



SPAEC

**St. Paul Alternate Education Centre
Education Plan
2023-2024**

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SPAEC

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. Building quality relationships
2. Foundational and Innovative Learning
3. Cultural and Community Awareness
4. Mental Health Supports

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.

At this time we do not have a Community Advocate for Saddle Lake Cree Nation, but hope to have one again soon. 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 schools. SPAEC tailors the program to meet students' needs and includes Outreach programs. We have a campus in Elk Point that also offers an alternative school experience to youth in that community, as well as a half-time morning program at our Columbus House of Hope School that focuses on Numeracy and Literacy for students when their mother's are at the Women's Shelter.

GOAL 1 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 to face instruction with students, to improve course completion.
- Changed school [timetable](#) to increase amount of time that students are at their seats working on core subject areas.
- Whole School Activity: a period of time after lunch where students are gathered to work through teacher-led activities. Courses such as: Financial Management, CTR and HCS courses will be intertwined with presenters and activities to encourage student participation.
- New this year: Students are allowed to take out one core subject and option at a time. This increases the amount of time that one teacher spends with each student in the run of a day and decreases the student's time switching between subjects. We found that our students prefer to focus on one area and would not be handing in work in their second subject.
- Academic Advisor: Each student has a teacher that is responsible for their program. They meet with their advisor every 3 weeks to establish and evaluate goals.
- Summer School: The development of Summer School proved to be a huge success for students in our division. We had 127 students register and the majority of students that enrolled, completed the course enrolled in.
- 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. Increased time allocation to our school means that our students will have more access to learning about post secondary options
- 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. New [tracking system](#) allows us to track how much work is being handed in, what has been completed successfully and how often assignments are being handed in.
- 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 participating in Rock the Diploma courses as professional learning to increase ability to understand the diploma exams that students need to write.
- Continue to use technology supports such as Google Classroom and Chromebooks 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.
- Collaborative Response is being implemented at SPAEC and EPOS to improve the support we are giving students and to ensure that all students are being supported and monitored.

PROVINCIAL MEASURES

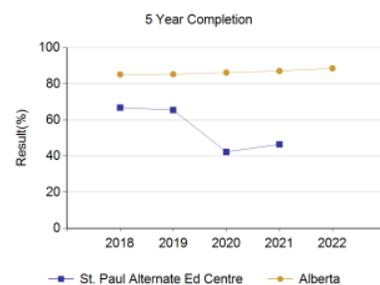
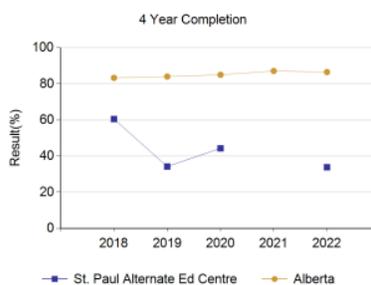
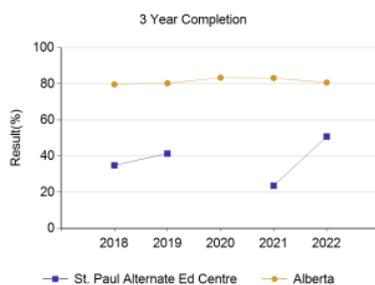
PATs and Diplomas, Academic Engagement (course completion/attendance), Access to Supports and Services, 3 and 5 year High School Completion results

