



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

Report to the Community



2016-2017

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LRSD Living Report to Community



Trustees from left to right: Robert Page, Sandy Nemeth, Cindy Turner, Louise Johnston, Chris Sigurdson, Tom Parker, Dave Richardson, Josie Landry, Hugh Coburn

Please consider the environment before printing this PDF. The document is meant to be consulted in its digital format with links that provide up-to-date information.

In LRSD we believe that reporting should be an ongoing process that continues around the calendar. That's why we created the online *Living Report to the Community*, where you can continually be updated about our work on our priorities.

We are dedicated to providing our community members with the most current information and we encourage all residents to learn more about our work to improve student learning, realize our Divisional Priorities and to enhance our school communities.

This past year we have many achievements in our priority areas: *Literacy and Numeracy*, *Student Engagement*, and *Citizenship*. These accomplishments have helped fuel our passion through the 2016-2017 school year and encourage us to help our students to have even greater successes.

[Find out more about what we've been doing in LRSD.](#)

Message from the Board Chair

Over the past year, the LRSD School Board continued to work toward our collective goals of educating our students, building our community and developing engaged citizens.

Our focus on aspiring to develop caring, literate and capable people has been coupled with a focus on student success and engagement to ensure that our students value learning and strive to reach their potential.

Once again, our work was guided by the Division's top three priorities:

- Developing strong literacy and numeracy skills
- Academically, emotionally, physically and intellectually engaging students in learning
- Developing active citizens who contribute to their communities

We have continued to advocate for progressive and strong public education with support from the public and the provincial government. We have worked towards:

- More classrooms in our French Immersion schools
- Opening École Sage Creek School
- Creating the new Murray Field and the Dale Bradshaw basketball court located at Dakota Collegiate

We have also continued to invest in LRSD infrastructure by upgrading boilers, painting walls, upgrading bathrooms and developing plans to upgrade the infrastructure at École Varennes and École Marie-Anne-Gaboury.

Manitoba is currently the only province in Canada in which publicly elected boards can raise funds through taxation. We see this as an incredible responsibility and we do not take it lightly. The process allows us to consider the needs of the LRSD community and to respond to them quickly.

We are proud of the work we are doing and are pleased to share some highlights of our successes in this report. We look forward to continuing to work hard and accomplishing much more in the upcoming year.



Chris Sigurdson, Chair
Louis Riel School Board
204-230-4601

Message from the Superintendent



The goal of the LRSD School Board and Senior Administration team for the past three and half years has been to ensure we leave a lasting legacy for our Division and our community. In 2016 – 2017, we worked towards this goal and continued making advances in our learning priorities of literacy and numeracy, student engagement and citizenship. In the winter and spring of 2017, we were proud to see evidence of our success.

We continue to see literacy and numeracy levels improve markedly at the Grade 4 and 8 levels. Success during these formative transition years allows students to carry their successes with them as they enter middle or high school. Our high school graduation rate continues to exceed 80%. We are providing learning environments in which students excel.

We also continue to see improvements for our Indigenous and Newcomer students. We know they face many systemic challenges and we have wholeheartedly accepted our responsibility to do what we can to help them reach their potential.

Thank you to the leadership team and amazing staff across LRSD who make every achievement possible. We are enthusiastic about continuing to build on our successes and recognize there is always more work to be done.

Together, we make a difference in the lives of our students and the community where we live, work and play.

Changing Worlds | Changer le monde.

A handwritten signature in black ink that reads "D Brothers".

Duane Brothers, PhD
Superintendent
Louis Riel School Division
204-257-7827

Academic Achievement - Literacy and Numeracy

During the 2016 – 2017 school year we continued to make progress in the learning priorities of LRSD: Literacy and Numeracy, Student Engagement, and Citizenship. As requested in the Board's governance cycle, evidence of success was reviewed during this past summer and early fall.

We are continuing to see literacy and numeracy levels improve with marked improvements at the Grade 4 and 8 levels, formative transition years for students to carry successes with them as they enter middle school and then into high school.

