

Student & Parent Handbook

Discover what SPAEC can help you achieve.

4701-44 Street, St. Paul, Alberta phone 780-645-5015



Student & Parent Handbook

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Mission Statement

In cooperation with parents and community, SPAEC provides for the development of responsible, productive and learned citizens while respecting cultural, linguistic and religious diversity.

SPAEC Philosophy

- All students have a right to an education.
- Learning is an individual and unique process that accommodates individual learning styles through differentiated instruction.
- Learning is a lifelong process.
- Parents are the primary educators with support from the school and the community.
- Individuals learn best in a safe, supportive and caring environment.
- All educational decisions are made in the best interests of the student.
- All individuals have the right and responsibility to maximize their potential.

SPAEC Values

- Honesty, integrity, openness and fairness in all decisions and actions that affect the school system.
- Respect for the uniqueness of all individuals.
- The pursuit of excellence while endeavoring to maintain a high level of achievement consistent with abilities.
- Cooperation in building and maintaining partnerships through a collaborative approach.
- The sense of pride and ownership in the growth of our education system.

Who Can Attend SPAEC?

- Students currently attending another school, who would like to attend SPAEC, may apply to do so.
- Students who are not currently enrolled in another school may set up an interview to determine if SPAEC is best suited for their educational goals:
 - a) To graduate
 - b) To fulfill career aspirations
 - c) If a course is not offered at their school

What are the Advantages of the Program?

PROMOTES STUDENT MOTIVATION

- Student performance increases within a personalized learning environment.
- Program flexibility allows students to determine the subject to work on, the time and place.
- Curriculum is enhanced with personalized tutoring and use of web-based resources.

PROMOTES PARENTAL INVOLVEMENT

- Parents become learners with their child.
- Parents participate in child's lessons and assignments.
- Parents become active participants in their child's rate of progress and success.

PROMOTES INCREASED SELF-ESTEEM

- Students work in a safe, supportive and caring environment.
- Decrease in students' stress by reducing the "sense of competition" with other students.
- Student's self-esteem improves as successes are experienced through personal performance.

PROMOTES RESPONSIBLE DECISION-MAKING

- Students participate in determining contracted days.
- Students accept work pace that is aligned with personal goals.
- Students recognize that performance determines success.
- Students may choose to balance part time employment with academic responsibilities.

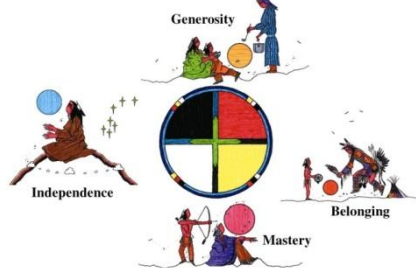
It is intended for students who...

- are self-motivated and work better on their own than in a traditional classroom
- wish to challenge the curriculum at an accelerated rate
- are comfortable working in a computer environment
- will be away from Alberta for extended periods of time
- require flexible scheduling to accommodate extracurricular activities
- are physically or mentally unable to participate in regular school
- are experiencing difficulty working in a regular classroom
- need to balance academics with a full time job

SPAEC Circle of Courage – Pedagogy

Generosity...A positive learning environment is characterized by a supportive, caring climate making the social and academic experience meaningful.

- ◆ Community partners
 - ◆ Give back
 - ◆ Altruism



Belonging...Students must attach to caring adults to begin the process of learning and incorporate basic social values.

- ◆ Trust
- ◆ Strength based approach
 - ◆ Safe environment
 - ◆ Academic support
 - ◆ Accommodations

Mastery...Students must develop social, intellectual, and academic competence to become capable and responsible citizens.

- ◆ Meaningful curriculum
- ◆ Experiential education
- ◆ Supportive learning
 - ◆ Set the bar high

Independence...Students must be secure, guided by caring adults, to develop positive autonomy and interdependence and believe they have some power over their world.