High School Completion Rates - Measure History

School: 2808 St. Paul Alternate Education Centre

Province: Alberta

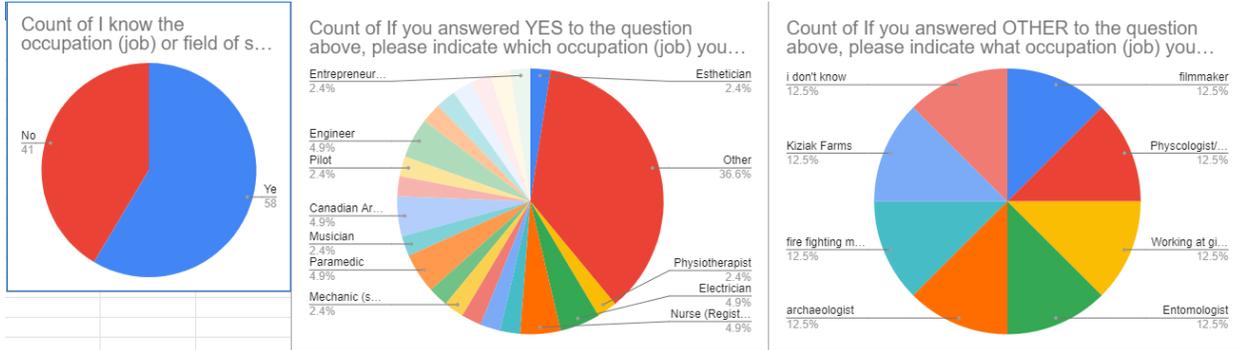
	St. Paul Alternate Ed Centre										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	12	34.9	15	41.4	4	*	14	23.6	15	50.8	Very Low	Improved	Issue	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	14	60.5	12	34.2	14	44.3	5	*	15	33.8	Very Low	Maintained	Concern	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	23	66.8	14	65.5	12	42.3	14	46.5	5	*	*	*	*	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



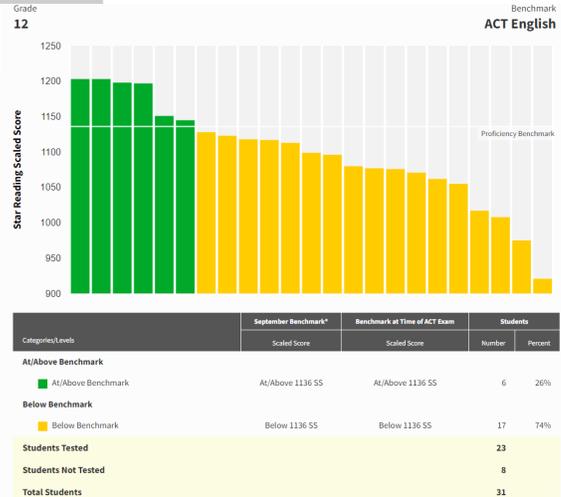
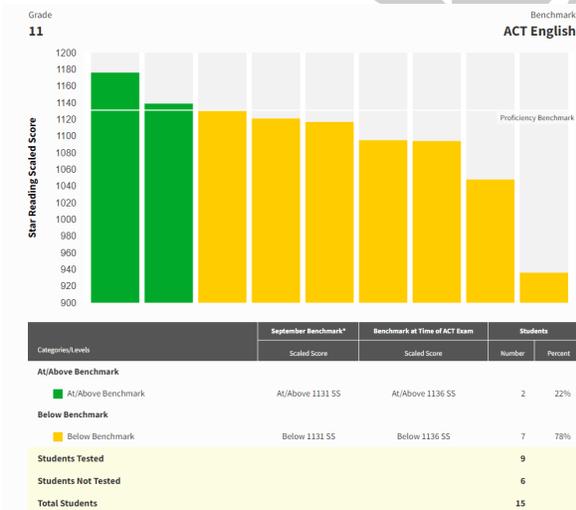
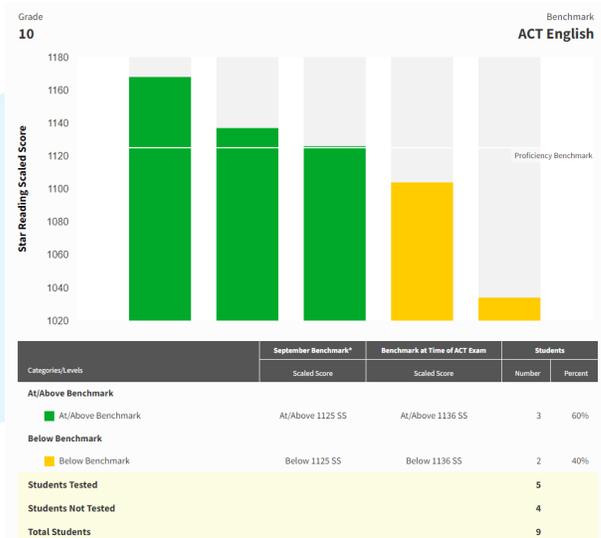
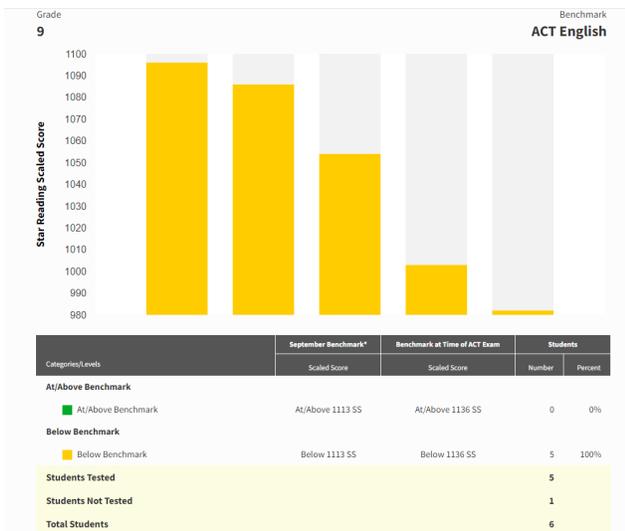
LOCAL MEASURES

