

# Accessibility Plan

*Updated: December 2024*

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DIVISION SCOLAIRE

**LOUIS RIEL**

SCHOOL DIVISION

# Louis Riel School Division Land Acknowledgement

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

We recognize and honour Shoal Lake 40 First Nation, the source of Winnipeg’s life-sustaining drinking water, as well as the Treaty Territories that generate and provide the electricity that powers daily activity throughout the province and beyond.

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.

## **La reconnaissance des terres de la DSLR**

*La Division scolaire Louis-Riel (DSLRL) réunit une communauté d’écoles sur les terres traditionnelles des Anishinaabeg, Ininewak et Dakota. Notre division est située sur la patrie nationale des Métis de la rivière Rouge. Nous reconnaissons que le Manitoba abrite également les terres traditionnelles des Anishininiwak et Dene.*

*Nous respectons les traités conclus sur ces terres et reconnaissons les préjudices et les erreurs du passé et du présent. Nous nous engageons à créer des alliances authentiques avec les communautés Autochtones dans un esprit de réconciliation et de collaboration.*

*Nous reconnaissons et honorons la Première nation Shoal Lake 40, source de l’eau potable vitale de Winnipeg, ainsi que les territoires des traités qui génèrent et fournissent l’électricité alimentant les activités quotidiennes dans toute la province et au-delà.*

*Le développement continu de la reconnaissance des terres de la DSLR est dirigé par notre conseil autochtone des grands-mères et des grands-pères, que nous remercions de sa générosité et de sa collaboration.*

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## Introduction

**Statement of Commitment**

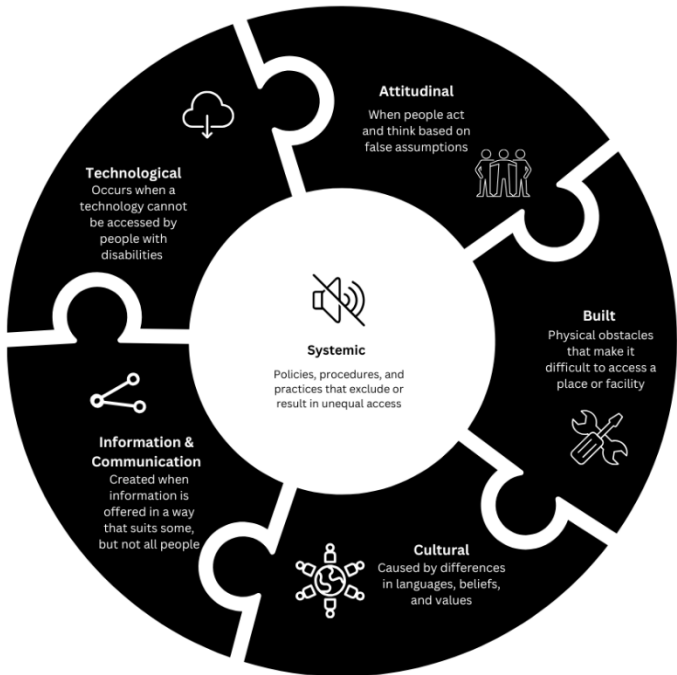
The Louis Riel School Division (LRSD) is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in ways that allow them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers. We will do this by identifying, removing, and preventing barriers and by meeting the requirements of The Accessibility for Manitobans Act (AMA).

We are working to ensure LRSD’s practices align with Manitoba’s accessibility standards which focus on 5 key areas of daily living:

1. The Accessibility Standard for Customer Service (November 2017)
2. The Accessibility Standard for Employment (May 2021)
3. The Accessibility Standard for Information and Communications (May 2024)
4. The Accessibility Standard for the Design of Public Spaces
5. The Accessibility Standard for Transportation

**Types of Barriers**

For a person who has a physical, mental, intellectual, or sensory disability, a barrier is anything that interacts with that disability in a manner that may hinder the person’s full and effective participation in society on an equal basis.



**Types of Barriers**

“Anything that interacts with that impairment in a way that may hinder the person’s full and effective participation in society on an equal basis.” (AMA, 3.1)

## Part 1. Baseline Report

### Overview of Programs and Services

LRSD was established in 2002 after the amalgamation of St. Boniface and St. Vital School Divisions. LRSD serves the southeast quadrant of the City of Winnipeg, bordered by Mission Street and Dugald Road to the north, slightly past the floodway to the south, the Red River to the west and by Plessis Road to the east. LRSD also serves portions of the regional municipalities of Springfield and Ritchot.

