



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

Multi-Year Strategic Plan

2023-2027



PICTURED LEFT TO RIGHT:
Lula Abraham & Ushna Gull.
Dakota Collegiate Institute, 2024.



PICTURED LEFT TO RIGHT:
Hayden Angelopoulos,
Mohammad Ahmed, and Uzair
Ahmad. Lavalley School, 2019.

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Should members of the LRSD community or public require the plan to be delivered or provided in an alternate format, please email communications@lrsd.net or call (204) 257-7827.





PICTURED: Students and community members at the 2023 Jules Lavallee Memorial Graduation Powwow.

Land Acknowledgement/ La Reconnaissance des Terres de la DS-LR

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 Grandparents, and we thank them for their generosity and collaboration.

La Division scolaire Louis-Riel (DSL-R) 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 Dénés.

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 DSL-R est dirigé par notre conseil autochtone des grands-parents, que nous remercions de sa générosité et de sa collaboration.



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.

Notre mission consiste à offrir un environnement sûr, inclusif et motivant où l'apprentissage individuel et collectif sont valorisés et où chacun d'entre nous atteint son plein potentiel.

Nindinwaazomin ji-onatooyaang, gakina onji ji-naniizaanisinog ningoji, aandi maamawigikendaasowin gichi-inendaagwak, gakina gaye endashiyang ji-gashki'ewiziyang.



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.

Notre vision consiste à ce que tous les membres de notre communauté excellent et deviennent pour toute leur vie des apprenants compatissants, compétents, responsables et résilients qui contribuent à un monde démocratique et durable.

Nindinaabishininim gakina wiji-okogamigiziyaang ji-wawiingeziwaad naagaji'iwewaad, gabe-bimaadiziwaad ge-anda-gikendaasowaad ge-wiji'iwewaad waawiji'iding omaa akiing.



PICTURED LEFT TO RIGHT:
Daniel McFadyen,
Omar Saleh, and
Hannah Coomber.
Nordale School, 2023.



**Our Motto/Notre Devise/
Nindikowininaan:**

Thriving Learners ∞
Flourishing Communities

Des apprenants épanouis ∞
Des communautés florissantes

Gegwe-gikenjigewaad ∞
Mamino-ayaang Eyaang

Message from the Chair

Belonging, Mastery, Independence, and Generosity continue to be the pillars on which the Louis Riel School Division Multi-Year Strategic Plan rests. These pillars will continue to support the vision we have for our growing and thriving community through to 2027. With a deliberate emphasis on communication, learning, collaboration, and advocacy, this document will guide the work of the previous plan. It will also enhance and broaden elements that students, staff, and families felt needed more—or continued—emphasis with the goal of sustainable practices and approaches in mind.

Throughout the 2022-2023 school year, a division-wide inquiry focused on how we prioritize belonging. As we look to the future, we also reflect on past and present conversations about racism, sexism, classism, ableism, heterosexism, and other forms of bigotry and prejudice with the intent to identify and eliminate barriers that impede inclusion and well-being. Acting on this intention will be key to ensuring all who work and learn in LRSD know and feel they belong, and are welcomed, valued, respected, and safe.

In the pages ahead, we have defined our priorities and objectives, and mapped out a long-range plan to ensure we know where we are on this collective journey. Our aim is to nurture curiosity, demonstrate respect and care, seek equity, and be well.

Sandy Nemeth



PICTURED LEFT TO RIGHT:
Jeda Aiyejina and Elton Pauls.
Nordale School, 2023.



Message from the Superintendent & CEO

The Multi-Year Strategic Plan (MYSP) for 2023-2027 is centred on key insights gleaned from the Progress Report: Taking Stock of our MYSP for 2019-2023, published in March 2023. Ongoing opportunities for community to engage with drafting the plan shaped further refinements to the 25 strategic actions that will guide our journey until 2027.

The MYSP is inspired from the idea that broad collective agreement about expectations and commitments is essential to achieving a more fulfilling and flourishing life at school and work. The plan emphasizes our commitment to universal human rights, diversity, equity, inclusion, and accessibility (DEIA), Indigenous worldviews and perspectives, anti-racist and anti-oppressive practices, co-stewardship with all staff, partnership with families, nurturing student voice and agency, leveraging and developing our data literacy, as well as collaboration with governments and community.

