

2021-2022

LOUIS RIEL SCHOOL DIVISION

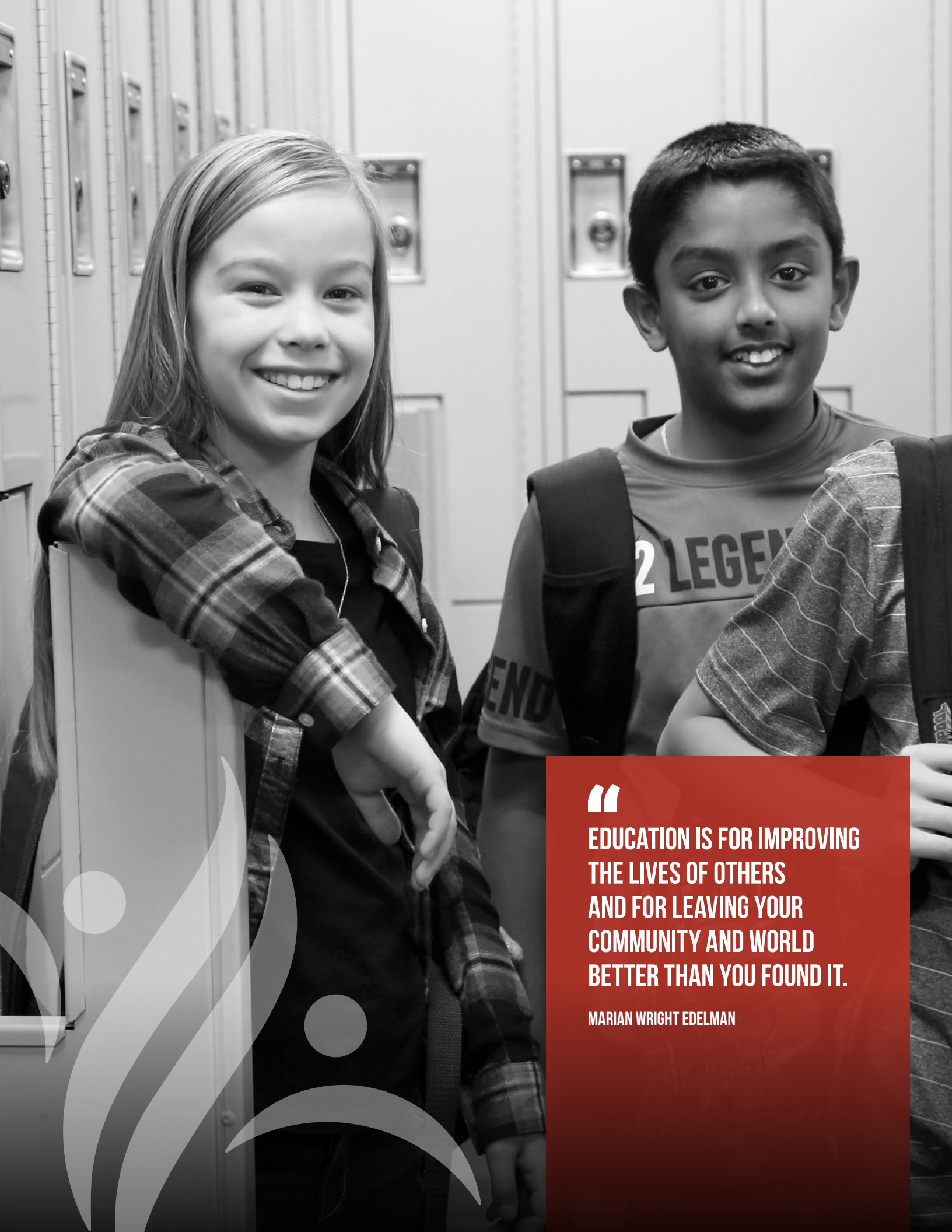
# ANNUAL REPORT

LRSD.NET



DIVISION SCOLAIRE  
**LOUIS RIEL**  
SCHOOL DIVISION






“

**EDUCATION IS FOR IMPROVING  
THE LIVES OF OTHERS  
AND FOR LEAVING YOUR  
COMMUNITY AND WORLD  
BETTER THAN YOU FOUND IT.**

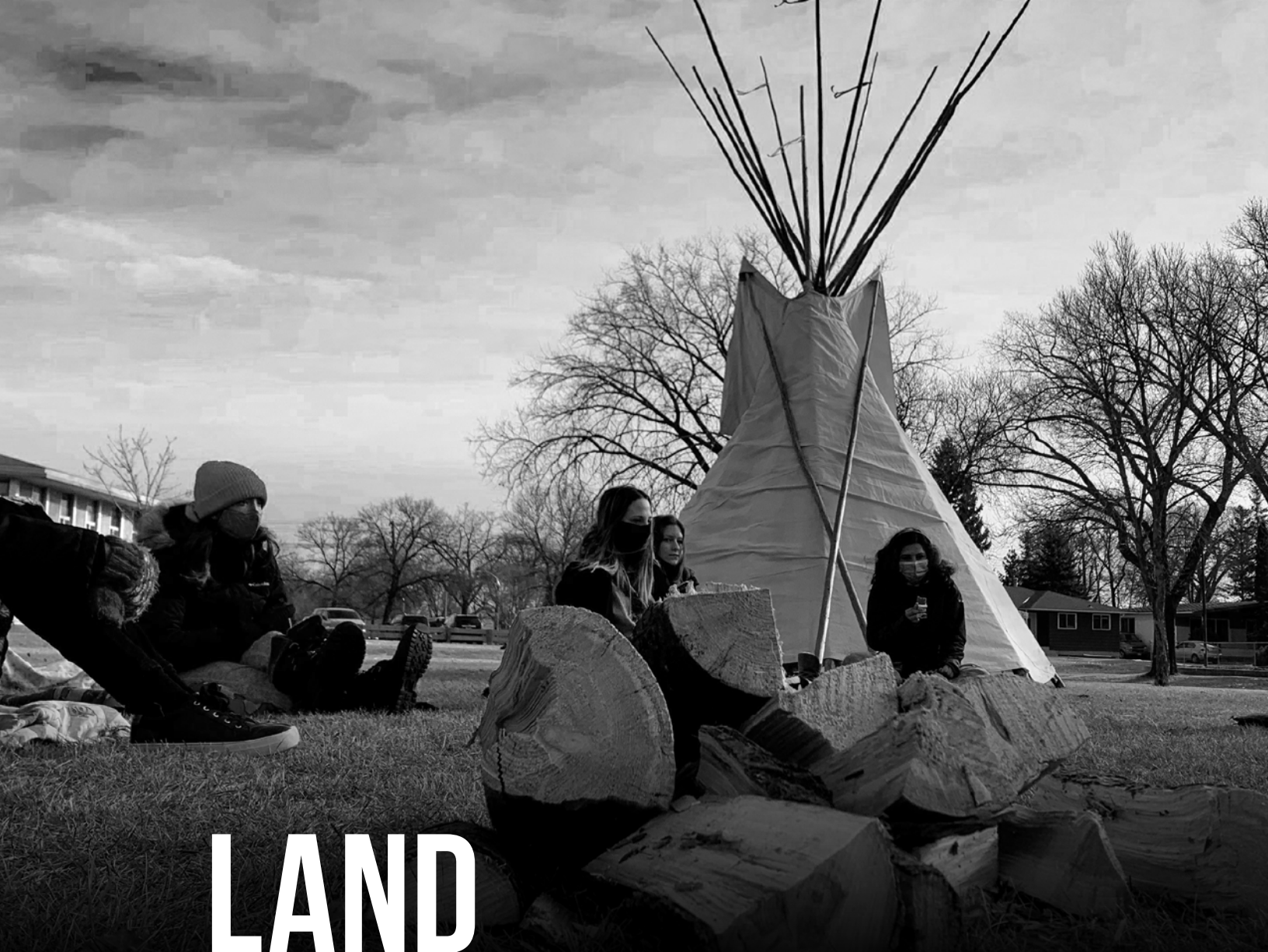
**MARIAN WRIGHT EDELMAN**





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# LAND ACKNOWLEDGEMENT

The Louis Riel School Division (LRSD) brings together a community of schools on the traditional land of the Anishinaabek, Ininewak, and Dakota. Our division is located on the homeland of the Red River Métis. We recognize that Manitoba is also the traditional land of the Anishininwak and Dene.

We respect the treaties made on this land and acknowledge the harms and mistakes of the past and present. We dedicate ourselves to authentic alliances with Indigenous communities in a spirit of reconciliation and cooperation.

The ongoing development of LRSD's land acknowledgement is guided by our Indigenous Council of Grandmothers and Grandfathers. We thank them for their continued generosity and collaboration.



# OUR VISION

OUR VISION IS FOR ALL MEMBERS OF OUR COMMUNITY TO EXCEL AS CARING, CONFIDENT, CAPABLE, AND RESILIENT LIFE-LONG LEARNERS WHO CONTRIBUTE TO A DEMOCRATIC AND SUSTAINABLE WORLD.

# OUR MISSION

OUR MISSION IS TO PROVIDE A SAFE, INCLUSIVE, AND ENGAGING ENVIRONMENT, WHERE PERSONAL AND COLLECTIVE LEARNING ARE VALUED, AND EACH ONE OF US REACHES OUR FULL POTENTIAL.

# OUR MOTTO

THRIVING LEARNERS ∞ FLOURISHING COMMUNITIES

DES APPRENANTS ÉPANOUIS ∞ DES COMMUNAUTÉS FLORISSANTES

GEGWE-GIKENJIGWAAD ∞ MAMINO-AYAANG EYAANG



# MESSAGE FROM THE CHAIR

**We opened schools during the fourth wave of the pandemic. As we charted the course for the new school year, we all had many fears, worries and unknowns.**

As I reflect on the 2021-2022 school year, I want to acknowledge the incredible work of the Senior Leadership Team and our Superintendent. They guided us and our community through some of the most challenging and unprecedented times. A record number of policies were written to support the many changes the pandemic threw at us. Communication was critical as we were in rapidly changing times. We had to work together to keep our children, staff and community healthy.

Staff came together and were willing to accept new tasks and responsibilities while continuing to cultivate an engaging learning experience. Students remained committed to growth, demonstrating countless examples of their determination and creativity throughout the year. Families provided support at every step of the way to help ensure learners thrived.

The LRSD community rallied, and together we kept our schools as safe as possible. Most importantly, we kept learning, we kept innovating, and we stayed on course with our Multi-Year Strategic Plan and focused on the work of public education.

I want to acknowledge the Board of Trustees for being available for many extra meetings and the enormous volumes of reading and learning that was required to allow us to navigate these uncertain times together.

You are witness today to the success of our community's collaboration. One simply needs to look at the many great successes, awards, scholarships, and celebrations of learning and events that took place throughout the year. This Annual Report to the Community provides evidence of the incredible and demanding work we accomplished together!

**– Louise Johnston**



# 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 our website at [www.lrsd.net](http://www.lrsd.net) and click on the School Board heading.

## WARD 1



**Louise Johnston**  
**Chair**  
(204) 612-7121



**Cindy Turner**  
(204) 294-3047

## WARD 2



**Chris Sigurdson**  
(204) 230-4601



**Robert Page**  
(204) 541-1303

## WARD 3



**Sandy Nemeth**  
**Vice-Chair**  
(204) 230-6475



**Neil Vadeboncoeur**  
(204) 254-7636



**Josie Landry**  
(204) 292-4661

## WARD 4



**Tom Parker**  
(204) 298-9249



**Pamela Kolochuk**  
(204) 297-5339



# MESSAGE FROM THE SUPERINTENDENT

**For the past three school years, the pandemic has dominated every aspect of our way of being. Although I don't want COVID-19 to be the focus of this year's Annual Report to the Community, it can't be ignored given the time and effort it occupied throughout the 2021-2022 school year.**

During the first week back at school, we hit the ground running by verifying vaccination status and developing a testing site for staff to align with our Mandatory COVID-19 Vaccination of Staff & Visitors policy. We also implemented the Mandatory Mask Usage policy for all students, staff, and visitors in our buildings. We were able to enforce these policies because they paralleled and were supported by provincial public health orders.

