



Annual Report to the Community 2017–18



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Dollars and Sense



Vision

The Louis Riel School Division aspires to develop caring, literate and capable people who value learning and strive to reach their potential as they pursue the common good.

Mission

The mission of the Louis Riel School Division is to foster safe, inviting and inclusive learning environments and to develop responsible global citizens through respectful partnerships between home, school and community.

Priorities for Student Learning

- Students are academically, emotionally, physically and intellectually engaged in learning.
- Students develop strong thinking, literacy and numeracy skills.
- Students demonstrate that they are active citizens contributing to their communities.



Joint Message from the Chair and Superintendent

The 2017–18 school year marks the end of the Board’s four-year mandate. Consequently, it was a year of consolidation for some of the long-term goals we had set for the Louis Riel School Division (LRSD).

Our three priorities for student learning, including engagement, academic achievement, and citizenship, continued to frame and guide our pedagogical improvement efforts in LRSD.

LRSD strives to develop caring, literate and capable students that value learning and strive to reach their potential as they pursue the common good. Across LRSD’s 40 schools, this vision is realized as students engage in meaningful learning that challenges them to work at the limits of their ability; knowing that with effort and support they can accomplish rigorous and creative work that leads to self-confidence and independence. Moreover, this intellectually and emotionally rewarding work is best accomplished together in community, nurturing our students’ sense of collective responsibility. It is our collective professional responsibility as educators, administrators, and Trustees to make all of this happen for our 15,284 curious and uniquely gifted learners.

In 2017–18, we continued to endeavour to honour truth and reconciliation by continuing to integrate Indigenous Education into curricula in a way that includes all students in LRSD and we hope readers see this very important thread woven throughout the report.

In September 2017, we opened our first new school in almost two decades, École Sage Creek School; a school recognized for its architectural innovations that can serve to inspire us to reimagine spaces in some of our older buildings. We continue to advocate for a second school in Sage Creek. In 2017–18, we also continued the work started in 2013–14 of reconfiguring schools to support the sustained growth of French Immersion enrollment.

When a tragedy occurs, how we respond reflects ourselves and our community. Last February, an LRSD student lost his life in a pedestrian traffic accident. LRSD responded to this tragedy by undertaking a thorough review of student transportation captured in our Safe Routes to School Report. As a result of the recommendations emanating from this report, we have made strategic safety investments to improve pedestrian and cycling safety across the Division.

This year, our proposed budget strives to keep our administration costs low, in line with the Minister of Education’s expectations. We are proposing to dedicate funds to maintaining and improving the Division’s aging infrastructure and to increasing non-instructional spaces not funded by the Province of Manitoba. We are also proposing to continue investing in our growing and diverse student population, including our dynamic newcomer community. As always, this budget was developed in consultation with the community, and in keeping with LRSD’s mission to nurture partnerships between home, school and community.

We are tremendously proud of our 2,140 employees as well as the countless volunteers who see themselves as learners and enjoy working as a team to improve our collective practice in the service of children. We are proud of our joint accomplishments and this emboldens us to do even more for our community in 2018–19 and beyond.

Chris Sigurdson, Chair, Louis Riel School Board

Christian Michalik, Acting Superintendent

Know Your Ward

LRSD is divided into four wards, each represented by two or three Trustees. **Check the map** on the back cover to find your ward.

Connected to the Community

The Community Connections Standing Committee was established in 2014 to ensure the Board is accountable to and reflects the viewpoints of the entire community. Trustees Louise Johnston (Chair), Josie Landry and Tom Parker meet with parent council members, seniors, students, service groups and others at various events throughout the year to seek feedback from the community.

Your Board of Trustees 2017–18

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.



Chris Sigurdson
Chair
(204) 230-4601
Ward 2



Sandy Nemeth
Vice-Chair
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Ward 3



Cindy Turner
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Louise Johnston
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Robert Page
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Dave Richardson
(204) 253-1961
Ward 3



Josie Landry
(204) 292-4661
Ward 3



Hugh Coburn
(204) 793-0490
Ward 4



Tom Parker
(204) 298-9249
Ward 4



Christian Michalik
Acting Superintendent



Marna Kenny
Acting Secretary-Treasurer

Senior Leadership Team

The Senior Leadership Team works with managers and coordinators at the Division-level, along with principals and vice-principals, to undertake the work of the Division.



Marlene Murray
Assistant Superintendent



Lisa Aitken
Assistant Superintendent



Irene Nordheim
Assistant Superintendent



Henri Peloquin
Acting Assistant Superintendent



Charles Robert
Director of Facilities



Clarke Hagan
Director of Information Systems



Steven Lawrie
Director of Student Support Services

Not pictured: Duane Brothers, Superintendent (*on leave/retiring*); Brad Fulton, Secretary-Treasurer (*retired*); and Jennifer Hume, Assistant Secretary-Treasurer (*appointed in August 2018*).

The Senior Leadership Team's Vision

A Louis Riel School Division in which every person is cared for morally, intellectually, physically, socially and emotionally on their journey of learning and well-becoming.

The Senior Leadership Team's Mission

The Senior Leadership Team's central focus is to nurture learning and well-becoming in LRSD by cultivating the conditions for impactful collective practice in all 40 schools in LRSD.

Did you know?

LRSD was selected as one of Manitoba's Top Employers in 2018! Among many highlights, LRSD received top marks for recognizing employees for their years of service; celebrating retirees and helping to prepare them for retirement; health-related benefits and services; professional development, training, mentorship and practicum placements; and volunteer and community involvement.

LRSD by the Numbers

We Are Growing

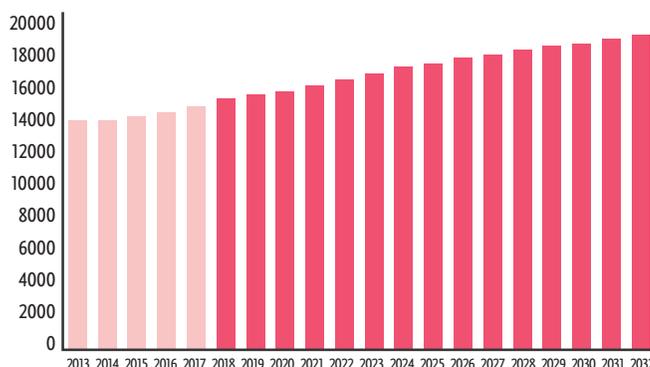
15,284 students* in **2017–18**.

300 more students a year are expected to enroll over the next decade on average.

19,418 students expected to enroll by **2032**, that's a **27% increase**.

*as of September 30, 2017 as per Baragar Demographics

Enrollment throughout 2013–32
Division as a School



40 Schools

27 English

12 French Immersion

1 Dual Track



We Support Learning at all Ages

Continuing Education

3,323 registrations in **2017–18**.

558 courses offered over **3** semesters.

