



Celebrating Indigenous Culture and Community in the Louis Riel School Division

2020/2021





*When you
learn something from
people, or from a culture,
you accept it as a gift, and it
is your lifelong commitment
to preserve it and
build on it.*

— Yo-Yo-Ma



ICGG Member Wanbdi Wakita



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Our Land Acknowledgment

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 Métis. We recognize that Manitoba is also home to 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, and we thank them for their generosity and collaboration.

Our Vision /

Notre Vision / **Enaabishinaang**

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 /

Notre Mission / **Nindinwaazowinaan**

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.



Message from the Chair

With Indigenous teachings, practices, culture and language sizeable and important components of our Multi-Year Strategic Plan, we are indeed fortunate in the Louis Riel School Division (LRSD) to be able to rely on our Indigenous Learning Team for the guidance they offer as we journey together in truth and reconciliation.

Engaging our Indigenous youth leaders, investing in community programming, and shining a light on the contributions of our Scholar in Residence benefit all who work and learn in LRSD, as well as our families and greater community.

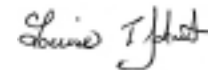
The LRSD Board of Trustees is particularly proud to recognize our Indigenous Council of Grandmothers and Grandfathers. Their experience, mastery and ability to nurture important conversations are paving a path to understanding, healing and hope. One only need read the biographies of each member of the council to appreciate how fortunate we are to be able

to celebrate their presence in our community. Listening to a council member share their knowledge and wisdom provides valuable insight, perspective and understanding. The importance of this history and our commitment to the building of relationships, is articulated at the beginning of all public board meetings and events.

Creating this viewbook is a wonderful way to celebrate, honour and share the contributions of a truly remarkable group of individuals. Their candor, authenticity and honesty is not only inspiring, but also a valuable reminder of where we have been and where positive steps forward will lead us.

Louise Johnston

Chair, Louis Riel School Division
Board of Trustees
2018-2020



Message from the Superintendent

We've created the Celebrating Indigenous Culture and Community publication to offer a glimpse into the valued community of educators we call the Indigenous Learning Team.

They are a team of staff and community members that offer guidance to all of us in the LRSD on our journey of truth and reconciliation. I cherish the time I get to spend with Frank Deer, our Scholar in Residence, who has been advising us on all aspects of education since 2016. I'm also deeply honoured by the opportunity to seek advice and knowledge from the eight exceptional individuals who have agreed to become our Indigenous Council of Grandmothers and Grandfathers (ICGG). Starting on page 19, you'll be able to find out more about these individuals who will help us ensure the learning journey for all students in LRSD is done in a good way.

Each time we come together as a group and talk about improving supports, outcomes and well-being for all students, I am grateful to have their input, experience and understanding guiding our discussions. I am also thankful for Marlene Murray, Assistant Superintendent of Student Services, who now has

Indigenous Education as part of her portfolio. Her wealth of knowledge will also help guide our collective journey moving forward.

The Celebration of Indigenous Culture and Community in LRSD compliments other foundational publications such as our annual report to the community and our Multi-Year Strategic Plan. Our goal is to celebrate the Indigenous Learning Team's accomplishments that have continued to grow since LRSD's inception in 2002 the same way we recognize other stories of success, inspiration, and innovation. This publication is also a testament to the contributions of staff, students and community members, too.

Our Indigenous Learning Team, our Scholar in Residence, and our ICGG inspire and strengthen LRSD's commitment to a renewed relationship with Indigenous learners, families, staff and the broader community.

I am excited about building a deeper relationship with our ICGG, as they are key to building collective capacity and co-creating strategies to implement the Truth and Reconciliation Commission's Calls to Action.

