacities and commitments to seek out and use multiple sources of evidence to inform decisions.
- 4 Create learning-oriented organizational improvement processes.
- 5 Provide job-embedded professional development.
- 6 Align budgets, personnel policies/ procedures and uses of time with district mission, vision and goals.
- 7 Use a comprehensive performance management system for school and district leadership development.
- 8 Advocate for and support a policy-governance approach to board of trustee practice.
- 9 Nurture productive working relationships with staff and stakeholders.



LRSD’s leadership team practices are also guided by the following beliefs as articulated by Steven Katz, Lisa Ain Dack, and John Malloy in their book, [*The Intelligent, Responsive Leader*](#).

“Professional learning that allows educators to grapple with complex challenges of practice, which grow out of student learning needs, has the best possibility of leading to different and effective ways of thinking and doing in schools.” - Katz, Dack, and Malloy.

Through collective action, school leaders can help learners achieve in measurable ways and create the conditions for teachers to get better through collaborative inquiry that challenges thinking and practice. Cultivating a growth mindset is key to learning at any age and key to the learner-centred/learning-focused/ inquiry-oriented leadership developing in LRSD.

“The protocol has worked really well this year,” said Kathleen Atkin, LRSD Library Coordinator. “I appreciated the small groupings and the opportunity to really dive deep into a personal learning inquiry and receive authentic, real-time feedback.”

It’s About All of Us

For the past 14 years, a health science education partnership between the St. Boniface Research Centre’s RBC Youth BIOLab (SBRC) and LRSD called [*It’s All About Me*](#) has existed to connect current biomedical science at SBRC and medicine at St. Boniface Hospital with regular classroom instruction across the division.

But what exactly does that mean?

Thanks to the continual collaboration and development of the program by teachers, administrators and staff from both sides of the partnership, It’s All About Me is designed to support health and science literacy for students and teachers in the middle and senior years by connecting science learning in the classroom to the current research and daily work done at the SBRC. The founding concept of the program is that health, science, research and medicine have meaning to each of us as individuals and as a community.

“The obvious choice for a partner in this endeavour was LRSD, as we are part of the same neighbourhood and serve the same families,” said Stephen Jones, Director, Youth BIOLab, SBRC and It’s All About Me Teaching Liaison. “Back in 2005, Christian Michalik and Karen Yamada spearheaded the partnership on the LRSD side, and we came together to build It’s All About Me with a goal of helping students explore the science behind health in ways that are meaningful to them.”

Meghan Kynoch also works with It’s All About Me on a full-time basis to develop and implement parallel programming for French Immersion schools and run in-school programming and loves the variety of information shared at these sessions.

“Largely activities relate to understanding how disease differs from healthy conditions and how doctors and scientists identify and understand disease,” said Kynoch. “We get to take a look at the respiratory system in Grade 5 with a lung dissection. We do a lot of programs related to heart disease and the risk factors associated with it. We do some activities around Type 2 diabetes and Alzheimer’s disease looking at nervous tissue degeneration in the eyes and in the brain. Eye dissections tie into the optics unit in Grade 8 and they’re absolutely one of my favourite experiences (I think the students like it, too!).”



Windsor Park Collegiate students from the Medical Careers Exploration program looking at cells in the Youth BIOLab at the St. Boniface Hospital Albrechtsen Research Centre.

Even though the program has been running since 2005, Jones is still amazed at the learner's reaction to the sessions.

"What still surprises me is how students show up ready to learn every day, and how they are naturally interested in how the body works in sickness and in health. Students bring their own questions every single day and continually surprise us with their own insights," said Jones. "In recent years as we have expanded our inquiry-based learning projects, students have developed their own ideas for projects, coming up with ways to dose stem cells with e-cigarette vapour extracts, caffeine or alcohol. They are looking to explore topics that are interesting and relevant to them."

Not all learners in LRSD will choose to be scientists or doctors, but since they will all be patients one day, it's important to help them understand the science behind health.

"We know that middle-years students are at a time when they are becoming more independent and also developing ideas around what they are open to in the future. We see this program as a way of informing students so they can choose healthy options for themselves going forward," said Kynoch. "We also hope that through several years of activities with us, students can be more health- and science-literate citizens or patients in the future."



Stephen Jones from the **It's All About Me** program with middle years students at École Sage Creek School.