In January, we launched Student and Staff Reported Absences Dashboards to allow our community to monitor the impact of COVID-19 in our schools. This information helped the division make decisions about our schools' responsiveness and provide information to the government in a timely and evidence-informed way.

The Louis Riel School Division (LRSD) was an acknowledged leader in the public sector across the province in implementing these measures. Although opinions on the matters differed, we were able to be kind and caring as we built a collective understanding of the importance of risk mitigation strategies. Ensuring the health and safety of students and staff will continue to be a focus as we step into the 2022-2023 school year and beyond.

Despite living through another year underscored by uncertainty, we advanced important priorities highlighted in the pages ahead, including the launch of LRSD's Diversity, Equity, Inclusion and Anti-Racism Services and a continued focus on the well-being of students and staff.

The beginning and end of the school year looked vastly different. In the spring of 2022, after two years of navigating a pandemic, we were able to bring community back together for retirement celebrations, convocations, musical theatre performances and much more.

Although the 2021-2022 school year may, at times, have felt like we were taking a step back, I am so proud of all we were able to collectively accomplish by allowing ourselves time to pause and look after one another. As we move into LRSD's 20th year of existence and the final year of our Multi-Year Strategic Plan, we will continue to focus on our core values of ensuring learners thrive and communities flourish. I look forward to moving forward on that path alongside each of you.

— Christian Michalik



# SENIOR LEADERSHIP TEAM

The Senior Leadership Team (SLT) works with staff at the divisional level, along with principals and vice-principals, to undertake the work of the Louis Riel School Division (LRSD).

## VISION

The SLT's vision for LRSD is one in which every person is cared for morally, intellectually, physically, socially and emotionally on their journey of learning and well-becoming.

## MISSION

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 & CEO



**Marlene Murray**  
Assistant Superintendent,  
Clinical & Student Services  
J.H. Bruns Collegiate and  
Windsor Park Collegiate Family of Schools



**Jamie Rudnicki**  
Secretary-Treasurer & CFO



**Jeff Anderson**  
Assistant Superintendent,  
Instructional Services  
Collège Béliveau and  
Collège Jeanne-Sauvé Family of Schools



**Lisa Aitken**  
Assistant Superintendent,  
Staff Services  
Glenlawn Collegiate Family of Schools



**Darcy Cormack**  
Assistant Superintendent, Diversity,  
Equity, Inclusion & Anti-Racism Services  
Dakota Collegiate and  
Nelson McIntyre Family of Schools  
René Deleurme Centre  
Louis Riel Arts & Technology Centre

# LRSD BY THE NUMBERS



## STUDENTS, SCHOOLS & STAFF



**15,888** TOTAL STUDENTS\*



**1,133** HIGH SCHOOL GRADUATES  
as of June 30, 2022



**2,138** TOTAL STAFF\*  
(permanent and term)



**1,189** TEACHERS  
(includes principals & vice-principals)



**949** NON-TEACHING STAFF



**41 SCHOOLS:**



**26** ENGLISH



**13** FRENCH IMMERSION



**1** TECHNICAL & VOCATIONAL



**1** L'ÉCOLE APPRENDRE-CHEZ-SOI

\*Numbers pulled on June 24, 2022



# LOUIS RIEL ARTS & TECHNOLOGY CENTRE

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



**13** PROGRAM CERTIFICATES



**170** PROGRAM CERTIFICATE RECIPIENTS (including 1 high school and 2 mature student graduates)



**137** PARTICIPANTS IN WORK EXPERIENCE OPPORTUNITIES



**85** RECIPIENTS OF APPRENTICESHIP ACCREDITATION

# RENÉ DELEURME CENTRE

The René Deleurme Centre (RDC) shares a building with Lavallee School and hosts various community-based programs and services to support children, youth, adults, and families. Staff at RDC also coordinate school-based programming focusing on equity and inclusion.

Throughout the 2021-2022 school year, RDC hosted:



**28** COMMUNITY PROGRAMS & TRAINING OPPORTUNITIES  
(including Newcomer Settlement Programs, Indigenous Cultural Programming & Skill Development Programs)

Through a weekly food depot and emergency food cupboard, RDC distributed a total of:



**52,000** LBS OF BREAD, POTATOES & ONIONS



**43,200** EGGS



**2,000** LBS OF OTHER FOOD ITEMS

Through RDC, LRSD has an ongoing partnership with the Mobile Vision Care Clinic (MVCC) to increase access to eye care for students and families in the LRSD community. In the 2021-2022 school year, this included:



**16** MOBILE VISION CARE CLINICS



**1,262** COMPREHENSIVE EYE EXAMS



**156** PRESCRIPTION EYEGLASSES

ASPIRE (Academic Summer Program Including Recreation and Education) is an equity-based program designed to help students continue to grow as learners throughout the summer. In the summer of 2022, there were:



**3** SITES



**238** PARTICIPANTS IN GRADES 1 TO 6

RDC also hosted several vaccination clinics to help provide access to the community, including:



**3** COVID-19 VACCINE CLINICS



**1** FLU SHOT CLINIC



# DOLLARS & CENTS



## The Louis Riel School Division (LRSD) Board of Trustees approved the 2022-2023 budget on March 8, 2022.

"While building this budget, we were inspired by our Multi-Year Strategic Plan and lessons learned from the pandemic to protect and bolster core investments," said Louise Johnston, Chair of the LRSD Board of Trustees. "Our focus aligned closely with what we heard from our community, including maintaining or reducing class size and continuing our commitment to diversity, equity and inclusion while also navigating a number of cost pressures."

The budget includes additional classroom staff representing 572 full-time equivalent (FTE) educational assistants and 1,143 (FTE) teachers, including principals and vice-principals. Based on the projected enrolment, the average class size in kindergarten to Grade 3 will be reduced from 20.5 in 2021-2022 to 18.9 in 2022-2023. The average class size in Grades 4 to 8 will drop from 23.3 to 22.6. In high school, the teacher-to-pupil ratio will remain at 19.8 in French Immersion schools and 22.8 in English schools.

### Additional staff will support:

- The expansion of Full Day Kindergarten to five schools for a total of nine schools
- Investments in Diversity, Equity, Inclusion (DEI) and Anti-Racism Services
- Increases in enrolment with the emphasis to maintain or reduce current classroom sizes

"Our data, as well as research we see nationally and internationally, emphasizes the need for robust programming in early years, including Full Day Kindergarten," said Christian Michalik, Superintendent. "Our hope is that we can eventually offer this program to all students beginning their learning journey in LRSD, but for the time being, we've added it to schools based on the socio-economic needs of the community."

The budget also includes a \$936,958 investment in new dollars to support Diversity, Equity, Inclusion and Anti-Racism Services. This money will support programs including ASPIRE, CATEP, the René Deleurme Centre, Peaceful Village, a new Community Kitchen, anti-racist practice, enhancements to the Ojibwe Language program, and a review of curricula and policies.

To prioritize adding more staff to the classroom and adding Full Day Kindergarten in five schools, 6.93 FTE divisional coordinators and consultants will be reassigned in the 2022-2023 school year.

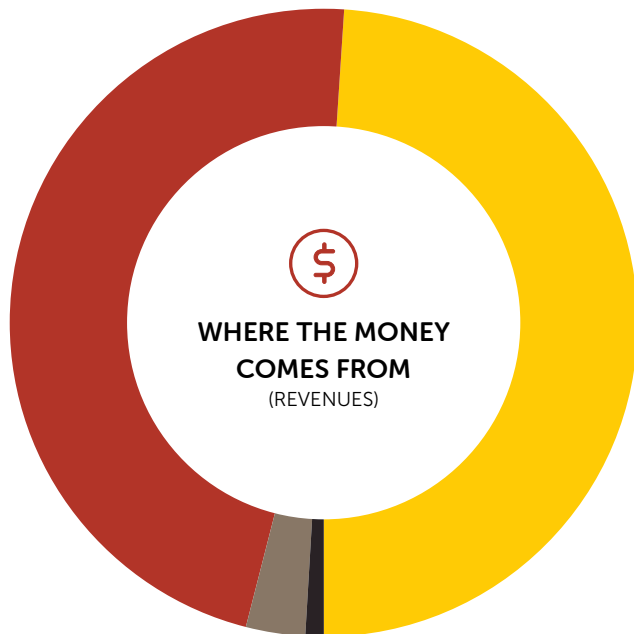
"Although this budget includes important investments, the funding received does not keep up with inflation or recent wage settlements," said Michalik. "Difficult decisions to reassign dedicated and valued staff were made to reallocate dollars for smaller class sizes, additions to the Full Day Kindergarten and investments in DEI. It is important that our community know that the current work of these individuals will continue in a reimagined way."

As always, the division will continue to monitor the impact of these adjustments.



# A SNAPSHOT OF LRSD'S BUDGET | 2022-2023

## \$209,308,165



<b>47%</b>	<b>\$97,542,774</b> Provincial Government	<b>3%</b>	<b>\$6,271,900</b> One-Time Incremental Cost Measure
<b>49%</b>	<b>\$102,475,951</b> Local Funding	<b>1%</b>	<b>\$3,017,540</b> Other


### WHERE THE MONEY GOES (EXPENDITURES)

 **85%** **\$178,031,253**  
Salaries & Benefits


 **15%** **\$31,276,912**  
Supplies, Equipment & Contractual Services

### HOW EACH DOLLAR IS SPENT

  
**56.3**  
Regular Instruction

  
**20.5**  
Student Support Services

  
**10.5**  
Operations & Maintenance

  
**4.4**  
Instructional & Other Support Services

  
**2.7**  
Transportation

  
**2.6**  
Divisional Administration

  
**2.2**  
Fiscal

  
**0.8**  
Community Education


### STRENGTHENING INVESTMENTS IN DIVERSITY, EQUITY & INCLUSION

A few highlights of new investments

 **\$526,575** **Community Kitchen**  
Addressing food insecurity

 **\$400,000** **Full Day Kindergarten**  
Adding 5 schools for a total of 9

 **\$236,000** **Diversity, Equity, Inclusion & Anti-Racism Departmental Budget**

 **\$159,633** **Ojibwe Language Program**  
Adding 3 staff for a total of 7 team members



# BRICKS & MORTAR

LRSD invests in spaces where learners thrive and communities can flourish. Funding for capital investments is 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.

**\$10,642,387**  
**TOTAL CAPITAL INVESTMENTS**

## Did you know?

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

## INVESTMENTS IN INFRASTRUCTURE

Here are just a few of the capital investments that were completed in the 2021-2022 school year:



**\$1,990,162** Hastings School: Elevator and Universal Change Room



**\$866,245** J.H. Bruns Collegiate: Roof Replacement



**\$742,596** Windsor School: Boiler Replacement



**\$207,908** General Vanier School: Universal Change Room



**\$166,725** Windsor Park Collegiate: Lighting Retrofits



**\$149,248** Practical Arts facilities throughout LRSD

# VENTILATION

The division is committed to continuously improving ventilation in all our schools, and regular maintenance is performed on each ventilation system. This was especially important in the context of a global pandemic. All mechanical systems are continuously operating in occupied mode to maximize fresh air and have the highest level of air filtration allowable within the manufacturer's operating parameters of the existing HVAC system.

LRSD made numerous investments in ventilation:

 **\$604,733** Repairs & Maintenance

 **\$35,331** Filters

 **\$109,720** HEPA Filters

# UPCOMING AND ONGOING PROJECTS

There are several exciting upcoming capital projects in LRSD including:

 **\$2,852,768** Shamrock School: Building Envelope

 **\$2,250,000** Glenwood School: Elevator, Universal Change Room and Roof Replacement

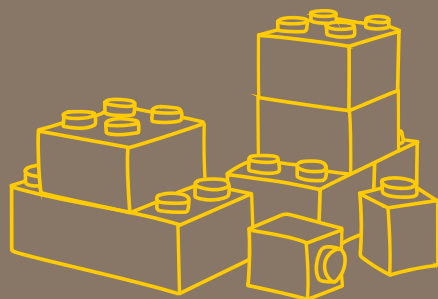
 **\$939,493** St. George School: Roof Replacement

 **\$2,400,000** Shamrock School: Roof Replacement

 **\$1,200,000** J.H. Bruns Collegiate: Structural Roof Upgrade

 **\$920,479** Nelson McIntyre Collegiate: Science Classroom

\*Please note that costs for upcoming projects are based on estimations.