Christian Michalik
Superintendent and CEO

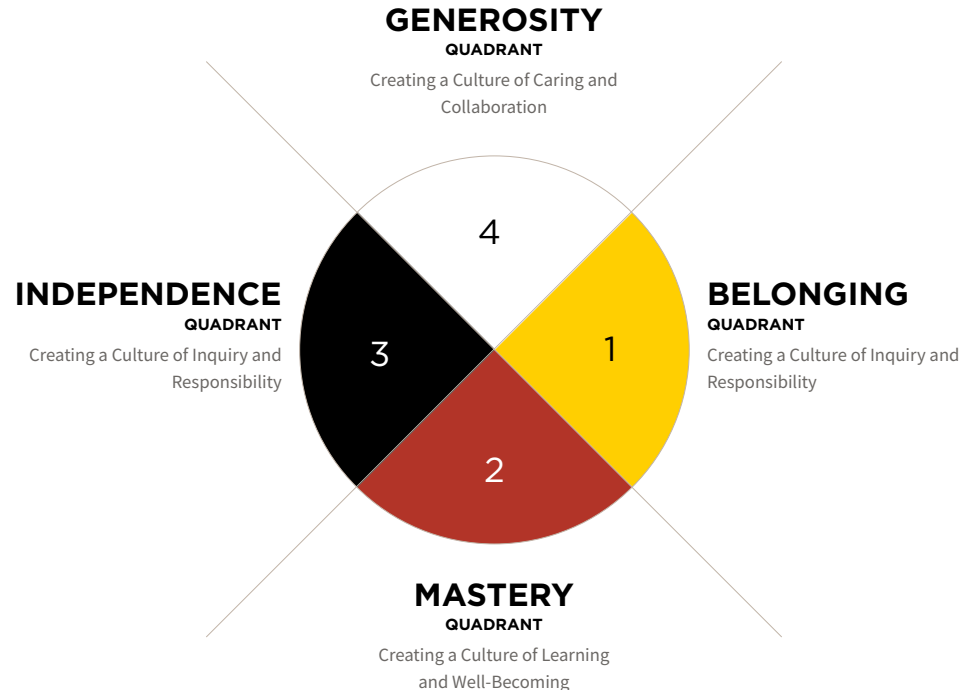


Planning for the Future

In 2019, the LRSD community engaged in a series of conversations about visioning for our future. The themes that emerged informed our renewed Vision and Mission and helped illuminate four strategic priorities that frame the Multi-Year Strategic Plan (MYSP) for 2019-2023.

Moreover, the collective aspirations of our community, as well as a multitude of conversations, inspired our efforts to identify meaningful and measurable strategic goals for each priority.

There are desired outcomes detailed in each strategic goal that we will use to inform and guide our collective efforts as we move forward. We feel confident that the four-year journey our MYSP is taking us on will result in a thriving and flourishing future that every student, staff and community member can celebrate.



STRATEGIC PRIORITIES FOR 2019-2023

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

“ I had an amazing opportunity to participate in the Louis Riel School Division Youth Indigenous Advisory Circle, which helped me meet other Indigenous youth in the division and have genuine, powerful and meaningful conversations with them. Participating in this group helped me learn more about my culture, myself, and, perhaps more importantly, encouraged me to be a leader, to work together with others to better my community, and bring awareness to issues affecting Indigenous youth. The relationships I built with the students and the teachers gave me a sense of belonging I would not have had otherwise.

— Brianna Jonnie
2019 graduate of Collège Jeanne-Sauvé

Brianna is the author of *If I Go Missing*, a young adult graphic novel based on excerpts from her two-page letter calling for change in the way Missing and Murdered Indigenous Women and Girl's cases are handled. She is Ojibwe and originates from Roseau River First Nation.



About Indigenous Learners in LRSD

The Louis Riel School Division is proud to support more than 15,533 students in 41 schools. Here is how our self-declared Indigenous learners fit in to the LRSD community:

