

MONITORING REPORT FOR BOARD GOVERNANCE POLICIES May 2018

Policy Name: **Students with Skills
to Pursue Life Goals**

Policy Number: E.3

Policy Type: **Ends**

Date Approved: June 26, 2000

I interpret the End “Students with Skills to Pursue Life Goals” to mean that students leaving our School District will have acquired the foundational skills and knowledge necessary to provide them access to institutions of higher learning, and/or gainful employment thus enabling them to pursue their future career and life dreams.

More specifically, I interpret this End to be achievable through a number of subsets as listed below:

Under “Core Academic Skills”, I interpret the End above to mean that Provincial Achievement Tests and Diploma Exams will indicate continuous and incremental improvement in both the acceptable standard and the standard of excellence as reported by the annual full cohort results. To achieve this End, we are focusing on instruction, assessment and evaluation in each of the core subjects at each of the school sites. To ensure that this direction results in the incremental changes to student achievement required, the role of the learning coaches is to provide direct support in the classrooms. The modified calendar allowing for professional learning Fridays is a further example of support provided to teachers so that they can grow in their ability to deliver quality programs. School plans focus on the specific needs for their facility.

A second subset of this End is “Educational based skills for employment and/or post secondary education”. As per Ends Statement E-4 students who graduate from our system will think creatively, solve problems, understand and apply complex ideas, accept new concepts and approaches, and ask critical questions. To meet the needs of students with either a desire or a predisposition in Applied Education, our District provides a series of skill development courses through the CTS (Career and Technology Studies) programs. As well through partnerships with industry, students are provided with opportunities to engage in off-campus co-op and registered apprenticeship (RAP) programs. We further provide students with the opportunity to explore a variety of trades through off-campus courses, summer paid internships, and participation in the Skills Canada Competitions. Since the opening of the Science and Technology Centre at Father Mercredi High School, student enrollment in technologies has increased substantially as students become more aware of the various course offerings and career paths.

Keeping with the intent of this policy, Holy Trinity Catholic High School has the centre for the performing arts, a realm of opportunities for students to pursue life goals. We continue to expand programs offering many activities after school hours for the community. The facility is booked seven days a week.

Fr. Mercredi Community High School in partnership with the Paul Martin Foundation, local aboriginal businesses and the Alberta Treasury Branch and Royal Bank of Canada, continues to offer an Aboriginal Youth Entrepreneurship Program. This program provides opportunities for Aboriginal Youth to learn the skills necessary to establish and run their own businesses. The program continues to do exceptionally well.

As a result of these programs, students are expected to have the skills to meet or exceed entrance requirements for further educational opportunities.

Another subset of the End involves “Functional Life Skills” which are provided to students through the following programs: Primary Independent Living at Fr. Beauregard School, Junior Independent Living at Holy Trinity Catholic High School and Vocational Education at Father Patrick Mercredi Community High School. These programs provide students with the skills to become independent and employable adults.

I certify that the above information is accurate as of May 9, 2018.

George McGuigan
Superintendent of Schools