



Handbook 2018-2019

Keeping the



in

Home-Based Learning

www.schoolofhope.org

Children are the future - give yours HOPE !

Fall 2018

Program Handbook

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1. About our Home-based Learning Programs

a. Vision

Our vision is to enable students across the province to build a personalized educational program to match the uniqueness of their learning needs, their environment, and their interests. The School of Hope is dedicated to the success of student learning and the satisfaction and growth of our school community.

b. Mission

The School of Hope is a partnership of students, parents, and teachers dedicated to student learning, the celebration of individual gifts, the achievement of educational goals and the realization of personal challenges, to the glory of God.

c. Values

Our teachers hold certification from Alberta Education and the Alberta Teachers' Association. Our staff is actively involved in their personal faith community and is committed to encouraging students to seek and foster life-long learning by:

- Providing flexibility of instructional approaches to encourage student success
- Building and sustaining relationships with families and students
- Modeling "best practices" of teaching and learning.

d. Goals

We trust in the primacy of parents as educators of their children. We are committed to supporting and enriching the unique learning journey of each student within our program.

- Faith-Centered Programs
Catholic Christian Programs open to all faiths
- Support through Relationship
Our teachers endorse and encourage home-based learning
- Flexibility in Programming
Each of our programs can be tailored to meet the unique learning needs of our students

e. Dimensions

- Spiritual – Home-based education endorses religious freedom
- Mental – Students experience an enriched and stimulating curriculum
- Physical – Students include physical activities throughout their whole day
- Social – Home-based education supports interaction with like-minded thinkers
- Financial – Families work together to budget for social activities and field trips
- Educational – Education in the home environment stimulates learning

f. Advantages

Home-educated children benefit from:

- Concentrated educator-student interaction
- Avoiding serious peer pressure issues
- A unique bond of closeness with their parents
- Potential for deeper family interrelationships
- More quality time and sharing important moments with their parents
- Enjoying a unique educational freedom unconfined by time and space barriers
- Individualized instruction and programs for all students, including those with special needs

g. Successful Home-Based Education

Our program recognizes the primacy of the parent as an educator. We believe that parents possess a natural ability and the desire necessary to provide their child with an education. The child's success is directly proportional to motivation of the student and the commitment by the parents.

Success at Home-Based Learning requires:

- Students to be self motivated
- Parents to be supportive and available for the student during the "school day"

Discuss home-based learning with families who are already involved in a program. They will give you candid answers about the joys, realities, and challenges of home-based learning. We are committed to supporting and fostering the unique learning journey of each student in our program.

h. Notice to Parent or Guardian of Religious Permeation

The Alberta Human Rights Act requires a school board to give notice to a parent or guardian when courses of study, educational programs, institutional materials, instruction or exercises include subject matter that deals primarily and explicitly with religion. All of the schools in this district are Catholic Separate Schools, the essential purpose of which is to fully permeate Catholic theology, philosophy, practices and beliefs, the principles of the Gospel and teachings of the Catholic Church, in all aspects of school life, including the curriculum of every subject taught, both in and outside of formal religion classes, celebrations and exercises. Every course of study and educational program, all institutional materials, instruction and exercises will at all times include subject matter that deals primarily and explicitly with religion.

2. Programs

Vermilion Home Schooling Program (VHS) and School of Hope (SoH)

- **Traditional Home Schooling (VHS)** – Parent Directed, Facilitator supported. Parents choose curriculum, plan, teach and assess the lessons through formal workbooks, unit studies or hands-on experience. Facilitators are available for support

- **Shared Responsibility (Blended) Delivery (VHS and SoH)** – A partnership blending Parent Directed subjects and Teacher Directed subjects
- **Teacher Directed (SoH)** – A Teacher Directed program (delivered and assessed). Grade 1-12 program where students work with teachers via Hope @ Home email, Blackboard!, instant messaging, telephone or fax.
- **Grade 7 and 8 Team Teaching** – two teachers delivering core subjects at each grade level
- **Diploma Program (VHS and SoH)** – Offering an extensive range of core high school courses and CTS courses, all applicable to an Alberta High School Diploma
- **Junior Knowledge and Employability (K&E) Program (SoH)** – Grade 8 and 9, supports students to build basic academic skills and prepare for the work force
- **Senior Knowledge and Employability (K&E) Program (SoH)** – A Certificate Program for Grade 10, 11 and 12 students, including basic Math, Science, English and Social Studies course levels 10-4, 20-4, 30-4, and work studies
- **RAP (SoH)** – The provincial Registered Apprenticeship Program blended with high school courses that begins entrance into Trades programs
- **Green Certificate Program (SoH)** – A practical agricultural training program in cooperation with Alberta Agriculture while completing high school credits
- **Dual Credit (SoH)** – Students enroll into CTS courses that earn high school credits and college level course at the same time.
- **Workshops and Field Trips (VHS and SoH)** – Students and parents meet for sharing and experiencing new challenges