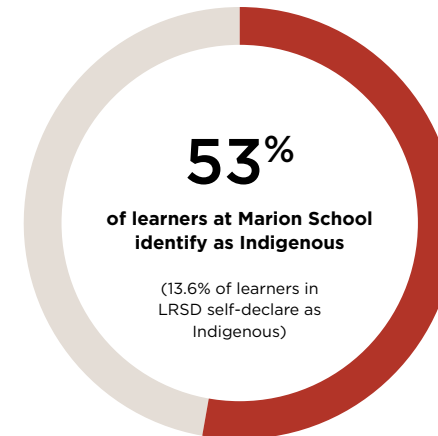
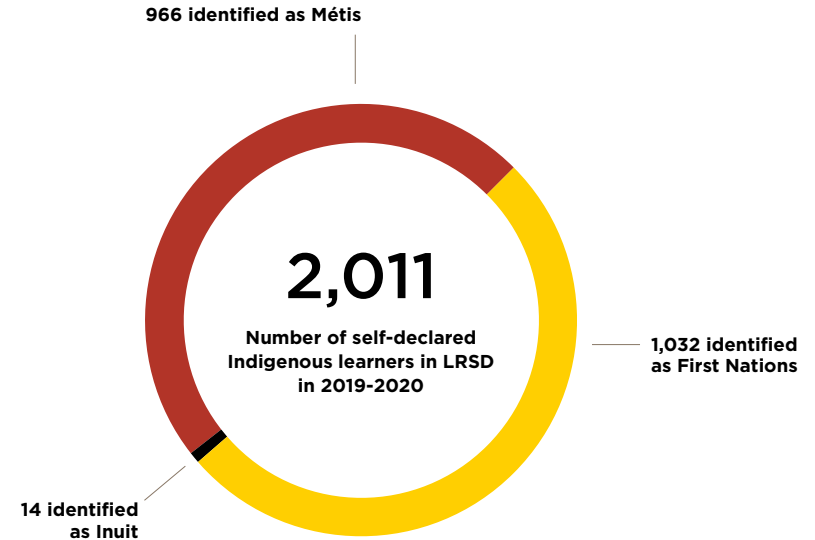
12 LRSD schools have an Indigenous learner population of 18 per cent or more

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

By making significant local investments to address several of the education-specific Calls to Action in the Truth and Reconciliation Commission report, LRSD is nurturing a connection with all learners that will help them achieve their personal and academic goals.

According to the 2016 Census data, 11.3 per cent of the LRSD community self-report as Indigenous.

We recognize that self-declaring as Indigenous can often be a question of trust or feeling safe in that declaration. In the 2019/2020 school year, 13.6 per cent of LRSD students self-declared as Indigenous. We continue to work towards creating environments where all people can feel comfortable and supported if or when they want to share their heritage.





Bobbie-Jo Leclair, (left) Itinerant Indigenous Education Consultant, and Chickadee Richard



Creating a Community of Caring

The Louis Riel School Division (LRSD) is committed to a renewed relationship with Indigenous learners, families, staff and the broader community and that promise is reflected in our Multi-Year Strategic Plan (MYSP).

Lionel Mason (left) shares a laugh with Ed Azure (right).



The MYSP looked to the Circle of Courage, an Indigenous-inspired whole-learner framework for a holistic learning journey, that incorporates the concepts of Belonging, Mastery, Independence and Generosity, for guidance and inspiration. By introducing Indigenous Education, which are the ways of knowing and being to our community, we can ensure that we are embedding Indigenous worldviews, practices and culture into our learning and activities. We are proud of the efforts of our Indigenous Education team and staff throughout the division who are bringing our MYSP to life in their lessons, classrooms and communities.

Cultural Integration Specialist

The Cultural Integration Specialists support teachers by helping develop and facilitate a plan to integrate the Indigenous Seven Teachings into learning. These specialists also support schools by helping create projects that focus on Indigenous teachings. These projects can be for an entire classroom, different grade levels or as a school wide initiative. Projects can include land-based learning, medicine teachings and cleansing ceremonies. Other projects have included storytelling, grandfather rock/sharing circle teachings, and educating students about Orange Shirt Day. Cultural Integration Specialists can provide sessions on Métis and First Nations songs and dances, too.

“

Racism and discrimination have changed life as the Indigenous People knew it to be in Turtle Island, but maybe not forever. Curricula can be changed and infused with Indigenous perspectives and ways of knowing and being, leading to an inclusive educational system for the future. In LRSD, we have leaders who embrace this idea and challenge each other to make our community a place for all.

”

— Alana White
Vice-principal, Marion School



Echo Programming

Echo is a comprehensive program designed to support Indigenous student academic achievement and engagement as they transition into high school. It is a student-centred enrichment program that recognizes the importance of culture and embedding Indigenous worldviews and practices in learning and activities to validate student identity and support student achievement. The Echo program continues to evolve and looks different in each of our buildings, meeting the specific needs of each school community. All LRSD high schools currently have an Echo teacher who oversees programming and Indigenous student support. This can include collaborative planning with families, advocating with school staff and creating partnerships with community agencies. This helps students build networks and access to resources that will help them on their learning journey.



Graduation Powwow

The LRSD Powwow graduation event began as a dream, but quickly became a reality. Now students of all ages can take part as dancers and graduates.

