



P A C e S

CONNECT. LEARN. 
ENCOUNTER JESUS.

2025-2026

ONLINE STUDENT

HANDBOOK

(DRAFT)

PRAIRIE ADVENTIST CHRISTIAN E-SCHOOL (PACES)
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Prairie Adventist Christian eSchool (PACeS) is an independent school operated by the Seventh-day Adventist Church in Alberta offering Kindergarten to Grade 12.

SCHOOL HOURS

Kindergarten: Monday to Thursday: 8:00 a.m. to 4:00 p.m.
Grades 1-12: Monday to Thursday: 8:00 a.m. to 4:00 p.m.
Office Hours: Monday to Thursday: 8:00 a.m. to 4:00 p.m.

WHO TO CONTACT

General Inquiries Admissions	David Elias Michelle Werner	principal@pacescanada.org office@pacescanada.org
Financial	Corene Glover	cglover@albertaadventist.ca
Home Education	Mina Desjardins	viceprincipal@pacescanada.org
IT Support	Matthew Okimi	admin@pacescanada.org
Principal	David Elias	principal@pacescanada.org

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PRINCIPAL'S WELCOME

David Elias

Principal

B.A., B.Ed, MA Ed. Leadership



On behalf of the staff at Prairie Adventist Christian eSchool (PACeS) I want to personally welcome you to our school community. We are incredibly blessed to have students and families from across Alberta, Canada, North America, and the world. As a school that offers online, shared responsibility, and home education, our families bring a diverse and unique perspective to education.

The staff at PACeS are committed to working with our families, the students, and each other to create a learning environment that is accessible, challenging, and respectful. We strive to help our students achieve their personal best in their academic, social, physical, and spiritual endeavours. All students are on their own journey and we want to encourage them to continually learn and grow under the guidance and direction of their teachers and parents.

We are dedicated to helping our students achieve these pillars of our program:

- Seek Knowledge
- Achieve Personal Excellence
- Connect with Others
- Live an Active Faith
- Develop Character
- Grow Closer to God




ABOUT US

School History

Founded in 2007, Prairie Adventist Christian eSchool (PACeS) is part of the Seventh-Day Adventist (Adventist) educational system. The Adventist educational system is the largest Protestant Christian education system in the world and has been in existence for over a century. It is supervised by the Alberta Conference of Seventh-day Adventists Office of Education. PACeS is part of the Seventh-day Adventist educational system, which operates 7,200 schools worldwide with a total enrollment of over 1.5 million students. Our school has the experience, accreditation, and dedication to provide accessible Adventist Education, wherever you are.

What is PACeS?

Prairie Adventist Christian eSchool (PACeS) is one of several online schools in the province of Alberta. These schools can be public schools or independent schools under the direction of the Alberta Ministry of Education. All students must meet the Alberta learning outcomes for their prescribed grade. PACeS is licensed and accredited by the provincial government. PACeS offers programs and courses that have been developed by the North American Division of the SDA church and are augmented by direct teacher input in support of the K-12 Alberta curriculum.



ABOUT US


Online Program

PACeS online program serves K-12 students in Alberta and throughout North America/the world. The program consists of “a structured learning environment in which students engage with their teachers” as defined by Alberta Education. The curriculum and instruction are provided by teachers (in concert with parents for some grades) in an online setting, though students will need to complete assignments outside of the scheduled class times. PACeS online program is primarily synchronous – teachers and students meet face-to-face at regularly scheduled times.

Students completing the online program will finish with an Alberta High School Diploma upon the successful completion of Grade 12.

What makes us unique?

PACeS provides families with live synchronous classes and direct contact between teachers and students in the online classroom. Instruction is provided in real-time through video conferencing and students have access to materials throughout their time in school. PACeS is structured to encourage online interactions, foster effective relationships, and engage students in activities and lessons in the virtual classroom. Our school is designed to allow students to interact with one another and the teacher to help create a more natural learning environment.



ABOUT US

School Philosophy

Prairie Adventist Christian eSchool (PACeS) is operated by the Seventh-day Adventist Church to provide a spiritually-oriented education for children. A belief in the existence of the Creator God is fundamental in the philosophy of Seventh-day Adventist schools. We respect His divine authority and recognize His intervention in human affairs. We believe that true education develops the spiritual, mental, and physical powers of each student; preparing them for the joy of service in this life and for the higher joy of service in the life to come. To achieve this goal, we encourage each student to:

Connect with Others - PACeS aims to create a school culture where students can engage positively with one another and learn how to respectfully interact and develop healthy relationships in an online environment.

Seek Knowledge - Education is a pathway to learning more about the world around us, how we fit into society, and how each student can contribute to a better world. Knowledge is more than the memorization of facts and information; it is an understanding of how it can be applied to create a better world.