LRSD has 40 schools including 32 Elementary schools, with 11 offering French Immersion (10 in milieu settings and one in a temporary dual-track setting). There are five English program high schools, two French Immersion program high schools, a Technical and Vocational Facility, and a Community Learning Centre. LRSD serves over 17,600 students, their families, and our community with more than 3,400 employees. As a public education provider, we offer a full range of programs and services to learners within our schools and board offices.

LRSD is committed to providing quality educational programs and opportunities for its community of learners. LRSD is dedicated to creating a safe, inclusive, and respectful learning environment to support and enable learners to develop the knowledge, skills, and values to reach their full potential.

LRSD is committed to anti-oppressive practices through the identification and elimination of all types of prejudice. We will work tirelessly to review and improve our practices and ways of being with one another to ensure that all voices are heard and reflected in an environment that is safe, positive, healthy, accessible, and inclusive.

Schools across the division are an integral part of the community, with many public groups accessing school facilities outside of school hours as spaces for recreation, and continued learning. Several community partners share our facilities, including the Boys and Girls Club, Special Olympics, EDGE Adult Learning, the Zone Settlement Team, and Peaceful Village, just to name a few.

### Employee Engagement

In updating this plan, employees were invited to reflect on their experiences working in the division. Accessibility-Learning Through Lived Experiences, a confidential survey, invited feedback from members in each employee group, asking the following questions:

What challenges do you face in your workplace?

Where have you noticed thoughtful adaptations made to create more inclusive and accessible workplaces?

What are some everyday realities you experience in the workplace?

Members were also invited to request one-on-one conversations, should they choose.

In addition to the survey, working group members were asked to have a one-on-one conversation with someone in the organization that they knew had a visible or invisible disability and to engage with the same questions asked in the online survey. These conversations were rich with information for the working group to consider as they move forward.

### Themes

#### Strengths:

- Accommodation to physical space requirements
- Support from supervisor
- Creation of opportunities for independence

#### Opportunities:

- Review accommodation request process
- Review how information and resources available to employees is shared
- Ensure LRSD is up to date and reinforcing current language
- Stay informed about what is taking place in the exceptionality community

### Accessibility Achievements

The Louis Riel School Division's mission is to provide a safe, inclusive, and engaging environment, where personal and collective learning and growth are valued, and each one of us reaches our full potential.

It is the division's belief that, as much as possible, students and public are accommodated in their chosen school without barriers. LRSD holds inclusion and diversity as core values and strives to nurture a community of learning and well-becoming for all that reflects the diverse aptitudes, abilities, identities and experiences of our communities.

Since publishing the 2023 Accessibility Plan, continued actions to remove barriers from our schools and facilities have been undertaken.

- Installation of automated door opener at exits 13 and 14 at Glenlawn
- Installation of automated door opener at exit 1 at H.S. Paul
- Installation of automated door opener at exit 1 at Hastings
- Installation of automated door opener at exit 1 at Highbury
- Installation of automated door opener at exits 1, 18,19 and 20 at Lavallee
- Installation of automated door opener at exit 4 at Nelson McIntyre
- Installation of automated door opener at exit 2 at Niakwa Place
- Installation of automated door opener at exit 8 at the Norberry Board Office
- Installation of automated door opener at exit 1 at Samuel Burland School
- Installation of automated door opener at exit 10 at Shamrock
- Installation of a universal changeroom for students with exceptional needs at Windsor Park Collegiate
- Installation of automated door opener at exit 2 at Windsor

School Name	Project Description
Archwood School	<b>COMPLETED</b> Automated Door Openers (Exits 2,4)
	<b>PENDING</b> Universal Change Room
Collège Beliveau	<b>COMPLETED</b> Automated Door Openers, Ramp, Elevator, Universal Change Room
School Name	Project Description