Since 2016, a dedicated group of divisional staff led by Corey Kapilik, principal at Marion School, with support from Coco Ray Stevenson, a community leader, have come together to ensure the authenticity and spirit of a Powwow was honoured. The number of participants has increased each year with more than 100 Indigenous and non-Indigenous students entering the Powwow during Grand Entry in 2019.

Indigenous Education Community Council

The Indigenous Education Community Council is made up of students, staff, parents and other partners in education from across LRSD. The goal of the Council is to build a community that will walk alongside the Indigenous Education Team and help guide them in their journey to support schools. The Council meets three times a year to review and discuss Indigenous Education programming and initiatives in LRSD.





Indigenous Enrichment Classroom

The interactive Indigenous Enrichment Classroom creates an engaging learning environment for students and staff and provides an opportunity to incorporate Indigenous perspectives and ways of knowing into the science curriculum. The classroom features a space for activities, a sharing circle, and hundreds of Indigenous artifacts. In the 2019-2020 school year, 177 classes participated in a half-day of activities.

Indigenous Human Ecology

To gain a deeper understanding of the importance of a field to fork approach to food from an Indigenous perspective, LRSD has launched the Indigenous Human Ecology program at Windsor Park Collegiate. The goal is to illuminate the relationship Indigenous Peoples had with the land and the bounty it produced and to share this way of life and learning with all schools in the division.

Indigenous Parent Program

In partnership with school leadership and staff across LRSD, the Indigenous Education team is proud to offer the Indigenous Parent Program (IPP) that is available every Tuesday afternoon at Marion School and every Wednesday afternoon at Lavallee School. The program is supported by two cultural Integration Specialists/Community Support Workers who provide a safe place where families can meet and discuss issues around parenting. Staff are also available to help parents support their children's successful educational journey. Throughout the year, parents can participate in sewing, arts and crafts, and beading. They can also participate in making traditional Indigenous clothing such as moccasins, gauntlets and regalia. Families can also learn about cultural teachings and have received presentations from various community organizations. The IPP is accessible to all families across LRSD. Over the course of the school year, the program has more than 60 families from a variety of schools participate.

I feel proud to be a part of a school division that demonstrates its commitment to Indigenous Education through the actions it takes to ensure Indigenous Education is done in a good way and reflects Indigenous culture and practices.

— **Bobbie-Jo Leclair**
Indigenous Education Consultant

Indigenous Youth Leadership

The Indigenous Youth Leadership Program (IYLP) also known as *Oyoyocik* in Cree, has traditional Indigenous culture at its core. The IYLP provides mentoring and guidance to adults and students in the group and across the division. It also helps students find their voice and use it to promote advocacy and agency on Indigenous issues and perspectives. The program also recognizes the importance of embedding Indigenous worldviews and practices into learning and activities, which helps students reach their academic and personal goals. Cultural activities and events are designed to develop a sense of belonging and community. Students are encouraged to participate in or facilitate cultural and learning activities in their schools or for a division wide audience. These could include activities such as smudging, drumming, land-based education and traditional ceremonies.



Manito Ahbee Aki

Manito Ahbee Aki is the first Minecraft teaching resource in the world that honours, celebrates and explores a Manitoba Anishinaabe community. Players in Manito Ahbee Aki, which translates to “the place where the Creator sits” in English, are transported to Manito Ahbee, a site located in Manitoba’s western Whiteshell area, before European contact in North America. Members of the LRSD Indigenous Council of Grandmothers and Grandfathers, along with Frank Deer, LRSD Scholar in Residence, and Knowledge Keepers from the Manitoba Anishinaabe community, guided and informed the development of the project. Manito Ahbee Aki allows players to explore a fun and interactive world while gaining insight into Indigenous teachings and perspectives. This Anishinaabe digital world includes flora, fauna and locations from Manitoba that do not exist in any other Minecraft property. The non-player characters in the game are also unique and are modelled after Grandmother Chickadee, two LRSD staff and three Anishinaabe Knowledge Keepers from Manitoba.

Ojibwe Language Programming

In 2018-2019, the Ojibwe Language Program connected with 36 kindergarten classrooms and 16 Grade 1 classrooms. All students in these classrooms spend 60 minutes each six-day cycle learning Ojibwe words and concepts inside the school and outdoors using a play- and land-based approach to learning. In 2019-2020, Ojibwe language was taught in 56 classrooms and 15 schools.