As well, after learning from our review of the 2014 – 2015 report, we are continuing to review data specific to our Indigenous and Newcomer students, who we know face many systemic challenges. We have accepted our responsibility to do what we can to help them become as successful as other students and provide evidence that they are making positive strides.

Academic Success

Our research and evaluation has highlighted our successes in LRSD in 2016-2017.

- **93%** of Grade 9 students attained at least seven credits
- **87%** of Grade 12 students received their graduation diploma within 4 years
- According to provincial data analysis, **70%** of self-identified Indigenous students in Grade 12 received their graduation diploma within 4 years (a marked improvement from June 2015: 56% and June 2014: 60%)

We developed reports that summarize the progress of all cohorts in early and middle years students over three years (from grades 2 through 4 and from grades 6 through 8) based on year-end report card grades. The students' abilities were assessed on a four-point scale with 4 representing "very good to excellent" understanding. There have been increases in the percentage of students achieving "very good to excellent" in a variety of important areas:

- **Reading:**
 - By the end of Grade 4 - from 58% to 63%
 - By the end of Grade 8 - from 51% to 60%
- **Writing:**
 - By the end of Grade 4 - from 34% to 36%
 - By the end of Grade 8 - from 36% to 48%
- **Math Problem Solving:**
 - By the end of Grade 4 - from 40% to 43%
 - By the end of Grade 8 - from 43% to 49%



Academic Achievement - Literacy and Numeracy

The ECHO program (an Indigenous perspectives cohort for Grade 9 students) served over 100 students at four of our high schools.

We explored the creation of an Indigenous language program. After consultations with members of the Indigenous community, a teacher was hired who teaches Indigenous languages and this person is working with classrooms at schools with large percentages of Indigenous youth.

Over three years, the percentage of early years and middle years readers and writers who self-identify as Indigenous and are achieving good to excellent understanding is increasing:

- **Reading:**
 - By the end of grade 4 - from 59% to 75%.
 - By the end of grade 8 - from 69% to 75%.
- **Writing:**
 - By the end of grade 4 - from 45% to 66%.
 - By the end of grade 8 - 69% to 63%.
- **Numeracy Knowledge and Understanding (level 4)**
 - By the end of grade 4 - from 22% to 30%.
 - By the end of grade 8 - from 28% to 30%.

Over three years, the percentage of LRSD early years and middle years readers and writers who are Newcomers and are achieving good to excellent understanding is increasing:

- **Reading at level 4:**
 - EAL students by the end of grade 4 - from 41% to 33%.
 - EAL students by the end of grade 8 - from 32% to 39%.
- **Writing at level 4:**
 - EAL students by the end of grade 4 - from 29% to 24%.
 - EAL students by the end of grade 8 - from 22% to 34%.

The number of Newcomer student population has increased from 428 (in 2013/2014) to 1587 (in 2016-2017).

We will continue to collate and analyze this data.

We will keep building upon these key statistics and ensure that we continue to support every student across the Division.

Student Engagement

We need our kids to be engaged in their schooling. While many of us enjoy school, there are too many young people who may not find themselves intellectually or socially engaged in their education.

We can always improve in this regard.

We want to help students build and enjoy friendships, networks and a sense of belonging as part of their life at school and in the community. We know that inspired and engaged students develop good work habits, personal responsibilities and become invested in their learning. Students who are highly engaged in learning earn higher grades and more credits, report a greater sense of belonging, participate meaningfully and are better able to set and meet personal goals.

We are proud to foster an environment in which every student is academically, emotionally, physically, and intellectually engaged in learning.

Engagement

Our statistics on engagement in schools again show promising direction and have helped identify where we can do more.