Registrations by Topic

- 23% Artistic & Creative
- 20% Fitness
- 15% Computers
- 8% Lifestyle & Leisure
- 8% Cooking
- 7% Language
- 6% Emergency & Safety
- 6% Business & Personal Development
- 4% Do-It-Yourself
- 2% Home & Garden
- 1% Dance



Early Years Programming



12 FAMILY CENTRES

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

1,175 families made **30,544 visits** to Family Centres in **2017–18**.



Our Staff

2,140



Total teaching and non-teaching
LRSD staff members

1,175 Teachers | 965 Non-Teaching Staff

Non-Teaching LRSD Staff

- 57% Educational Assistants
- 20% Clerical/Technical
- 17% Custodial/
Maintenance/Bus Drivers
- 6% Non Union



Permanent and term as of April 16, 2018

We Welcome International Students

282 International students from **26** countries attended **K to 12** programming in LRSD in 2017–18.

72 additional students attended the **Louis Riel Arts & Technical Centre** for post-secondary training in 2017–18.

109 LRSD students took part in cultural exchange programs to **Japan, Germany, Italy, Chile and Spain** in 2017–18.

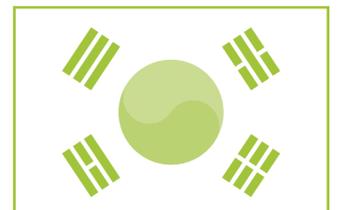
TOP 5 COUNTRIES
represented by
International students
enrolled in K to 12



CHINA



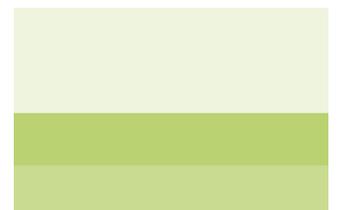
BRAZIL



SOUTH KOREA



VIETNAM



COLUMBIA

Safe Routes to School

In February 2018, LRSD conducted an extensive review of Safe Routes to School Programming following a tragic child-pedestrian fatality. In addition to releasing the Safe Routes to School Report (*contact LRSD for a copy*), the following investments were made to improve student safety to and from school.



4 new walking school buses to and from 3 schools (Archwood School, Minnetonka School and Victor Mager School) for a **total of 10 across the Division**. These schools join Darwin School, Lavallee School, Niakwa Place School, Nordale School, St. George School, and Victor H. L. Wyatt School in offering these services to families.

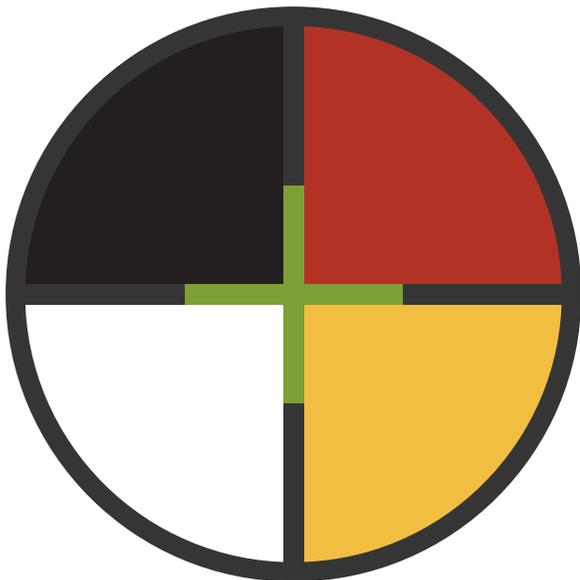
Rapid rectangular flashing beacons were installed at the crosswalk on St. Anne's Road and Varennes Avenue by the City of Winnipeg. The City also pruned trees near the crosswalk.

LRSD continues to work with the City of Winnipeg, the Winnipeg Police Service, Manitoba Public Insurance, the Green Action Centre, the provincial government and others **to improve child pedestrian safety**.



\$100,000

Earmarked for additional crossing guards and walking school buses.



What is the Circle of Courage?

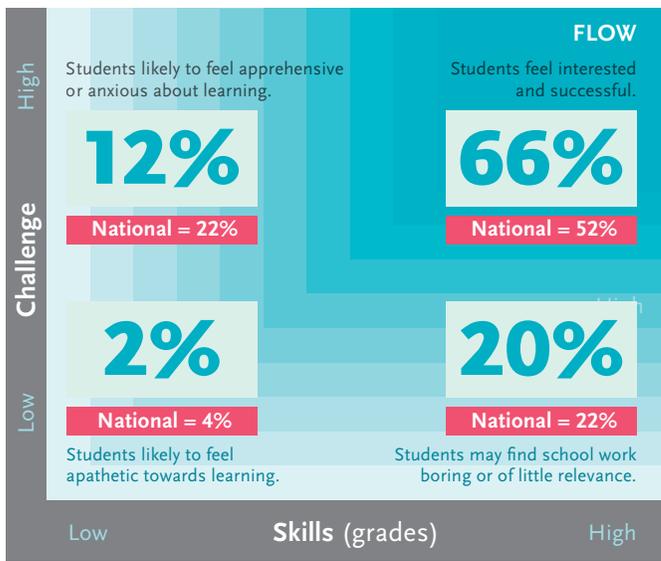
The Circle of Courage is a model of positive youth development that integrates Indigenous perspectives on child-rearing with contemporary research into resiliency. The model is based on four universal growth needs for children, including Belonging, Mastery, Generosity and Independence. Staff use the model to inform their assessment of classroom and student needs, and to promote well-being throughout the Division.



In the Zone



66% of LRSD Students are Engaged



LRSD Skills (grades) – Challenge 2017

The number of LRSD students experiencing flow—or a match between their skills and instructional challenge—is higher than the national average. This means that more LRSD students are engaged in their learning, and are more able to achieve their potential.

Engagement and Mental Health

Last year, 4,060 grades 7 to 12 students from 32 schools in LRSD completed an OurSCHOOL survey. This article focuses on results for engagement and mental health.

Engagement is a key priority for student learning in LRSD. Students that are engaged—or interested in, motivated by, and challenged by—classroom instruction, are more likely to perform to their potential than students that aren't engaged in their work.

The results of the survey were promising. Sixty-six per cent of LRSD students have a match between their skills (report card scores) and the instructional challenge in their classes. This is 14 points higher than the national average (52 per cent). Only 12 per cent of students were too challenged by their classrooms (22 per cent nationally), while 20 per cent were not challenged enough (22 per cent nationally). Only 2 per cent of LRSD students had a low skill, low challenge environment (4 per cent nationally).

While engagement levels are strong in LRSD, the survey also revealed a troubling level of anxiety and depression among students.

Twenty-nine per cent of LRSD students self-reported moderate or high levels of anxiety, 11 points higher than the national average (18 per cent). When broken down by sex, this number skyrockets for girls, at 38 per cent (21 per cent nationally), and 18 per cent for boys (14 per cent nationally).