The Importance of Well-Becoming in Schools



Since 2007, LRSD has been in partnership with the Winnipeg Regional Health Authority (WRHA) Mental Health Promotion Team and has been on an ongoing journey to understand mental health promotion and how to implement mental health promoting practices in schools. This has led to divisional learning in many areas. Mental Health Literacy lessons are provided for all Grade 9 and 10 students led by Physical Education teachers, Student Services teachers and school clinicians. Students are also engaged in developing leadership and voice through [Sources of Strength](#) and [Natural Helpers](#) programs. As well, all staff are engaged in learning about [well-being](#) and mental health promotion.

"Positive mental health and well-being are critical to a learner's success and their healthy development," said Steven Lawrie, Director of Student Support Services. "Schools are important environments for promoting the psychological wellness and resilience of children and youth."

Positive mental health is synonymous with: well-being and a sense of enjoyment of life; building close and caring relationships; achieving goals; and having resilience to cope with life's challenges. The emergence of positive mental health perspectives has shifted the focus of educators and health professionals from a preoccupation of repairing illness and weaknesses to enhancement of positive qualities and a focus on mental health promotion and resilience.

Mental health promotion in schools focuses on enhancing protective factors that contribute to the social and emotional growth of children and youth and decreasing the risk factors that impede psychosocial development. Mental health promotion in schools also links with other aspects of health such as physical health, sexual health, and nutrition (e.g., physical education and health curriculums).

"The role of the school has been regarded both nationally and internationally as an important environment for prompting the psychological wellness and resilience of children and youth."

Pan-Canadian Joint Consortium for School Health, 2013



Lea Funk, Island Lakes Community School teacher, who is engaged in learning about mental health in schools.



WRHA mental health promotion staff supporting mental health promotion teams in all LRSD schools.

To continue improving the mental health and well-being of those in our school communities, [LRSD Student Support Services](#) staff have partnered with WRHA Mental Health Promotion Team members to support all schools as they engage in systemic mental health promotion planning. This includes learning about the Six Ways to Well-being as part of the WRHA [Well-being online resource guide](#).

“The hope for our entire LRSD community is to have everyone know what well-being is, what impacts it positively and negatively and have strategies to improve the well-becoming of themselves and others,” said Lawrie.

To accomplish the goal of LRSD-wide mental health promotion planning, LRSD collaborated with the WRHA Mental Health Promotion Team to develop a simplified Mental Health Promotion Planning Guide based on the Pan-Canadian Joint Consortium for School Health Positive Mental Health Toolkit. In 2018-2019, all schools participated in division-wide training sessions for mental health promotion planning.

“The feedback received from each school has been very positive and many found it helpful to identify areas of development as this assisted them in becoming more aware, focused and able to determine next steps,” said Lawrie.



Mental Health is not just the absence of mental disorder, it is defined as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

World Health Organization, 2014



3

INDEPENDENCE

Free will is cultivated by responsibility so that the child can say, “I have the power to make decisions.”*



Keeping Our Learners Safe on School Routes



Back in February 2018, LRSD conducted an extensive review of Safe Routes to School programming after a tragic child-pedestrian fatality.

The annual review in March 2019 looked at the number of adult crossing guards and Walking School Buses for each school as part of LRSD’s ongoing Safe Routes to School program. One new Walking School Bus to and from Lavallee School and seven new crossing guards have been added to help learners safely cross streets and traffic intersections near the following schools: École Guyot, H.S. Paul School, École Sage Creek School and St. George School.



In March, LRSD hired a Crossing Guard Supervisor to perform regular inspections to assess student crossing at various post locations and school zones throughout LRSD to identify any safety concerns.

In April 2019, a mandatory Crossing Guard Training Program was offered to all the existing and new crossing guards. New fluorescent orange flags, a yellow safety vest and whistle was provided to each crossing guard along with an information brochure.

A Walking School Bus Administrator’s Handbook has been developed for school teams that details how to plan and organize a Walking School Bus. This handbook will act as a resource guide and can be customized to meet the specific needs of the school.



The City of Winnipeg installed two new “Surafiel Way” signs at the corner of Varennes Avenue and St. Anne’s Road. This was done in memory of Surafiel Musse Tesfamariam who was killed at the intersection’s crosswalk last year.

In collaboration with the City of Winnipeg, LRSD provided budgetary support to conduct a traffic study on Archibald Street near Archwood School.