## MAJOR ADDITION TO MARION SCHOOL

In addition to ongoing accessibility updates and renovations to Marion School, the division received authorization from the Manitoba Government to proceed with the design of a major addition to the school of approximately 36,000 sq ft. This includes a new gymnasium, eight classrooms, two Kindergarten classrooms, a 74-seat childcare space, and two before-and-after rooms. This project is currently in the design only phase.

## A NEW SCHOOL IN SAGE CREEK

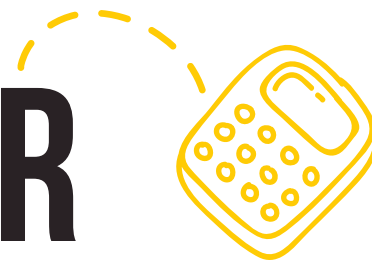
In the summer of 2022, the division received design authorization for a new school in Sage Creek. This is an important next step to ensure construction can begin in March 2023 with a target of the new school opening by September 2025 at the latest.

## ON TRACK AT COLLÈGE JEANNE-SAUVÉ

A major addition to Collège Jeanne-Sauvé broke ground in June 2022. This includes a two-storey, 16-room expansion with an elevator, a new science lab, and a fitness facility and storage room addition to the gymnasium. It also includes a new teacher collaboration space, a new and expanded music space, and student breakout spaces. This expansion is on track to be completed by September 2023.



# MEASURING OUR JOURNEY THROUGH DATA



**In line with goal 3.2 of our Multi-Year Strategic Plan (MYSP), the Louis Riel School Division (LRSD) has been on an intentional path toward data literacy since 2019.**

**An important step on that path is using data to understand needs, make decisions relative to those needs, and monitor our progress.**

That focus continued throughout the 2021-2022 school year with a collaborative effort between divisional and school leadership.

## MAKING DATA ACCESSIBLE

The Louis Riel School Division's (LRSD) Data Discovery Dashboards allow students, staff and families to interact with various datasets through Power BI. The web-based tool attempts to make data accessible and understandable to everyone in the LRSD community.

Near the end of the 2020-2021 school year, LRSD launched the Student Achievement Data Discovery Dashboard, which illuminates the division's Greatest Areas of Need (GANs) and the correction of socio-economic status (SES) with achievement. By clicking through the various pages of the Student Achievement Data Discovery Dashboard, individuals can isolate data based on skill, gender, grade level and more.

Building on the Student Achievement Discovery Dashboard, the division expanded access to data in the 2021-2022 school year through two additional public dashboards:

## ENROLMENT AND DIVERSITY DATA DISCOVERY DASHBOARD

This dashboard keeps our community informed about current enrolment, the demographic and diverse make-up of the student population, and enrolment and demographic trends.

Data on identity is collected through self-declaration on the Student Registration Form. At the beginning of the 2021-2022 school year, the division completed an update to the registration form and launched the Who Are We? campaign to encourage families to self-declare their children's identities as part of the Diversity, Equity, Inclusion and Anti-Racism Initiative. This will help us become more culturally responsive to the needs of students and continue building an equitable and inclusive community. As of June 2022, 71 per cent of students had declared their cultural identities.

## STUDENT AND STAFF REPORTED ABSENCE DASHBOARDS

In January 2022, LRSD launched the Student and Staff Reported Absence Dashboards to allow the public to view self-reported student and staff absences. These dashboards allow the community to monitor the impact of COVID-19 in schools in LRSD. They also provide the community with a glimpse into the reports divisional and school leadership track internally to understand the needs in our schools and provide information to the government in a timely and evidenced-informed way.

LRSD staff – including Marnie Wilson, Data Literacy Coordinator; Clarke Hagan, Director of Information Technology Systems; Dolores Stupak, Manager of Administrative Services & Support; Steve Howes, Network Services Technician; and Derrick Sheldon, Assistant Director of Staff Services – developed additional internal reports in the 2021-2022 school year to help leadership make data-informed decisions. This included reports on student and staff attendance, early years literacy achievement, and enrolment and diversity.

## MONITORING DIVISIONAL PROGRESS AND SCHOOL IMPROVEMENT

In the 2021-2022 school year, divisional and school leadership looked to the notable trends across the division on all MYSP measures to identify our Greatest Areas of Needs. A notable trend is defined as a minimum 3 per cent change in a consistent direction over at least three years. Although we found much to celebrate, there were also some stagnant and concerning trends.

This trend analysis helps inform the upcoming school year's divisional priorities and professional learning plan. The process is then replicated at each school to inform their own school improvement plans. The data will also inform the development of a new MYSP for 2023-2027.

"The school improvement cycle is a continuous and iterative practice of determining our goals, identifying where we are in relation to those goals, planning steps towards improvement, and then monitoring progress as we take those steps," said Marnie Wilson, Data Literacy Coordinator.

## MORE THAN NUMBERS

Although the Data Dashboards focus primarily on quantitative data, we have been putting a growing emphasis on collecting and analyzing qualitative data. This data is gathered in conversation and by asking open-ended questions to a variety of students, staff and community members. Their thoughts, perspectives, feedback, experiences and stories provide much-needed context to the broader trends observed throughout the division. This qualitative data also has a better chance of pointing to the underlying causes for the results we are seeing or not seeing.

Ensuring we are measuring our journey through more than just numbers will continue to be a focus into the 2022-2023 school year and beyond.

Learn more about LRSD's data literacy journey at: <https://lrzd.link/data>





# A SHOUTOUT TO STAFF & STUDENTS

**With 41 schools and more than 15,800 students, there's a lot to celebrate in the Louis Riel School Division (LRSD). Here are just a few of the noteworthy highlights and achievements from the 2021-2022 school year:**

## FOR THE LOVE OF READING

Frontenac School received an \$80,000 Literacy Grant from the Indigo Love of Reading Foundation thanks to a true community effort. With help from school staff and students from the Louis Riel Arts & Technology Centre, students at Frontenac School shared their thoughts on the importance of reading and the needs of the school's Library Learning Commons' collection through a video submission. Their application proposed a three-year plan to enhance the school's collection to better reflect the diverse community of learners, refresh an aging collection, and strengthen classroom libraries.

## SHARING AND CELEBRATING CULTURE

Carlos Garcia, a Grade 12 student at Dakota Collegiate Institute (DCI) from Waywayseecappo, was honoured at the 2022 Manitoba Indigenous Youth Achievement Awards (MIYAA) in the category of Cultural Male. This award goes to an individual who demonstrates a keen and devoted interest in Indigenous culture. Carlos is known for being thoughtful and respectful when participating in cultural enrichment opportunities offered throughout the division. He not only practices his cultural teachings but also shares them with those within his communities, including at school. Carlos shared his dancing abilities with staff and students at the Winter Solstice ceremony at DCI in December.

## A LIFETIME ACHIEVEMENT

Adriano Magnifico, High School Career Development Consultant in LRSD, was presented the 2021 Bill Schulz Lifetime Achievement Award for his leadership, vision and passion for helping students. Over the past 30 years, Adriano has contributed significantly to the career development field, locally, provincially and nationally.

## LEADING THE FUTURE

Marina Caracas Le-Fort, a Grade 12 student at Nelson McIntyre Collegiate (NMC), won the prestigious Schulich Leader Scholarship valued at \$100,000 to pursue a degree in computer engineering. After moving to Winnipeg from Brazil in 2016, Marina became an active member of the community. She was the Vice-President of NMC's Junior Achievement team, the co-chair of the school's United Way youth chapter, and has her hand in several other ventures, including helping run her family's business and managing a website for arctic science research.

## SCHOOL LIBRARY SUPPORT STAFF OF THE YEAR

Jennifer Stevenson, Library Assistant at Windsor Park Collegiate, won the Manitoba School Library Association's (MSLA) School Library Support Staff of the Year Award. The award honours practicing teacher-librarians who are making an outstanding contribution to school librarianship in Manitoba.



## AWARDS OF EXCELLENCE

The LRSD Communications Team took home three awards for the Manito Ahbee Aki launch campaign in the 2021 Canadian Public Relations Society Awards of Excellence:

- Canadian Digital Communications Campaign of the Year - Bronze
- Best Use of Media Relations: Small Budget - Bronze
- New Product or Service Launch - Bronze

The National Awards of Excellence salute outstanding public relations campaigns, internal and external programs, and tactics.

## A TRUE POSTER CHILD

Nevada Khan, a Grade 8 student at Nordale School, was an athlete ambassador for the 2022 Special Olympics. Nevada has been involved in a number of sports in the Special Olympics program since she was 7, including curling, gymnastics, swimming and track and field. She was featured in fundraising campaign materials in Sobeys and Safeway stores across Manitoba!

## MAKING IT HAPPEN

Greg Kiesman, Coordinator of Instructional Technology, won the Making it Happen Award from the Manitoba Association of Education Technology Leaders, which recognizes an individual for outstanding contributions to the integration, promotion and advocacy of education technology in Manitoba.

## TAKING ACTION TO SUPPORT UKRAINE

To support those affected by the invasion and ongoing war in Ukraine, the LRSD Board of Trustees and Senior Leadership Team donated \$12,000 from the division's International Student Program revenue to the Canadian Red Cross and its Ukraine Humanitarian Crisis Appeal.

Staff and students throughout the division took the initiative to host school fundraisers by selling crafts, plants, baking and more to bring LRSD's total donation to \$24,280. A special thank you to Polina Pechenenko and Olha Boltushenko, Grade 12 students at Dakota Collegiate Institute (DCI) from Ukraine, who shared their stories with the community to inspire action.

## RECOGNIZED NATIONALLY

Two members of LRSD were honoured at the Canadian Teachers' Federation's (CTF/FCE) Annual General Meeting.

Chickadee Richard, member of LRSD's Council of Grandmothers and Grandfathers, was celebrated for her contributions to public education in Canada with the Indigenous Elder Recognition.

Michelle Jean-Paul, Divisional Principal of Diversity, Equity, Inclusion and Anti-Racism Services, received the CTF/FCE Special Recognition Award for meritorious service to education and the teaching profession.