3. Student Support Programs

a. Basic Home-Schooling Facilitator (VHS)

A **Facilitator** is a teacher who is assigned to support and guide each child's learning program and ensures that expectations of Board policy, the School Act, and Alberta Education guidelines are met.

The Facilitator is responsible for:

- Meeting with the family at least twice per year – at the beginning of the year, and again in the latter portion of the year
- Maintaining periodic contact as needed
- Reviewing the portfolios of student's progress, and assisting with assessment, especially at senior high level for those students working towards an Alberta Diploma

b. Elementary In-Home Support (Grades 1-6)

Elementary in home support will visit their students in the home twice a year. Further visits can be arranged by the teacher or parent if needed.

c. Academic Counsellor

Junior and Senior High students in grades 9 to 12 will have access to an academic counselor who will support students with academic programming needs.

d. VIBE (Vermilion Is Being Empowered) Program

The Mental Health Capacity Building in Schools Initiative (MHCB) is an integrated, multidisciplinary team approach in providing promotion, prevention and early intervention for addiction, mental health and nutrition services to children. VIBE (Vermilion Is Being Empowered) is one of the 40 projects involved in this initiative led by Alberta Health Services Addiction and Mental Health in partnership with Alberta Education and funded by Alberta Health and Wellness. Services are provided to School of Hope students and families via Blackboard.

e. FSL Family Support Liaison Program

The FSL program provides short term supports to students who encounter academic, social/emotional and behavioral difficulties at school. The program may run sessions to address academic, social/emotional and/or behavioral issues with individuals or groups based on the needs of the student and school. Parent Permission is required for services to commence. Services are provided to School of Hope students and families via Blackboard or phone support. If it is determined that a student needs more intensive supports, FSL will refer to the student to agencies in their local area.

f. Inclusive Education

The Inclusive Education Program is available only to families enrolled in the TEACHER DIRECTED Program. Alberta Education does not fund Inclusive Education programs for students in the Parent Directed program.

The SoH Inclusive Education Program offers:

- Access to teachers with special education training and experience
- Assistance through learning strategies and resources
- Modification to a program or alternate resources
- Assessment by professionals if deemed necessary by the Spec Ed team
- Support through skill-building workshops for parents and students and professional consultation with Special Education teachers

When parents register a special education student, they are required to complete information forms outlining the child's performance, successes or difficulties and to give permission for student placement in Inclusive Education. Members of the Inclusive Education team review this information and then contact the parent to discuss the child's special programming needs. *Parents must sign the permission form for the student to be in the Inclusive Education program.*

Mild and Moderate Program (SoH) Alberta Education Codes (51-59)

Students in the mild and moderate program may have difficulty with math concepts, may struggle to read, or have a mild form of ADD or ADHD. Teachers work to provide appropriate learning resources and teaching assistance for mild and moderate students, may modify program expectations and provide accommodations for specific learning needs.

Severe Disability Program (SoH) Alberta Education Codes (41-49)

Students in the severe disability program generally have a medical or mental disability that may seriously interfere with their learning. *We are not able to accept students with Severe Disabilities in our Teacher Directed Program.*

Knowledge & Employability Program (K&E) Grades 8-12 (SoH)

This program combines job experiences with academic studies to prepare students for entering the work force. Job experience is grouped under various work clusters to enable students to gain a related vocabulary as well as some basic work experience. Students work towards a Knowledge and Employability high school certificate.

Gifted Program (SoH) Alberta Education Code 80

Home-based learning can be a wonderful way for gifted students to advance at a pace that challenges eager minds. Our gifted program includes individual programming from Grades 1 to 9 to meet unique learning needs.