Collège Jeanne-Sauvé	<b>COMPLETED</b> Elevator, Universal Change Room <b>PENDING</b> Universal washrooms to meet current accessibility standards*
Dakota Collegiate	<b>PENDING</b> Universal Change Room, Upgrade elevator door to be barrier free, Replace Gymnasium doors to barrier free, Kitchen in SLP Room to support life skills growth and development.
Darwin School	<b>COMPLETED</b> Universal Change Room <b>PENDING</b> Automated Door Openers
Dr D W Penner School	<b>COMPLETED</b> Automated Door Opener, Universal Change Room
École George McDowell	<b>COMPLETED</b> Automated Door Openers, and Universal Change Room
École Guyot	<b>COMPLETED</b> Automated Door Opener (Exit 4)
	<b>PENDING</b> Universal Change Room, Universal Toilet Room
École Henri-Bergeron	<b>PENDING</b> Automated Door Openers, Elevator and Universal Change Room
École Howden	<b>COMPLETED</b> Automated Door Openers (Exits 2, 5)
	<b>PENDING</b> Universal Change Room
École Julie-Riel	<b>COMPLETED</b> Automated Door Opener (Exit 1)
	<b>PENDING</b> Universal Change Room
École Marie-Anne-Gaboury	<b>PENDING</b> Automated Door Openers, Ramp and Universal Change Room
École Provencher	<b>PENDING</b> Automated Door Openers, Ramp, Elevator and Universal Change Room
École Sage Creek School	<b>COMPLETED</b> Automated Door Openers, Ramp, Elevator and Universal Change Room
École St Germain	<b>PENDING</b> Automated Door Openers
École Van Belleghem	<b>COMPLETED</b> Automated Door Openers
	<b>IN PROGRESS</b> Ramp
	<b>PENDING</b> Universal Change Room
<b>School Name</b>	<b>Project Description</b>
École Varennes	<b>PENDING</b>

	Automated Door Openers, Ramp, Elevator and Universal Change Room
Frontenac School	<b>COMPLETED</b> Automated Door Opener (Exit 1), Universal Change Room
General Vanier School	<b>COMPLETED</b> Automated Door Opener (Exits 1,2), Universal Change Room
Glenlawn Collegiate	<b>COMPLETED</b> Automated Door Openers (Exits 13, 14)
	<b>PENDING</b> Elevator to access Weight Room, Ramp, Universal Washroom
Glenwood School	<b>APPROVED</b> Elevator, Ramp, Automated Door Opener, Universal Change Room
H S Paul School	<b>COMPLETED</b> Automated Door Opener (Exit 1), Universal Change Room
Hastings School	<b>COMPLETED</b> Elevator, Automated Door Opener (Exit 1), Universal Change Room
	<b>PENDING</b> Ramp
Highbury School	<b>COMPLETED</b> Automated Door Opener, Universal Change Room
Island Lakes Community School	<b>COMPLETED</b> Universal Change Room
J H Bruns Collegiate	<b>COMPLETED</b> Elevator, Universal Change Room, Automated Door Opener
Lavallee School	<b>COMPLETED</b> Automated Door Openers, Universal Washroom
Louis Riel Arts and Technology Centre	<b>PENDING</b> Elevator for three floors, Universal Change Room
Marion School	<b>COMPLETED</b> Elevator, Ramp, Automated Door Opener, Universal Change Room, Universal Toilet Room
Minnetonka School	<b>COMPLETED</b> Universal Change Room
	<b>PENDING</b> Automated Door Opener, Universal Toilet Room
Monterey Board Office	<b>PENDING</b> Create Accessible washrooms in west hall
Nelson McIntyre Collegiate	<b>COMPLETED</b> Automated Door Openers, Universal Change Room
Niakwa Place School	<b>COMPLETED</b> Automated Door Opener
Norberry Board Office	<b>COMPLETED</b> Automated Door Opener
	<b>PENDING</b> Elevator, Ramp
<b>School Name</b>	<b>Project Description</b>
Nordale School	<b>PENDING</b> Automated Door Opener



Samuel Burland School	<b>COMPLETED</b> Automated Door Opener
	<b>PENDING</b> Universal Washroom
Shamrock School	<b>COMPLETED</b> Automated Door Opener, Universal Change Room
	<b>PENDING</b> Elevator, Universal Change Room Automated Door Opener
St George School	<b>COMPLETED</b> Universal Change Room, Automated Door Opener
Victor H L Wyatt School	<b>PENDING</b> Elevator, Universal Change Room, Automated Door Opener, Ramp
Victor Mager School	<b>COMPLETED</b> Universal Change Room for students with exceptional needs
Windsor Park Collegiate	<b>COMPLETED</b> Automated Door Opener
Windsor School	<b>PENDING</b> Universal Change Room, Ramp