Achieve Personal Excellence - All students are unique and should be encouraged to achieve excellence on a personal level. This will look different for each student and will be an ongoing process of growth in all areas.

Live an Active Faith - In the Seventh-day Adventist context, faith goes beyond what we believe and extends towards how we live out our faith on a daily basis.

Develop Character - PACeS encourages young people to be educated in the virtues of moral goodness, ethical behaviour, and character development. Knowledge and achievement are important in education but they must be coupled with strong character development in order to be effective.

Grow Closer to God - Most importantly, as a Seventh-day Adventist institution we are focused on helping our students develop a closer relationship with God and learning how to put their faith into action. Each student will be encouraged to grow stronger in their understanding of Jesus and hopefully enter in a saving relationship with Him.

MISSION STATEMENT

Connect. Learn. Encounter Jesus.

VISION STATEMENT

We aim to provide quality Seventh-day Adventist online education for all students and encourage them to achieve personal excellence in all areas of their life. We will partner with families to encourage and motivate students to reach their full academic, spiritual, emotional, and physical potential through our online learning environment.

STATEMENT OF FAITH

Seventh-day Adventists are Bible-embracing, Christ-believing, and Second Coming-awaiting people. We believe that what we do here on earth matters. Sharing the good news of the gospel, caring for others, and making our earthly home the best it can be, are some of the ways we demonstrate our love for the Lord.

We are a people who believe our greatest and highest potential is found in loving God and serving others. Our education system is built upon these principles to help students become disciples in the world.

Loving God and serving others go hand in hand. Adventists believe it is their calling to share the good news that Jesus loves us, died to save us, and will return to take us to Heaven. To that end, Adventist schools have made it a mission to serve God, each other, our communities, and our world.

STAFF LISTING

Staff Member	Role/Classes	E-Mail
Mr. David Elias	Principal	principal@pacescanada.org
Mrs. Mina Desjardins	Vice-Principal/Home Education/French	viceprincipal@pacescanada.org mina.desjardins@pacescanada.org
Mrs. Michelle Werner	Registrar/Office Manager/Books	office@pacescanada.org
Mrs. Corene Glover	Accountant/Business Manager	cglover@albertaadventist.ca
Mrs. Kerry Sackett	Kindergarten- Grade 2	kerry.sackett@pacescanada.org
Mrs. Divina Buhia	Grade 3-4	divina.buhia@pacescanada.org
Mrs. Kelly Briere	Grade 5-6	kelly.briere@pacescanada.org
Ms. Danielle Rochford	Grade 7-8	danielle.rochford@pacescanada.org
Mr. Matthew Okimi	High School Math, RS, IT	matthew.okimi@pacescanada.org
Mrs. Lori MacDonald	High School English/Electives	lori.macdonald@pacescanada.org
Mrs. Tawnya Willing	High School Biology/Chemistry/PE	tawnya.willing@pacescanada.org
Mrs. Lindsay Boscher	High School Social Studies/Electives	lindsay.boscher@pacescanada.org
Mrs. Chelsea Portillio	High School Math and Science	chelsea.portillo@pacescanada.org

APPLICATION AND ADMISSIONS

Is Online Learning Right for You?

One of the advantages of learning with PACeS is the ability to attend school from anywhere, but online learning can be a lot more challenging than it may seem. It is extremely important to have a realistic idea of what it will take to be a successful online learner. The following items will help you determine if you have the skills and prerequisites needed to take online courses with PACeS.

Questions to Ask Yourself:

Are you comfortable using computers?


Students and/or parents/guardians will need to know how to send and receive email, use a browser to visit websites, create new documents, open files, use a word processing program, print and scan documents. You will also need to be able to solve (or get help solving) problems involving your computer hardware and/or software.

Do you feel confident in online interactions?

Classes require video conferencing through Zoom and interactions with your peers and teacher on a daily basis. Students will be considered present only if they participate in class discussions, answer questions when addressed, and have their face clearly visible on camera. If a student fails to do this they will be marked absent for that class period.

Can you effectively and consistently communicate?

Communication is the key to succeeding in the online learning community. The most important thing you can do as you progress through the learning activities is communicate with other students and your teachers. We will work with email, phone, and websites to communicate with our families. It is important for families and students to be comfortable and willing to check their email, the Zoom chats, Google Classroom and PowerSchool to stay up-to-date with their grades and information from the school.



APPLICATION AND ADMISSIONS

Questions to Ask Yourself:

Can you manage your own time and distractions?

Outside of classes, teachers are not present with you to ensure that you remain on-task when completing assignments or studying. Working daily (M-F) on your classes, reviewing material, studying textbooks and other resources, making notes, and completing assignments all take time – and if that time is not scheduled, it will be difficult to find. Set specific times for studying when you avoid non-study related websites and distractions.

Your teachers will not be sending you daily e-mails to remind you to complete your assignments. It is your responsibility to check for deadlines on Google Classroom and ensure that you are completing work on time.