- ◆ Graduation
- ◆ Careers
- ◆ Hope for the future
- ◆ Contributing Citizens

St. Paul Alternate Education Centre & Outreach Schools' Staff

Name	Position	Affiliated School	Courses Managed
Andrea Austin	Principal	SPAEC & Outreach Schools	CTS & Locally Developed Courses
Breanna Malcolmson	Assistant Principal & Coordinator of Student Supports	SPAEC & Outreach Schools	High School English Courses
Susan Landiak	Head Secretary	SPAEC & Outreach Schools	
Monique Pasitney	Clerical Assistant	SPAEC & Outreach Schools	
Tessa Sakowsky	Family & School Liaison Worker	SPAEC & Outreach Schools	
Teresa Boratynec	Teacher	Elk Point Outreach	
Val Kachmarchuk	Teacher	SPAEC	Social Studies & Physical Education
Chad Roche	Teacher	SPAEC	Mathematics & Sciences
Paula Fejzullai	Teacher	Columbus House of Hope	

Frequently Asked Questions:

1. What are SPAEC's days and hours of operation?

SPAEC is open September through June, Monday to Friday from 8:30 AM to 4:00 PM.

2. How do I enroll at SPAEC?

You may apply to enroll at SPAEC by completing an application form at SPAEC's main office (4701-44 Street in St. Paul). A copy of the student's birth and Alberta Health Care card must also be included with the application. You may choose to enroll as a full time student or in just one course. Students who are already enrolled at another school in the St. Paul Education Regional Division must obtain permission from their principal before enrolling in a course(s) at SPAEC. Please call the office to verify registration days throughout the school year.

3. How many courses may I enroll in at one time? And how long do I have to complete a course at SPAEC?

Students in grade 9 are allowed to enroll in all of their core courses. Students in high school may enroll in no more than two core courses and one option course at one time. All courses **must** be completed within the semester of enrollment.

4. What procedure is to be followed when completing and submitting course work or tests?

Students may complete their assignments by paper and pencil or using Google Drive. Assignments may be faxed, emailed or dropped off at the SPAEC office. Exams are generally written at SPAEC or at a Division School under the supervision of professional staff.

5. Can a student receive help from a teacher when completing a course?

A teacher has been assigned to mark each course. They are also available to assist students through tutorials, email and/or by telephone.

6 What is the cost of enrolling in a course through SPAEC?

The cost for school age students who are registered in our School Division as of September 30 of the current school year is \$101.00. The breakdown of this fee can be viewed on our website at www.spaec.ca.

7. How does one obtain information regarding a student's progress?

There are several methods that may be used to obtain student progress reports.

- Parents and/or students may access a student's progress via Powerschool.
- Students will receive phone calls or emails from time to time from their teacher to discuss their progress.
- Report cards are issued upon course completion.

8. Do the courses at SPAEC lead to a high school diploma?

Yes! All courses correspond to the Alberta School Curriculum. Students may receive their high school diploma once all the course and graduation requirements are met.

9. What practices contribute to a student's success at SPAEC?

Plan your time carefully, be organized, find a quiet place to work and stay on schedule. **DO NOT ALLOW YOURSELF TO GET TOO FAR BEHIND.**

Make the best use of your materials by reading carefully, self- testing and making notes where possible.

10. High School students are reminded that they will be placed into one of the following classifications at the end of June:

1. If they have completed their course, their final mark will be calculated, entered and sent to Alberta Education.
2. If they have completed more than 50% of the course (but are not finished), all missed tests and assignments will be awarded a mark of zero and a final mark will be calculated, entered and sent to Alberta Education. (NOTE: if a course completion extension has been requested and granted, the final mark will be re-submitted to Alberta Education upon course completion).
3. If they have completed less than 50% of the course they will be withdrawn and a request for the return of all course materials will be sent.

Contact the teacher and ask questions if you are having difficulties. Review your marked assignments and tests to determine areas for improvement and ask your teacher if poorly done assignments may be re-submitted. Write your quizzes or tests as soon as you have received the marked work and adequate preparation has taken place.