Several [LRSD Policies](#) support the removal of barriers and increase accessibility for students, staff and, community members:

- AC-1 – Human Diversity: Sexual Orientation and Gender Identity
- AC-1-2 – Respect for Diversity
- ACF-G – Interpersonal Relations and Resolution of Concerns about Harassment Discrimination
- ACH- Diversity, Equity, and Inclusion
- AD – Educational Philosophy: Divisional Statements on Vision and Mission
- EB – Initiatives to Support Sustainable Development
- GBA-Employment Practices: Diversity, Equity, and Inclusion
- GBEB – Standards of Employee Conduct
- IHBA – Special Education: Individual Education Plan Development
- JLCD – Administering Medicines to Students

The LRSD public facing website has been expanded to provide the public and community members with information to support their interaction with the division. An Accessibility Page has been created that houses policy, information about employment, student transportation, the design of public spaces, and resources to assist our community and the public in accessing services.

LRSD enacted Policy ACE – Commitment to Accessibility in April 2019, with revisions following in May 2020 and more recently in 2024 The policy establishes guidelines to support our efforts to respect and promote the principles of independence, dignity, integration, and equality of opportunity with people with disabilities and to provide goods, services, and facilities that are accessible to all students, parents/guardians, staff, and community in the areas of:

- Customer Service
- Employment
- Information and Communication
- School Transportation

- Design of Public Spaces

Policy ACE outlines procedures in the areas of communications, assistive devices, support persons, service animals, maintenance of barrier-free access, notice of temporary disruptions, feedback processes, training, public events, and documentation. Accompanying Policy ACE, are three Administrative Protocols:

- Protocol 1: Use of Assistive Devices by the General Public
- Protocol 2: Use of Support Persons by the General Public
- Protocol 3: Use of Service Animals by the General Public (under review)

LRSO established a Diversity, Equity, Inclusion and Anti-Racism Services Office in October 2021 to forward the work of anti-oppressive education. A review of the policy manual has taken place and updates to policies will reflect the division's commitment to equitable, anti-racist practices.

Policy ACH – Diversity, Equity & Inclusion, passed in June 2022, articulates a commitment and comprehensive approach in the areas of:

- Governance
- Teaching and Learning
- Family and Community Engagement
- Workforce Diversity
- Accessibility/Universal Access
- Diverse Schools and Learning Opportunities
- Instructional Services
- Staff Services
- Additional Needs and Clinical Services

Policy GBA – Employment Systems, was adopted by the Board of Trustees on October 17, 2023. The policy outlines the commitment to employment systems that reflect the rights guaranteed in the Canadian Charter of Rights and Freedoms and the principles outline in The Human Rights Code (Manitoba), including recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessments, promotion, and retention practices.

### **Review of Progress Towards Articulated Goals**

LRSO's Accessibility Plan will be updated regularly to reflect progress achieved towards identified targets, establishing ongoing goals based on feedback from the working group and members of the Louis Riel School Division.

#### **Action 1: Establish Accessibility Working Group**

- Each area or division that serves the public is represented on the working group.
- Other levels of the organization are represented.
- The working group has detailed work plans, and multi-year timelines.
- Members participate in developing, implementing, and updating the Accessibility Plan.
- The working group has expanded to include student representation and voice.

#### **Action 2: Provision of Information in an Accessible Format Upon Request**

- Accessibility coordinator to coordinate all processes to all staff.

- Staff Services Department has created a process for staff to request accessible supports and services.
- Individual Accommodation Planning tools have been created to support employees in identifying accessibility supports needed for day-to-day work and in case of emergencies.
- The Communications Department promotes the availability of alternate formats on request by including the active offer in all new documents.
- Website to be audited to ensure all material is accessible to people who use screen readers.
- Ensure multiple methods are available to the public to communicate (submit forms, job applications, phone, email, feedback).
- The linguistic needs of community members are supported through access to interpreter services at no charge to the family.
- Promotional and information materials provided to the community as a whole and via individual schools are increasingly available in multiple languages, and, in addition to this, the LRSD website allows for the provision of translation of text.