Although giftedness can be found in many areas, the School of Hope concentrates on a child's academic giftedness.

g. Pyramid of Intervention (POI)

Regular and meaningful engagement of students is the foundation upon which a solid educational program is established. This is supported by the two way communication between the student /family and the teacher/school. *Attendance at the School of Hope is defined as regular submission of assignments and communication with subject teachers. Students are required to submit work on a regular basis following the schedule established by the subject teacher.*

This coupled with regular communication through e-mail, phone, Instant Message, and *Blackboard* attendance will lead to successful course completion.

In the event work is not submitted as scheduled, and the student/parent does not communicate the reason for the stoppage with the subject teacher(s), follow up in the form of a phone call from the subject teacher will follow within two school days. A call to the student and or the parent will be made to address the matter. Action steps will be established to get the student engaged and back to submitting work according to the scheduled timeline. These steps are likely to include instructional assistance from the teacher and may include the attendance of Blackboard sessions with the subject teacher for direct instruction on course material.

In the event the student does not make the necessary changes within the agreed time frame, and they remain inactive, the teacher will then inform the parent of the matter for additional support and information. If a resolution cannot be established, further school action such as but not limited to the following will take place;

- a performance contract;
- referrals to Inclusive Education for assessment and evaluation, or support programs such as VIBE and FSL;
- Adjustment to students course load/programming (PEP)
- a reduction in the number of classes;
- referrals to the truancy officer (superintendent) for truancy proceedings; or
- withdrawal from the program or school.

An Interim Progress Report will be sent to all families of students in grades 7 through 12. This report will contain information from the student's Grade book, i.e., all assignments due in a specific course and the assessments the student has earned to date. These will be mailed to parents in November, February and April.

h. Field Trips, Workshops and Special Events

As a distance learning and home education school, we offer a wide variety of face to face learning opportunities around the province during the school year. Students in all of our programs have access to these events, which are lead and organized by our certificated teachers. In many instances, we draw upon local service providers and subject specific experts to help enhance the learning experience. These events are great ways to bring students together with their peers. Please speak to your teacher and check our school's calendar for a list of activities that are in your geographical area and the process of establishing an Off-Site Service Provider.

4. Program Descriptions

a. Elementary Grades 1-6

Teacher Directed Elementary

Students submit work on a regular basis to the teacher, who then provides descriptive feedback to help the student recognize areas of strength and challenges in his/her work. Students work at their own pace and the teacher, with the help of the parent and student, individualize the courses to meet each student's needs. Elementary teachers visit families twice per year; once in the Fall, and then again in the Spring to provide guidance, feedback and in home supports. Further visits may be available if the teacher or the parent deems a visit is necessary.

Daily online lessons will be provided via *Blackboard Collaborate* in core subjects from grades 1 to 6; Language Arts, Mathematics, Social Studies and Science. Students can join daily lessons for live instruction and or watch recorded lessons for further instructional support.

Parent Directed Elementary

Students in elementary Parent Directed courses will work on a program selected and delivered by the parent. Students and parents will be required to keep a portfolio to demonstrate progress to the Home School Facilitator. The Home School Facilitator will visit twice each year, one at the beginning of the school year, and then near the end of the school year. The Facilitator will complete a mid-year progress update via telephone, Blackboard, or email shortly after the Christmas break.

Shared Responsibility (Blended)

Students in elementary Shared/Blended program will follow the protocols outlined above. For Teacher directed courses, they will be working with the elementary teacher in the respective teacher directed courses. For Parent Directed courses, students will follow the program selected by the parent. The Home School Facilitator will not visit students registered in the Shared/Blended program.

b. Grades 7 and 8

Teacher Directed - Team Teaching

In grades 7 and 8 students in teacher directed courses will work closely with two teachers at each grade level. One of these teachers will act as their Academic Advisor. Depending on the teacher directed optional courses selected, students in these grades may be working with additional subject specialists (for example music, Spanish etc.). Students work at their own pace but may request scheduling assistance should they feel the need for more structure and supervision, or find they are in need of assistance for course completion.

Daily lessons will be provided via *Blackboard Collaborate* each day in core subjects; Language Arts, Mathematics, Social Studies and Science. Students can join daily lessons for live instruction and or watch recorded lessons for further instructional support.

Parent Directed

Students in Grades 7 and 8 Parent Directed courses will work on a program selected and delivered by the parent. Students will be required to keep a portfolio to demonstrate progress to the Home School Facilitator. The Home School facilitator will visit twice each year, one at the beginning of the school year, and then near the end of the school year. The Facilitator will complete a mid-year progress update via telephone, Blackboard, or email shortly after the Christmas break.