Depression follows a similar pattern, with 28 per cent of LRSD students reporting moderate or high levels of depression (18 per cent nationally). Thirty-six per cent of girls (20 per cent nationally) report depression, compared to 19 per cent of boys (15 per cent nationally).

While these results are concerning, LRSD is already asking more questions and working on targeted interventions.

Promoting Well-Becoming in LRSD Schools

Over the past two years, 16 schools from across LRSD participated in a Mental Health Promotion Pilot, led by a partnership between LRSD's Student Support Services Department, and Mental Health Promotion staff at the Winnipeg Regional Health Authority (WRHA).

Steven Lawrie is the Director of Student Support Services. "This project builds upon our prior learning about supporting mental health and well-being. We developed a planning resource and facilitated schools through a process to assess their practices, policies, the physical and social environment of their schools, and their partnerships with community organizations, to see how they could contribute to the well-being of students and staff throughout the school," he says.

Schools made use of evidence-based resources and planning supports developed by the Pan Canadian Joint Consortium for School Health.

At Victor Mager School, staff focused on defining and promoting well-being, such as being active, social, positive, curious, mindful and purposeful. Teachers came together from each grade to create age-appropriate well-being goals for students.

Staff at Island Lakes Community School focused on mindfulness and understanding and promoting self-regulation.

St. George School staff focused on promoting mental health using positive, strength-based Indigenous perspectives.

"Health and well-being is a priority in our schools, provincially, and across the country. We all have a role in supporting health and well-being. The intent of this pilot was to provide a planning cycle and process for staff to learn what more we can do as educators to facilitate mental health," says Lawrie.

The Student Support Services Department has been working with the WRHA for almost a decade to increase understanding of health and well-being across the Division. In 2018–19, the project will extend to all schools in the Division.



“I’ve had students come to me and say that the ECHO program played a key role in helping them graduate.”

Corey Kapilik,
Coordinator of Indigenous Education

ECHO teacher Earl Skead (*bottom right*) and his students went out on the land to receive land-based teachings from an Elder.

Enriching the High School Transition for Indigenous Students

Entering high school can mean a lot of changes for students. New places, new people and new courses can make the transition daunting, especially for those looking to connect with their culture and heritage. That’s why the Indigenous Education Team at LRSD developed ECHO in 2012. The program enables participating students to take core courses such as math, science, social studies and English, together as an Indigenous cohort.* Students are taught by an Indigenous teacher and mentor who brings Indigenous perspectives and knowledge systems into the classroom.

Corey Kapilik is the Coordinator of Indigenous Education at LRSD. “[ECHO] help[s] students transition to high school and be successful in school by providing an enriched learning environment that reflects Indigenous culture and ways of knowing and being,” he says.

Kapilik says students and principals have lauded the program. “I’ve had students come to me and say that the ECHO program played a key role in helping them graduate,” he says.

Earl Skead is an ECHO teacher and mentor at Dakota Collegiate. He says the program helps foster a sense of community for the students. “We are a family structure within the school. We are a small enough group that we can care for students the way that they need to be,” he says.

While some students enter the program looking for culture and identity pieces, others—often coming from the north—are looking for a close-knit community. Skead teaches English and history and says students connect through the course materials.

“We explore reconciliation through historical flashpoints, and then from those materials, through the class,” he says.

In 2017, LRSD partnered with researchers at the University of Manitoba to study the impact of ECHO on a group of students taking the program over time. The results will be used to measure student success and engagement and help inform programming.

ECHO programming is available in Nelson McIntyre Collegiate, Glenlawn Collegiate, Windsor Park Collegiate and Dakota Collegiate. In September 2018, an additional ECHO teacher will be working alongside students in J. H. Bruns Collegiate, Collège Béliveau and Collège Jeanne-Sauvé, for a total of five full-time ECHO teachers.

*ECHO has evolved differently in each school. For more information, contact the participating schools.

Students enrolled in ECHO at Dakota Collegiate receive a unique combination of academic and culturally-sensitive educational programming.



Summer Camp Gets Rave Reviews

Five weeks of summer learning might not seem like a long time to an adult, but for many of the students that took part in the ASPIRE summer learning camp, it was a great place to make new friends, have fun and learn.

Ashley Huot is the ASPIRE (Academic Summer Program Including Recreation and Education) Coordinator for LRSD. She says making friends was a big theme for the 302 registered participants. “When we ask them what they enjoyed, they all say making friends and spending time with friends,” she says.

“Friends,” said one student in a survey. “Just that at the first day you’re scared and nervous then the next day it’s great, you make new friends and you get your courage!”

Fun is another big theme.

One student said they would love to come to ASPIRE again. “It was so much fun, and I usually have nothing to do over the summer, so this is the program I’ve been waiting for!”

This year Huot says the kids loved the field trips, water day (a weekly event involving the outdoors and water-based activities),

and a DJ dance party. “It was a big hit. All the staff joined the kids in dancing. We did a big reveal with the DJ and the kids just screamed they were so excited,” says Huot with a laugh.

While students were having a blast, they were also learning. In fact, 88 per cent of ASPIRE students said in a survey that participating in the program made them excited to learn.

“I really liked [the] library because we read super fun books! I also really liked my teachers,” said one student.

“My son has greatly benefited from ASPIRE,” said one parent. “He developed closer relationships with schoolmates and the best part is he didn’t even realize how much learning he was doing because he was having so much fun!”

“What makes them excited to learn is that they have more opportunities to direct their learning in a more exploratory way and in a hands-on way,” explains Ashley Huot. “Overall the value in ASPIRE is keeping kids connected with their school community in a safe and positive way. But still allowing them to have a really fun, camp-like experience.”



“My son has greatly benefited from ASPIRE.”

Parent of ASPIRE student



ASPIRE students and staff form program logo.

"I always see a bit of myself in these kids."

Carter Wall,
True Sport Ambassador

Carter Wall loves sports, kids and giving back to his community. He was one of 10 students from Windsor Park Collegiate selected to be a True Sport Ambassador last year.



Being Good Sports

Last year, 55 high school students took part in LRSD's True Sport Ambassador Program, which uses sport to connect leaders in high school athletics with elementary school students and students with diverse abilities.

Ambassadors took to the basketball courts with elementary students from St. George, Victor H. L Wyatt, Frontenac and Howden through LRSD's Junior NBA program. While mastering their dribbling and layups, kids learned discipline, respect and how to be good sports.

Grant McManes is the Coordinator of Healthy Living for LRSD. "For the young kids it's about using sport to develop good character traits," he says.

Connecting with all abilities became the focus at the Unified Sport Tournaments, as Ambassadors volunteered for, and refereed teams comprised of, high school students and students with diverse abilities in ultimate rugby and soccer.

Carter Wall is a grade 10 student from Windsor Park Collegiate and a member of his school's Junior Varsity Basketball team. As a grade 9 student, he was one of 10

students from his school selected to be True Sport Ambassadors. He refereed most of the Unified rugby games and coached Junior NBA for grades 2 to 4.