By attending various meetings with the City of Winnipeg Planning Department on traffic studies near school zones, LRSD is committed to improving student safety throughout the year.



Learning Isn’t Just for Students



As teachers’ practice continues to improve, so do the successes of our learners.

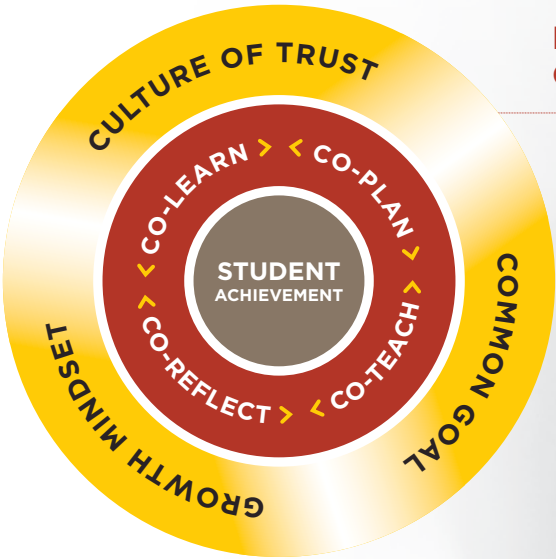
Personalized Professional Learning (PPL) begins with teachers selecting a goal of inquiry based on evidence of student learning, their professional growth plan, their school plan goals and divisional priorities.

This inquiry is then supported by a collaborative learning partner from our divisional itinerant Instructional Support Team. The collaborative learning partner strives to effectively collaborate alongside each teacher learner about their personal professional goal.

An ongoing learning relationship develops between the classroom teacher and their collaborative learning partner throughout the year. One-to-one conferencing promotes personal and professional reflection, while deepening teacher understanding of the impact of their learning on student achievement.

The members of the Instructional Support Team analyze teacher goals to customize resources and learning experiences for diverse learners. Not only do they plan for big picture goals but they intentionally plan for each individual, too. The team strives to ensure teachers see value in their learning and see that it is OK to go slow to go far—it is a journey not a race—as the team is there to learn alongside them throughout the year.

Pre-planning is based on the goals teachers set prior to their learning days, and rooted in professional resources. The team targets chapters in books, specific articles, videos, gathers artifacts and records these resources into a personalized learning guide.



EFFECTIVE COLLABORATION

Intentionally connecting learners is also paramount.

Networking connections are identified based on individual goals and professional experiences. For example, a Grade 8 teacher who was analyzing evidence of student learning in reading would be connected with a senior-years Physical Education teacher who was also analyzing evidence of learning within his own discipline. Both teachers needed to assess, look for trends, record the trends, record students' strengths and next steps and then structure their classroom in a way that meets the diverse needs of students.

This networking creates multiple opportunities for teachers to connect with people they might not gravitate to on their own but can learn a great deal from.

Once teacher-learning goals are received and the pre-planning is completed, the learning moves into three intensive learning days; one in October, December and April. Participants are introduced to work stations and then are given the bulk of the day to learn freely and flexibly.

As teachers are learning, members of the Instructional Support Team confer one to one with each participant, which is a strategy used in personalized-learning classrooms. Ideally, the participants do most of the talking, while the collaborative learning partner elicits thinking through guiding questions. The structure of each day is not only intentional for teacher learning but is a structure teachers can take back and try in their classrooms.

Each intensive learning day is anchored in "big picture" learning goals. These goals are scaffolded to support assessment for learning practices, gradual release of responsibility, teacher reflection and improved student engagement and achievement. Personal goals become the vehicle to learn the big picture goals.

Between December and April, the collaborative learning partner spends time in each participant's classroom, modelling, co-planning, co-teaching and co-reflecting on lessons and strategies the pair is learning about. This integrated relationship is what has made the greatest impact on the teachers who have participated in PPL. Through [Effective Collaboration](#), the team models risk taking, and learns alongside teachers to help them see, in a safe environment, that it (whatever it may be) can work in their classroom.