Shared Responsibility (Blended)

Students in Grades 7 and 8 Shared/Blended courses will follow the protocols outlined above. For Teacher directed courses, they will be working with the one (or both) of the teachers in the grade level teaching team. For Parent Directed courses, students will follow the program selected by the parent. The Home School Facilitator will not visit students registered in the Shared/Blended program. Students will be assigned to one of the teachers in the teaching team who act as the students' Academic Advisor.

c. Teacher Directed Programs Grades 9-12

Grade 9 students and senior high students in the Teacher Directed Program are required to attend to their course material according to the schedule provided by the subject teacher, or they may establish an alternate schedule with their subject teachers. Completion of school work and submission of assignments according to the established schedule is required.

Daily lessons will be provided via *Blackboard Collaborate* each day in core subjects; Language Arts, Mathematics, Social Studies and Science. Students can join daily lessons for live instruction and or watch recorded lessons for further instructional support.

Teacher Directed Programs Gr. 9-12	
Curriculum and Programs Of Study	<p>Courses and subjects follow the Alberta Programs of Study.</p> <p>This method may be described as: Distance Learning, On-Line, Virtual, or fully aligned programming. Students who wish to take a course(s) at another high school may do so, so long as the student is registered as Teacher Directed in all their courses.</p>
Technology Requirements	<ul style="list-style-type: none"> • Internet access: recommend High Speed or satellite connections • Computer Requirements for Mac or PC: <ul style="list-style-type: none"> 2 Ghz processor or Higher 3 G Ram or Higher 80 G HD or Higher CD/DVD Burner Ethernet Card High Speed Sound Card Microphone Speakers or Headset • Printer: <ul style="list-style-type: none"> recommend a 3 in 1 containing a fax, scanner and printer • Software: <ul style="list-style-type: none"> Any antivirus program; Microsoft office 2003 or higher, Adobe Reader, Java • All digital communication is done via Firstclass client • Scanned images recommended in *.gif, *.png or *.jpg format <p>File sizes larger than 10 MB are not permitted</p>
Inclusive Education	<ul style="list-style-type: none"> • Students who have special or diverse learning needs and abilities may only be registered in Teacher Directed courses.
Delivery	<ul style="list-style-type: none"> • Teachers support and instruct the student as they work through the course following the established schedule. • Daily lessons provided via <i>Blackboard Collaborate</i> each day in core subjects; Language Arts, Mathematics, Social Studies and Science. Students can join daily lessons for live instruction and or watch recorded lessons for further instructional support. • Students will need to submit work for assessment and feedback according to or ahead of their course schedule. <ul style="list-style-type: none"> <input type="checkbox"/> Senior High <u>core</u> subject courses will follow a semestered schedule. Student electing to complete a core high school course over the entire year must request approval from school administration or they may do so using ADLC courses.
Student Role and Expectations	<ul style="list-style-type: none"> • Complete and regularly submit assignments, quizzes, projects and exams according to the established schedule. • Students who are working at or ahead of the established course work schedule may attend Blackboard sessions and receive on-line instructional support from their subject teacher. • Students who are not meeting the established work submission schedule will be required to attend Blackboard sessions for teacher support and instruction. • Student progress will be monitored by teachers to ensure they are completing course material which constitutes attendance. • Students who are not able to maintain course progress with teacher support may be withdrawn from their course and have their PEP adjusted to better meet their learning needs. See Pyramid of Intervention, (Section 3g). • Students may make contact with teachers via First Class emails, Blackboard, instant messaging, phone, fax and mail. • Students are expected to write Grade 9 Provincial Achievement Tests, and Grade 12 Diploma Exams.
	<ul style="list-style-type: none"> •