Powwow Club

Before the official LRSD Powwow Club was formed in 2016, Hastings School had a group of students engaged in Powwow dance. The divisional Powwow Club took place at the René Deleurme Centre inside Lavallee School from two to four times a month. Several schools were represented in this group of Indigenous and non-Indigenous youth learning how to do something that once was outlawed in Canada. The LRSD Powwow Club grew exponentially in 2019 with more than 80 students participating. In addition to the Hastings School and Lavallee School clubs, Marion School became a satellite space for all LRSD students to participate in powwow dancing. Windsor Park Collegiate also developed a space for high school students to join powwow dancing and also became the first space in LRSD to have a drumming group.

“

The work we do in Indigenous Education is for all students. Indigenous students can see themselves reflected in our schools fostering engagement in the learning process through increased relevance to their own experience and culture, while for other students’ Indigenous perspectives extend and enrich their educational experience.

”

— Corey Kapilik
Principal, Marion School

Indigenous Council of Grandmothers and Grandfathers

The Louis Riel School Division is honoured to introduce the following eight esteemed individuals as the LRSD Indigenous Council of Grandmothers and Grandfathers (ICGG).

ICGG members (from left to right):

Pahan Pte San Win, Ed Azure, Chickadee Richard, Wanbdi Wakita, Lionel Mason, Jacinte Lambert, Sherry Copenace,





In 2019, the division was incredibly proud to announce that Pahan Pte San Win, Ed Azure, Chickadee Richard, and Wanbdi Wakita had accepted our invitation to become members of the new LRSD Indigenous Council of Grandmothers and Grandfathers (ICGG).

In 2020, we were honoured to welcome Sherry Copenace and W. Yvon Dumont to the ICGG. One year later, Jacinte Lambert accepted our invitation making her the eighth distinguished member of the ICGG.

These extraordinary individuals possess a wealth of experience, knowledge and perspective that will help inform LRSD planning and projects. The ICGG comprises members who reflect five different Nations, including Métis, Cree, Lakota, Ojibwe, Ojibwe-Cree and Dakota First Nations.

The ICGG works with students and teachers across the division to share traditional Indigenous knowledge in schools and classrooms. They also support the Indigenous Learning Team and divisional leadership by helping guide LRSD programming.

Members of the ICGG visited schools across the division to engage in conversations with students and staff about Indigenous ways of knowing and being. When school visits were suspended because of COVID-19 public health protocols, the ICGG connected virtually with more than 1,000 students and staff to provide support and encouragement.

Throughout the school year, the LRSD Superintendent regularly consults with ICGG members to gain their input on how to improve equity, inclusion and well-being for all staff, students and families in LRSD.

Before the commencement of any divisional leadership meeting, a member of the ICGG welcomes the group with an opening address that contains a teaching, story or sharing of knowledge.

This commitment to an authentic alliance with our ICGG and our diverse community helps ensure LRSD moves forward in a good way.



Pahan Pte San Win (Pahah Pteh Sah Wee)

Pahan is Lakota, Cree and Métis, with family roots that reach back to Wood Mountain in southern Saskatchewan.

With formal training in Social Work from the University of Calgary, Pahan has worked as a counseling therapist with Indigenous women, youth, incarcerated men and residential school survivors for more than 25 years. In 2016, Pahan was presented with the 10th Annual Aboriginal Circle of Educators Award in the category of Honouring Our Elders. She sits on the LRSD Indigenous Council of Grandmothers and Grandfathers and teaches at Villa Rosa and the Alternative School with Pembina School Division. She is a published author, most recently contributing to the anthology *Keetsahnak/Our Missing and Murdered Indigenous Sisters* by editors Kim Anderson, Maria Campbell and Christi Belcourt. Perhaps most importantly, Pahan's vision to have a Sundance of Women was realized in 2017 and continues until 2020. For this, she is the Sundance Leader.

Ed Azure

Ed is an Indigenous Knowledge Holder and a University of Manitoba staff member. He has a Master of Social Work based in Indigenous Knowledges Program (MSW-IK).