- 7,208 students have completed the [Our School](#) survey:
 - 4,401 students from Grades 7-12
 - 2,807 students from Grades 4-6
- 96% of Grades 7-12 of students expressed positive behaviour in school
- 85% of Grades 4-6 students were interested and motivated in school

Student Support Services provided a range of programs to meet the varied needs of our students:

- Co-Op Education (144 students)
- IPSA (for students with Autism, 11 students)
- Quest (61 students)
- Roots of Empathy (796 students)
- Skills for Living (98 students)
- Successful Futures (school based)
- Positive Behaviour Support Team (87 students)

Citizenship

As we reflect upon events of this past year in Syria, Europe, the United States, and even at home here in Canada, it is more important than ever that we teach our students the importance of active citizenship. This means being citizens in our schools, our local communities and the global community we all live in. We celebrate diversity and encourage students to interact with the social, economic and environmental aspects of the world around us, near and far.

Every day we help young people to fully participate in our democracy.

By this we mean it is not good enough to know how many people are members of Parliament or how to vote, our young people need to be able to discuss the issues, learn about them, become advocates, have dialogues and care.

To help shape responsible and respectful global citizens, our focus on citizenship goes beyond the classroom and into the community. We work to ensure that every student within LRSD continues to demonstrate that they are active citizens contributing to their local, national and global communities.

Citizenship

- 63% of students in grades 4 through 6 indicated they feel safe
- 78% of students in grades 4 through 6 indicated they feel accepted and valued by their peers
- 88% of students in grades 4 through 6 indicated they did not get in trouble at school
- 28% of students in grades 4 through 6 indicated they were victims of bullying
- We continue to be the largest United Way contributor per capita of all the Winnipeg school divisions
- With over 14,000 students, we only had 226 suspensions (2013 - 447)
- 12,439 poppies made by students decorated the Board Office for Remembrance Day
- Celebration of Innovations in Citizenship convention had 70 student projects, 172 presenters/mentors, 32 volunteers and 904 visitors

LRSD School Board

There is a growing evidence base that supports the position that board-governed school districts contribute to successful public education systems.

Sheppard, Galway, Brown & Wiens. (2012, p.1)

Governance matters. Every four years Manitobans have an opportunity to exercise their democratic responsibilities by electing school board trustees. The next general school board election will be held in Fall 2018.

There is strong evidence that board-governed school divisions continue to develop successful students in fiscally responsible ways.

School boards are successful because they can negotiate the challenges of balancing various community perspectives and the demands of government mandates. It is because of elected school boards in Manitoba that LRSD has been able to establish unique programming that meets the interests of the local community.

The LRSD School Board is responsible to the greater community. It is under their governance that LRSD is driven to develop caring, literate and capable young people who are engaged in their learning. Young people who take advantage of all that is available in our society, while pursuing the common good.

The LRSD Board is always working to continue growing our connections with the community, and we have seen increasingly positive response in community engagement over recent years. From our Parent and Community networking night, to Parent Consultation events, we are always looking forward to actively work in collaborative harmony with the community around us.

Recommended Reading

[School Boards Matter \(2013\)](#)



LRSD Financial Planning

Ambitious and necessary investments in the growth of our students and community marked the approved Louis Riel School Division (LRSD) 2016-17 budget.

The LRSD School Board consulted with the community through surveys and public meetings when developing the financial plan, which included:

- Continued focus on LRSD priorities for student learning, academic success, student engagement and active citizenship
- New supports for students with exceptional needs
- A total of 8 full-day Kindergarten classrooms in 4 pilot schools
- Investments to support our community with 2 new Family Centres and additional Community Liaison Workers
- Continued investment in Propel and Fast Forward programming
- Continued commitments to focusing on literacy & numeracy and Indigenous education
- Continued investments in maintenance and repairs to LRSD's aging infrastructure
- Addressing French Immersion growth
- With a student enrollment increase of 197 students, the Division invested in the hiring of 36 new teachers to accommodate population growth, increased programming options, progress towards lower class sizes and retirements.

The total operating budget for 2016-2017 was \$177,210,924.

Find out more about our accomplishments in the

[Provincial K-12 Continuous Improvement Framework Planning 2016 – 2017.](#)



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