Teacher Directed Programs Gr. 9-12 Continued	
Attendance	<ul style="list-style-type: none"> • Student progress will be determined by submission of assignments according to the established timeline. • Student attendance and progress will be monitored by the teacher and reported to administration as needed. • Students who do not meet attendance standards, (regular submission of work) according to schedule will be addressed by the teacher, followed by administration as needed.
Parent Role and Expectations	<ul style="list-style-type: none"> • Parents will support and monitor student progress and ensure that assignments are being regularly submitted to the teacher(s). • Ensure that the student has the resources and technologies required to complete their studies. • Provide a suitable learning environment, and supervise the student to ensure school work is attended to. • Support teachers and school administration with supportive action in the event the student is not progressing at an acceptable rate. <input type="checkbox"/> Communicate any necessary information or circumstances that will help teachers and school administration in meeting the students learning needs.
Teacher Role and Expectations	<ul style="list-style-type: none"> • Establish course work submission schedule. • Establish on-line course material, assignments and assessments. • Plan and deliver regularly scheduled Blackboard Collaborate lessons and provide support through tutoring sessions. • Assess student work in a timely manner; record assignments, projects, quizzes and tests in the grade book and return assignments with descriptive feedback for further improvement. <input type="checkbox"/> Monitor student progress and report to administration if there are concerns with student progress.
Resources	<ul style="list-style-type: none"> • Teachers select texts, media, and on-line resources. • Alternate or supplemental resources may be used in consultation, and with the permission of, the teacher. <input type="checkbox"/> Some student resource choices may be available depending on course content and structure.

d. Parent Directed Programs

School of Hope continues to offer the option for families to explore education on their own through Vermilion Home Schooling Parent Directed programs.

Detailed Description of Parent Directed Program	
Curriculum and Programs Of Study	<ul style="list-style-type: none"> • Parents can choose to use the Alberta Program of Studies or they may choose other programs (commercial or parent developed) to meet goals they have set for their children in consultation with a Home Schooling Facilitator. • Often referred to as Traditional Home Schooling.
Delivery	<ul style="list-style-type: none"> • Parents plan and direct the student's educational program at home. • The parents provide a program plan to the Home Schooling Facilitator that outlines the goals of the course, the resources that will be used and how the course will be assessed. • <i>High school students taking courses at other institutions are not able to register in courses as a Parent Directed student.</i>

Student Role and Expectations	<ul style="list-style-type: none"> • Students will follow programming that the parent has prepared. • Students will keep work samples to demonstrate the growth in their learning.
Attendance	<ul style="list-style-type: none"> • Student attendance will be determined by the parent's schedule and will be reviewed by the Home Schooling Facilitator three times per year (at home visits and at the mid-year review).
Parent Role and Expectations	<ul style="list-style-type: none"> • Parent plans and directs child's educational program at home. • Parent provides a program plan to Home Schooling Facilitator. • Parent initiates contact with Home Schooling Facilitator for consultations on teaching strategies and resources.
Teacher Role and Expectations	<p>Subject area teachers will:</p> <ul style="list-style-type: none"> • Mark final exams and projects completed by Parent Directed students seeking AB Education credits in senior high. <p>The Home Schooling Facilitator will:</p> <ul style="list-style-type: none"> • Visit families at least twice per year to assist with program development and ensure that students are progressing in their studies • Make suggestions for teaching strategies and resource materials. • Complete a portfolio assessment at the end of the year or at other times when requested to do so.
Resources	<ul style="list-style-type: none"> • Parents select and order resources, all online resources are available as well. • Parents may choose to utilize the resources used in the Teacher Directed programs. • Parents may ask for advice on resources from the Home School Facilitator.
Assessment	<ul style="list-style-type: none"> • Parents maintain a portfolio of student work samples demonstrating student progress. • The Home School Facilitator will visit twice yearly and will be in contact at least once more throughout the year for student progress reports. • Checklists based on the Alberta Programs of Study are available. • <u>Provincial Achievement Tests</u>: Students enrolled in a Parent Directed program are expected to write the Provincial Achievement Tests in grades 3, 6 and 9 or an alternate evaluation, which upholds similar standards to the Provincial Achievement Tests (such as the Canadian Test of Basic Skills or a School of Hope portfolio assessment). <p><input type="checkbox"/> Students who wish to be awarded Alberta High School credits are required to write the School of Hope subject final exam or complete the subject final project. If students wish to earn a high school diploma, they must write the diploma exams in the Grade 12 core courses in which they are enrolled, and must meet all credit requirements outlined by AB Ed. Credit attainment <u>may</u> be necessary to obtain certain scholarships.</p>
Funding	<ul style="list-style-type: none"> • See annual School Funding Manual for details and procedures.

e. Shared Responsibility (Blended) Programs

A Shared/Blended program is a combination of Parent Directed and Teacher Directed courses. Blending allows for a very flexible and accommodating Personal Education Plan to be developed for every student. If a course is selected as Teacher Directed, then the rules and guidelines applying to Teacher Directed programs are followed. If a course is selected as Parent Directed, the rules and guidelines applying to Parent Directed programs are followed. ***Students choosing to study in a Shared Responsibility/Blended Program cannot register in more than one school, and credit totals cannot change after Sept 29th.***