Ed was recently the Executive Director of Nelson House Medicine Lodge in northern Manitoba. Ed is Swampy Cree, born and raised in and around the town of The Pas, and is a member of the Norway House Cree Nation. All his life, Ed has worked towards supporting the health and well-being of Indigenous Peoples. In his various postings, Ed travelled extensively across Canada, being employed in Social Services fields such as Alcohol and Drug Abuse, and Education and Health. In addition to his work experience, Ed has designed and delivered numerous workshops, seminars and educational sessions; chaired and co-chaired many conferences and gatherings; and participated on a number of local and regional boards and service organizations. In his current role at the University of Manitoba, Ed serves as Lead and/or Co-Instructor of MSW-IK courses. He is also a Student Advisor Council member, part of the Support to Students team, a facilitator of cultural activities, and represents the MSW-IK operations on University and faculty committees. He is a father, husband and proud grandfather of 14 grandchildren. Ed is committed to ensuring appropriate Indigenous traditional practices and processes are an integral component in all his endeavours.





**Chickadee Richard (Benais Quimiwin Ikwe)
Thunder Rain Woman**

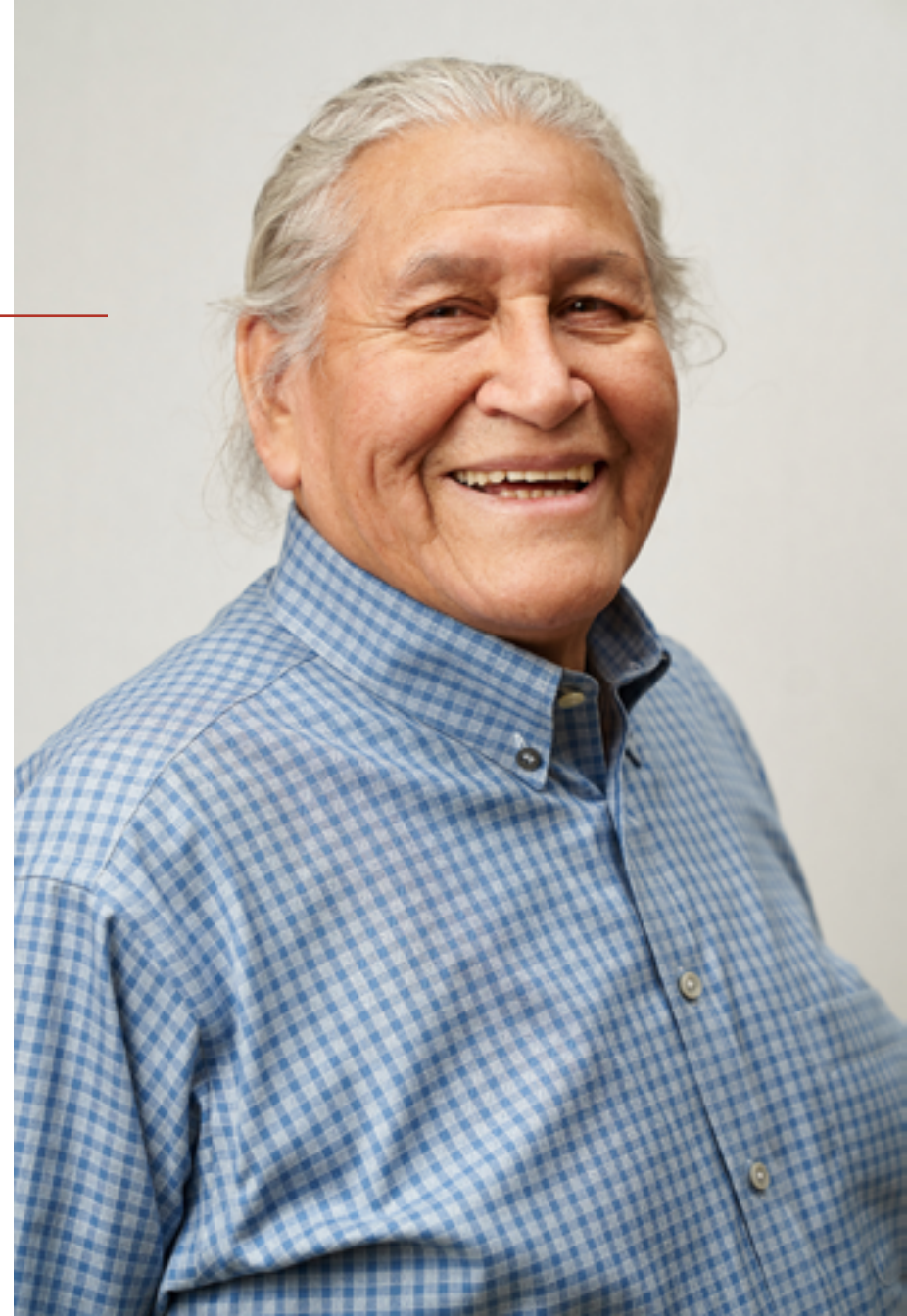
Chickadee Richard is a member of the Sandy Bay First Nation and was raised near the west side of Lake Manitoba.