The plan is informed by the Manitoba Government's K to 12 Education Action Plan, Manitoba's Indigenous Education Policy Framework – Mamàhtawisiwin: The Wonder We Are Born With, and the International Science and Evidence based Education (ISEE) Assessment published in 2022.

The MYSP also articulates a multi-disciplinary effort that builds on many provincial and national research projects and initiatives that LRSD is co-designing with universities and educational partners.

To read the latest updates relative to a strategic action and measurable improvements, visit our website using the QR code (lrsd.link/MYSP-2327).



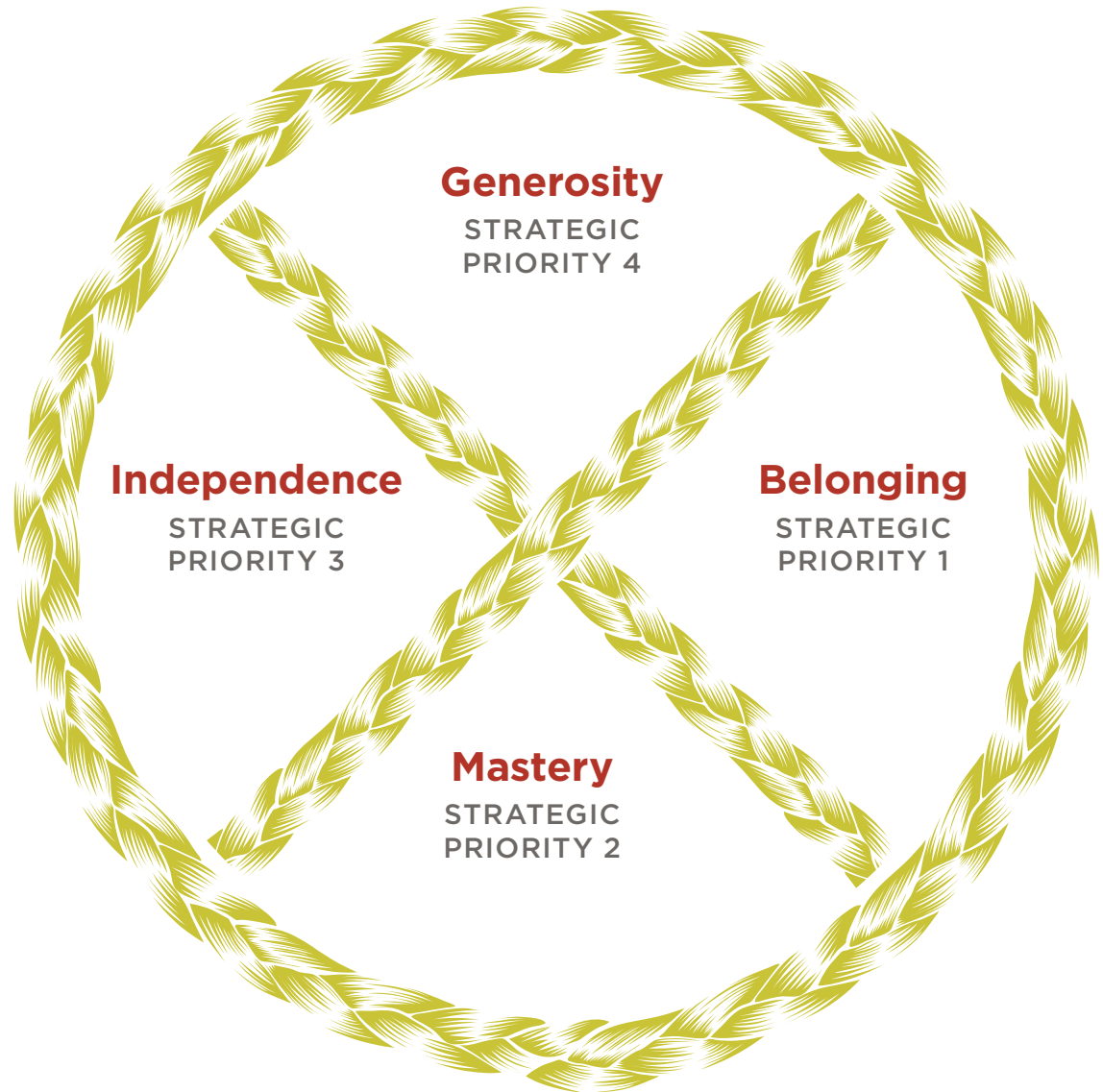
Christian Michalik

Strategic Priorities for 2023-2027

Our Multi-Year Strategic Plan is structured around four strategic priorities.