5. High School

a. Religion Courses

Sharing the Good News of Jesus Christ is central to the mission of our Catholic School Division. All Senior High School students registered in the School of Hope will be strongly encouraged to complete the school's program of Religious Studies 15, 25 and 35 or any of the following:

- World Religions 30
- Religious Meanings as a parent-delivered course that meets the outcomes of the Program of Studies
- Special Projects (a student proposal based on the family's faith)

b. Off-Campus Courses

ECACSSRD #16 supports off-campus high school initiatives including:

- Courses or course components of core or complementary subject areas
- High school credits for workplace learning that is approved by a teacher of the School of Hope or the Vermilion Home Schooling Program, and the employer

The off-campus policy includes:

- Registered Apprenticeship Program (RAP)
- Volunteerism
- Special Projects
- Green Certificate
- Work Experience
- Dual Credit

Please contact our office personnel for off-campus information.

c. Career and Technology Studies (CTS) Courses

CTS is an optional program of one credit modules that will help junior and senior high school students:

- a. Investigate career options and make effective career choices
- b. Use technology (tools, processes) effectively and efficiently
- c. Apply and reinforce learning developed in other subject areas
- d. Prepare for entry into the workplace or further learning

Students in grade 9 can take introductory (1000 level) high school CTS courses. These are applied to their high school credits when they register in grade 10.

d. Dual Credit Courses

School of Hope in partnership with Lakeland College (Vermilion Campus) is pleased to offer high school students the opportunity to earn introductory, first year college credits while earning high school CTS credits. Courses/Programs which currently qualify for dual credits include Childcare, Environmental Studies, Youth Evangelization, Esthetics and Health Care. First year college credits earned are transferrable to many colleges around the province. Please contact our school office for further details regarding our dual credit programs.

6. Student Assessment

School of Hope utilizes assessment of student work to report progress to education stakeholders (students, parents, school authorities, and Alberta Education); to guide student discovery and teacher instruction to enable students to reach their potential; and to diagnose student areas of difficulty that require intensive supports and specialized resources. Parents and students in School of Hope should be assured that:

- Nothing is assessed unless it has been taught
- Scoring will be explained in advance
- Task(s) will be connected to learning outcomes in the Program of Studies
- Students will be aware of what is being assessed and what is expected of them
- Teachers will strive to assure that scoring is valid and fair.

Student Learning Assessments, Provincial Achievement Tests & Diploma Exams

- Student Learning Assessments (SLA) Provincial Achievement Tests (PAT): are available for grades 6 and 9 **or** an alternate evaluation, which upholds similar standards to the provincial assessments, (such as the Canadian Test of Basic Skills or a School of Hope portfolio assessment). Test centers are set up in Vermilion, Edmonton, Calgary and Lethbridge. Other centers may be arranged if enough students are writing in a specific area.
- Diploma Exams: Must be written for core grade 12 subjects if a student is working toward an Alberta diploma. High School students must successfully complete a school final exam. School of Hope testing centers have been approved by Alberta Education in Vermilion and Lethbridge to provide a neutral environment in which to write the exams. Check with your Teacher or Guidance Counselor.

7. Program Funding and Support Details- See Funding Handbook

Funding support for families is dependent on the program a student is registered in on September 29th of the school year. Please see the *Home School Funding Handbook* for specific details if your child is registered in Parent Direct (Traditional Home school courses/subjects). Students enrolled in the Teacher Directed or Shared Responsibility programs are not eligible for reimbursement, however a number of supports are provided and available to families.

SOH Teacher Directed Program Support

Students registered in the Teacher Directed Program as supported through a variety of ways to ensure students have access to school personnel, print and on-line materials and resources, technology and educational services. By contacting your teacher, parents can establish a program plan, and the necessary supports needed to best meet the learning needs of the child. The following information is provided to further clarify what types of support are available to students and families.

Certificated Teachers

Students and parents have access to certificated teachers who provide instruction through daily online *Blackboard Collaborate* lessons in core subject areas. Highschool students have access to live Blackboard lessons each school day as scheduled. All live lessons are recorded and shared with students for asynchronous follow up as needed. Teachers provide instructional support for students through on-line communication and phone conversation. Assessment and feedback is provided to assist students in their learning. In grades 9-12, an academic counselor is available to assist with program planning and course selection.