### **Action 3: Staff Awareness and Training**

LRSD has created Accessibility Leads in each of its schools to act as a conduit of information to and from the divisional working group.

LRSD has launched Smarter U, an online Learning Management System (LMS) for employees. Required training is provided to staff members through enrolment in the system, allowing the division to track the completion and certification rates of employees. Topics included in the LMS include:

- Harassment/Discrimination - Interpersonal Relations and Resolution of Concerns
- LRSD Accessibility Program
- Safe Work Environment - Violence Prevention Policy
- Step Ladder Safety
- WHMIS 2015 GHS
- Working Safely with Students
- Accessible Communication

### **Action 4: Review of Facilities for Physical Accessibility Barriers**

Following the publication of our 2017 Accessibility Plan, we have created a tracking system to:

- Establish a checklist to review all LRSD buildings for accessibility.
- Review facilities and note where barriers exist and note possible remediation.
- Integrate barrier removal into Five-Year Capital plans with Manitoba Central Services and for out-of-scope items inclusion in operating budget in future years.
- Review the impact on our operating budget to meet accessibility standards with the Board of Trustees to determine a timeline to become compliant.
- Long term plan in place to address removal of physical accessibility barriers.
- Plan will outline provincial government responsibilities and divisional responsibilities.
- Long term budget outlining yearly accessibility projects.
- Consider barrier-free access and universal design principles in planning for all new construction and significant renovation.

### **Action 5: Monitor Progress**

The Accessibility Coordinator has reviewed updates to the 2024 Accessibility Plan with LRSD's Senior

Leadership Team and Board of Trustees.

The Accessibility Coordinator will provide bi-monthly updates to the Senior Leadership Team and Board of Trustees moving forward.

The LRSD Annual Plan highlights the work towards the removal of barriers and enhanced accessibility for students, staff, and community.

LRSD has created an interactive report detailing each of its facility's key indicators, with accessibility being included. This report is available on the public facing website.

### **Barriers to Accessibility**

The largest barrier that LRSD faces in meeting the accessibility needs in our division is the cost to remove barriers. Schools themselves are paid for by the provincial government and, as of November 2016, the provincial government is also responsible for meeting accessibility needs of students residing in those schools. The Accessibility for Manitoba Act goes beyond what would normally be funded by the provincial government by requiring removal of barriers for members of the public. Therefore, any costs to remove barriers would have to be borne by the school division.

## Part 2. Accessibility Plan

### Statement of Commitment

LRSD is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in ways that allow them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers. We will do this by identifying, removing, and preventing barriers and by meeting the requirements of The Accessibility for Manitobans Act (AMA).

We are working to ensure LRSD's practices align with Manitoba's accessibility standards which focus on five key areas of daily living:

1. The Accessibility Standard for Customer Service (November 2017)
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5. The Accessibility Standard for Transportation

### Actions to be Taken:

- a. LRSD will review all programs, services, and new initiatives to ensure accessibility.
- b. LRSD will make information available in an accessible format or provide communication supports to people with disabilities in a way that considers their disability.
- c. LRSD's Policy ACE: Commitment to Accessibility will be updated in 2025, through a collaborative process ensuring a thorough renewal and feedback consultation process.

### Actions for January 2025-January 2026

<b>Action 1: Enhance Accessibility Working Group to Include Diverse Representation</b>	
<b>Initiatives/Actions</b> <ul style="list-style-type: none"><li>• Accessibility Coordinator to invite underrepresented members of employee groups to engage in providing feedback about LRSD's Accessibility Plan.</li><li>• 2 Members of the Divisional Student Advisory Board will join the Working Committee.</li><li>• An employee from the community of individuals with disabilities will join the working group.</li></ul>	<b>Expected Outcomes</b> <ul style="list-style-type: none"><li>• Each area or division that serves the public is represented on the working group.</li><li>• Other levels of the organization are represented.</li><li>• Working group has detailed work plans, multi-year timelines.</li><li>• Members participate in developing, implementing, and updating the Accessibility Plan.</li></ul>