Early Years Development

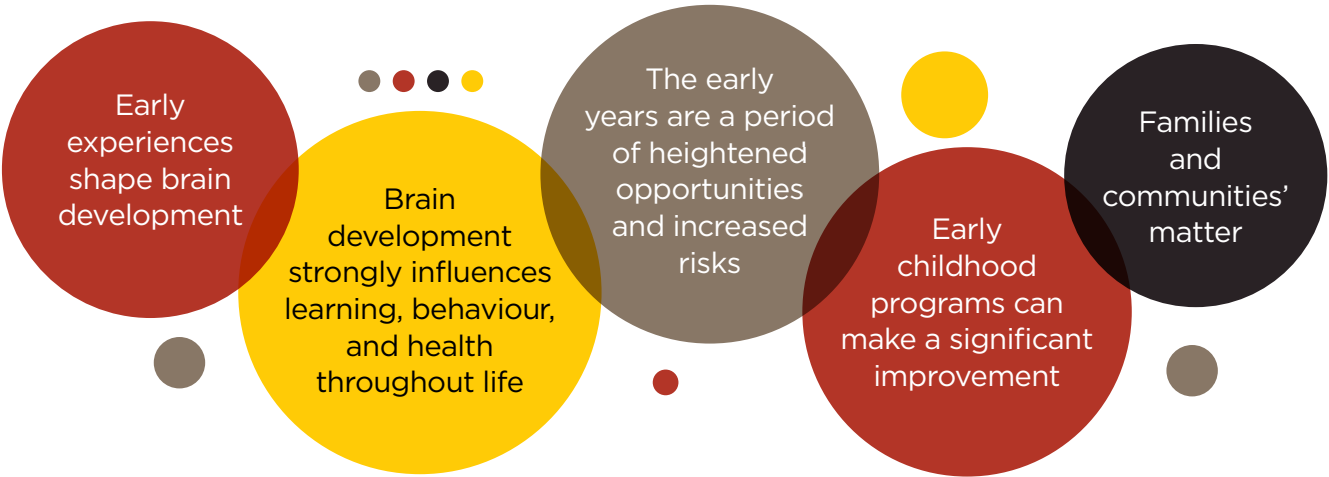
Key to Long-term Success



Courtney Smith along with her daughters, Saffina and Anita Smith reading books at the Lavallee Family Centre.

"If we truly wish to provide our children with an equal opportunity to maximize their potential, whatever that might be, it is vital that we do everything we can to enhance their early development."

These are the words of the Hon. Margaret Norrie McCain, J. Fraser Mustard and Dr. Stuart Shanker, three renowned early child development researchers who have made the following **five important conclusions in their early child development studies:**



While those may be their words and conclusions, their meaning and impact are something that LRSD has taken to heart.

Since 2015, the division has built and strengthened connections and relationships between Early Years Educators such as daycare and after-school providers within LRSD, Family Centre staff, kindergarten teachers and school administrator's so there is a clear and shared intention to create the best possible path for parents and children entering LRSD schools.

"Children thrive in a learning community where there are positive, encouraging relationships and connections," said Marlene Murray, LRSD Assistant Superintendent who looks after Early

Years Programs as part of her duties. "We are responsible for creating space, materials and opportunities to foster children's growth in all areas. We know that creating experiences in a nurturing, rich and engaging environment results in children becoming active citizens in their community."

Currently, LRSD early-years supports include 12 Family Centres, 11 Community Liaison workers and a Growing and Learning Together Preschool Outreach initiative. The focus of all of these efforts is to bring developmentally appropriate and play-based learning to children to encourage smooth transitions to schools and lifelong learning from birth.

A working group of Early Year’s Educators, Family Centre staff and school staff established **five key priorities during the 2018-2019 school year:**

- 1

To value the ongoing work within the partnership
(school division, family centres & child-care providers connected to schools)
- 2

To identify important partners to add to partnership (Early Years Centres outside of LRSD Schools)
- 3

To engage with community child-care providers for preschool children
- 4

To increase family engagement in early learning
- 5

To continue support for strong play-based programming

In the coming years, the plan is to develop school and child-care working groups based on the geography around a school. There are four pilot working groups who have developed surveys to determine family interests within each community. One of the goals is to create early years events based on feedback from families while continuing to strengthen the connection between school and community providers as a result of these ongoing conversations and programs.

FULL-DAY KINDERGARTEN

EARLY YEARS EVALUATION / SMALL-SCALE PILOT STUDY, 2018-2019

158 students in 2018-2019.