Materials and On-line Resources

A wide variety of teacher made instructional resources are available in print and on-line for students in grades 1-6. Through communication with your child's teacher, additional print and on-line resources may be obtained to support the program plan. In junior high and senior high, websites are established and house course content, which students can access at anytime. Additional education software applications such as *Exam Bank, SuccessMaker, Discovery Canada, Brain POP, etc.*, are available to students. *Google Classrooms* established by teachers serve as means of communicating with classes and blocks of students/families.

Technology

Computer hardware and software is available to families to ensure students are able to communicate with teachers and access on-line learning tools and lessons. Students are provided with a school g-mail, housed within our district's *Google* environment. Students can access a variety of educational tools to collaborate with their teachers and classmates. For more information on accessing technological hardware and software, please visit the website schoolofhope.org – Parent's Corner – Funding & Support – Technology. Or contact your teacher (in the case of highschool students, our guidance counselor) for technology requests.

Educational Services

Face-to-face learning opportunities are provided by our school's teachers through a number of field trip and workshops in all regions of the province. Information on fieldtrips and workshops can be obtained through regional calendars found on our school website. Students can access local lessons, according to their program plan, through school approved Off-site Service Providers.

Additional Resources

These items can be requisitioned through the School of Hope: printer ink/toner cartridges, pack of paper, music instruments, phys.ed. equipment.

8. School Council

The School of Hope and Vermilion Home Schooling Program share one school council that has been operational since April 1998. School councils serve to represent the students, parents and community of the school. Given that their role is an advisory one, school councils have the ability to influence but not make decisions related to, for example, programs, delivery of programs, and allocation of funds.

We welcome all parent involvement in the School Council. Our school council is comprised of representatives from the entire schooling community: parents, teachers, the principal, and the board of ECACSSRD #16. If you wish to contribute your energies to our school council, or require further information, please contact: School Principal, at 1-888-350-4673. Visit the Council page on the website for current information.

9. General School Policies

a. Transportation

Parents are responsible for transporting their own children to SoH functions. Parents who transport children other than their own to and from activities should ensure that they have adequate insurance coverage. At the time of printing, according to board policy, the amount is \$2,000,000.

b. Inclusive Education Services (Special Education)

The following Inclusive Education services are provided to children experiencing learning difficulties:

Mild & Moderate Disabilities (Grade 1 to Grade 12);
Gifted and Talented (Grades 1-12)

Students with special education needs are entitled to have access in accordance with the *School Act*. Students with special education needs receive adapted or modified programming and/or resources toward improved learning.

c. Student Code of Conduct (SoH and VHS)

While there is no one school building for these two schools, it is felt that some guidelines are necessary to assist families and staff.

- When in attendance at a School function (workshop/mini-session, field trip/project fair), all students will behave in a respectful and courteous manner.
- Students must remain in their designated groupings while in attendance
- Students must remain at the site of the activity while in attendance
- Should a student have reason to leave before the end of the activity, this must be communicated to school personnel before the activity commences
- No student will be allowed to leave the activity without an adult responsible for him/her
- All participants in activities will follow general safety guidelines, eg. no running
- Rules of the site must be adhered to by all students, eg: the sanctuary of a church may be off-limits to our group
- All students will assist in leaving the site as they found it; in other words, pitch in to clean-up
- Bullying towards another student or an adult will not be tolerated

- Should problem behavior arise, school personnel will deal with the matter fairly and courteously. Should the problem behavior continue, the specific parent will be brought into the discussion and/or the student will be removed from the activity
- If a parent has concerns about her/his child, please contact the on-site supervisor
- If a parent/guardian disagrees with a school-based decision, the proper appeal procedure should be followed:
 - Teacher
 - Principal
 - Superintendent
 - Board of Trustees
- The Superintendent shall advise the parents in writing of the appeal decision and inform them of the right to appeal the decision to the Board of Trustees
- Final appeal process is to the Minister of Education in accordance with Section 124(1) of the School Act.

d. The Student Information Portfolio (SIP)

The Student Information Portfolio (SIP) is a legal document chronicling the educational history of each child. The SIP is mandated by Alberta Education for each student registered in an accredited school in the province.

This SIP will contain such information as the following:

- demographic information (address, parent names, siblings, etc.)
- medical information if pertinent to the educational program
- results of testing if pertinent to the educational program, eg. PATs
- results of each year of education of the child within Alberta, eg. copy of report card
- names of the educational authority and school for each year of education

As this is a legal document, it remains in the school. Parents have the right to view the contents of this document. Parents may only view this SIP in the presence of certificated personnel, usually the child's present teacher.

