

1.b RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE

Description of Activity <ul style="list-style-type: none"> • Texts and Program <ul style="list-style-type: none"> ○ Religious Education ○ Family Life ○ AIDS ○ Other Programs ○ Assessment 		SMART Goal Design - Is this goal ... <ul style="list-style-type: none"> <input type="checkbox"/> Specific? <input type="checkbox"/> Measurable? <input type="checkbox"/> Attainable? <input type="checkbox"/> Result-oriented? <input type="checkbox"/> Time-bound?
Goal/Expected Result <ul style="list-style-type: none"> • Ensure that there are sufficient texts and Bibles for Religious Education, Family Life Education, AIDS education, other programs • Build library of additional resources for programs • Ensure teachers are aware of provincial and Board policies on Assessment in Religious Education and Family Life Education • Provide resources on Assessment 		Resources <ul style="list-style-type: none"> • <i>Born of the Spirit</i> • <i>Fully Alive</i> • <i>In God's Image</i> • <i>We Are Strong Together</i> • <i>A Catholic Approach to Acquired Immunodeficiency Syndrome</i>, 2nd Edition • Assessment Guidelines from the Board's Religious Education Program
Relevant Catholic Theme(s) <ul style="list-style-type: none"> • Faith • Hope • Love and Justice • Mystery, Awe and Wonder 		CGE(s) <ul style="list-style-type: none"> • CGE1g Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey • CGE4e Sets appropriate goals and priorities in school, and work
How will success be determined? <ul style="list-style-type: none"> • Sufficient texts, additional resources, assessment resources, unit overviews, lesson plans, teacher in-service, engaged students in class 		
Contributors	Tasks	
School Administration	<ul style="list-style-type: none"> • Collate needs assessment from staff regarding texts • Consult with Board Religious Education Department regarding necessary texts, suitable additional resources, and program in-services <ul style="list-style-type: none"> ○ Order texts ○ Ensure that administration has up to date policies on assessment on Religious education; contact Board Religious Education department if necessary • Provide staff with updated assessment materials • Ensure that teachers are familiar with the AIDS program • Contact staff about Special Board Programs (e.g. healthy sexual abuse prevention programs, etc.) • Require staff to submit one page overviews of the units they are teaching approximately 2 weeks before beginning of unit 	
Staff	<ul style="list-style-type: none"> • Familiarize themselves with programs and assessment resources • Attend Board in-services on programs • Contact Board consultants for assistance if required • Submit one page unit overviews 	

Board Religious Education and Family Life Education Department	<ul style="list-style-type: none"> • Be a resource to school
Process Stages	Details and Considerations
May/June (Prior year)	<ul style="list-style-type: none"> • Administration consults with teachers to assess needs vis-à-vis texts and resources for next year; contact Board's Religious Education department for updates regarding new programs and resources • Timetable Religious Education and Family Life Education programs; assign teaching responsibilities
Late August	<ul style="list-style-type: none"> • Review Provincial, Board and School Policies regarding Religious and Family Life Education
December	<ul style="list-style-type: none"> • Re-assess staff and student needs with respect to texts and program
Effectiveness (degree to which goal has been achieved) <ul style="list-style-type: none"> • Sufficient texts • Evidence of other resources • Assessment policies • Staff attendance at in-services • Religious Education consultants present in school • One page unit outlines 	Follow Up/Next Steps <ul style="list-style-type: none"> • Identify additional needs • Brief class visits