## AN INAUGURAL HONOUR

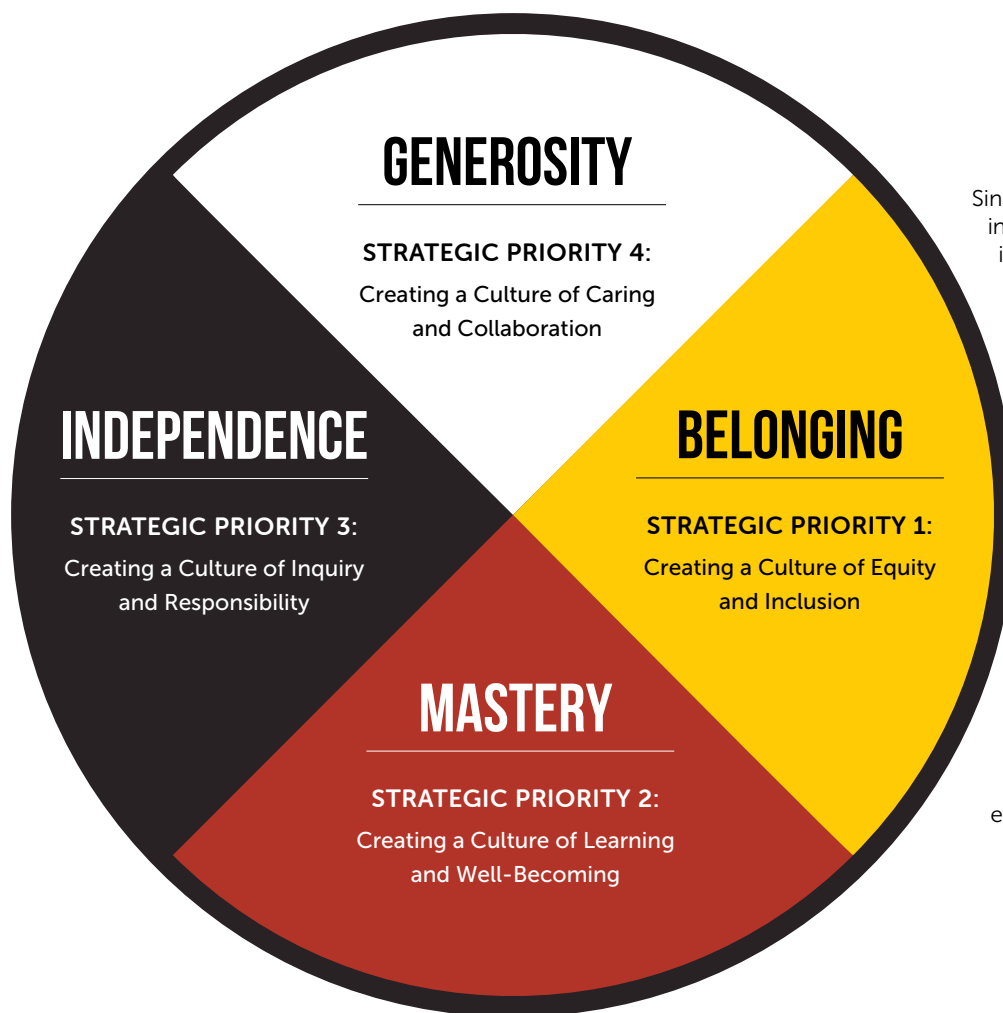
Marisa St. Godard, a student at Glenlawn Collegiate, was presented with the inaugural Jules Lavallee Memorial Bursary. The award recognizes a graduating Indigenous student who has developed/shared their gifts to fulfill goals and aspirations in relation to their selves, families and communities.

# MULTI-YEAR STRATEGIC PLAN



In the 2018-2019 school year, 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.

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.



Since the release of the MYSP in 2019, each of the stories in LRSD's Annual Report to the Community (ARC) have been categorized by one of the four quadrants. This year, readers will notice that we have deviated from our typical ARC structure and removed that categorization. This is purposeful. Reflecting on the past year and moving into the final year of the current MYSP, it is clear that our strategic priorities have become a foundation for the actions we take, and elements of each quadrant can be found within everything we do.



# THE PATH FORWARD

One of the keys to navigating change is to navigate it together and empower everyone in our community to have a part in building LRSD's future. As we embark next year to take stock of our MYSP for 2019-2023 and reimagine a MYSP for 2023-2027, we will also remind ourselves of the power of incrementalism, that big and lasting change is more likely to occur from the gradual transformation resulting from smaller changes threaded together over time.

Starting in September 2022, we will bring the community together to set bold and audacious goals that build on our work thus far and chart a course for the future.

# DIVERSITY, EQUITY, INCLUSION & ANTI-RACISM EDUCATION

**In the 2021-2022 school year, listening to the voices of our community in an equity-informed manner compelled us to act with urgency to hasten work on our Multi-Year Strategic Plan (MYSP) priorities for 2019-2023 that address issues of systemic racism in a proactive, capacity-building, and systematic way.**

Based on dialogue with equity-seeking groups and the broader community the Louis Riel School Division (LRSD) serves, the division launched its Diversity, Equity, Inclusion (DEI) and Anti-Racism Initiative on Oct. 5, 2021.

"Feedback from our community, specifically those who are Indigenous, Black and People of Colour, illuminated issues of ongoing inequity and systemic racism in LRSD," said Christian Michalik, Superintendent. "Despite genuine investments, efforts and commitments, we still have a lot of work to do to ensure all students thrive and flourish in our schools. That must be our focus moving forward."

The Senior Leadership Team identified a number of operating goals for 2021-2023 and work to take action began immediately with the establishment of a DEI and Anti-Racism Education Team (Office). The team includes Darcy Cormack, Assistant Superintendent of DEI and Anti-Racism Services, Michelle-Jean Paul, Divisional Principal of DEI and Anti-Racism Services, and Bobbie-Jo Leclair, Divisional Vice-Principal of Indigenous Education.



**Here are a few highlights of how LRSD has put these goals into action:**

## STUDENT VOICE

Centring student voice has been pivotal to the work around issues of equity that has been taking place in LRSD. Inspired by the calls to action from the Beyond the Horizon Youth Summit in May 2021 and continued conversations in the 2021-2022 school year, the students' experiences helped shape the professional learning of divisional leadership.

Students also took centre stage in promoting learning on a divisional level. In February, LRSD launched the divisional DEI Storytime, which saw special guests offer weekly virtual sessions in English and French of books that highlighted themes of diversity, equity and inclusion. When the first guest reader had to postpone, Richard – an author, illustrator, and Grade 5 student at Frontenac School – stepped up and shared excerpts from one of his graphic novels. He shared his work, what inspires him and how he overcomes challenges with the students and staff who tuned in. Richard was one of many students who shared their voice during the DEI Storytime.

Another example of students promoting learning for their peers across LRSD was their work on divisional assemblies. On March 21, the International Day for the Elimination of Racial Discrimination, students and staff across the division participated in a student-led virtual assembly focused on diversity, equity and inclusion.

The LRSD community also kicked off Pride Week/Month on May 26 by learning alongside student presenters in English and French. During the assembly, early and senior year students shared what Pride is, how to be an ally, the meanings behind the different flags and much more. The event was an informative celebration of the \*2SLGBTQIA+ community.

"When we create spaces for our students to use their voices in powerful ways, we create positive changes in our school communities," said Michelle Jean-Paul. "We have seen how, regardless of their ages, young people are able to engage both their peers and adults working in LRSD in essential learning. We enhance the culture of equity and inclusion both by inviting students into leadership roles and by taking action on the items they bring to our attention."



## POLICY

On June 21, LRSD Board of Trustees adopted Policy ACH: Diversity, Equity and Inclusion (DEI), which strengthens the division's commitment to advancing equitable opportunities for success for all students. The development and implementation of this policy is one of the operating goals of the division's DEI and Anti-Racism Services.

Policy ACH passed first reading in December before undergoing extensive staff, student and community consultation led by the DEI and Anti-Racism Education Team.

Lessons learned from the process informed the development of the first draft of Policy GBA: Employment Systems: DEI which outlines the commitment to the identification and removal of discriminatory and/or oppressive practices in all aspects of employment. Policy GBA received first reading at the June 21 Public Board Meeting and is anticipated to move to second and third reading in the first half of the 2022-2023 school year.

"Listening to the voices of our community is an important step to ensuring these policies reflect the diverse perspectives across the division," said Darcy Cormack, Assistant Superintendent of DEI and Anti-Racism Services. "This collaborative process will continue next school year and beyond as we work to address issues of systemic racism in a proactive, capacity-building, and explicit way."

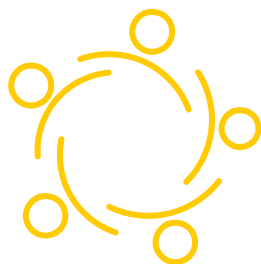
Existing policies have also undergone review to better reflect LRSD's commitment to equity. This includes a policy series that specifically addresses learning materials.

"Policy provides an added level of guidance and accountability to work that has been ongoing in LRSD for some time," said Louise Johnston, Chair of the LRSD Board of Trustees. "I look forward to the journey ahead as we continue to refine our commitment to DEI and Anti-Racism and take action to make a change."

## LEADERSHIP

Throughout the 2021-2022 school year, the division intentionally focused on building school leaders' capacity in the areas of Indigenous Education, DEI, and Anti-Racism. All school leaders participated in six mandatory learning sessions emphasizing decolonizing education through an Indigenous perspective. More information on this learning journey is shared in the pages ahead.

Additionally, school leaders had the opportunity to participate in weekly readings, monthly article studies and a spring book study. Many took their learning back into their schools as we continue to work to increase the sense of belonging and challenge the systemic practices that work against our commitment to equity.

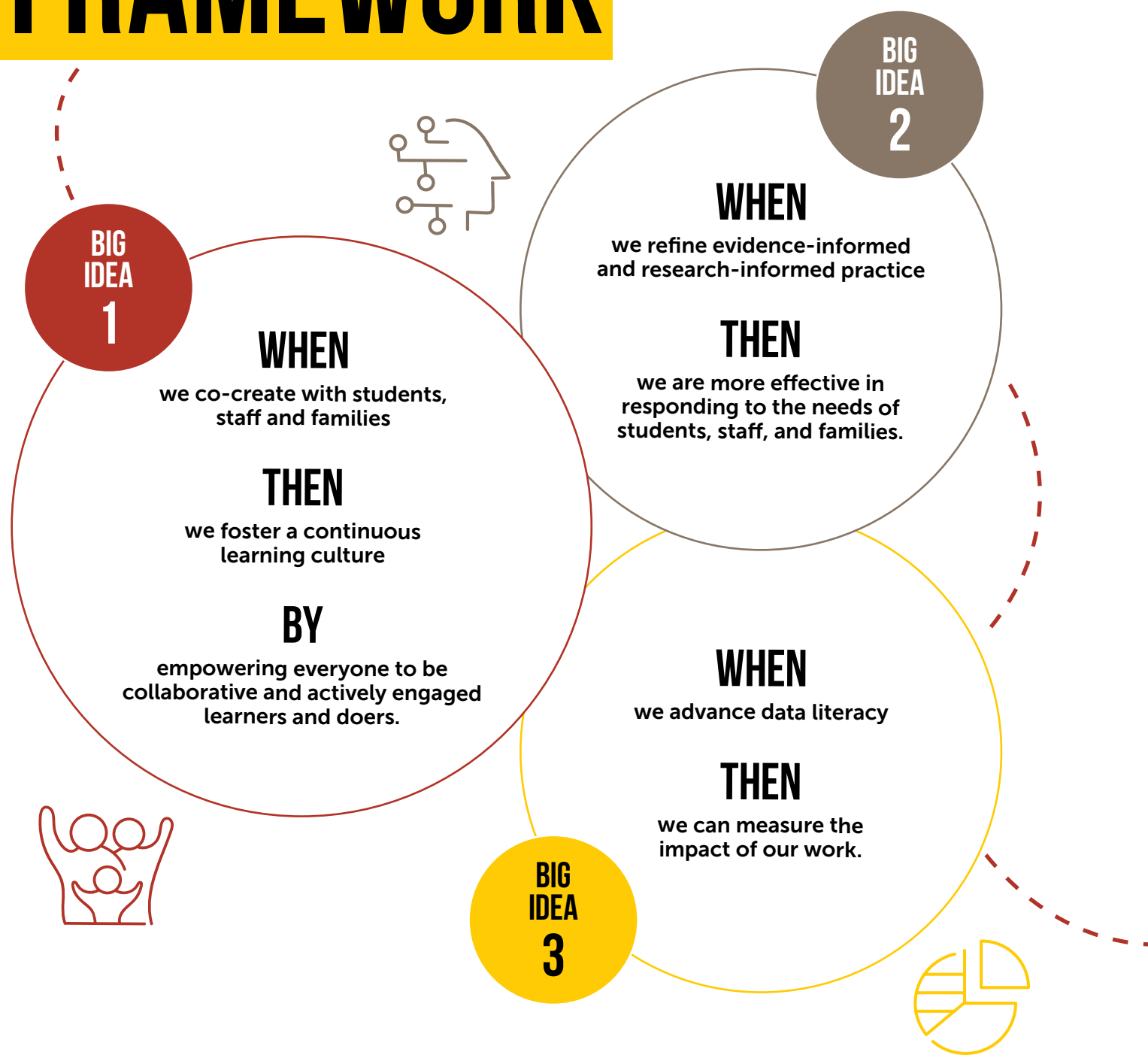


## DIVERSITY, EQUITY, INCLUSION AND ANTI-RACISM SERVICES OPERATING GOALS:

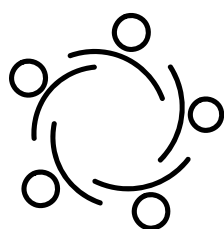
- 1 Bring together students, staff, and families to co-create initiatives to address issues of systemic racism in a proactive, capacity-building, and systematic way
- 2 Develop and implement an Equity and Anti-Racism Policy and action plan
- 3 Develop and implement an on-going equity-based curriculum review process to emphasize decolonization
- 4 Develop and implement a multi-year equity-based professional learning plan focused on anti-racism/anti-oppression education, trauma-informed practice, and the Truth and Reconciliation Commission's Calls to Action
- 5 Develop and implement an employment equity policy and action plan
- 6 Continue to expand and improve equity-based outcome data collection and analysis
- 7 Effective June 2022, start an annual equity accountability reporting commitment
- 8 Establish a Diversity, Equity, Inclusion (DEI) and Anti-Racism Education Team (Office) to champion the work of addressing issues of systemic racism in a proactive, capacity-building, and systematic way



# LRSD'S PROFESSIONAL LEARNING & TEACHING FRAMEWORK



Three important dialogues inspired the Louis Riel School Division's (LRSD) Professional Learning & Teaching Framework: the Multi-Year Strategic Plan community conversation in 2018-2019, the Senior Leadership Team's data discovery work to define our Greatest Areas of Need in 2020-2021 and the lessons learned last May during the Beyond the Horizon Youth Summit. Its purpose is to orient the collective learning journey of all staff in LRSD. It is the fruit of a collaboration between the Senior Leadership Team, the Leadership Team and divisional school support teams. Developing this Framework is also one of the priorities of our Diversity, Equity, Inclusion and Anti-Racism Initiative.