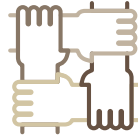
These priorities draw inspiration from Dr. Martin Brokenleg and the Reclaiming Youth Network's work on the Circle of Courage. They are also guided by the wisdom of our Indigenous Council of Grandparents and inspired by First Nations' teachings, particularly rooted in the Anishinaabe (Ojibwe) Medicine Wheel and Ininew (Cree) Sweetgrass teachings.

On pages 14 to 18, you can read about these First Nations' perspectives and their connection to the collective aspirations that shape our vision and guide our path forward for the next four years.



Sweetgrass Medicine Wheel designed by Joshua Hunt. Joshua Hunt is Ojibwe and Cree from Pukatawagan First Nation. His eye for design garnered quite the reputation amongst his colleagues and peers. Joshua has taken the Indigenous design world by storm.

Strategic Priority 1: Belonging



A focus on inclusion and well-becoming to ensure all students and staff are welcomed, accepted, valued, healthy, and safe while at school and in the workplace—and to ensure parents/guardians are welcomed and valued as essential partners.



- 1.1** Expand the LRSD Community Schools Network at the René Deleurme Centre to serve more schools and families.



- 1.2** Create a comprehensive Workplace Safety and Health Program to promote and support employee wellness to better nurture student wellness.



- 1.3** Reinforce trauma-responsive practices.



- 1.4** Introduce Indigenous Language Nests for preschool-aged children in our family centres.

Expand both the Kindergarten to Grade 3 Indigenous Language Exposure curriculum and Grades 9-12 Indigenous Language Options to all schools.



- 1.5** Reframe the Grade 11 English Language Arts curriculum to focus on Indigenous literature and perspectives while ensuring the Grade 11 History curriculum thoroughly explores Indigenous histories and perspectives.



- 1.6** Expand International and Heritage Language options in high schools.

Strategic Priority 2: Mastery



A focus on equitable teaching and clinical practices that consider an individual's circumstances, so all students thrive and realize their full potential.



2.1 Strengthen a learner-centred and holistic approach to ensure instruction is tailored to meet and build on the unique needs, interests, aptitudes, and abilities of each student.



2.2 Develop a framework to assist staff in supporting neurodiversity and diverse abilities in our classrooms.



2.3 Implement universal early screening and monitoring to ensure a preventive and proactive approach to teaching and systemic interventions.



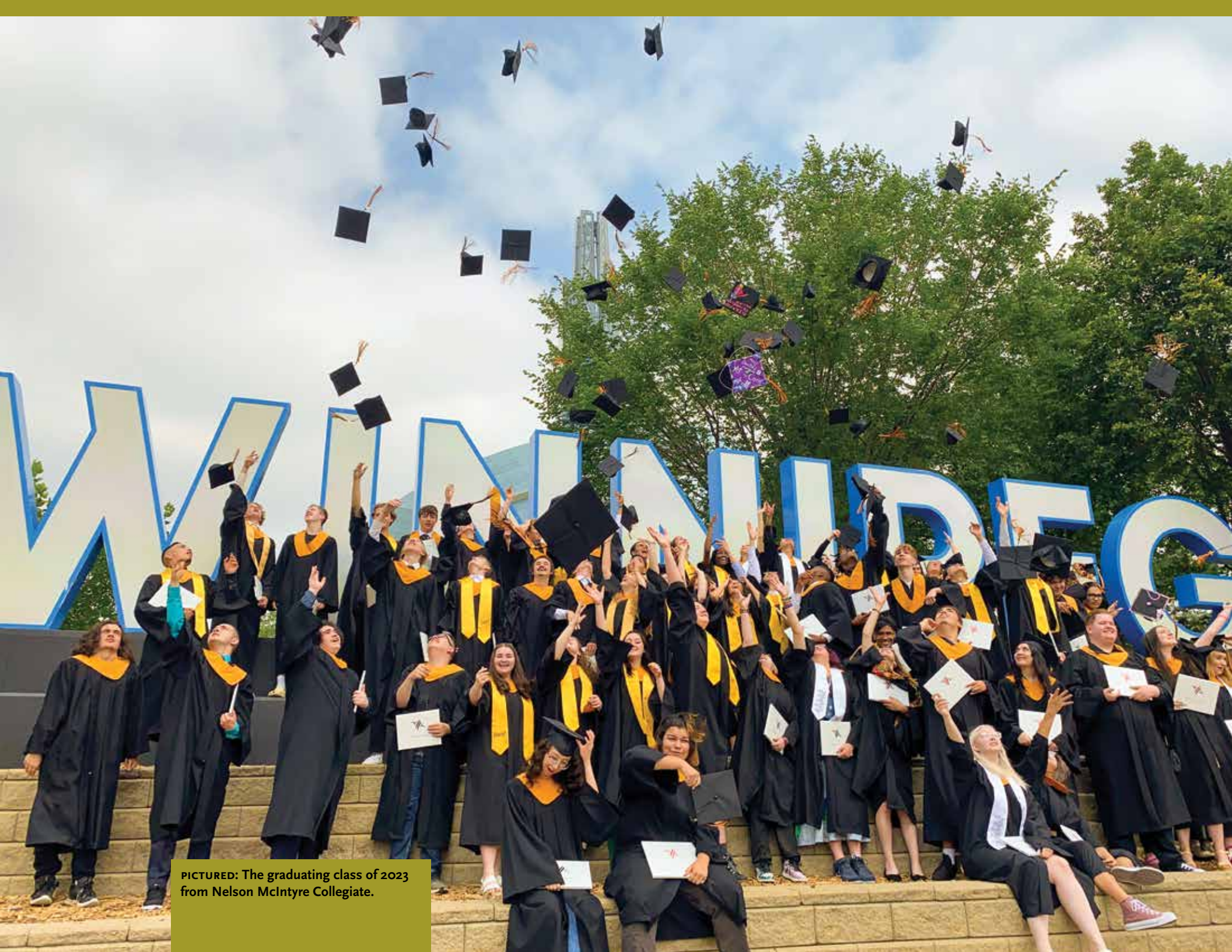
2.4 Create and implement a social and emotional learning curriculum in all classrooms.