Monitor your progress and achievement. If you need an extension to your completion date, discuss this with your teacher, principal or the teacher-assistant student liaison.

High School Courses Offered Through SPAEC and Outreach Schools

Subject	GRADE 10	GRADE 11	GRADE 12
Career and Life Management		CALM 20 (3cr.)	
English Language Arts	English 10-1 (5cr.) English 10-2 (5cr.) English 10-4 (5cr.)	English 20-1 (5cr.) English 20-2 (5cr.) English 20-4 (5cr.)	English 30-1 (5cr.) English 30-2 (5cr.) English 30-4 (5cr.)
Fine Arts	Art 10 (3, 4 or 5cr.)	Art 20 (5cr.) Art 21 (5cr.)	
Mathematics	Mathematics 10C (5cr.) Mathematics 10-3 (5cr.) Mathematics 10-4 (5cr.)	Mathematics 20-1 (5cr.) Mathematics 20-2 (5cr.) Mathematics 20-3 (5cr.) Mathematics 20-4 (5cr.)	Math 30-1 (5cr.) Math 30-2 (5cr.) Math 30-3 (5cr.)
Physical Education	Physical Education 10 (3cr.)	Physical Education 20 (3cr.) or (5cr.)	
Science	Science 14 (5cr.) Science 10 (5cr.) Science 10-4 (5cr.)	Science 24 (5cr.) Science 20 (5cr.) Biology 20 (5cr.) Chemistry 20 (5cr.) Physics 20 (5cr.) Science 20-4 (5cr.)	Science 30 (5cr.) Biology 30 (5cr.) Chemistry 30 (5cr.) Physics 30 (5cr.)
Social Studies	Social Studies 10-1 (5cr.) Social Studies 10-2 (5cr.) Social Studies 10-4 (5cr.)	Social Studies 20-1 (5cr.) Social Studies 20-2 (5cr.) Social Studies 20-4 (5cr.)	Social Studies 30-1 (5cr.) Social Studies 30-2 (5cr.)
Religious Studies	Religious Studies 15 (3cr.)	Religious Studies 25 (3cr.)	
Work Experience Workplace Practicum	Work Experience 15 (3, 5 or 10cr.) Workplace Readiness 10-4 (5cr.)	Work Experience 25 (3, 5 or 10cr.) Workplace Practicum 20-4 (5cr.)	Work Experience 35 (3, 5 or 10cr.) Workplace Practicum 30-4 (5cr.)
RAP (Registered Apprenticeship Program)			

** Dual Credit College/University Courses are also available.

Career and Technology Studies

CATEGORY	COURSE	CREDITS
Agriculture	AGR1010 Agriculture: The Big Picture	(1)
Career Transitions	CTR1010 Job Preparation	(1)
	HCS3010 Work Place Practice	(1)
Health Care Services	HCS2020 First Aid - CPR	(1)
	HCS3000 Workplace Safety Systems	(1)
	HCS3010 Workplace Practice	(1)
	HCS3060 Pregnancy, Birth & Infant Care	(1)
	HSS1010 Health Services	(1)
Social Sciences	SSN2171 Personal Psychology 20	(3)
	SSN2172 General Psychology 20	(3)
	LDC3164 Abnormal Psychology 35	(3)
Foods	FOD1010 Food Basics	(1)
Wildlife	WLD1060 Wilderness Navigation	(1)
	WLD1130 Outdoor Survival	(1)
	WLD2100 Outdoor Cooking Practice	(1)
	WLD3130 Outdoor Leadership	(1)
Communications	COM1255 E-Learning	(1)
	INF2020 Keyboarding	(1)
LDC courses	LDC1148 Reading 15	(1)
Forensic Sciences	LDC2754, 3754, Forensic Science 25 & 35	(3@25)(3or5@35)
Learning Strategies 15,25,35 **These courses taught through SPAEC qualify towards diploma credits.	This course is designed to help students make the most of their high school courses. Preferred methods of learning are explored and organizational skills and time management are stressed. Efficient, effective ways of reading textbooks, listening to lectures, taking notes, memorizing material and preparing for and writing exams are presented. Students are given class time to apply what they learn about effective studying to their courses.	(5)