Anecdotal feedback from regular staff meetings, consultation with career counselor and success coach

SPAEC/EPOS career projection data provided by a survey done in the spring of 2023. Many of our students know what they would like to become but the path for them to post secondary is harder.



STAR reading assessment data



GOAL 2 FNMI STUDENTS ATTENDING ST. PAUL EDUCATION SCHOOLS ARE SUCCESSFUL

OUTCOME: THE SYSTEMIC GAP BETWEEN FNMI RESULTS AND DIVISION-WIDE RESULTS IS NARROWED

STRATEGIES



- Working with Dr. Emily Milne and the advisory council to better understand how we can help students in our school division succeed and go on to post secondary education
 - 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.
- Morning smudge for all students that wish to participate.
- Working with elders 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, professional development opportunities for staff, and the gifting of Eagle Feathers and Metis Sashes for graduates
- Culturally relevant field trips such as visiting Metis Crossing



Local Measures

Responses from self-identified FNMI students to the open-ended survey question: What are your plans after completing high school?

Working with the guiding questions:

- What is our Why?
- What are your hopes for our students in the future?
- Who are we representing in our school?
- Do our students see themselves represented in our school?

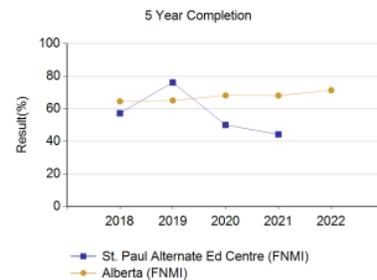
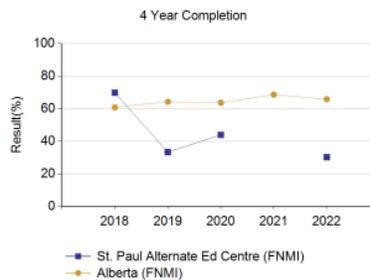
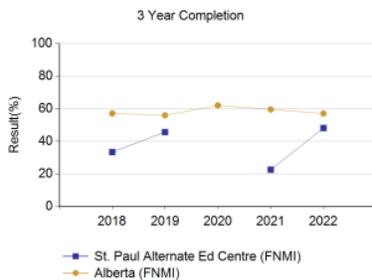
Anecdotal feedback from FNMI committee meetings, Elder advisory council meetings and Advisory Committee

High School Completion Rates - Measure History

School: 2808 St. Paul Alternate Education Centre (FNMI)

Province: Alberta (FNMI)

	St. Paul Alternate Ed Centre (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	6	33.3	7	45.6	4	*	10	22.5	11	48.1	Very Low	Maintained	Concern	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	8	69.8	6	33.3	7	43.9	4	*	10	30.2	Very Low	Maintained	Concern	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	18	57.2	8	76.1	6	50.0	7	44.2	4	*	*	*	*	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3



GOAL 3 ST. PAUL EDUCATION HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

OUTCOME: ST. PAUL EDUCATION PROVIDES, WELCOMING HIGH-QUALITY WORKING AND LEARNING ENVIRONMENT

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.
 - Rock the Diploma access for teachers
 - Outreach Education Conference 2023 (November 2023)
- 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.
- Improve relationship and collaboration with the staff and admin at FG Miller to increase the opportunities for student to blend at their school campus.
- 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