<b>Action 2: Gather Feedback about LRSD’s Accessibility Plan</b>	
<p><b>Initiatives/Actions:</b></p> <ul style="list-style-type: none"> <li>• Use various platforms to gather feedback about LRSD’s Accessibility Plan and policy promoting the removal of barriers for students, staff, community, and the public (I.E. Thought Exchange for student/staff and community survey on LRSD’s Accessibility Plan and policy.</li> <li>• Addition of messaging on public facing website with communications contact email and phone number.</li> <li>• In-person feedback collection at school level from student and parent leadership groups.</li> <li>• Continue to seek feedback from individuals with lived experiences and family members living with someone with a disability.</li> </ul>	<p><b>Expected Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased stakeholder engagement and confidence in LRSD’s commitment to creating inclusive and accessible spaces.</li> <li>• Comprehensive, transparent accessibility planning.</li> </ul>

<b>Action 3: Deepen our Understanding of the Lived Experiences of our Employees (Accessibility Standard for Employment)</b>	
<p><b>Initiatives/Actions</b></p> <ul style="list-style-type: none"> <li>• We will strive to ensure the working committee includes representation from all employee groups, our student body and parent/guardian community. We will also seek out members of equity-seeking groups with diverse abilities, backgrounds, cultures, and identities to help form this working committee.</li> <li>• Strategic Priority 4.7: Implement a program that supports students from historically oppressed, marginalized, and underrepresented groups to complete two post-secondary degrees and start their teaching career in LRSD.</li> </ul>	<p><b>Expected Outcomes</b></p> <ul style="list-style-type: none"> <li>• Deepen our understanding of the lived experience for our employees who:</li> <li>• identify as BIPOC through an ongoing equity audit.</li> <li>• Identify with visible or invisible disabilities.</li> </ul>

**Action 4: Recruitment of New Employees (Accessibility Standard for Employment)**

**Initiatives/Actions**

- We will offer reasonable accommodation when recruiting new employees.
- We will review the accommodation request process from the perspective of a person making the request.
- We will inform applicants about workplace accommodation policies and practices when making an offer of employment.
- We will let employees know about our policies and practices, including updates, in accessible formats and with communication supports upon request.
- We will develop and implement individual accommodation plans for employees that request them.
- We will consider workplace accommodation to remove a barrier affecting an employee's performance and wellbeing.
- We will consider providing workplace accommodation to remove a barrier that may affect an employee's opportunities for training and advancement.
- We will inform the public that our accessible employment policies and practices are available on request and in accessible formats.

**Expected Outcomes**

- Enhanced recruitment materials that articulate LRSD's policies and practices related to employee accommodation.
- Updates to public-facing website to articulate that our accessible employment policies and practices are available on request and in accessible formats.

NAME OF ORGANIZATION: Louis Riel School Division

Date of first approval: February 2017

Date updated: December 2024

Years Applicable: January 2025-January 2026 Accessibility Coordinator: Darcy Cormack, Assistant Superintendent

**Accessibility Working Group Members:**

<b>Organization/Department</b>	<b>Contact Person/Position</b>
Louis Riel School Division Senior Leadership Team	Darcy Cormack Assistant Superintendent
Louis Riel School Division Senior Leadership Team	Jeff Anderson Assistant Superintendent
Louis Riel School Division Superintendent's Team	Jamie Rudnicki Secretary-Treasurer & CFO
Louis Riel School Division Facilities	Amarbeer Bhandari Director of Facilities
Louis Riel School Division Facilities	Doug Kyle Manager of Facilities
Louis Riel School Division Information Systems	Clarke Hagan Director of Information Systems
Louis Riel School Division Human Resources	Derrick Sheldon Manager of Human Resources
Louis Riel School Division Student Support Services	Ron Cadez Assistant Superintendent
Louis Riel School Division Student Support Services	Lisa Tymchuk Clinical Supervisor
Louis Riel School Division (Anti- Racist Education Lead)	Shelly Hopper
Louis Riel School Division (LRASA)	Megan Vankoughnett
Louis Riel School Division (LRTA)	Charlene Sacher Teacher
Louis Riel Teachers Association	Jay McGurran President
Canadian Union of Public Employees Local3473 Educational Assistants	Leanne Gregorchuk President
Canadian Union of Public Employees Local 4642 Custodial, Maintenance and Bus Drivers Employees	Dwight (Butch) Lavallee President
Louis Riel School Division School and Classroom Support Team	Mia Guenther Divisional Principal

Senior Manager's Signature: Jamie Rudnicki, LRSD Secretary Treasurer



## Contact Information

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This document is available in alternate formats upon request.