These course options can change on a yearly basis

Some Points for Students to Consider:

1. It is easy to neglect your coursework because of personal or family circumstances, unless there are compelling reasons for completing a course.
2. Some students prefer the independence of SPAEC and are motivated enough to complete the course(s); others find that they need more structure like that of a classroom.
3. SPAEC courses give students greater freedom to schedule schoolwork, but they require more self-discipline.
4. Some people learn best by face-to-face interaction with other students, but SPAEC courses do not always have such opportunity for this type of interaction.
5. SPAEC courses require you to work primarily from written instructions. Often there is no group work or class discussion like that in a traditional classroom setting.
6. Students are required to meet deadlines for handing in their schoolwork. If work is not handed in on a regular basis the student may be withdrawn from the school.
7. The hours required to complete a course(s) at SPAEC are similar to a traditional school course, however by increasing the time spent per day working on a course(s), it is possible to complete the course(s) much sooner.
8. SPAEC students requiring help should contact the school to make appointments for tutorials and exams.
9. SPAEC students taking online courses use technology for learning and communicating. There is a slight learning curve to become comfortable

with such computer techniques as sending and receiving your assignments. Don't worry help is just a phone call or e-mail away.



Geographically and demographically, the St. Paul Education Regional Division No. 1 covers a large rural/urban area in Northeast Alberta. Population distribution is 'pocketed'; in parts of the Division the student population is very sparse and in other parts there is a reasonably high concentration.

The Division serves approximately 3830 students (K-12) in nineteen definable school sites staffed by some 250 FTE teaching staff and approximately 325 support staff (includes secretaries, educational assistants, custodians, librarians, maintenance personnel, liaison workers, and technicians).

Although a majority of students attending schools are rural and require bussing services, there are a number of hamlets, villages, and towns within the Division: St. Paul (where the Division's Central Office is located), Elk Point, Heinsburg, Myrnam, Derwent, Two Hills, Hairy Hill, Willingdon, Ashmont, and Mallaig.

Approximately 20% of the student population is educated through federal tuition agreements with Indigenous and Northern Affairs Canada. These students are bussed in from Frog Lake First Nation, Saddle Lake Cree Nation, and Whitefish Lake (Goodfish) First Nation.

It's our job to ensure that you and all other children in this division receive a quality education. Specifically, the board's responsibilities include:

- Communicating, informing and involving parents, staff and the community-at-large about school board decisions and activities. An example is attendance at School Council meetings throughout the year.
- Adopting an annual budget that achieves division priorities.
- Setting goals and priorities for the jurisdiction that achieve provincial education standards, meet the needs of students and reflect the community's wishes.
- Making and enforcing policies that set out standards and expectations regarding the actions of administration, teachers and students.
- Lobbying the provincial government on education issues of importance to the jurisdiction.
- Adjudicating policy or decision appeals.
- Hiring and evaluating the superintendent.

The school board is made up of seven trustees elected every four years from six subdivisions and one ward in the jurisdiction. For contact information please visit www.stpauleducation.ab.ca/ .

A key responsibility for trustees is to stay in touch with students, teachers and the community so that we understand, and reflect in our decision-making, what all citizens value and want for children living in this community. Examples of Board policies that are affected by community input include when schools will be open, and what happens when students misbehave at school.

Parents and students should always try to resolve concerns with their teacher, principal and/or superintendent before consulting a trustee.

More information on St. Paul Education Regional Division No. 1 school board can be obtained from the school office, the division office or from our website at www.stpauleducation.ab.ca. More information on school boards in Alberta can be found at the Alberta School Boards Association's website at www.asba.ab.ca.