## BIG IDEA 4

### WHEN

we develop greater:

- appreciation for human diversity in all its forms
- intercultural understanding
- knowledge about historical and ongoing impacts of colonialism
- compassion and mutual respect

### AND

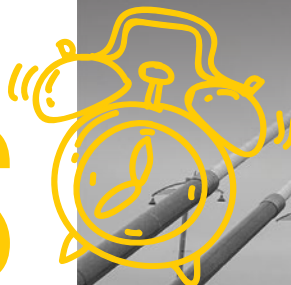
strengthen our collective efficaciousness  
by connecting BIG IDEAS 1, 2, 3 and 4

### THEN

all students, especially those made most vulnerable by barriers created by forms of racism and other unconscious prejudices, will experience positive changes in achievement, belonging and well-becoming.

\*The Louis Riel School Division's Professional Learning & Teaching Framework is directly related to the division's [Multi-Year Strategic Plan](#) and [Diversity, Equity, Inclusion and Anti-Racism Initiative](#).

# CLASS IS IN SESSION FOR LRSD LEADERSHIP



## Reflections from Christian Michalik, Superintendent

Starting in the spring of 2021, when we initiated a change to the role and responsibilities of high school ECHO teachers, the Indigenous Education Team began work on creating a curriculum for divisional and school leaders in the Louis Riel School Division (LRSD). Inspired by the medicine bundles carried by some on the team, they refer to this curriculum as a teaching and learning bundle.

I'm so grateful to my colleagues on the Indigenous Education Team for accepting to be my teachers in 2021-2022. They took me and my classmates (divisional and school leaders) on an incredible ten-month journey of learning. My teachers were brave; my classmates and I were confronted by discomfiting truths, and yet, our learning journey was also illuminating and inspiring.

The bundle included the following learning opportunities:

### THE BLANKET EXERCISE

The team designed a personalized learning experience that led participants through an impactful history lesson from the perspective of Indigenous People. Beginning in the pre-contact era, participants stood on various blankets representing the lands of the First Nations, Inuit and Métis. As the narrators moved through history, the blankets were folded up, removed or moved to illustrate the destructive and enduring impacts of colonialism. The team's focus for this learning experience was to have us confront historic truths, the impacts of targeted laws and policies, and systemic inequity today. The experiential nature of the session and personal accounts from colleagues created a poignant learning opportunity and a deeply human connection to our shared history. Although I had previously experienced a blanket exercise, this one was especially powerful because it was developed by and for our community. It persuaded me to encourage everyone in LRSD to engage and reengage with this exercise as we continue on this journey to seek truth and work toward reconciliation.

### THE CIRCLE AND THE BOX

Again, the team reimagined and personalized an experiential learning activity to share the historic and contemporary relationship between Indigenous and non-Indigenous people in Canada. We were invited to step into the box of hierarchy to unpack issues of systemic inequities and positional power. We were then invited to step into the circle to better understand lived experiences, worldviews, and histories by learning experientially what it must have felt like (and feels like) to live in a Cree community during colonization, residential schools, the Sixties' Scoop, and present day. Again, the team's personal accounts of suffering compelled us to heed their powerful provocations: Do we value community over power? How do our schools today perpetuate the box?

### THE MÉTIS WALKING TOUR

Over the course of a half-day walking tour, we learned about the tragedy and heroism of the Métis Nation at the heart of the Red River settlement as we walked through The Forks National Historic Site, some of St. Boniface's historic sites, and Upper Fort Garry Heritage Park. The lesson offered a poignant counter-narrative to the history curriculum taught in our schools and connected that retelling of history to the ongoing impacts of dispossession in our present reality.

### UNPACKING LAND ACKNOWLEDGEMENTS, TRUTH, AND TREATY RELATIONSHIPS

The team facilitated a dialogue on the importance of language, intent, and action when developing a land acknowledgement. The conversations touched on the journey, relationships, and voices that are at the heart of the LRSD's land acknowledgement and the many land acknowledgements in our schools. Our learning also focused on the origin and intent of treaties, the significance of Wahkotowin (relationship), and using one's positionality for good.



## POSITIONING OURSELVES IN COLONIALISM

The team designed a series of conversations focused on deconstructing some of our practices, parts of the curricula, commemorations, and mindsets in our classrooms and schools. Again, we considered some of our default ways of seeing and presenting ourselves and our community through an anti-racist lens.

*Beyond the learning sessions designed and delivered by the Indigenous Education Team, they also partnered with colleagues in LRSD and outside the division to offer two sessions.*

## AN INTRODUCTION TO ANTI-RACISM

Sarah Gazan and Eric Sagenes from the Manitoba Teachers Society presented an introduction to anti-racism, its historical and contemporary contexts, and the way that racism in its different forms impacts teachers, students, and school communities. They presented real-world examples, articles, and videos to break down ideological assumptions that can often have individuals and communities unconsciously perpetuate racism within the school system.

## THE ETHICS OF HOSPITALITY THROUGH AN ANTI-RACIST PERSPECTIVE

Chickadee Richard, one of eight esteemed elders on the LRSD Indigenous Council of Grandmothers and Grandfathers, and Divisional Principals Ron Cadez and Michelle Jean-Paul joined the Indigenous Education Team, along with three students, Gloria, Frances and Isabelle. Together they challenged us to consider an ethic of hospitality when decolonizing our educational practices. The students shared a powerful message that implores us to take concrete actions to create greater diversity, equity, and inclusion in our classrooms and our schools.

My colleagues and I agreed that these sessions offered some of the most transformative personal and collective learning we have experienced as a leadership team. We explored the importance of admitting our vulnerabilities and worries when having discussions about race and forms of racism. The learning journey required honest introspection to acknowledge power and privilege.

In June, we came together to reflect about our leadership learning journey. Borrowing from Jaime Battiste (the Treaty Education Lead for Nova Scotia), the team asked us three essential questions that speak to:

- **The Head:** What concepts were covered?
- **The Heart:** How did this impact our feelings, attitudes, beliefs?
- **The Hand:** What actions did we or will we take based on our learning?

I couldn't have conceived of a more impactful series of lessons to address the history and harms of colonization and to promote the need for anti-oppressive and inclusive practices and policies in our schools and board offices. My knowledge and understanding grew thanks to the ability of my teachers – Lorraine Bitchok, Rosemary Bird, Billie Jo Cross, Bobbie-Jo Leclair, Sean Oliver, Manny Skead, and Joël Tétrault, – to make important truths tangible through their collective knowledge and the courageous sharing of their lived experiences, vulnerabilities, and their calls to action.

My hope is that the learning bundle, as designed by the Indigenous Education Team, inspires us to co-design with staff, students, and families a collective learning journey that builds the trusting and respectful relationships necessary to find the courage to confront uncomfortable truths about conscious acts of intolerance and unconscious ways of perpetuating prejudice in LRSD. I am looking forward to working alongside school and board office colleagues as we continue our collective journey of achieving greater diversity, equity, and inclusion as outlined in our Multi-Year Strategic Plan.



# THE BUILDING BLOCKS OF SUSTAINABILITY



## **Students at Highbury School and Niakwa Place School worked to tackle environmental issues using Minecraft, a popular video game.**

In the 2021-2022 school year, both schools had a team of Grade 5/6 students participating in the Girls Who Game (GWG) program by Dell Technologies in partnership with Microsoft and Intel. The GWG program provides female students with the opportunity to learn through play with a focus on building global competencies and computational thinking using Minecraft: Education Edition.

Grade 5/6 teacher Mark Lesiuk supported the Highbury School students. Teacher-librarian Deborah Hoffman and Grade 5/6 teacher Debbie Calvo-Yaworsky supported the Niakwa Place School students.

"We collaborated throughout the entire process to make sure the girls had the skills and tech support that they needed to be successful," said Deborah Hoffman.

After meeting with Dell, both teams decided to focus on building a Minecraft world that addressed the issue of crayon pollution.

"We had weekly meetings where the girls mapped out their ideas and facilitated discussions to guide them as they worked on their solutions," said Mark Lesiuk. "The girls had around 10 weeks to complete the task."

Each team developed a world that featured creative ways to recycle paraffin wax crayons, produce a sustainable alternative, and give back to the environment. Students worked collaboratively to ensure every detail was perfected, from renewable energy sources to electric vehicle charging stations and gender-inclusive washrooms.

"It felt good to learn about something important and to build something beautiful and helpful that protects the environment," said Miley, a student at Niakwa Place School.

With help from their coaches, the students submitted walk-through videos of their worlds to a panel to judge against other entries from teams across Canada.

The Highbury School team took home an award for their communication and teamwork. Judges awarded the Niakwa Place School team for their understanding and demonstration of the concept of sustainability.

"It was a really inspiring project that taught me how not to give up when things seemed tough," said Ayshani, a student at Highbury School.

Through communication, collaboration, critical thinking and creativity, the students who participated in the GWG program solved real-world problems while building their confidence and leadership skills.

"By working through the challenge and solving problems together, we connected with one another and created ways to recycle crayons in a sustainable way," said Bismah, a student at Niakwa Place School.



# A WHEELIE GOOD TIME

A bike intensive program prioritizing parents and caregivers was underway in the spring of 2022 at the Louis Riel School Division's (LRSD) René Deleurme Centre (RDC).

Supported by Canada Healthy Community Initiative, RDC partnered with The WRENCH to offer adult bike programming. More than 30 participants attended the Learn 2 Ride program, Bike Mechanics course, and a Leisure Ride Club.

"There are so many benefits to biking," said Melissa Brown, Community Support Supervisor at RDC. "It's a great way to get exercise, it has environmental benefits, it's a low-cost form of transportation, and so much more."

To help adults feel more comfortable on two wheels in the Learn 2 Ride program, The WRENCH instructors started participants on bikes with the pedals removed to practice their balance. Once they developed confidence, instructors added the pedals, and the group was off to the races! Participants left the program with a bike and helmet to keep.