It is crucial that you have space to study and attend class with no distractions. Do not try to work near the TV or where other people might distract you. It is also important to not distract yourself – close other websites, social media, etc. during your class and study time. Make sure you have a seat/desk that is comfortable, without being overly relaxing.

Are you able to persevere through challenges?

Online learning requires independence, motivation, responsibility, and a certain level of maturity. No one can force you to learn. If you do not take the steps necessary for success, online school will be very difficult.

Successful online learners need to deal with and solve technical issues, seek help when necessary, work daily on their classes, and persist through learning challenges.



APPLICATION AND ADMISSIONS

Admissions Procedures

Admissions Policy

PACeS admits students of any race, religion, colour, national or ethnic origin, etc. We welcome all young people who desire to be part of our school and are willing to support the standards and practices as outlined in the handbook. By choosing to apply to PACeS, students and parents agree to abide by the policies and expectations for behaviour and conduct.

Entrance Criteria

Applications can be submitted at any time, however, students may only join classes within the first 10 days of the beginning of the Semester (9-12) or Term (K-8, Terms 1 and 2). The start of the term is defined as:

Term 1 (K-8)/Semester 1 (9-12) - Usually begins September 1

Term 2 (K-8) - Usually begins November 25

Semester 2 (9-12) - Usually begins February 1

However, applications received after the above timeline can be reviewed by the admissions committee and Principal for a final decision.

Applications must be submitted using the online form on the school website. All required documents and registration fees must be submitted before acceptance can be confirmed.

Please note that it may take up to 2 weeks to process your application, particularly near the start of classes.

Residency

Our online program is available to students regardless of location. However, for families from varying time-zones, special permission is required to ensure that this will not be a barrier to the success of the students for their classroom attendance.

APPLICATION AND ADMISSIONS

Admissions Procedures

Kindergarten Age

To be eligible for enrollment in Kindergarten, students must be 5 years of age by December 31st of the school year for which they are applying. Please note that PACeS does not currently offer a Junior Kindergarten program.

To confirm your child's eligibility to begin Kindergarten, please use the School Age Calculator to ensure your child meets the age requirement.

Students with Special Education Needs or IPPs

Given the unique nature of each student's Individual Program Plan, parents must recognize that not all supports are transferable to an online learning environment. This online learning approach will require parental involvement and assistance. Families will need to confer with school administration to determine if PACeS will be able to meet the needs of the student based on their child and circumstances. All students with special education needs who engage in online learning must be available for real time learning as scheduled by the teacher for all students in the class at the same time.

It should be noted that as an online school, PACeS does not receive additional funding for students who would normally qualify based on their specific learning needs in a brick and mortar school.

Students with special education needs may receive the following ongoing support if registering in online learning.

- Teachers will continue to follow the process of IPP/ILP development and plan for the necessary instructional accommodations and/or supports identified for students. The type and manner of accommodations and/or supports may be impacted as a result of the online format.
- In-home supports and services will not be provided.

APPLICATION AND ADMISSIONS

Admissions Process

- Complete online application
- Submit citizenship/birthdate documents
- Submit previous school records, if applicable
- Interview with School Administration regarding your program choice
- References are checked by school administration
- Pay the \$250 Registration Fee per student
- Admissions committee meets to ensure that the student and family will succeed in our program
- A student is only accepted once an Acceptance Letter is received

Once Accepted:

- Complete Financial Agreement Form (see Financial Policies Section)
- Textbook information is provided
- Email account created
- Classroom invitations are sent at the beginning of each semester
- PowerSchool account created
- Complete the course selection form (new high school students)

Textbooks and Learning Materials

Most textbooks and learning materials are provided free of charge and are shipped by the school at the start of the year to the address on file in the application.

All textbooks must be returned by June 30th (return shipping costs are the responsibility of the parent/guardian). Any books not returned will result in replacement costs being charged. The replacement costs are outlined in the book list attached to the shipment.

International students outside of North America may not be eligible to receive textbooks from PACeS due to shipping complexities. Other arrangements will need to be made in consultation with the school and parents.

APPLICATION AND ADMISSIONS

Senior High Science Lab Kits

PACeS ships specific materials needed for Grade 10-12 Science Lab experiments. Each item must be returned in working order and replacement costs are attached to the shipment. Lab materials cannot be shipped to students outside of Canada and materials must be acquired on their own.

Technology Requirements

In order for you to be a part of the online learning adventure it is necessary to have:

- a newer personal Windows or Mac computer ([read this document for recommended specifications](#)) to which you can download and install software.
- a high speed Internet connection (minimum 10 Mbps download and 1-2 Mbps upload actual per device). Check your speeds at [fast.com](#).
- Chromebooks, tablets and smartphones do NOT have all the capabilities necessary for the online program.
- a webcam.
- a printer/scanner.
- a headset with microphone, can help to prevent distractions for the student.

