



**COUNCIL POLICY  
COMPLIANCE MONITORING FORM  
~ EXECUTIVE REPORT ~**

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**Policy Type:** ENDS #3

**Page 1 of 2**

**Policy Title:** Engagement of Children & Youth

**Date: March 13, 2019**

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I hereby present my monitoring report on your ENDS #3 policy Engagement of Children & Youth according to the schedule established. I certify that the information contained in this report is true, and represents compliance with all aspects of the policy unless specifically stated otherwise, since the policy was adopted on May 9, 2018.

Superintendent  
March 13, 2019

**I. Interpretation:**

This policy means that the district will work to increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning. The two areas of focus in the current District Improvement Plan (DIP) include implementing the NB Global Competencies in our 70 schools and to increase engagement through the promotion of innovative teaching practices – using the CARR model (Competency, Autonomy, Relevance and Relatedness), and to implement an Innovative Teaching Grant program.

**II. Evidence:**

At the January 9, 2019 meeting, Council was presented with the ASD-S Improvement Status Report 2019 and it was reviewed in detail with the opportunity to discuss. The report gave the results and outcomes achieved, those in progress, and concluded that the overall health of each strategy would indicate they are on or ahead of schedule, with the exception of the Early Childhood initiative which is provincially driven.

There are two components to the Council's assessment of a monitoring report:

- i. Assessment of whether the Superintendent has made a **reasonable interpretation** of the Council's policy; and
- ii. Assessment of whether the Superintendent actually has **demonstrated achievement** of a reasonable interpretation of the policy.

Posted with the status report we shared information on Maker Spaces, the IDEA Centre, UNESCO Schools, a report from the lead teacher for Innovation and Engagement, and a summary of successful projects through the Innovative Teacher Grant program.

Other initiatives and programs in ASD-S support END #3; however, the monitoring report covers only those new initiatives as identified as part of the DIP. We continue to monitor student perception data at grades 4-12 and student attendance as they give us valuable information on this area of focus.

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- ii. Assessment of whether the Superintendent actually has **demonstrated achievement** of a reasonable interpretation of the policy.