Wall says the Unified teams have athletes with amazing skills. "I find it inspiring to see what the students are able to do," he says.

Wall loves coaching basketball. "I always tell the kids that playing on teams is so much fun. You learn and grow with each other, it makes you a better athlete, and it opens up friendships too," he says, adding that the True Sport principle of giving back resonates with him.

"I always see a little bit of myself in these kids," he says. "I hope the kids will come here and do the same one day."

Ambassadors also hit the ice with elementary students at Glenwood, Lavallee and Victor H. L Wyatt via Discovery Hockey, a partnership between LRSD and Hockey Manitoba that introduces hockey skills to kids, at no cost to the families for equipment or ice time.

Over 400 students and Ambassadors took part in the True Sport Ambassador Program in 2017–18.

Engaging in Arts



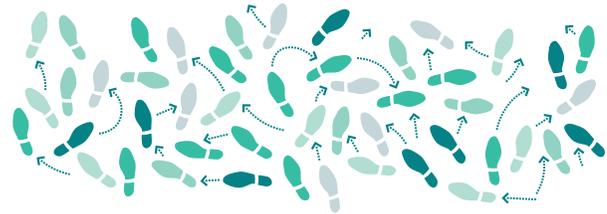
85 CONCERTS

Were held in gyms and theatres celebrating student learning in music, band and guitar.



500 STUDENTS

Sang at the Winnipeg Concert Hall during Choral Celebration.



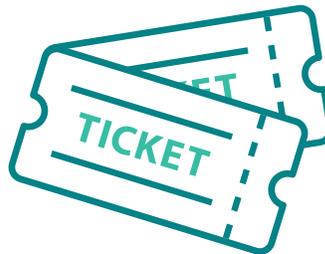
3,800 STUDENTS

Danced in St. Vital Park during Folk Dance in the Park.



**MORE THAN
2,500**

Works of art were displayed at the Forks during Arts in Action.



OVER 30

Plays and musicals were produced.

Ready for Work at the Louis Riel Arts & Technical Centre

LRATC offers courses to students in the trades, hospitality, media, early childhood education, business management and more!



192

Graduates in
June 2018

6 PROGRAMS

Accredited by Apprenticeship Manitoba



Culinary Arts



Hairstyling



Automotive Technician



Electrical Trades



Esthetics



Plumbing Trades

In the Know



ABCs and 123s

One important mantra for those with leadership roles and the privilege and obligation of supporting teachers in LRSD is: “Teacher learning is the core lever to improve student learning.”

In LRSD, there is strong evidence that engaging teachers to innovate and refine their collective teaching practices is the key to improving student achievement. The Writing Project (see page 17) is one example of this approach that offers very compelling evidence.

Moreover, connecting these collective efforts to evidence of improved student learning also promotes more accurate, consistent, meaningful, and thoughtful reporting of student achievement to students, parents, fellow teachers and the public.

Although academic achievement is measured across all disciplines—including languages, the humanities, mathematics, the sciences, the arts and practical arts—this annual report focuses on literacy and numeracy. So how do educators know whether students are improving over time?

The outcomes measured for any given cohort, or group of students in a particular grade, in any given year, include:

1. An increase in the number of students achieving an improved grade.
2. A decrease in the number of students demonstrating a limited or basic understanding.
3. Greater confidence in the consistency and accuracy of report card achievement data.

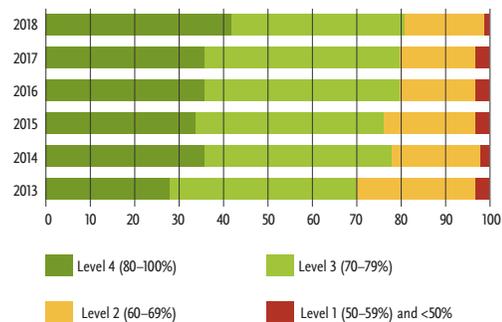
What actions are being implemented in LRSD to achieve these outcomes? LRSD is:

1. Nurturing a culture of professional collaborative inquiry among educators focused on evidence of improved student learning.
2. Creating professional learning fellowships that enable educators from all schools to work together to improve teaching practices by exploring evidence-based approaches, observing these approaches in the classroom through job-embedded professional learning, and implementing them in their own classrooms.
3. Developing and using common assessment frameworks (continua, rubrics, samples of student work) to evaluate student learning.
4. Enriching the collaboration between school teachers and Division-level instructional and student support teams.

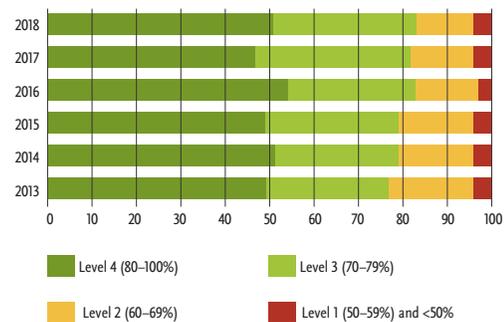
Charting Improvements in Literacy Over Time

From 2013 to 2018, scores in English Language Arts for grades 4 and 8 students improved. Specifically, the number of students achieving grades of 70 to 100 per cent increased, while the number of students receiving grades below 70 decreased.

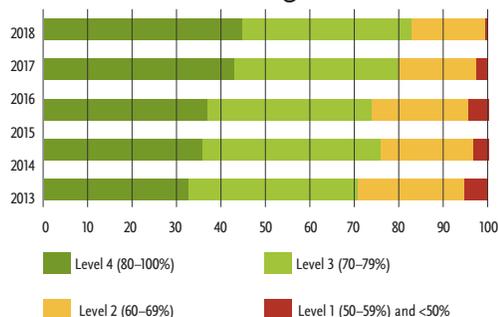
**Final Report Card Grade (2013–18):
Writing in ELA in Grade 4**



**Final Report Card Grade (2013–18):
Writing in ELA in Grade 8**



**Final Report Card Grade (2013–18):
Math Problem Solving in Grade 4**



Grade 4 Math Scores Improving

From 2013 to 2018, scores in math (problem solving) for grade 4 students improved. More students achieved grades of 70 per cent or higher, while fewer students received marks of 69 per cent or lower.



In March 2018, Grades 3/4 students at Lavallee School wrote about Respect, one of the Anishinaabe Seven Teachings, with the support of the LRSD Instructional and Indigenous Education teams. Their stories were published in a book that was distributed to school libraries throughout the Division.

The Writing Project

Writing letters to their heroes. Writing and sharing poetry with parents and staff from Winnipeg Harvest after an inspiring trip to the food bank. These are some of the activities students have undertaken over the last four years as part a larger writing project designed to improve student literacy skills by making writing fun, engaging and personally meaningful.