2.5 Make the French Immersion program easier to access by introducing new entry points and meeting the needs of all learners.



2.6 Enhance French Language teaching and learning in English program schools.



PICTURED: The graduating class of 2023 from Nelson McIntyre Collegiate.

Strategic Priority 3: Independence



A focus on engaging students' innate abilities and curiosity to empower a love of learning, self-confidence, and self-efficacy.



3.1 Promote learner agency and potential, as well as more accurate grading through the ongoing development of more formative and dynamic learner assessments.



3.5 Create a flexible, short-term learning and therapeutic space for students needing to be away from their home school to support their successful return to a classroom.



3.2 Enhance student voice and agency to put students' experiences at the heart of decision-making in classrooms, schools, and divisional systems.



3.6 Enhance Project-Based Learning, Arts Education, Practical Arts, Active Healthy Living, Technical Vocational Education, Apprenticeship, Adult Education, and Career Development offerings, their connection to each other and to all classrooms.



3.3 Create and teach an Information Literacy Continuum and Curriculum for all students that includes a focus on discerning, safe and healthy behaviours when using and creating information, especially online.



3.4 Develop a framework to assist staff in supporting multilingual learners in becoming proficient in English – and French in the context of French Immersion schools – by valuing and developing their first language.



Strategic Priority 4: Generosity



A focus on the ethics of care and hospitality to support thriving learners and flourishing communities.



- 4.1** Build safe, modern, and accessible spaces for learning and work in all schools and workplaces, both indoors and outdoors.



- 4.2** Expand safe, active, and equitable transportation to and from school.



- 4.3** Implement universal full-day Kindergarten and enhance access to before-and-after school care.



- 4.4** Implement a universal nutrition program.



- 4.5** Involve the whole school in learning and teaching about the United Nations' Sustainable Development Goals and the United Nations Declaration on the Rights of Indigenous Peoples, with an emphasis on Indigenous worldviews and land-based education.



- 4.6** Fulfil the aspirations, protocols, and practices of the Employment Equity Policy.



- 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.

Sweetgrass Teaching

A Sweetgrass braid is a traditional First Nations ceremonial item made from a fragrant grass native to Manitoba. The grass is dried and then braided into long strands, which are often used in First Nations ceremonies to cleanse and heal.

The Sweetgrass braid is composed of three strands. Those strands teach us about many different things. They speak to the nature and composition of who we are as human beings, our relationships, and life's journey.