9 classrooms in 4 schools
in École Provencher, St. George School, Lavallee School and Victor H. L. Wyatt School.

147 students were assessed

2 evaluations

SPRING 2019 RESULTS

59 students with identified vulnerabilities in the fall were re-evaluated in the spring.

All 6 domains of learning improved beyond maturation alone (fine and gross motor skills, cognitive skills, language and communication, social skills, and awareness of self and environment), decreasing vulnerability to learning challenges across different socio-economic levels, and for Indigenous children.

Social Skills and Approaches to Learning improved 70%
more than by maturation alone.

Cognitive Skills improved 62% more than by maturation alone.

THE TAKEAWAY

Social-emotional skills increased dramatically [for students in full-day kindergarten](#) (FDK), laying the foundation for learning in Grade 1. Improving social-emotional skills early in life is associated with decreased vulnerability as children mature into young adulthood.*

* Jones, Greenberg and Crowley 2015,
<https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2015.302630>.

57%

of students who were at risk for reading difficulties in the fall of 2018 are now developing appropriately.

ESTIMATES OF THE GROWTH

IN EARLY YEARS EVALUATION TEACHER ASSESSMENT (EYE-TA) SUBTEST SCORES, FDK, 2018-2019

Fall and Spring scores are based on a scale of 1 to 3

<div><div></div><div></div><div></div><div></div></div>	FALL 2018	SPRING 2019	GROWTH
Awareness of Self and Environment	2.20	2.60	0.40
Social Skills and Approaches to Learning	1.85	2.26	0.41
Cognitive Skills	1.49	2.45	0.96
Language and Communication	1.76	2.15	0.39
Fine Motor	1.72	2.38	0.66
Gross Motor	2.32	2.70	0.38

PROGRAM EFFECTS FOR CHILDREN

WITH LOW INITIAL SCORES ON EYE-TA SUBTESTS, FDK, 2018-2019

The Expected Annual Growth represents student growth one would expect to achieve due to growing one year older. Annualized Growth is the expected change achieved over the course of one year. The Program Effect is the portion of the change that is strictly attributable to FDK. In conclusion, children enrolled in FDK, made learning gains well over and above what one would simply expect due to maturity.

<div><div></div><div></div><div></div><div></div></div>	Expected Annual Growth	Annualized Growth	Program Effect
Awareness of Self and Environment	0.39	0.88	0.49
Social Skills and Approaches to Learning	0.26	0.88	0.62
Cognitive Skills	0.51	1.34	0.83
Language and Communication	0.45	0.69	0.24
Fine Motor	0.52	1.14	0.62
Gross Motor	0.34	0.95	0.61

On the Right Track

People enjoy playing sports for many reasons. For some, it's the camaraderie, for others it's the competition or even the exercise. No matter what your motivation, playing sports has been shown to contribute to academic success while also helping teach honesty, teamwork, fair play and inclusiveness.

LRSD has always prided itself on being as inclusive as possible in all areas including sports, but this past year has been exciting since LRSD has made even more progress towards realizing this goal.

In June 2018, the South-Central Athletic Conference (SCAC) passed a motion to strike an ad-hoc committee to explore how it might expand its opportunities for athletes of all abilities. The SCAC is comprised of the seven LRSD high schools plus eight other high schools.

The committee would look into how the SCAC could expand the opportunities for learners in the Cooperative Education programs who participate in SCAC track and field meets.

It was also important to update the language being used to describe athletes from the Cooperative Education program.

In January 2019, notices of motion were passed to open entry of all SCAC Track and Field events to Para-Athletes and schedule the events around those entries.

Additionally, what was previously called Co-Op Events will now be called Para-Events and co-op athletes will now be changed to para-athletes.

Tara Orchard, the mother of Vesta Orchard, a learner and para-athlete in LRSD from the Cooperative Education program, was pleased to see the progress being made.

"Both my daughter and I are pleased that LRSD has begun making strides to provide para-athletes with more opportunities and appropriate support and recognition. We do think it is something LRSD should celebrate, though there remains a lot of work to be done."

"What we're trying to do is make sure that all of our learners regardless of physical or cognitive ability can participate in as much activity in the area of sport and extracurricular activities as possible," said Nordheim.

Irene Nordheim, LRSD Assistant Superintendent, who, along with Grant McManes, LRSD Healthy Living Coordinator, oversees Healthy Living in the division, sees these changes as steps towards a bigger goal.