The Writing Project started in 2014, after early literacy teachers started noticing more students entering grade 1 with literacy challenges that required intervention. Early Literacy Intervention Teacher and Instructional Support Team member Vanessa Thibault and her colleagues wondered if intervening sooner and with different teaching methods could improve literacy development. Thibault and six other colleagues started a Professional Learning Network with a focus on powerful writing instruction.

This research-based instruction style involves building student capacity by writing with purpose—getting children to write about something they are passionate about, to someone they care about, for a real purpose, so that it is meaningful to them.

The children are also given the language to evaluate their work. “It’s really about creating a community of writers that listen to each other, learn from each other, and support each other as writers,” says Thibault.

“It’s really about creating a community of writers that listen to each other, learn from each other, and support each other as writers.”

Vanessa Thibault, Early Literacy Intervention Teacher and Instructional Support Team member

The Writing Project started with 31 kindergarten-to-grade-2 teachers in six schools. As teachers invited other colleagues from across the Division into their classrooms to observe and model the new teaching methods through job-embedded learning, the project has grown to include 250 kindergarten-to-grade-8 teachers in 22 schools.

Thibault says teachers involved in the project have noticed their students are more engaged, creative, and their writing skills have improved. “Teachers have noticed that students are more motivated to write...they are writing more, and they see themselves as writers,” she says.

By the end of 2018–19, the writing project will have reached 300 teachers in 30 schools.

“[This project] has been very valuable for our growth here.”

The Numbers Project

Jeff Anderson, Principal of École Guyot

Teachers at École Guyot have been on a four-year journey to make math stick for their kindergarten-to-grade-6 students.

Jeff Anderson is the Principal of École Guyot. He says the first two years focused on bringing hands-on learning to the classroom and involved approximately 20 teachers throughout the school. “[This project] has been very valuable for our growth here,” he says.

Teachers now encourage finger counting because it improves automatic recall. Instead of shelving manipulatives, or physical objects that represent numbers when counting or calculating, teachers are using them in higher grades to improve math learning. Instead of teaching multiplication concepts first, teachers start with something kids are already doing—skip counting by two, five and 10. Early years teachers encourage students to identify and predict patterns, which is a building block to algebra in later grades.

For the last two years, teachers have been incorporating approaches from Prince Edward Island that have improved math scores in that province.

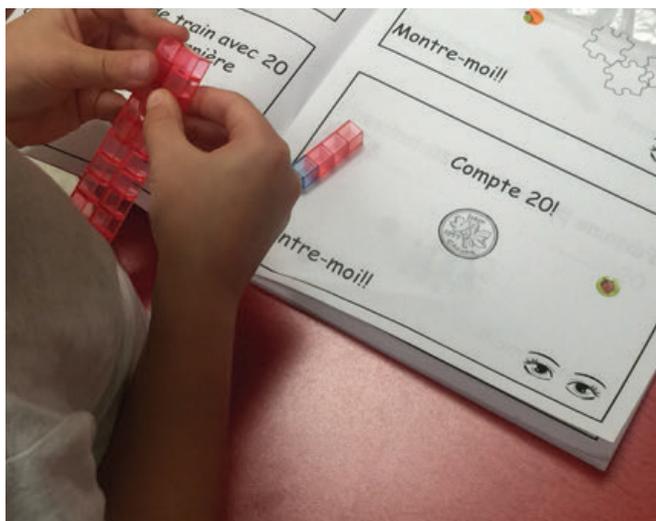
For example, teachers are front-loading big math concepts in the first half of the year so there is more time to cycle back and help students who are struggling. Teachers have also come together to develop instructional guides that identify the most important learning outcomes in math for each grade and how to assess whether students have achieved these milestones.

“Before [this] teachers would have been doing this in isolation,” says Anderson.

Lauren Mitchell-Lawson is an Instructional Support Coordinator with LRSD and is providing guidance on the project. “The teachers are using assessment tools that give them insight into what students are thinking as they arrive at an answer,” she says.

The lessons learned from the work at École Guyot are being incorporated into a larger kindergarten-to-grade-9 Divisional numeracy initiative.

Students at École Guyot explore math on paper and with manipulatives. They are part of a math project bringing best practices in math education into the classroom.





Kindergarten students from École Sage Creek School learn about Indigenous culture with Indigenous Education Team member Shirley Ewanchuk.

Indigenous Education

This past school year has been a busy one for the 13 staff members that make up the Indigenous Education Team at LRSD.

Staff in the Team work with schools and the community to promote Indigenous student success and integrate Indigenous perspectives and knowledge systems into the classroom.

Indigenous Language Program

Shirley Ewanchuk leads a new and innovative Indigenous Language Program for LRSD. She has spent the last two years developing the program that connects Ojibway speakers with students and teachers. “Last year we taught in 33 kindergarten classrooms and nine grade 1 classrooms throughout the Division,” she says.

Using a nature-based approach to learning, students spend 60 minutes a school cycle learning Ojibway words and concepts inside the classroom and outdoors.

Ewanchuk says they are almost finished developing and piloting the kindergarten program and are at the beginning stages of creating the grade 1 program.

Finding Ojibway speakers that are also trained in teaching hasn’t been easy, but Ewanchuk didn’t want that to be a permanent roadblock. “The language program couldn’t be held up, so we found another model,” she says. The LRSD mentorship-apprentice model brings together intermediate or fully-fluent Ojibway speakers with Indigenous Education teachers and classroom teachers to deliver the program to students.

Ewanchuk presented LRSD’s model and lessons learned from developing the program to the Canadian Commission for UNESCO last June as part of a 160-person planning meeting in preparation for 2019 – The International Year of Indigenous Languages.

Medical Career Exploration Program

In 2017–18, Windsor Park Collegiate partnered with the Pan Am Clinic to offer the Medical Careers Exploration Program to students. The program is designed to increase Indigenous representation within the medical field by combining academics with multiple practicum experiences over a three-year period, exposing students to over 70 medical occupations. Sixteen students are enrolled in the program.

Nicole Mager is the Vice-Principal of Windsor Park Collegiate. She says the program helps students reach their potential and puts them on a path towards landing their dream jobs. “The impact of this learning experience is a game-changer and our students are excited about life in the medical field after graduation.”

Windsor Park plans to welcome 10 Indigenous students each year into the program.



Shaylean Sky learning how to intubate a patient at the U of M Bannatyne campus.

Treaty Education Portal

In February 2018, LRSD unveiled an online tool that teachers in the Division can use to deliver Treaty education in the classroom. The Treaty Education Portal includes lesson plans, games and activities, video maps, timelines and other resources encompassing all grade levels.

Loretta Ross, Manitoba Treaty Commissioner says she is proud to have worked with LRSD on this project and it could be the start of something much bigger that could extend beyond LRSD itself. “I think [the portal is] going to go a long way towards helping us understand...the Treaties,” she says. “The Treaties are going to become such a natural part of our history.”