## Many participants shared inspiring stories throughout the programs:

*Jubril, a newcomer to Canada, secretly participated in the Learn 2 Ride program. After gaining confidence on two wheels, he surprised his kids with his ability to ride.*

*Shi-Ann joined the Bike Mechanics course with her teenage daughter to learn to fix her children's bikes at home. It was also*

*an opportunity for her and her daughter to spend time together while learning a new skill.*

*Kevan is new to Canada and wanted to learn how to ride a bike to explore his new community. After completing the Learn 2 Ride program, he joined the Leisure Ride Club and went on a 17 km ride!*

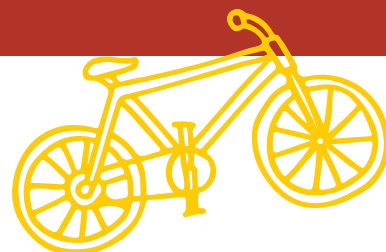
*Gina immigrated to Canada from Italy in 1957 and spent 35 years working on a cargo ship. As a child raised during the war, she never had any toys or a chance to learn to ride a bike. She watched her grandchild riding a bike and wanted to learn at the age of 83! Gina attended the Learn 2 Ride program twice a week to practice her skills.*

LRSD also piloted the Bicycle Education Skills Training (BEST) program with Grade 6 to 8 students at Lavallee School, Victor H. L. Wyatt School, St. George School and École Varennes. Students learned to ride safely on the road and in the community as part of the physical education curriculum.



**OUR HOPE IS THAT COMMUNITY MEMBERS WILL CONTINUE USING THEIR BIKES AND THAT CYCLING WILL BECOME A PART OF THEIR LIFESTYLE.**

— MELISSA BROWN, COMMUNITY SUPPORT SUPERVISOR





# FOSTERING AN ENTREPRENEURIAL MINDSET



High school is often when students start to consider their future careers and life path. Career development is an important focus in the Louis Riel School Division (LRSD) as outlined in Strategic Goal 2.1, and learning about the ins and outs of entrepreneurship is one option presented to students through various extra-curriculars.

## DIVING INTO THE WORLD OF BUSINESS

In the 2021-2022 school year, students at Windsor Park Collegiate (WPC) and Nelson McIntyre Collegiate (NMC) participated in the November to May Company Program hosted by Junior Achievement Manitoba. The organization offers entrepreneurial and business programming.

The Company Program experience allows students to feel what it's like to run a business, from coming up with a new product or service, launching it and running the start-up for a few months.

Success depends upon effective teamwork, problem-solving, and communication, with total unit and money sales as key performance indicators.



**THE JUNIOR ACHIEVEMENT EXPERIENCE IS ONE OF THE MOST CHALLENGING PROJECTS HIGH SCHOOL STUDENTS GO THROUGH, BUT ALSO THE MOST REWARDING.**

—CARLA ALLEN, TEACHER SUPERVISOR OF THE PROGRAM AT WPC



The WPC team developed a company called Revive Manitoba which sold Journey Jars. The jars housed seed paper scrolls with messages to inspire customers to break free from their COVID-19 hibernation. The WPC team took home the prestigious Company of the Year Award, signifying the most successful Junior Achievement start-up in Manitoba in 2022, along with dominating the Vice President awards for individual performances.

"As a student who thought business was all corporate with boring analyses, reports, and long meetings, the Company Program changed my perspective and I fell in love with the aspect of start-up companies and small businesses with a tight-knit community," said Justin Patrocínio, Student at WPC and President of Revive Manitoba. "It taught me key business skills like marketing, finance, and production, but has also provided me with the experience to showcase and build my leadership, teamwork, and communication abilities."



The NMC team created Sprout, a plant-propagation company featuring hand-crafted repurposed wooden vases. The team donated a portion of their final proceeds to the Children's Hospital Foundation of Manitoba.

Both groups showcased and sold their products through online interfaces and at a number of local markets, trade shows and locations.

## JUMPING INTO THE TIGER'S DEN

Students also flexed their entrepreneurial and critical thinking muscles as they shared ideas that can make a difference to everyday citizens in the 2022 Tigers' Den Entrepreneurship Conference.

During the virtual event, students were empowered to come up with problem-solving ideas before pitching to a panel of "Tigers" from the Winnipeg business community.

The winning team, TempoPave, offered a solution to a problem near and dear to most Winnipeggers – what to do about potholes! Zander Kumhyr-Neufeld and Matthew Lindsay from Collège Béliveau imagined a rubber-based product to temporarily fill potholes during the wet freeze-dry cycle of Winnipeg weather before more permanent asphalt is applied in drier weather.

Second place also tackled a problem during the winter to spring transition with an idea called Snow Away. Ryan Bellino and April Truong from WPC designed a product that attaches to a vehicle to clean mud and snow from boots or shoes before entering the cab.

Third place was a service actively operating by Adam Lear at J. H. Bruns Collegiate called L & J Labour, a power-washing service to clean up the vestiges of a dirty winter at homes and commercial properties.

In total, there were 32 submissions and 60 students.



# CAREER DEVELOPMENT STATS

## CAREER TREK

LRSD's elementary school partnership with Career Trek saw a more than 50 per cent increase in the 2021-2022 school year. The World of Work program gives Grades 5 to 6 students the opportunity to engage in career simulations and conversations.

**Career Trek impacted:**

**568 students**

**in 26 classrooms**

**across 9 schools**

## LRSD SKILLS CREDENTIAL

The LRSD Skills Credential program is a unique partnership between the division and RBC Future Launch. Throughout the program, high school students engage in skills development and personal branding workshops that culminate in a final LEAN Career Design Canvas presentation with a career coach. The Canvas is a self-reflective tool that connects the dots of their myriad school, life, and community experiences.

73 Grade 12 students at seven high schools received the LRSD Skills Credential in the 2021-2022, with 156 looking to earn the distinction next year

## MYBLUEPRINT

LRSD's career online management program is a foundational tool for students in grades 7 to 12 to navigate personal self-awareness, labour market information, occupations and skills, post-secondary institutions, and career pathing possibilities.

**This year, students:**

- Logged on to myBlueprint 24,123 times
- Completed 13,777 'Who Am I' surveys
- Favourited 3,025 occupations
- Created 714 goals
- Developed 7,820 portfolio boxes

# GINIIGAANIIMINAN

**Decolonizing spaces and revitalizing Indigenous languages are important steps in moving toward reconciliation. Giniigaaniiminaan means “What lies ahead in the future” in Anishinaabemowin.**

The Louis Riel School Division (LRSD) is committed to a renewed relationship with Indigenous learners, families, staff and the broader community. That promise is reflected in our Multi-Year Strategic Plan. One example of that commitment is the Giniigaaniiminaan program at Lavallee School which was designed to support specific students in Grades 4 to 8 with the intent of positively impacting attendance, engagement and academic achievement.

Led by members of the Indigenous Education team, Learning Team and the Information Services Department, as well as Elders, school staff, family members and special guests, the Giniigaaniiminaan program is a true example of collaboration in LRSD.

Every Thursday throughout the program, students participated in various activities that furthered their learning while connecting them with Indigenous teachings, stories, language, and culture. Students also spent time learning new tech-skills and exploring future educational and employment opportunities while creating a sense of belonging and space at the school.

**“  
HELPING THE STUDENTS INVOLVED  
WITH THIS PROGRAM SEE THEIR  
FUTURES IN A POSITIVE WAY HAS  
ALWAYS BEEN ONE OF OUR MAIN  
GOALS. WHEN STUDENTS CANNOT  
IMAGINE THEIR FUTURES, THEY ARE  
NOT ABLE TO SEE THE VALUE IN  
SCHOOL. THIS YEAR WE GAVE THIS  
GROUP A VISION AND HOPE OF WHAT  
COULD BE.**

**— MANNY SKEAD, MEMBER OF THE INDIGENOUS EDUCATION TEAM  
AND PROGRAM FACILITATOR**



The group started their learning journey by using technology and learning traditional Indigenous understanding through Manito Ahbee Aki – the first Minecraft teaching resource in the world that honours, celebrates and explores a Manitoba Anishinaabe community.

Students then spent time on the land exploring the teachings in the great outdoors. This included snowshoeing, taking part in a Métis Walking Tour at The Forks, heading out on a fishing trip, and exploring the Bois-des-Esprit urban forest which contains five different ecosystems.





The program's positive momentum continued through other technology-based activities like coding, mapping and treaty exploration. The students' learning literally took flight with a unit on aviation which included studying photography, drone footage and how planes fly. The group even had the opportunity to head into the air for an actual flight at St. Andrew's airport. This memorable experience was a favourite of almost everyone involved.

The aviation unit wrapped up with the opportunity for students to pilot an F-18 Fighter Jet with the use of a simulator. Students also visited the Louis Riel Arts & Technology Centre to tour potential programs and work with the Culinary Arts students and teachers to make pizza and decorate a cake.

"I love coming to school on Thursday, but I come to school way more now on all the days," said one student in the program.

Elder Lionel Mason was able to join the group most weeks and his knowledge, humour and kindness were incredibly enriching to everyone involved. The Indigenous Education Language team also provided opportunities to learn Anishinaabemowin in fun and engaging ways.



**WE SAW STUDENTS ENGAGE IN LEARNING AND BUILD POSITIVE RELATIONSHIPS THAT TRANSLATED TO SUCCESS BEYOND THE PROGRAM, SUCCESS THAT THEY CARRIED BACK INTO THEIR CLASSROOMS AND LIVES.**

— CHRIS HEIDEBRECHT, MEMBER OF THE LEARNING TEAM  
AND PROGRAM FACILITATOR

Moving in to the 2022-2023 school year, the group leading Giniigaaniiminaan plans to build on the success of the program to continue helping learners thrive and flourish in LRSD.



# BACK IN ACTION

After two years of modified (or cancelled) events, celebrations and programming, staff and students across the Louis Riel School Division (LRSD) saw a more typical schedule of occasions throughout the 2021-2022 school year.

Here are a few highlights of what was back in action this year!

## GETTING CREATIVE

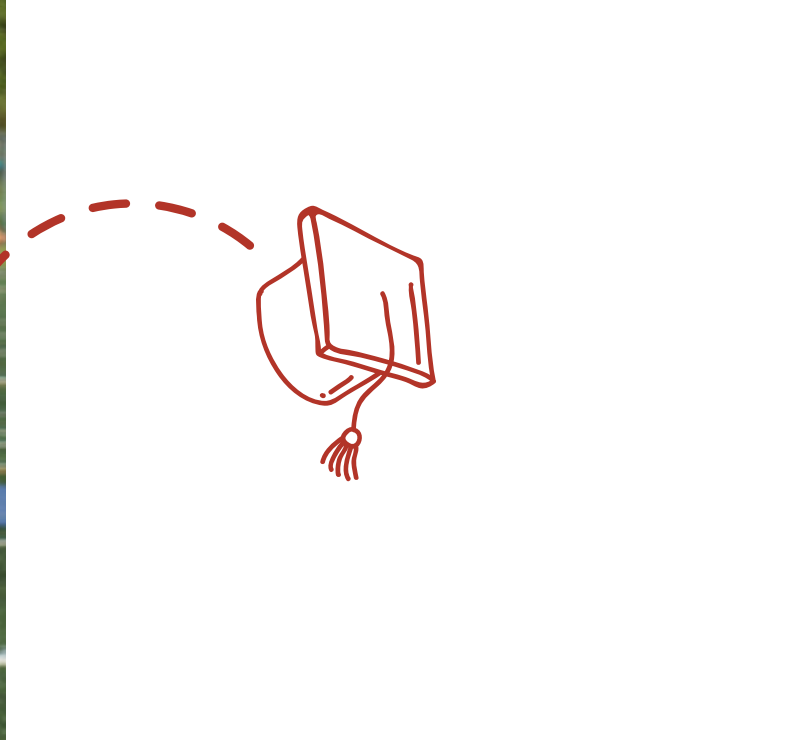
The school year began quietly with Public Health orders recommending against singing or playing wind instruments. Teachers continued music and other arts classes in creative ways, but everyone was thrilled as we slowly returned to sharing our artistic learning through concerts, plays and art displays.

Some of our traditional events needed a little creative adaptation. Instead of Grade 4 students celebrating Orff Days in large groups, music teachers brought musicians into their classes to explore such topics as song writing, fiddling, and African Drumming. A similar scenario took place in lieu of the typical Guitar Celebration. Guitar classes worked with local musicians such as Emma Rush and Billy-Joe Green. In both these cases, students were able to experience something new and exciting.