"As an organization, we are now more closely aligned with the national terminology and are continuing our work towards true integration in sport," said Nordheim. "What we're trying to do is make sure that all of our learners regardless of physical or cognitive ability can participate in as much activity in the area of sport and extracurricular activities as possible."

While increased opportunities and recognition is progress in the right direction, at the core of every para-athlete is a desire to compete just like everyone else.

"Para-athlete's are the same as other student-athletes. We train very hard and want to be treated like real athletes and given more opportunities to do our best and represent our schools in real competitive events, get real coaching and have real uniforms," said Vesta. "I want to have the same opportunities as everyone else to compete against other athletes so I can keep improving and testing myself."



Vesta Orchard

GENER4SITY

Character is cultivated
by concern for others
so that the child
can say, "I have a
purpose for my life."*



One Trip + Seven Incredible Journeys

For the past three years, LRSD has been developing relationships with the school district leadership and Elders and Traditional Knowledge Keepers in [Haida Gwaii](#) (formerly known as the Queen Charlotte Islands), an archipelago off British Columbia's west coast.

On May 4, seven students, one from each high school in LRSD, who are a part of the Oyoyocik Student Leadership Group and represent Ojibwe, Cree, Oji-Cree, Dene, and Métis Nations, travelled to Haida Gwaii. The students, along with Corey Kapilik, Coordinator of Indigenous Education and Julie Coté-Marinelli, vice-principal, J.H. Bruns Collegiate, spent a week on the archipelago.

"This was an amazing opportunity for us and the students to gain an understanding of the Haida Gwaii culture, teachings, history, and traditions," said Kapilik. "This is also a chance for us to share our culture as Indigenous people in Winnipeg."

This was the first time students from LRSD have been invited to visit, and for this group of young Indigenous leaders, it was a trip of a lifetime as it wasn't just a traditional tour company booking, but a hands-on guide to the rich heritage and history of Haida Gwaii.

"We were excited to exchange and reflect on culture, language, teachings and traditions with Elders and Traditional Knowledge Keepers," said Coté-Marinelli. "Students had the opportunity to explore the beauty, culture, and history of Haida Gwaii through hiking, a visit to the Cultural Centre, and guided tours."

The Haida Gwaii 50 School District Superintendent, Joanne Yovanovich, and leadership from across the six elementary and secondary schools, were very excited to host the LRSD students and welcome them into their community.

The group arrived on May 5, and over the course of the first three days, Coté-Marinelli saw a change in the students.

"What I think is remarkable is the experience these students had. They are already serving as leaders in their schools, and now, they have been inspired to think about who they are and what they want to do back home," said Coté-Marinelli. "This is very personal to them."

The seven LRSD learners enjoying Agate beach on Haida Gwaii





LRSD Indigenous youth leadership in Haida Gwaii experiencing a traditional totem pole carving.

The BC school district has expressed interest in pursuing this annually and developing a reciprocal relationship with return visits to Winnipeg, to continue building the relationship between the two divisions. LRSD has also established a relationship with Chief Matthews Community School, which is in Masset First Nations Community.



“While we went on one trip together, I saw seven incredible individual journeys and stories unfold for the young women with us.” said Kapilik.



Reconciliation in Action



In February, an historic professional learning partnership known as *Anisinineew Weentamaakewin*, or “People Sharing Information” happened between educators from LRSD and [St. Theresa Point](#), an Oji-Cree First Nation in northern Manitoba.

“The first ever partnership between a First Nations people and a school division is what reconciliation looks like.” said Tanya McDougall, Principal of St. Theresa Early Years School.

Workshops and conversations throughout the three days brought educators together to share ideas about a wide variety of topics such as Treaty Education, classroom practices and storytelling. There were also discussions about traditional medicine, the role of elders, spiritual awareness and community wellness.

“I discovered new opportunities to build Indigenous perspectives into math and science classrooms,” said Katlyn Paslawski, a teacher from Windsor Park Collegiate who was a part of the three-day conference.

Another conference attendee, Norm Froemel from J.H. Bruns Collegiate, said he was inspired to incorporate more land-based education into high school outdoor education classes.