Corey Kapilik, Indigenous Education Coordinator for LRSD agrees. “We always say in Indigenous Education and Treaty education that where you are is the perfect place, and let’s work from there,” he says.

Indigenous Interactive Classroom

In 2017–18, 180 individual grades 4 to 6 classes spent half a day at the Indigenous Interactive Classroom, an Indigenous learning space located at LRSD’s René Deleurve Centre. This year, enrichment programming focused on bringing Indigenous perspectives and ways of knowing into the science curriculum. Survey and anecdotal data indicates increased teacher capacity as a result of the program.

Graduation Powwow

Approximately 100 students from across the Louis Riel School Division gathered with friends, family and supporters at Dakota Collegiate last May to celebrate their graduation at the third annual Graduation Powwow.

The event was held outdoors for the first time at Murray Field, a brand-new recreational space for Dakota Collegiate staff and students, and the wider community. The extra space contributed to the largest turn-out yet for an LRSD Powwow.

Corey Kapilik is the Indigenous Coordinator for LRSD. “Powwows are a traditional Indigenous way of celebrating and connecting with each other as a community,” he says. “We celebrate song, dance, our graduating students, Powwow club dancers, and ultimately, reconciliation.”

School and Divisional administrators presented graduates with a white stole that they also wore on their graduation day. Any graduating student that wanted to be recognized at the Powwow were invited to participate.

“We had students from several cultural backgrounds that chose to be honoured in this way,” he says.

Over 80 students from Powwow clubs across LRSD schools participated in the event, many entering the Powwow circle for the first time, wearing traditional regalia hand-made by parents and volunteers.



Image source: www.southernnetwork.org/site/seven-teachings

What are the Anishinaabe 7 Teachings?

The Anishinaabe 7 Teachings are values that have traditionally formed the basis for well-being and promoting healthy relationships. Many schools in LRSD have incorporated these Teachings—which include Love, Wisdom, Respect, Truth, Humility, Honesty and Courage—into their regular programming.



In the Community



Students Volunteer at Winter Clothing Drive

Thirty students from Collège Jeanne-Sauvé, Glenlawn Collegiate, Dakota Collegiate, J.H. Bruns Collegiate and Windsor Park Collegiate pitched in with members of the community to sort and prepare thousands of articles of clothing for the RIEL-EVATE Winter Clothing Drive on October 14 and 15, 2017.

RIEL-EVATE is a school community foundation that aims to engage individuals in LRSD with the various communities around them. The clothing drive provided free winter clothing to members of the community. Schools from across the Division donated clothing, along with items donated from a local thrift shop.

RIEL-EVATE also hosted a spring clothing drive on April 21 and 22, 2018, and awarded students with graduation scholarships in June.

Citizenship and Reconciliation Forum

Over 200 students from all seven LRSD high schools shared their hopes for reconciliation at a Citizenship and Reconciliation Forum at the Board Office on November 14, 2017.

The Division organized the event in cooperation with the Circle of Reconcili-ACTION, a student leadership group focused on advocating for reconciliation and developing their voices through traditional teachings, group activities, guest presenters, and connecting with each other and the wider community. The group of 50 students meets on a monthly basis and represents high school students from all seven high schools.

Christian Michalik is the Acting Superintendent of LRSD. “It is encouraging to see this Indigenous leadership initiative that started in 2014 taking root. Our students that self-declare as Indigenous are asserting their leadership and inciting all students and staff in LRSD to be active citizens focused on speaking truth to historical and present-day injustice and promoting reconciliation for a better LRSD and a better Canada.”

Citizenship—specifically helping students to grow into active citizens contributing to their local, national and global communities—is one of three priorities for student learning in LRSD.

Indigenous students and staff from LRSD shared their personal and family stories at a reconciliation panel discussion. Students were able to ask questions and join in the conversation.

All participants then created a star blanket inscribed with their hopes for reconciliation.

Frank Deer (LRSD Scholar in Residence and Associate Professor at the University of Manitoba), and Kevin Lamoureux (National Education Lead for the National Centre for Truth and Reconciliation) also participated in the Forum.



Kindness Project Rewarded at Legislature

A teacher and his students were awarded with a Manitoba Distinguished Service Award in May 2018 for a kindness project that started in the classroom and took off on Twitter.

Thaddeus Bourassa, a former grade 5/6 teacher at General Vanier School, brought seven of his students to the legislature to accept the award for #LRSDprojectgenerosity. Local Radisson MLA James Teitsma arranged for the award and government recognition. All award recipients had their names recorded in the parliamentary transcripts of the day.

“Being recognized by the Province of Manitoba for acts of kindness was one of the highlights of the year. As a teacher I feel so proud of how my students became agents of change through their acts of kindness, which made a difference for their classmates, families, the larger community and internationally,” says Bourassa.

#LRSDProjectGenerosity began in September 2017 when Thaddeus started recording his students’ acts of kindness.

The momentum started building in January, when Bourassa shared his project and its hashtag with Louis Riel School Division educators at Ignite—a night of short, inspiring presentations for educators reminiscent of TED-talks. Bourassa and his students then brainstormed ideas for a kindness calendar in March. The calendar included a kindness challenge for each day of the month, such as performing outdoor chores, preparing food, and writing a letter of appreciation to someone you care about.

Once Bourassa shared the calendar on Twitter, it went viral, inspiring teachers from as far away as Australia and New York to undertake their own kindness challenges.

Back in his own classroom, colourful recipe cards filled with his students’ good deeds jam-packed his walls and spilled out into the hallway.

Bourassa and his students were featured on CTV Winnipeg on April 6, 2018. At that time Bourassa estimated that the calendar had been shared with nearly 30 like-minded educators, and close to 2,000 acts of kindness had been performed since the project began.



Bricks and Mortar

LRSD made over **\$32.4 million dollars** of investments in LRSD infrastructure in 2017–18, part of a larger, four-year historic investment. Whether investing in the first new school in LRSD in over 15 years, creating outdoor spaces the entire community can enjoy, or adding value to older schools, LRSD invests in the spaces students need to learn, thrive and grow into active, capable citizens.

\$32,490,628

Total Capital Investments

(a combination of mostly Provincial and Divisional investments, as well as contributions from the City of Winnipeg, parent advisory councils for playground improvements, and private donors).

Did you know?

Through fundraising efforts, parent advisory councils contributed over \$280,000 for playground improvements in 2017–18.

Recreation and Playgrounds

\$2,781,817

Invested in outdoor spaces in 2017–18



INCLUDING:

\$286,218 in playground investments for Nordale School, General Vanier School and École Provencher,

\$68,006 for a beach volleyball court and a long-jump pit for Glenlawn Collegiate, and

\$2,427,593 in major investments for Dakota Collegiate, including Murray Field, a cricket field and an outdoor basketball court.