By spring, teachers were able to begin to share concerts, plays and musicals. Arts in Action took place at St. Vital Centre in April under the theme of Together Again: Celebrating Community through Art. Grade 5 and 6 students in French Immersion presented plays en français in May for Journée théâtre. Nearly 5,000 students in Grades 1 to 3 gathered in St. Vital Park to folk dance together. High schools presented stellar musical theatre productions, and many schools shared concerts and art displays with their communities.







## GRADUATION POW WOW

The division celebrated the Class of 2022 and honoured Indigenous culture at the Jules Lavalée Memorial Graduation Pow Wow on June 8.

With Coco Ray Stevenson as the Master of Ceremonies and the Walking Wolf Dancers & Singers as the Host Drum, students, staff and community members gathered at Murray Field for a spirited event that included a pipe ceremony, a feast, dancing and singing. The event also paid tribute to Jules Lavalée, an important and beloved member of the LRSD community.





## RETIREMENT GALA & YEARS OF SERVICE CELEBRATION

In May, LRSD staff, trustees, and valued guests came together at the Fort Garry Hotel to celebrate three years of retirees and hundreds of combined years of accomplishments and memories. In total, 250 staff retired over the past three years—80 from the 2019–2020 school year, 89 from the 2020–2021 school year and 81 from the 2021–2022 school year.

In June, the division honoured three years of individuals celebrating 25 years of service or more in LRSD and its legacy divisions. A total of 174 staff have been dedicating their time and talents to LRSD for a quarter-century or more!



## PRIDE 2022

The LRSD community kicked off Pride Week/Month on May 26 by learning alongside student presenters in a division-wide assembly.

LRSD also participated in the first Winnipeg Pride/Fierté Parade since the start of the pandemic on June 5. The division had a great representation of students, staff and community members.





## THE RETURN OF SPORT

With several risk mitigation strategies in place, schools welcomed sport back with open arms in the fall of 2021. From middle years to high school, extracurricular sports brought back energy and excitement to our communities. With three provincial championships, high school athletes returned ready to compete and continued developing their skills on and off the field. Middle school athletes had a renewed focus on skill development, and many were excited to participate in their first interscholastic sports leagues.



Although spectators were not able to attend games in-person during the first half of the school year, students in the Broadcast Media Program at the Louis Riel Arts and Technology Centre ensured parents/guardians were able to watch high school athletes by streaming home games. The cheers were louder than ever when schools welcomed back fans in the spring of 2022. Below are a few sports highlights from the 2021-2022 school year:

### CHAMPIONSHIPS & MAJOR AWARDS

- **J.H. Bruns Collegiate:**  
Varsity Girls AAAA Volleyball Provincial Champions
- **Dakota Collegiate:**  
Varsity Girls AAAA Provincial Champions
- **J.H. Bruns Collegiate:**  
Junior Varsity AAA/AAAA Badminton Provincial Champions
- **Dakota Collegiate:**  
Varsity Boys Provincial Track and Field Champions
- **Collège Béliveau:**  
Provincial "AAA" Track and Field Champions
- **Collège Béliveau:**  
Junior High School Ringette Tournament Champions
- **Collège Jeanne-Sauvé:**  
Winnipeg Women's High School Hockey League Champions
- **Niakwa Place School:**  
Grade 7/8 Boys Basketball Champions
- **Victor H.L. Wyatt School:**  
Grade 7/8 Girls Basketball Champions
- **H.S. Paul School:**  
Grade 8 Boys Basketball Champions
- **École George-McDowell:**  
Grade 7/8 Badminton Champions & AAA Track & Field Champions
- **École Van Belleghem:**  
Grade 7/8 AA Track & Field Champions
- **General Vanier School:**  
Grade 7/8 A Track & Field Champions







# FOCUSING ON WELL-BEING

**The 2021-2022 school year saw a continued focus in our school communities on supporting the well-being of students and staff as we continued to navigate the realities of a pandemic at the beginning of the school year and moved into a more typical way of being in the spring.**

Staff demonstrated their resilience, creativity, and flexibility in meeting the needs of their community and in developing our shared understanding of the statements that guide our divisional well-being journey:

- 1 I know what well-being is**
- 2 I know what impacts (positively and negatively) my well-being and the well-being of those in my community**
- 3 I have strategies to improve my well-being and the well-being of others**

School teams throughout the Louis Riel School Division (LRSD) collaborated with clinicians to respond to the needs of students and staff in innovative ways. School leaders listened to students, staff and families to understand what would make the most difference in their communities. The result was a multitude of well-being focused activities that engaged community, were informed by student voice, and built on the knowledge gained through the pandemic.

Over the course of the year, schools shared stories of classroom collaborations with clinicians that led to learning about the brain, ways to tackle negative thinking and build resilience as well as understanding their wellness framed by the Circle of Courage. School communities held special events related to Bell Let's Talk Day, Mental Health Week, and their own wellness-focused days. St. George School and Victor Mager School are wonderful examples of these collaborations.

## **BUILDING CONNECTION AT ST. GEORGE SCHOOL**

At St. George School, staff collaborated to meet an identified need in their community –belonging and mastery for all students. Principal Robbie Mager and Vice-Principal Susan Ciastko worked with Jane Peck and Jason Oster, Student Services Teachers, Joanne Hince, Community Liaison Worker, and Luanne Mounk, School Social Worker, to generate targets for building skills and strengthening bonds.

With assistance from the Winnipeg Foundation and the Lighthouses Program, students and families were invited to participate in activities designed to see everyone thrive and shine in new ways. Students engaged in weekly activities, such as bowling, attending Manitoba Moose games, rock climbing and roller skating. Students also participated in grocery shopping trips and took turns making meals for the group.

Later sessions included an incredible collaboration with community members Charlie Linski and his daughter, Alice. In these sessions, students learned how to make drums, and Charlie incorporated concepts such as the seven teachings and the medicine wheel. Students then decorated the drums with guidance from Alice. These sessions culminated in a celebration which invited parents, students, and the community to smudge, hear about the student's learning, and watch a drum performance.

"The students were so engaged in the whole process because they made it theirs," said Jane Peck. "They were so focused. We saw them demonstrate patience, take risks, work together, and build community."

Susan Ciastko attributed much of the success of the sessions to the grassroots and organic nature of the planning.

"It was open to any staff that wanted to participate," she said. "We stayed flexible and were led by our values and mission rather than an overly structured or rigid approach."

Robbie Mager and Jason Oster added that feedback from families has been positive, with parents/guardians asking eagerly about what comes next, reporting that this group was the highlight of their child's journey.



"We tried to create an environment that allowed the students to be receptive to develop a sense of belonging in the group, take risks, learn new skills, and become eager to experience life," said Luanne Mounk, School Social Worker. "This first group of students – when they are ready – will become leaders in next year's group and share their experiences."

By embracing the lessons learned over the pandemic, engaging in inquiry about their local community needs, and focusing on belonging and mastery as paths to well-being, the team at St. George School witnessed students thriving.

## EXPLORING THE BRAIN AT VICTOR MAGER SCHOOL

From the beginning of the year, the team at Victor Mager School has been working toward keeping health, wellness, and well-being at the centre of all school goals and activities. Whether it be including wellness activities at every staff meeting and during professional development days, coming together for paint nights or celebrating accomplishments, the school community is continuing to work toward creating a place of balance for all.

At the start of the year, students were asked important questions connected to their own sense of wellness using OurSCHOOL Survey. They also conducted a comprehensive wellness audit to collect important data identifying community needs and considerations for programming. The school team explored opportunities for students to participate in lessons which support regulation, resiliency, and a growth mindset through explorations of breathing techniques, mindful movement, and strategies to support social-emotional learning. One example was the exploration of Automatic Negative Thoughts (ANTs) and how they may impact the brain and the body.

With the support of school psychologist Colleen Prystenski, the team learned about the power of thoughts and how they impact feelings and behaviours. During a specific learning session with Colleen, the team worked on strategies for identifying and reframing thoughts like "I'll never be good enough" and "everyone is going to get sick" that drive negative thought patterns such as feelings of anxiety and stress. The middle years team has also worked with Colleen to identify specific needs as shared by students through data collected from the OurSCHOOL Survey. The collaboration introduced resources that normalize and destigmatize emotions such as anxiety and stress while building the capacity to seek help and engage in healthy practices. By working toward meeting the needs of students during a global pandemic, the team identified dynamic resources that allowed for students' independent exploration of their well-being, such as virtual classrooms for middle years and elementary wellness.

Victor Mager School also hosted a successful Wellness Day in March. The event began as a collaborative planning effort shared amongst staff, school clinicians, divisional support teams, nurse health practitioners and students. Inspired by the theme of the Human Brain, the school community welcomed Michael Champagne to help launch the big day. Wellness Day provided a full day of experiences which promoted and supported students' overall sense of wellness. Throughout the day, students were involved in several joyful experiences and learned many strategies to support their health and well-being.

At the end of this important and engaging day, students took home personalized wellness kits which included items connected to the different activity stations. The kits provided new ways to stay connected, be active, and participate in healthy activities with their loved ones outside of school.





# THE SCIENCE OF READING



**Early years classroom and support teachers embarked on an exciting professional learning journey in the 2021-2022 school year that we will continue to monitor for positive changes in student learning. Their focus was on what is widely known as The Science of Reading, which is a vast body of interdisciplinary research that studies how reading and writing skills develop.**

Throughout the year, teachers gained insights into how the brain develops, the skills needed as one becomes a fluent reader and writer, and how the brain transforms as children learn these skills. The research also explains how educators can best support children as they grow as readers and writers.

## EARLY SCREENING

One of the significant findings from the research is that students who are most at-risk for struggling in literacy in later grades can often be identified as early as Kindergarten. However, we can reduce the risk by identifying needs and targeting our instruction early. To help us put the research into practice, the Louis Riel School Division (LRSD) established a partnership with a team of researchers at the Multilingual and Literacy Lab at the University of Toronto's Ontario Institute of Studies in Education (OISE).

"Dr. Becky Chen and her team guided us through the selection of screening and assessment tools and their ongoing support ensured that our results were both reliable and valid," said Ron Cadez, Divisional Principal of Instructional Services.

The screening tool we adopted was introduced to teachers, clinicians, and administrators in September. The division introduced five tests from a tool called the Comprehensive Test of Phonological Processing Second Edition (CTOPP-2). Our research partners provided the division with training, support, and ongoing consultation to better interpret the research and data we were collecting. All Kindergarten and Grade 1 students participated in this screening assessment in October and May.

The CTOPP-2 provided school teams with insights into three specific areas of development:

- phonological awareness (how students decipher between the sounds in words)
- working memory (how much information students can retain and retrieve)
- rapid automatized naming (ability to name digits and symbols quickly and automatically).

Schools analyzed the results to inform classroom programming and targets for support.



## STRUCTURED LITERACY

Some refinements had to be made to teaching literacy in Kindergarten to Grade 1 to effectively respond to the results shown in the CTOPP-2 screening. Along with early screening, the research clearly concluded that teaching literacy skills explicitly and sequentially using multi-sensory techniques is the most effective approach. In practice, this is commonly referred to as Structured Literacy, which provided us with a framework for changes to instructional practices.

A group of about 20 teachers with experience in structured literacy from various schools, members of the Learning Team, school leaders, and clinicians came together to discuss professional learning and create a comprehensive list of supporting resources. A few members from this group also developed a comprehensive scope and sequence document, which was introduced to teachers over three professional learning sessions delivered by fellow teachers and clinicians.

Other professional learning was led by external experts. In January, more than 200 teachers and clinicians had the opportunity to spend a day with Dr. David Kilpatrick from Syracuse University, who is regarded as an authority on The Science of Reading. He provided an in-depth overview of the research and concrete examples of how this could look in classrooms.

In February, nearly 150 educators spent two days with Lise L'Heureux, a reading clinician from Montreal. She led two full-day workshops in French and two in English on how to support readers who struggle the most.