Please contact the office if you wish more information.

e. FOIP – Freedom of Information and Protection of Privacy

We are obligated to protect the privacy of the student and are committed to the policies governing FOIP.

f. Appeal Process

If you have any concerns about your child, please contact the teacher. If a parent/guardian disagrees with a school-based decision, the proper appeal procedure should be followed:

1. Teacher
2. Principal
3. Superintendent
4. Board of Trustees

10. School of Hope Online

a. Web Site - Our web site can be found at:
<https://www.schoolofhope.org> or <https://schoolofhope.org>

At the website, you will find:

- A brief introduction to who we are
- What's New
- Programs We Offer
- Registration Forms
- Courses for each grade
- Technical support
- Fieldtrips & Workshops Info
- Teacher & office staff directory
- Parent's Corner
- Funding & Support Info
- Link to ECACSSRD#16
- Link to Alberta Education

All students and parents will be assigned a password in order to access the secured areas of our website. These areas include the course guidelines, lessons, and teacher instructions. Parents are to check messages in their home-email, the *PowerSchool Parent Portal*, and their regional Face-Book groups so that they may receive up-to-date information regarding school activities. *PowerSchool Grade Book* is also accessible by parents for current course completion information.

b. GoogleAppsforEducation

School of Hope uses Google Apps for Education that provides:

Access to school G-mail account and drive,

- Elementary students with a Google Classroom from their teacher
- Junior and senior high students access to a Google Classroom in each subject
- School calendar of events, complete with registration forms to print/complete
- School announcements
- Live on-line chats with teachers or office staff (instant messaging)
- Teacher announcements

c. Blackboard Collaborate

Teachers use this real time interactive tool with a student or with groups of students to teach/explain concepts, to have discussions, to meet or to participate in an on-line lesson recording on a particular topic that has been archived for use at anytime. School of Hope is using this program for on-line webinars and meetings.

d. PowerSchool

Our new student information system.

Houses student demographic and program information

Parent Portal and *Student Portal* allowing:

- parents see all of their children's courses and assignment grades
- students to access their grade book to see course marks
- school and teacher announcement board

11. Contact Names and Numbers

Contact our toll free number at **1-888-350-4673**, Monday to Friday during the business hours of 8:00 a.m. to 4:30 p.m. A receptionist will assist you or allow you to leave a message. Messages can be left on a 24-hour basis. Our office is open year round excluding statutory holidays and Christmas week.

Teachers can be contacted via email or instant message in *Google Chat*, telephone, fax or *Blackboard*. When leaving a message, please ensure that you have included your name, area code and full telephone number.

a. Program Contacts

- **Parent Directed program** inquiries at any grade level directed to your Facilitator
- **Elementary student** (Grades 1-6) inquiries in a Shared/Blended or Teacher Directed program should be directed to your Teacher
- **Junior/Senior student** (Grades 7-12) general inquiries for a Shared/Blended or Teacher Directed program should be directed to the Teacher, School Counselor or school office
- **Junior/Senior student** (Grades 7-12) specific subject inquiries for a Shared/Blended or Teacher Directed program should be directed to the subject teacher

Your Facilitator (VHS) or Subject Teacher should be contacted when:

- There is a problem or question with a specific course
- You have questions related to exams and their results
- You wish to share the news of an accomplishment
- Any time the parent or student feels contact is necessary

b. School Administration Team:

Principal of SoH and Vermilion Home Schooling: Michel Despins

Vice-Principal of SoH: Dwayne Coffey

Address: 5212 Railway Avenue, Vermilion, AB T9X 1C2

Toll Free Phone: 1-888-350-HOPE (4673)

Local Phone: 780-853-2188

Fax: 1-780-853-9798

Technical Support: 1-866-888-9010

Website: <https://schoolofhope.org>

12. East Central Alberta Catholic Separate Schools Regional Division #16 (ECACSSRD #16)

ECACSSRD #16 Central Office Administration

Superintendent: Charlie McCormack

Deputy Superintendent: Dwayne Zarichny

Address: 1018 – 1 Ave., Wainwright, AB T9W 1G9

Telephone: 1-780-842-3992 **Fax:** 1-780-842-5322

Website: www.ecacs16.ab.ca

Children are the future, give yours Hope!