



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

Louis Riel School Board Priorities for 2009–2010

On April 21, 2009, the Louis Riel School Board and the Superintendent of Schools & CEO met to review the progress of activity to support the Board Priorities for the 2008–2009 school year, and to confirm the focus of activities to advance them during the 2009–2010 school year. The School Board recognizes the significant achievement of objectives designed to support its Priorities during the past year.

The School Board continues to believe it paramount to reference the Statements of Vision & Mission to guide decisions about the education of children in the Louis Riel School Division. Guided by its belief in the importance of defining long-term strategic direction, the Board has reaffirmed five enduring Priorities for the 2009–2010 school year, as it realizes the importance of consolidating many important initiatives developed in our Division since amalgamation in 2002.

1. PRIORITIES FOR CELEBRATING THE VALUE OF PUBLIC EDUCATION

The Board embraces its purpose and responsibility to support public education in the Louis Riel School Division.

Activity to support this priority will include:

- continuing reference to the Statements of Vision & Mission, to validate decisions that must occur in changing contexts and to support the mandate of public education to respond to the needs of all learners
- promoting public education, by communicating with all members of the Louis Riel School Division community about its purpose and its value
- celebrating the successes of the public education system, and the work of our students and staff with the greater community

2. PRIORITIES FOR STUDENT LEARNING

The School Board supports initiatives that can assist students to become the “*caring, literate, and capable people*” prioritized within the Statement of Vision. This vision will guide continued work to evaluate, maintain, or implement programs and services that support all dimensions of student learning. Central to that work will be the use of appropriate research and data to guide decisions about priorities for their learning.

Activity to support priorities for student learning will include:

- continuing the multi-year investment necessary to refine practices for assessing, evaluating and reporting student learning, through division-wide implementation of initiatives that build upon our common student progress reports in Early, Middle, and Senior Years
- implementing Appropriate Educational Programming with differentiated instruction, literacy, and numeracy development as priorities
- supporting all students’ mental and emotional health as a core priority through the *Social Emotional Learning Framework (SELF)* Initiative
- implementing the Physical and Health Education curriculum in Grades 11 and 12 for the second year
- continuing the review of the Basic French curriculum delivery model to guide future decisions about second language learning in the Division’s English program schools
- implementing our policy on French Immersion education to maintain the integrity and effectiveness of a hallmark of the LRSD learning culture
- researching delivery models that most effectively support technical and vocational education for all students
- refining school and divisional planning processes to focus our vision and mission for student learning and achievement

3. PRIORITIES FOR PROFESSIONAL PRACTICE & LEARNING

The School Board affirms the critical importance of professional development to support student learning. Priorities for professional development at all levels of our system therefore derive explicitly from the priorities for student learning.

Several professional development topics will receive sustained focus to support educators’ abilities to program for the whole child:

- building resiliency for students
- acquiring professional knowledge that supports students to value their learning, believe in their efficacy, and develop their potential: differentiated instruction and inclusive educational practices; assessment, evaluation and reporting of learning; diversity; effective use of technology to support learning; strategies that promote mental and emotional health
- continuing to implement a renewed teacher evaluation policy to enhance professional conversations between teachers and school leaders; and renewing current policy on the evaluation of school leaders, to support professional growth and organizational leadership capacity

4. PRIORITIES FOR DEVELOPING CULTURE & CLIMATE

The School Board believes that the development of “*safe, inviting and inclusive learning environments*” compels leadership to integrate divisional and school initiatives. In keeping with its mission to support “*respectful partnerships between home, school and community*,” the Board will continue to employ communication and consultation processes to develop the Louis Riel School Division learning culture.

Several initiatives will strengthen the foundations of the Division’s educational culture:

- refining the divisional School Planning Model, including enhanced use of research and data collection to inform long-term strategic planning; and appropriate parent and community involvement
- continuing to identify and develop formal leadership capacity and succession planning in the Division
- continuing to promote safe and healthy life choices for students, in all aspects of their learning and development, as responsible global citizens

5. PRIORITIES FOR RESOURCE MANAGEMENT

The School Board believes that purposeful and sustainable management of divisional resources is critical to advance all Board Priorities.

Initiatives for resource management will receive concerted focus:

- continuing communication to ensure understanding, by the Division’s community, of the role of public education in a democratic society; the mandates inherent within that role to support all learners; and the resulting implications for allocating resources
- continuing research and community consultation to inform long-term planning that responds to the Division’s changing demographics and enrolment patterns