Transportation

\$395,877

FOR 3 NEW BUSES



Building Investments

\$28,315,552

Invested in building and facilities costs in 2017-18



INCLUDING:

\$24,941,057 to build École Sage Creek School,
\$1,328,696 for a brand-new student commons, including a new cafeteria, at Collège Béliveau,
\$670,376 for a boiler replacement and a new roof for Victor Mager School and Lavallee School respectively,
\$558,552 for portable classrooms at École Van Belleghem,
\$522,343 for new air conditioning at General Vanier School, and replacements due to failure at Glenlawn Collegiate and Island Lakes Community School,
\$182,232 for daycare renovations at Marion School, and
\$112,296 for a skills-for-living room and parking lot repairs at J. H. Bruns Collegiate.

+ **\$997,382** in additional small renovations and repairs.

New School Opens in Sage Creek

LRSD opened its first new school in over 15 years last fall. École Sage Creek School is a dual-track English and French Immersion elementary school serving the Sage Creek community. The 77,000-square-foot facility is the fourth in LRSD to use geothermal energy to heat and cool the building, eliminating greenhouse gas emissions while reducing energy costs by 50 to 70 per cent. The innovative school also makes ample use of natural light, common areas, flexible furniture like rocking chairs and standing desks, and outdoor education space to engage and inspire students. All student bathrooms are gender-neutral, with floor-to-ceiling walled individual toilet stalls connected by common sink areas. The building was designed by Number TEN, a Winnipeg-based architecture firm.

While the school opened over its 600-student capacity, the Division is working with the community and Provincial Government to find solutions, such as converting non-instructional spaces into classrooms and sending grades 7 and 8 students to Windsor Park Collegiate and Collège Béliveau starting in September 2019. In addition to providing residents with regular updates on capacity issues, LRSD continues to advocate for a second school to open its doors to the community by 2022. Based on conservative Divisional projections, the K to 8 student population is expected to almost double by 2027.

Did you know?

LRSD prioritizes one school a year for air conditioning. Twenty-nine schools currently have A/C in some to all of their buildings.

LRSD maintains over 2.5 million square feet of buildings and learning space across the Division.



LRSD Budget:

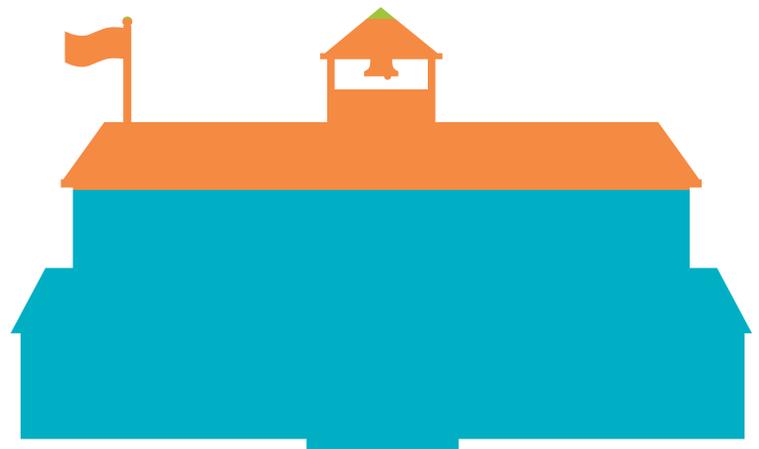
Dollars and Sense

The 2018–19 budget was approved by the LRSD School Board on March 13, 2018. Our students are our greatest assets, and the 2018–19 budget will impact students by improving supports for a growing diversity of needs and addressing the ongoing challenges of growing socio-economic inequalities. The budget continues to keep administration costs low, in line with the Minister of Education’s expectation. It also dedicates funds to maintaining and improving the Division’s aging infrastructure and to increasing non-instructional spaces not funded by the Province.

Where Does LRSD’s Funding Come From?

2018–19

- 2% Other
- 39% Funding from Property Taxation
- 59% Provincial Government



LRSD spends **85 cents** of every dollar on staffing costs (*teachers and non-teaching*), while the remaining **15 cents** goes to services, supplies, short-term loan interest and banking charges, and transfers to other school divisions.

Staffing Costs



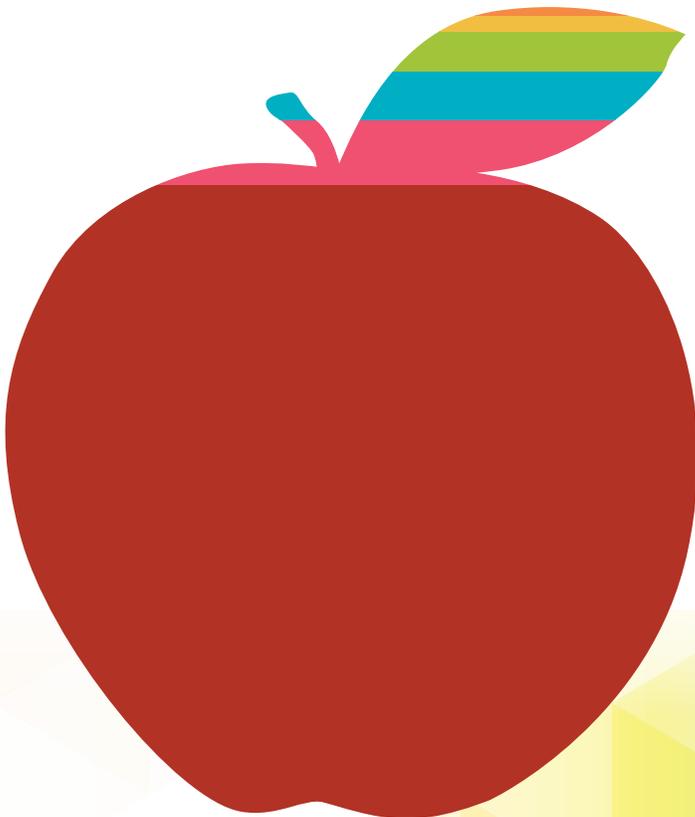
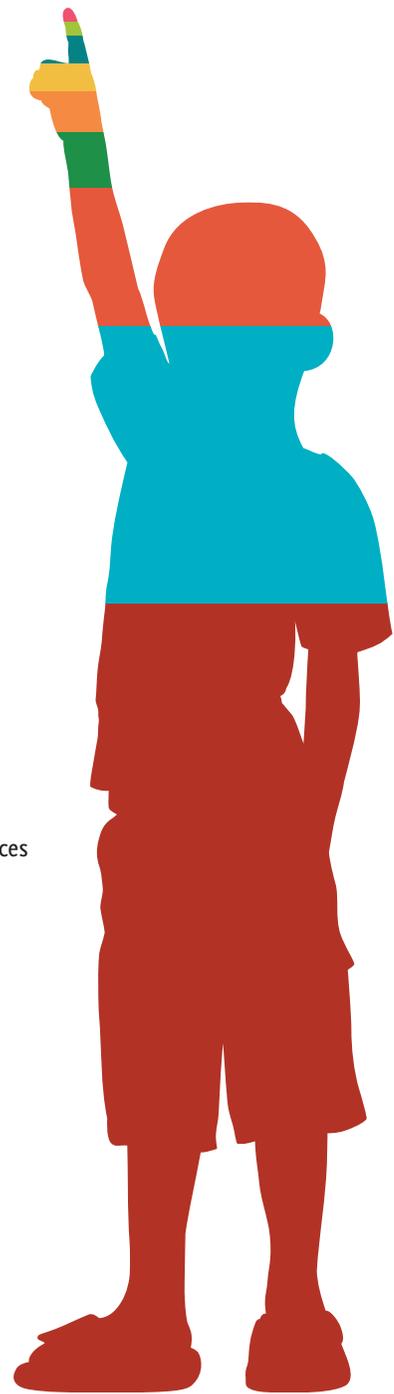
Other Costs