The groundwork for this opportunity began back in September 2018 when St. Theresa Point and LRSD joined paths in a shared journey of reconciliation. The idea originated from the conversations and relationships developed at Breaking Barriers Building Bridges, a program facilitated by the Community Education Development Association, designed to bring youth from across Winnipeg to become leaders in combatting racism.



LRSD and St. Theresa Point students connected over the creation and teachings related to traditional drumming.

At these gatherings, Nika Martinussen, Kelsey McLeod, and Lianne Adair, three learners from J.H. Bruns Collegiate, who were key in getting the initiative off the ground, connected with community leader, Strini Reddy. In conversations with Mr. Reddy, learners asked if he could help form a partnership between J.H. Bruns Collegiate and a northern Indigenous community such as St. Theresa Point who were also looking for a Winnipeg school to partner with.

“I discovered new opportunities to build Indigenous perspectives into math and science classrooms,” said Paslawski.

“The visit was definitely one of the most incredible experiences of my life, the community was so selfless, openly sharing their culture, their gifts, and their stories with us. We truly felt like we were part of their community,” said Martinussen.

“A study by the Angus Reid Institute found that more than two-thirds of Canadians never have meaningful relationships with Indigenous people, nor have spent a meaningful amount of time in an Indigenous community. This is highly problematic. How can Canadians ever become reconciled if we are lacking these relationships and shared experiences?” said Nika Martinussen, a Grade 12 student from J.H. Bruns Collegiate. “Our intrinsic tendencies to ‘other’ those who are unlike ourselves will continue unless we are able enter common spaces with each other and share our stories.”

In May, a group of eight students and five staff from LRSD had the privilege of visiting the community of St. Theresa Point where they were welcomed and treated as family.

The week was filled with many activities centred on land-based and traditional practices, such as fishing, participating in a fish fry for the entire school, and making and playing traditional drums. The learners and adults from both communities formed meaningful relationships with each other and developed renewed understandings of the challenges remote communities in Canada face.

LRSD students gather in one of the St. Theresa Point teacher's backyards where they were graciously welcomed to the community.

Striking One for the Earth

While politicians may be used to getting peppered with climate questions from reporters, it's not as common when they're coming from 10-year-olds. Yet, that was exactly the case when in March 2019, learners from École St. Germain posed climate and environment queries at the Honourable Rochelle Squires, Minister responsible for Sustainable Development with climate and environment at their school.

Her visit was a result of receiving a letter from the learners connected with the school's EnviroClub, a group that consists of close to 30 regular members and some of whom attended the Climate Strike student protest at the Manitoba Legislature in January.

The Climate Strike movement was started by Greta Thunberg, a 16-year-old Swedish environmental activist, who became fed up with the lack of action on behalf of her country on climate change. She stopped going to school and started sitting outside Sweden's parliament in protest.

The Climate Strike asks youth all over the world for one day of protest every month to demand increased governmental and societal action to climate change.

Ginette Paillé works in Student Services for the school and organized the Climate Strike. “There is no more important political priority at this time,” said Paillé. “It's good to have an open conversation with the Minister of Sustainable Development so that the kids can understand that their voice is being heard and will hopefully be acted upon in the best way possible.”

Linnae Johnson, a Grade 5 École St. Germain learner, who is part of the EnviroClub and attended the Climate Strike, hopes everyone realizes protecting the earth is everyone's responsibility.

“I want more people to worry about it, more people to take charge,” Johnson said. “I want myself to know the Earth will be OK.”

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Maysam Horriat, a Grade 4 École St. Germain learner also wants people to start thinking about changes that could help make a difference.

“We should be using solar power and stop using greenhouse gases. The government needs to stop making pollution. I want to spread the message.”



From left: Sloan Tellier, McKenna Perkins, Maya Vokey, and Maddie Dubois enjoying a life-size climate change board game.



EnviroClub members also participated in a climate change conference in January, facilitated by members of the climate change connection, an environmental advocacy and educational organization. They are the youngest students to participate in such an event.

Amy Haworth is the principal of École St. Germain. “We’ve helped kids to articulate their democratic citizenship at a pretty young age,” she says. “Minister Squires showed them that government listened. Our kids have now lived democracy in action.”

In addition to the EnviroClub, the school also has an Environment Committee made up of teachers that develop school policy on environmental issues.



Striking École St. Germain students were well-received at the Legislative Building on that snowy January day



“The greatest achievements were at first and for a time dreams”

- JAMES ALLEN





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