Running your finger down one side of a Sweetgrass braid, from the roots to the middle, reveals bumps that symbolize life's challenges, universal to all regardless of background or status. The flat side of the braid signifies Creator's intended path for us. Staying true to this path keeps individuals close to the Creator throughout their lives. When you turn the braid over, the strands become more pronounced, as if the bumps you feel with your fingertips are pushing you off track, symbolizing life's challenges.

The teachings of Sweetgrass offer profound insights, not only about the path to the Creator but also about the essence of kindness towards others. Kindness is the act of extending grace and compassion to individuals who may not seem deserving of it. By extending kindness towards others, it is believed that one will receive rewards in return, often in unexpected and significant ways. This understanding reinforces the idea that acts of kindness have a ripple effect, spreading positivity and goodness throughout the world.

Human beings consist of three separate and distinct parts: the mind, the body, and the spirit. Each of these parts has its own





unique function. The mind is responsible for our thinking, the spirit for our feeling, and the body for our actions. This concept suggests a division of labour within us: we think with our minds, feel with our spirits, and act with our bodies. This view simplifies the complexity of human experience into a triad of functions: thinking, feeling, and doing.

In relationships, there are three key elements: the self, the other person, and the shared connection. A healthy relationship is built on giving, taking, and sharing. Giving involves offering support and care without expecting immediate returns, fostering trust. Taking means accepting help and support, allowing the other person to contribute to your well-being. Sharing goes beyond giving and taking, creating unity and mutual benefit. When these three elements are present, relationships are strong and fulfilling.

Time can be divided into three parts: the past, present, and future. Each part has its purpose but fixating on any one, to the detriment of the others, can lead to difficulties. The past shapes us and provides lessons, but dwelling on it excessively can hinder our present. The present is where we make decisions, but ignoring the future can limit growth. The future holds our aspirations, but obsessing over it can cause stress. A healthy approach involves balancing these three parts, learning from the past, living fully in the present, and planning for the future.

The teaching includes a small red spot in the middle of the braid to symbolize fire. Fire is emblematic of a well-lived, fulfilling life, and it embodies the essence of being a good listener. By learning to listen attentively to one's thoughts, emotions, and actions in an intuitive manner, an individual can find a path to live in a good way.

***Ed Azure** is Cree from The Pas, Manitoba and is a member of the Louis Riel School Division Council of Grandmothers and Grandfathers. If you would like to listen to the full Sweetgrass teaching, use the QR code.*





Medicine Wheel Teaching

The Medicine Wheel is a powerful symbol, representing the interconnectedness of all life. Each of us plays a unique role in this grand design, carrying specific responsibilities that contribute to the whole. Just as the quadrants of the wheel are sacred and equal, so too are we as individuals. We are all essential parts of the circle of life, where humanity, all beings, and all life forms are interconnected and inseparable.

As Indigenous Peoples, our connection to the world around us is profound. We see meaning in everything—the plants, the animals, the elements, and the stars. This deep connection is not exclusive to Indigenous peoples; it is a universal truth that applies to all of humanity. However, in the modern world, many have lost touch with this interconnectedness, forgetting that the circle of life and learning is continuous and ever-unfolding.

The circle also reminds us to take care of ourselves holistically—mentally, physically, emotionally, and spiritually. Just as each part of the circle relies on the others, so too must we nurture all aspects of ourselves to maintain balance and harmony.

Everybody needs to go back and know where they came from. Understanding the land we come from, the stories it holds, and the histories of our ancestors helps us understand who we are as individuals and as a community. The land is not just a physical place; it is a part of our identity, shaping our values, beliefs, and cultural practices.

Like the Medicine Wheel, which defines and teaches us, our connection to the land reveals itself most profoundly when we are immersed in its presence. Standing on the land, surrounded by its beauty and history, we gain a deeper understanding of our place in the world and our responsibilities to it.

The teachings of the medicine wheel are timeless and enduring. They remind us of our interconnectedness, our responsibilities, and the importance of caring for ourselves and the world around us. As we continue on our journey of learning and understanding, the wisdom of the medicine wheel guides us, revealing new insights and truths along the way.

***Chickadee Richard** is Anishinaabe from Sandy Bay First Nation and is a member of the Louis Riel School Division Council of Grandmothers and Grandfathers. If you would like to listen to the Medicine Wheel teaching, use the QR code.*





Find and follow us on the following channels to stay up to date with LRSD news, important dates, and more!



lrzd.link/MYSP-2327

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