Chickadee is a mother of three biological children, two adopted sons, grandmother of seven children and grandmother to many in the Indigenous communities across Turtle Island. Chickadee has collaborated with many exceptional grassroots leaders of Indigenous communities to help make safe places for Indigenous peoples. She is a proud anishinabaa kwe who has dedicated her life to the betterment of the land, water and Indigenous communities. For many years, she has been an advocate and educator for change and justice in Manitoba and across Canada, by creating awareness of the strength and beauty of Indigenous culture and perspectives. Chickadee works with people that are open and willing to change the current ways which harm the land, lakes and Indigenous people's ways of life.

Wanbdi Wakita

Wanbdi is a Holy Man, who has spent a lifetime making prayers for people.

As a residential school survivor, peacekeeper with the Canadian Armed Forces, Chief of Sioux Valley Dakota Nation and Sundance Chief, Wanbdi has walked many paths. For more than three decades, he provided counseling and ceremony to inmates in various correctional institutions. In 2016, he received the Order of Manitoba for his lifelong work to champion a message of healing and unity between all nations. Currently, he is the Grandfather in Residence for the University of Manitoba Access Program and one of the three Grandfathers on the LRSD Council. Wanbdi possesses a rare breadth of traditional, cultural and sacred knowledge.





Sherry Copenace - Niizhoosake, Saagimaakwe, Atik n'dodem (Elk Clan), Midewewin

Sherry was born and raised in the community of Ojibways of Onigaming, located within Grand Council Treaty #3 territory on the east side of Lake of the Woods.

Sherry is firm in her ways of knowing and being Anishinaabe. Sherry speaks her original language—Ojibway—and has a great love for the Land and Waters. Since 2011, Sherry has led a renewal of Makooskewin—Anishinaabe young women coming of age teachings and ceremonies. She is part of a Knowledge Keepers Circle at Nanadawegamig. Sherry helps at Anishinaabe Teaching and Sacred Lodges. Sherry has a University of Manitoba Master of Social Work degree and is associated with several institutions and organizations who continually engage her for her knowledge and lived experience.

W. Yvon Dumont

In 1993, Yvon Dumont became the 21st Lieutenant-Governor of Manitoba and the first Métis person to hold a vice-regal office in Canadian history.

Yvon became involved in the Manitoba Métis Federation in 1967 and became its Director for the Interlake region in 1972. He was chosen as the Executive Vice-President of the Federation in 1973 and served as its President from 1984 to 1993. Yvon was also a founding member of the Native Council of Canada in 1972 and served as President of the Métis National Council from 1988 to 1993. He has participated as a representative of the Manitoba Métis Federation at Canada's First Ministers' Conference and has been actively involved in constitutional debates concerning First Nations and Métis peoples. Yvon has rejected the integration of Métis services into larger Indigenous institutions, expressing concern that Métis distinctiveness could be lost.

Yvon has also been a municipal councillor in St. Laurent and was on the Board of Governors for the University of Manitoba. He received a Manitoba Métis Federation Award in 1993, and a National Aboriginal Achievement Award, now named the Indspire Awards, in 1996. He also received a honorary Doctor of Laws degree from the University of Manitoba and Brandon University.





Lionel Mason

Lionel comes from St. Theresa Point, Manitoba. He currently lives in Morris with Lou, his wife, and Mukwa, his dog.

Lionel has lived in Thompson, Cranberry Portage, Winnipeg and in a small village in Wakefield, Quebec. As a child, Lionel attended a residential school, but later enrolled in a public school in Winnipeg and graduated from Grant Park High School. He is also a University of Winnipeg graduate with a Bachelor of Arts in Psychology. Lionel has worked as a school counsellor for St. Theresa Point Education Authority, Frontier School Division, Southeast Collegiate, Carleton University and Algonquin College. He has also participated and led a number of ceremonies. Lionel's teachings come from his home community and from Noah Cardinal, an elder in Saddle Lake, Alberta.