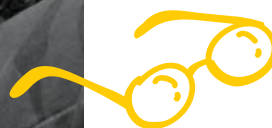
"I applaud the recent efforts to continue refining our approach to literacy; however, as we support young readers and writers, we have to be mindful to not pathologize diverse ways of learning and being," said Christian Michalik, Superintendent. "I look forward to seeing additional outcomes from this recent initiative."

## OUTCOMES

The spring CTOPP-2 results showed significant growth across the division in the areas targeted by the instructional changes and, as a result, potentially reduced the risk of future literacy challenges for many students. Several teachers commented on their students' increased confidence, their improved phonological awareness proficiency, and the efficiency of the strategies they apply to decode unknown words.

"Other assessment measures for reading fluency were implemented in K to Grade 1 in May and June and we look forward to doing an in-depth analysis of those results in the fall with our research partners to see the full impact of the changes," said Ron Cadez.

Overall, the initiative has been successful by bringing in more research partners from Manitoba and abroad and fostering new partnerships with organizations such as the International Dyslexia Association Ontario Branch, Learning Disabilities Association of Manitoba, the University of Manitoba, and Alberta Education.







# NAVIGATING ENROLMENT PRESSURES



**In the Louis Riel School Division (LRSD), we have been on a journey to address enrolment pressures and demographic dynamics for some time. In the 2021-2022 school year, that journey included resolving where Grades 5 and 6 students living in Sage Creek would temporarily continue to attend school until a second school in the community opens its doors. It also included sharing solutions to the current and projected enrolments in the Windsor Park Collegiate (WPC), Collège Béliveau (CB) and J.H. Bruns Collegiate (JHB) Families of Schools.**

As Winnipeg continues to grow, LRSD welcomes more students into some of its schools each year. When we confirmed provincial funding for École Sage Creek School (ÉSCS) in 2013, we knew we needed a second school to ensure the students who live in Sage Creek can go to elementary school in their community. We continue to communicate this need to the Manitoba Government.

As we continue to wait for approval and funding to build a second school in Sage Creek, we have had to come up with a number of temporary solutions to ensure there's room for all students, including:

- Offering both French Immersion and English programs at ÉSCS, something that we don't typically do in LRSD
- Having Grades 7 & 8 ÉSCS students attend CB and WPC beginning in Sept. 2019
- Having Grades 5 & 6 ÉSCS English program students attend Shamrock School beginning in Sept. 2020

Although these temporary solutions worked for a few years, we are now running out of room at WPC and have been running out of room at CB for some time.



Due to these enrolment pressures and demographic dynamics, the LRSD Board of Trustees approved a number of related motions in June 2022. The pragmatic solutions outlined in the motions were compared with several alternatives and are the most sustainable, achievable, affordable, least disruptive and well-researched. The decision to move forward with the solutions was made after consultation with students, staff, families, and community members.

**“CHANGE IS NEVER EASY, BUT WE ARE COMMITTED TO CONTINUE WORKING ALONGSIDE OUR COMMUNITY TO ENSURE THE VOICES OF STUDENTS, STAFF AND FAMILIES ARE HEARD AND THAT THEIR NEEDS ARE MET.**

— LOUISE JOHNSTON, CHAIR OF THE LRSD BOARD OF TRUSTEES

## TEMPORARY CHANGE TO SHAMROCK SCHOOL CATCHMENT

The Board approved that:

- The temporary change to the catchment area for Shamrock School will include Grade 5, 6, & 7 English Program students residing in Sage Creek in 2022-2023 and;
- The temporary change to the catchment area for Shamrock School will include Grade 5, 6, 7 & 8 English Program students residing in Sage Creek in 2023-2024 until a second elementary school in Sage Creek opens its doors by September 2025 at the latest.

In the summer of 2022, the division received design authorization for a new school in Sage Creek. This is an important next step to ensure construction can begin in March 2023.

## CHANGE TO J. H. BRUNS COLLEGIATE AND WINDSOR PARK COLLEGIATE CATCHMENT AREAS

The Board approved that:

- JHB will be redesignated as the catchment area high school for English program students residing in Sage Creek as it is the most optimal, sustainable, and achievable solution to the changing enrolment patterns in the southeast quadrant of the school division
- This change will be implemented effective Sept. 3, 2024, for students residing in Sage Creek entering Grade 9
- They will afford priority consideration to Schools of Choice requests from families residing in Sage Creek but wishing to attend WPC for Grades 9 to 12
- Students residing in Sage Creek registered in Grades 10, 11, and/or 12 at WPC on Sept. 3, 2024, will be permitted to remain at WPC through to the end of their high school studies
- They will designate an expansion and renovations of JHB Collegiate as a capital project request with the provincial government

## CHANGE TO BUILDING ASSIGNMENT OF WINDSOR PARK COLLEGIATE AND COLLÈGE BÉLIVEAU

The Board approved that:

- An exchange of the WPC and CB buildings is the most optimal, sustainable, and achievable solution to the changing enrolment patterns in the southeast quadrant of the school division
- This change will be implemented effective Sept. 3, 2024
- They will designate renovations of the WPC and CB buildings as a capital project request with the provincial government

As we move into the 2022-2023 school year and beyond, the journey to implementing the high school solutions has just begun. The Senior Leadership Team and school administration will work collaboratively with students, staff, and families to ensure they have access to the same opportunities they have currently and consider new opportunities. Students in all three high schools and the second school in Sage Creek will have many opportunities to imagine their new learning spaces alongside staff, interested parents/guardians and an architect as the division moves toward implementation.

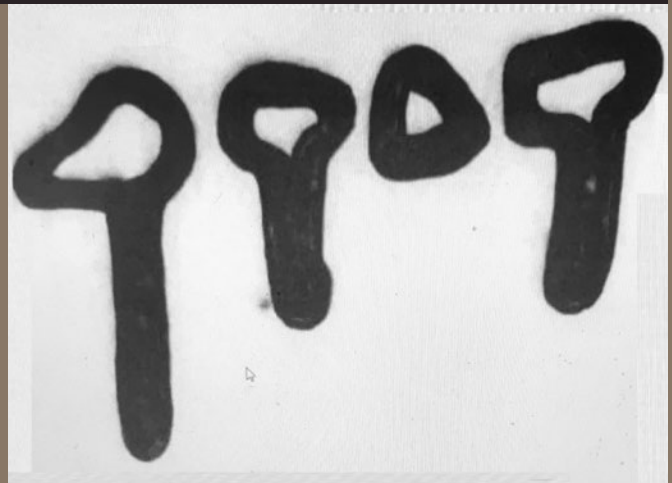
"These solutions are intended to help solve enrolment pressures and respond to the changing demographic patterns in the near future as well as for many years to come," said Christian Michalik, Superintendent. "The learning and well-becoming of students, supporting staff, and assisting families are areas of focus when thinking about the next steps."



# LEARNING FROM THE LAND



In the fall of 2020, Ninoshe (Aunty) Shirley Ewanchuk, member of the Learning Team, started the **Manitou Akiing Land-Based Education Program**. The goal is to offer Indigenous teachings to Human Ecology students and teachers while getting out of the classroom and onto the land. The program focuses on teachings from an ancient petroglyph which is interpreted as instructions to build, hunt, plant and harvest.



In the 2021-2022 school year, Shirley completed a review of the Human Ecology curriculum for Indigenous content and worked toward the sequencing of teachings across grades and content areas. She worked closely with Heidi Forrester, Human Ecology Consultant, to further the work of Indigenous connections of Human Ecology to the Louis Riel School Division's (LRSD) Multi-Year Strategic Plan and the Circle of Courage framework. This had a noticeable impact across the division. Julie Koch, teacher at Nelson McIntyre Collegiate, created and piloted a Circle of Courage rubric for Human Ecology courses. There were also several Circle of Courage placemat designs created for school kitchens.

This past year, the Manitou Akiing Program was expanded from Windsor Park Collegiate (WPC) to Glenlawn Collegiate. Shirley worked with several Human Ecology teachers to promote engaging, hands-on learning experiences based in Indigenous teachings.

Textiles students at Glenlawn Collegiate learned about the history of beading and adornment which culminated in a beaded mittens project. Students explored the use of ribbon work clothing and made skirts and shirts. They headed out to Birds Hill Park to learn about natural plant dyes while working on an eco-printing project. Students also spent a half-day in and around a tipi set up at the school and crafted dreamcatchers together.





“

**WE HAD SO MUCH FUN WITH THE STUDENTS DURING THESE TEACHINGS. THEY ARE VERY TALENTED TEXTILE ARTISTS.**

—SHIRLEY EWANCHUK, MEMBER OF THE LEARNING TEAM

In Kristin McDonald's Family Studies class at Glenlawn Collegiate, students learned about clans and received Circle of Life turtle, eagle, and tipi teachings. The students also learned about birthing and the first year of life from Darlene Birch, an Indigenous midwife.

In Foods and Nutrition, several classes headed outside to cook in the Glenlawn Collegiate schoolyard while learning about the history, migration, and seasonality of food. Students learned about harvesting, hunting and growing food as well as the legal right of Indigenous people to obtain food from the land.

Shirley also taught students enrolled in high school Co op Programs in Human Ecology alongside Michele O'Dowd. Students learned about sacred seeds, headed outside for nature walks, and participated in a garden bee house project. The group also made turtle rattles and learned a song together.

While the Manitou Akiing program is focused on Human Ecology, Shirley also collaborated with Grade 10 Geography teachers at WPC to create a sub-unit of Indigenous teachings for the Food from the Land portion of the curriculum. The unit was piloted in partnership with Tom Nyutten, Karen Ross and Maya Robbins and covers pre-settler, fur trade, and post fur-trade food activity from Indigenous People in Manitoba. Each of the lessons is linked to the Ojibwe Seven Teachings.

Shirley hosted several professional development sessions for Human Ecology teachers that included a day on the land at Birds Hill Park with several invited Knowledge Keepers. There were also various land-based days with Elders and Knowledge Keepers from Peguis First Nation who taught participants how to clean duck and geese, filet a fish and make brain-tanned leather.

“Our friends from Peguis First Nation were kind enough to teach us, even when they were in the midst of a flooding crisis within their community,” said Shirley. “They are such generous, kind and knowledgeable people and I look forward to continue building our relationship.”

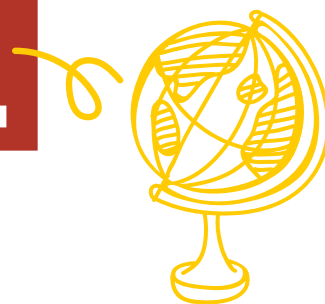
The Manitou Akiing program will continue to expand into the 2022-2023 school year as Shirley develops additional Indigenous land-based lessons within the three areas of Human Ecology and work alongside the Geography team at WPC.







# REBUILDING INTERNATIONAL RELATIONSHIPS



**The global pandemic led to many challenges, and the world of international education was affected significantly. As border restrictions eased, the Louis Riel School Division (LRSD) opened its doors and welcomed new students to our city and community through the International Student Program (ISP). In the 2021-2022 school year, the ISP was proud to welcome 220 students from 20 countries.**

The program provides students with engaging experiences that foster academic, personal, and social growth. The presence of international students in our schools provides an enriching experience for all and assists students and staff in preparing for life in the global community of the future.

International education relies on partners and agencies to ensure students can travel safely and meet their educational objectives. LRSD has been actively working with existing partners and welcoming new ones. Together, we have re-established strong bonds helping the ISP rebuild to near pre-pandemic levels.

In September 2022, LRSD will welcome close to 300 international students to our Kindergarten to Grade 12 schools and more than 100 students to the Louis Riel Arts and Technology Centre. The ISP will also host students for a three-week summer school in July. Outbound student exchange programs with sister schools in eight countries are in the planning stages for the spring of 2023.







“

THE QUESTION IS NOT 'CAN YOU MAKE A DIFFERENCE?' YOU ALREADY DO MAKE A DIFFERENCE. IT'S JUST A MATTER OF WHAT KIND OF A DIFFERENCE YOU WANT TO MAKE DURING YOUR LIFE ON THIS PLANET.

JULIA BUTTERFLY HILL



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