\$188,729,811

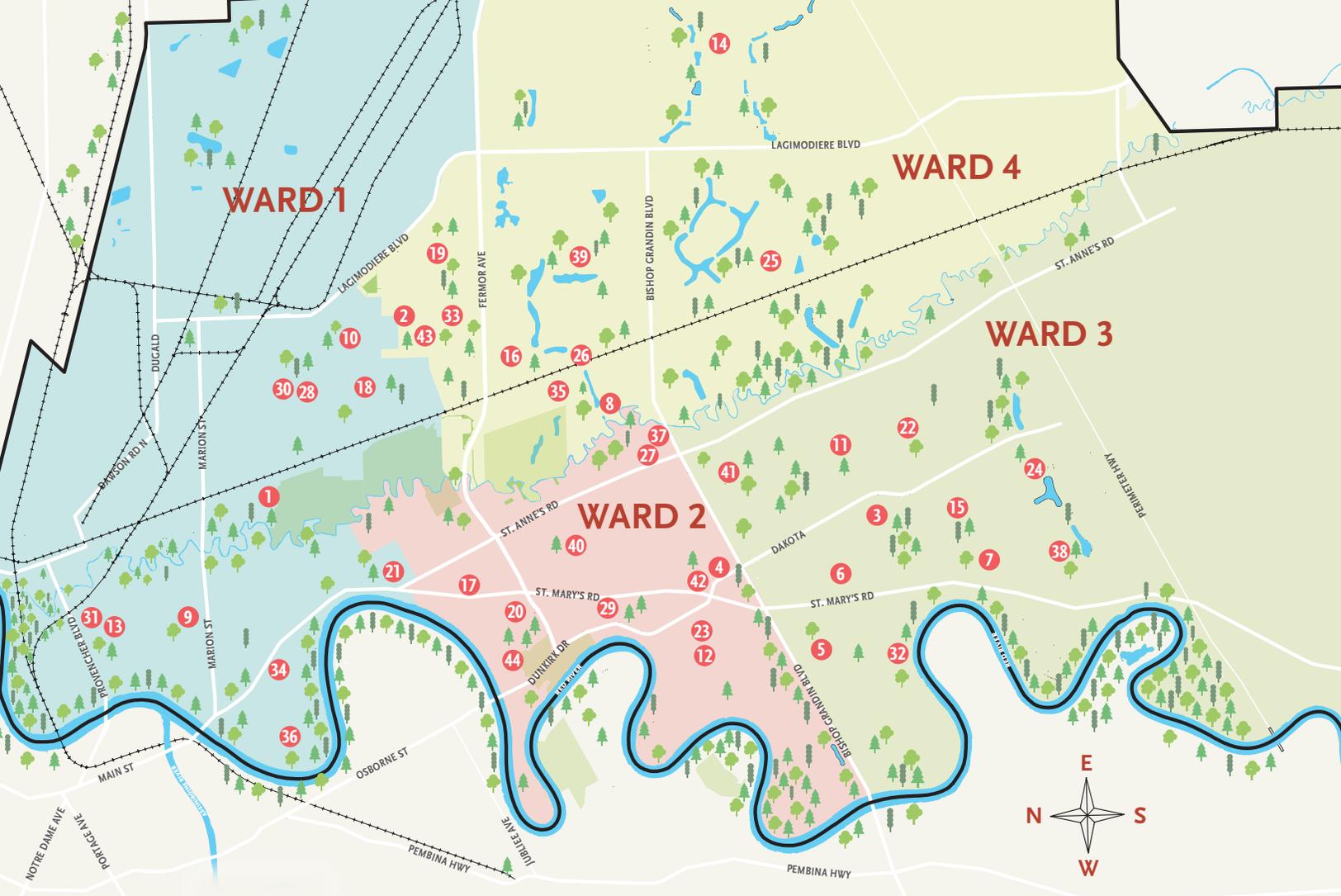
By Object: 2018–19

- 1% Community Education & Services
- 1% Adult Learning Centres
- 2% Fiscal
- 2% Transportation
- 3% Divisional Administration
- 4% Instructional & Pupil Support Services
- 10% Operations & Maintenance
- 20% Student Support Services
- 57% Regular Instruction



By Function: 2018–19

- 1% Short-Term Loan Interest & Bank Charges
- 2% Transfers
- 5% Supplies, Materials & Minor Equipment
- 6% Employees Benefits & Allowances
- 8% Services
- 78% Salaries



Louis Riel School Division – Schools and Buildings

- | | | |
|------------------------------|---|--------------------------------|
| 1. Archwood School | 16. École Van Belleghem | 31. Marion School |
| 2. Collège Béliveau | 17. École Varennes | 32. Minnetonka School |
| 3. Collège Jeanne-Sauvé | 18. Frontenac School | 33. Monterey |
| 4. Dakota Collegiate | 19. General Vanier School | 34. Nelson McIntyre Collegiate |
| 5. Darwin School | 20. Glenlawn Collegiate | 35. Niakwa Place School |
| 6. Dr. D. W. Penner School | 21. Glenwood School | 36. Nordale School |
| 7. École George-McDowell | 22. H. S. Paul School | 37. René Deleurme Centre |
| 8. École Guyot | 23. Hastings School | 38. Samuel Burland School |
| 9. École Henri-Bergeron | 24. Highbury School | 39. Shamrock School |
| 10. École Howden | 25. Island Lakes Community School | 40. St. George School |
| 11. École Julie-Riel | 26. J. H. Bruns Collegiate | 41. Victor H. L. Wyatt School |
| 12. École Marie-Anne-Gaboury | 27. Lavallee School | 42. Victor Mager School |
| 13. École Provencher | 28. Louis Riel Arts & Technology Centre | 43. Windsor Park Collegiate |
| 14. École Sage Creek School | 29. Louis Riel School Division Board Office | 44. Windsor School |
| 15. École St. Germain | 30. Maintenance & Transportation Shop | |

Connect
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