Jacinte Lambert

Jacinte is Métis and was born in the Métis community of St. Laurent, Manitoba. She is a grandmother of four children and great grandmother to seven.

Education has always been important to Jacinte who has continually sought learning, be it as a graduate of Red River College's Business Management course or earning her Career Employment Coach Certificate from the University of Winnipeg. Jacinte has dedicated herself to helping and supporting Métis people at every opportunity. Volunteering has also played a big part in Jacinte's life, be it as one of the co-creators of the Métis Days in St. Laurent or as part of the Festival Manipogo winter festival committee. In 2000, Jacinte was approached by a Smithsonian museum representative and asked to be one of the five co-curators of the new National Museum of the American Indian. She spent 10 days working with the designer and curator to ensure Métis people would feel at home when they walked in the exhibit. Currently, as a cancer survivor, Jacinte volunteers her time by visiting and supporting cancer patients in and around the St. Laurent community.





ICGG members Chickadee Richard (left) and Pahan Pte San Win (right)



Louis Riel School Division's Scholar in Residence

Frank Deer currently serves as the Louis Riel School Division's Scholar in Residence and is developing work that is germane to Indigenous education.


Frank consults on administrative issues, provides professional development and supervises teacher candidates in LRSD. Frank is an Associate Professor of Education, Canada Research Chair, and Member of the Royal Society of Canada. Frank also works in the Faculty of Education at the University of Manitoba. Frank is Kanienkeha'ka from Kahnawake, a community that lies just south of Tiotia'ke in the eastern region of the Rotinonshonni Confederacy. Frank holds an earned PhD in Educational Administration from the University of Saskatchewan and is published in the area of Indigenous education. Frank conducts research on Indigenous language education and Indigenous religious and spiritual orientations. He has previously experience as a classroom teacher in northern Manitoba and in Winnipeg's inner city.

“

“We live in a country for which the need to understand the Canadian Indigenous experience is essential to learning. As we contribute to the development of children and youth in becoming knowledgeable and critical members of the body politic, indigenous issues, histories and experiences are crucial.”

— Frank Deer

”



“ When I started Grade 9, there were many clubs, programs and opportunities that were offered to me including the Indigenous Youth Leadership program. I had no idea what to expect as I had never really had the opportunity to even consider what being Indigenous meant to me. That is where my learning begun. The Council of Grandmothers and Grandfathers have guided me and will help us on our collective journey of healing. The Indigenous Youth Leadership group is like a little family who are learning about their history together. I am humbled and honoured to be a part of this wonderful family and thanks to their support, I’m ready and excited to see what my future has in store.

— **Mariah Meilleur**

Grade 11 student, Collège Jeanne-Sauvé

Mariah has recently discovered her Métis roots and dreams of becoming a teacher

“ The road
we travel is equal in
importance to the
destination we seek.
There are no shortcuts.
When it comes to truth and
reconciliation, we are forced to
go the distance. ”

— Justice Murray
Sinclair





ICGG Member Ed Azure

Our Journey Forward

With the release of the LRSD's four-year Multi-Year Strategic Plan in 2019 that has an Indigenous inspired whole-learner approach to education as its foundation, we are committed to the strategic priorities and goals outlined in the plan. The MYSP will help us ensure our learners are thriving and our communities continue to flourish.

We are also dedicated to seeing our core values come to life in our schools and community. These values include equity and reciprocity, which includes the implementation of the education-specific calls-to-action outlined by the Truth and Reconciliation Commission. We will also continue to invest in efforts to acknowledge, understand and reduce the impact of poverty and all vulnerabilities across the division. Inclusion and diversity are also key values that continue to inspire us to do all we can to nurture a community of learning and well-becoming for all that reflects the diverse aptitudes, abilities, identities and experiences of our communities. While the investment into these goals and values is underway in LRSD, we recognize there is still significant work to do. We know those learners who self-declare as Indigenous will be our leaders on this journey and it will be our responsibility to listen and follow their guidance.



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LOUIS RIEL
SCHOOL DIVISION

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