



Education Plan

2022-2023 to 2025-2026

May 31, 2022



TABLE OF CONTENTS

Mission Statement, Motto, Vision, Values, and Division Goals	3
Contextual Information and Stakeholder Engagement	4
Goal One: St. Paul Education students are successful.	5
Goal Two: First Nations, Métis, and Inuit students attending St. Paul Education schools are successful.	6
Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders.	7
Goal Four: St. Paul Education governance and management is based on continuous improvement and responsive to diverse stakeholders.	8
Goal Five: Wellness	9

MISSION STATEMENT:

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

MOTTO:

Students First.

VISION:

Our students are ethical citizens, critical thinkers, and leaders of tomorrow.

VALUES:

- We value students first.
- We value life-long learning.
- We value high-quality teaching and service from all those who care for and support our students.
- We value safe, welcoming, and caring environments. When a student is in the greatest need we will provide the greatest support.
- We respect the rights and beliefs of others to make decisions about their own lives while treating everyone with the highest degree of dignity and fairness.
- We value genuine relationships with students, families, staff, and communities.
- We value the uniqueness of all and respect cultural, linguistic, spiritual, and religious diversity.
- We value collaboration, open communication, and transparency.
- We value integrity and we are accountable.

DIVISION GOALS:

- 1) Improving student achievement
- 2) Building quality relationships

CONTEXTUAL INFORMATION and STAKEHOLDER ENGAGEMENT:

St. Paul Alternate Education (SPAEC) started as a seed in the mind of the late Doug Yeo, former Superintendent of schools. In September of 1996, the doors to SPAEC opened and St. Paul had its first Distance Learning School. The school started out with only a handful of students and one teacher. Over the years our school enrollment has grown to include a variety of staff and three Outreach Programs. Alternate Education provides service, support and instruction with a new direction in education. We are proud of the continuous growth to meet our students' needs.

Clear, transparent communication and stakeholder engagement is a long-standing priority for SPAEC. We work closely with multiple agencies including, but not limited to; Alberta Child and Family Services, AHS Mental Health and Addictions, Alberta Works, Dragonfly Centre Counselling Services, Lakeland Centre for FASD, Town of St. Paul FCSS, County of St. Paul FCSS.

We also work very closely with the Community Advocate for Saddle Lake Cree Nation. Unfortunately, we do not have a school council, but actively seek parental involvement in a variety of ways.

The St. Paul Alternate Education Centre provides an alternative to parents, students and Division schools. We serve students on a full-time, part-time, or off-site basis and cover the same curriculum as traditional school settings. SPAEC tailors the program to meet students' needs. SPAEC programming also includes Outreach programs. We have a campus in Elk Point that also offers an alternative school experience to youth in that community.

Goal One: St. Paul Education students are successful

Outcome: The growth and success of every student is supported from early learning to high school completion.

Strategies:

- **Increase communication and face time with students to improve course completion. This may be done with Google Meets if in person visits are not possible.**
- **Establish contact with the Division Career Counselor for all high school students in the first two months of school to ensure that courses meet their career/post-secondary aspirations.**
- **Continue the Off Campus program which includes: work experience, work practicum (including job site tours), RAP and/or the Green certificate.**
- **Monitor student course completion closely. Compare school awarded marks with diploma marks. Offer in-house diploma prep courses, test anxiety strategies and ensure that students are using the appropriate accommodations for their exams and during their course work. Teachers are encouraged to participate in Rock the Diploma courses.**
- **Continue to use technology supports such as Google Classroom and Chrome books to increase student success and course completion rates.**
- **Continue to offer Knowledge & Employability courses, with the expectation that students will complete a Diploma when possible.**
- **Integrate the use of My Blueprint as a career preparation tool.**
- **Continue to use Social Media platforms to communicate with parents and students.**

Provincial Measures

PATs and Diplomas, Academic Engagement (course completion/attendance), Access to Supports and Services, 3 and 5 year High School Completion results

Local Measures

STAR reading assessment data, anecdotal feedback from regular staff meetings, consultation with career counselor and success coach

Goal Two: FNMI students attending St. Paul Education schools are successful

Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.

Strategies:

- Foster cross-cultural education and course delivery through mentors, guest speakers, Elders and invited guests
- When possible, students are invited to take Cree Language and Culture courses at the Regional High School.
- Continue to increase the knowledge and understanding of the Truth and Reconciliation Commission of Canada's final report with regards to Reconciliation in Education.
- Use the "Learning Strategies" course to help students develop self-advocacy, goal setting, discover their aptitude for career choice, understand their learning style, and identify areas where they require support and/or remediation.
- Encourage student led cultural teachings and demonstrations
- Incorporating Cree language, culture and indigenous teachings into student activities such as ceremony, sweat, pipe ceremonies, etc.
- Working with FNMI Liaison, Cliff Cardinal, to deliver programs to staff and students that continue to foster understanding of FNMI culture, language and traditions.
- Build awareness and cultural sensitivity through activities such as the bi-annual Division Pow Wow, Blanket Exercise, Eagle Feathers for graduates

Local Measures

Responses from self-identified FNMI students to the open-ended survey question: What are your plans after completing high school? Anecdotal feedback from FNMI committee meetings, Elder advisory council meetings.

Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders

Outcome: St. Paul Education provides welcoming, high-quality working and learning environments

Strategies:

- **Maintain and/or improve percentages of parents, students, and teachers who are satisfied that students receive a broad program of studies by expanding course offerings through dual-credit opportunities, locally developed courses and special projects.**
- **Design professional development activities to assist teachers in the development of effective instructional strategies and courseware in an integrated technological environment.**
- **Continue to expand the range of courses available for all students.**
- **Continue collaboration with the administration of Regional High School to facilitate the blending of students with their school to access a wider variety of courses when appropriate.**
- **Implement Risk Threat Protocol as per Kevin Cameron Level I and II training. Ensure that all staff have the appropriate training.**
- **Continue, as a staff, to explore Trauma Based and other appropriate Mental Health Professional Development Opportunities.**

Provincial Measures

Education Quality Local Measures, Division Satisfaction Survey (once per term)

Goal Four: St. Paul Education governance and management is based on continual improvement and responsive to diverse stakeholders

Outcome: St. Paul Education uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.

Strategies:

- **Work proactively with community agencies to provide coordinated support for students and families. These may include, but are not limited to: Alberta Mental Health, AHS – Addiction, RCMP, FCSS, Child and Family Social Services, Inclusion St. Paul, Lakeland Centre for FASD, KidSport, Family Support with Children with Disabilities and PDD.**
- **Continue to build and enhance safe, caring, welcoming and inclusive environments for all students and staff.**
- **Ensure student access to cultural, linguistic, spiritual, and religious programming.**
- **Establishment of a QSA (Queer Straight Alliance) to support both SPAEC and RHS students.**

Local Measures

Division Satisfaction Survey, Google surveys of staff, Parental Involvement

Goal Five: Wellness

Outcome: St. Paul Education creates a culture that supports wellness for students and staff.

Strategies:

- continue to develop and adjust a comprehensive school health model to be responsive to effects of the pandemic moving forward
- focus on relationships as an effective method to maintain system wellness.
- maintain a safe school environment (e.g., Violent Threat Risk Assessment protocol, trauma-informed practices)
- share relevant links to resources and supports for wellness with all staff (ie:ASEBP, Homewood Health)
- the Success Coach programming and supports will be expanded to include SPAEC this year
- implement a school wellness survey to students and staff as a means of gathering data to help guide wellness programming in schools

Provincial Measures

Safe and Caring Local Measures, Google surveys (e.g.what are the positives in your job?)