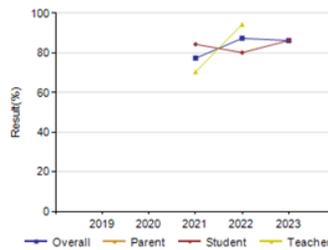
School: 2808 St. Paul Alternate Education Centre

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Authority										Province																													
	2019					2020					2021					2022					2023					2019					2020					2021					2022					2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%									
Overall	n/a	n/a	n/a	n/a	37	77.3	36	87.3	38	86.2	Intermediate	Maintained	Acceptable	1,669	89.7	1,410	88.5	2,143	85.9	1,339	87.4	1,436	88.4	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1																	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	3	*	*	*	*	242	84.8	199	83.7	161	80.8	144	82.1	240	83.6	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4																	
Student	n/a	n/a	n/a	n/a	28	84.3	30	80.1	38	86.2	Intermediate	Maintained	Acceptable	1,183	87.9	970	86.6	1,762	84.5	984	86.2	971	86.9	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7																	
Teacher	4	*	n/a	n/a	9	70.4	6	94.4	5	*	*	*	*	244	96.5	241	95.1	220	92.4	211	94.0	225	94.7	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4																	

Graph of School Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



GOAL 4 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.
- Working with the Mannawanis Centre in St. Paul to facilitate a Phys Ed Program.
- 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

SPAEC

GOAL 5 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 societal pressures on youth
- 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 available to us 8 times this school year at SPAEC
- implement a school wellness survey to students and staff as a means of gathering data to help guide wellness programming in schools
- Lunch available for all students 2 times per week.
- School nutrition program provides snacks for students throughout the day
- Foods program that not only incorporates CTS but also belonging and support to all students.

Provincial Measures

Safe and Caring Local Measure

B.4 Safe and Caring

Measure History

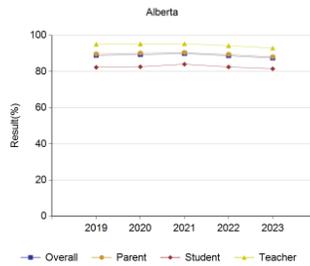
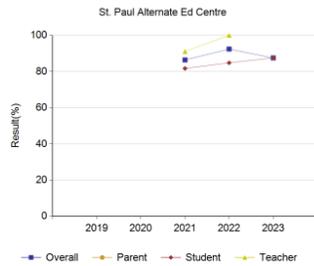
School: 2808 St. Paul Alternate Education Centre

Province: Alberta



Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	St. Paul Alternate Ed Centre										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	86.4	35	92.4	38	87.5	High	Maintained	Good	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	3	*	*	*	*	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	n/a	n/a	n/a	n/a	28	81.7	29	84.8	38	87.5	Very High	Maintained	Excellent	196,855	82.3	193,354	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	4	*	n/a	n/a	9	91.1	6	100.0	5	*	*	*	*	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Citizenship



Student Growth and Achievement

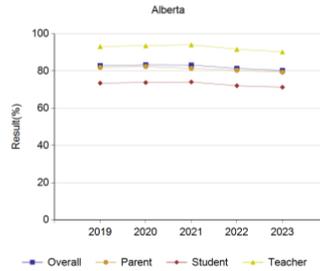
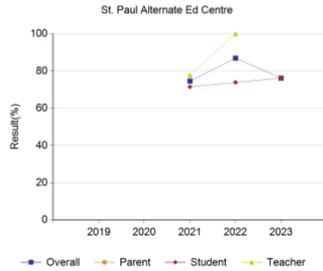
A.6 Citizenship - Measure History

School: 2808 St. Paul Alternate Education Centre

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	St. Paul Alternate Ed Centre										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	74.6	34	86.9	38	76.2	Intermediate	Declined	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	3	*	*	*	*	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	n/a	n/a	n/a	n/a	28	71.5	28	73.9	38	76.2	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	4	*	n/a	n/a	9	77.8	6	100.0	5	*	*	*	*	33,277	93.2	33,945	93.6	30,197	94.1	30,861	91.7	32,347	90.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