These components will enable you to enjoy many learning opportunities and to communicate with your teacher and classmates. As we use Google Apps for Education, you will find your school activities generally run more smoothly if you use Google Chrome as your web browser. Contact admin@pacescanada.org if you have questions.

Transition Between Online and Home Education Programs

"It may happen where a family decides that PACeS Home Education may be a better option for their students after the year has begun. Students can transfer from PACeS Online to PACeS Home Education after the year has started.

However, students who transfer from PACeS Online to PACeS Home Education after the September deadline will not qualify for Home Education funding.

FINANCIAL POLICIES

Alberta Residents

Registration Fees

There is a \$250 per student registration fee that is non-refundable if the family withdraws their application. The registration fee must be received in order for an application to be processed and the student to be accepted into the school. Acceptance into PACeS is only finalized once a letter has been issued by the school to the family.

Tuition Fees

Tuition is free for Alberta residents registered by September 30 upon verification of their address in the province.

Alberta students registering in the online program from the Home Education Program or from outside the Alberta Conference School Authority after Sept 30th will be charged "Non-Alberta Residents" tuition rates.

Tuition Rates

Tuition fees for Alberta students after September 30 deadline:

Grades 1-12 Change of status after September 30th:

Home Education to Shared Responsibility or Online: Tuition = \$700.00/class

Shared Responsibility to Online: Tuition = \$700.00/class

Grade 10-12 Online

Primary Student enrolled in 35 credits or more = no tuition

Enrolled in less than 35 credits = No tuition for the first 5 credits

Tuition of \$140.00/per credit for 6-34 credits

Non-Primary Student

\$140.00/credit

FINANCIAL POLICIES

Registration Within the Alberta Conference

Grade 10-12 Online Students who have their primary registration with another Alberta Conference school will be charged a non-primary student tuition rate of \$140/credit and will need to have their primary school confirm that they are maintaining a minimum enrollment of 35 credits.

Non-Alberta Residents

Registration Fees

Non-Alberta students are subject to a non-refundable registration fee of \$250 per student. The registration fee must be received in order for an application to be accepted.

Early Registration Incentive: Students who are fully registered by April 1 for the upcoming school year will receive a \$25 discount on their registration fees (\$225 instead of \$250).

Annual Tuition Rates (2025-2026)

Grades	Tuition
Kindergarten	\$1700
Grades 1-3	\$2085
Grades 4-6	\$2150
Grades 7-9	\$2700
Grades 10-12	\$3320

FINANCIAL POLICIES

Family Discount

- First/Second Child: 100% Tuition Cost
- Third/Fourth Child: 50% Tuition Cost
- Discount applied to lowest rate(s).

Textbooks

Tuition fees also include most textbooks and materials. All textbooks must be returned by June 30th (return shipping costs are the responsibility of the parent/guardian). Any books damaged or not returned will result in replacement costs being charged. If a family has not returned their previous year's textbooks, new textbooks will not be shipped out until they are returned or replacement fees have been paid. The PACeS office will include replacement costs in the shipping manifest for all books and materials.

Outstanding Tuition

In order to remain enrolled with PACeS, student accounts must be kept current with regular payments. The previous year's tuition must be paid in full before a student can enroll for a new school year.

Financial Agreement

Families who are paying tuition are required to complete a Financial Agreement Form that will be provided once their application is processed and accepted by the school.

Online Payments

Tuition and other fees may be paid using the links on the website.

This includes:

Credit Card Payments (pacescanada.org/credit-card-payments)

Interac (pacescanada.org/interac-etranfers-payments)

Pay My Tuition (pacescanada.org/pay-my-tuition-payments)

If you have any further questions regarding making payments, please contact Corene Glover at the Conference Office. 403-342-5044 Ext. 236 or cglover@albertaadventist.ca

FINANCIAL POLICIES

Payment Plans

Families have several options when it comes to paying their tuition. These details are worked out with our Finance Office to set up a payment plan that works best for the family.

For example:

Yearly (one-time payment)

Monthly


Bi-Weekly

Subsidy Forms

Manitoba-Saskatchewan PACeS Financial Information Form

The form must be submitted to the Manitoba-Saskatchewan Conference and PACeS before September 15th of the school year for which subsidy is requested. Contact the Manitoba-Saskatchewan Conference for any further information regarding eligibility.

Other Conferences or Churches may provide subsidies for students to attend PACeS. Please inquire with them directly.



ACADEMIC PROGRAM

PACeS presents a balanced program, which integrates the subjects recommended by Alberta Education with the tenet of Biblical faith and Christian principles of living. All courses offered at PACeS follow the Alberta Government Education Curriculum and the Seventh-day Adventist North-American Division (NAD) Curriculum Guides. For information about Alberta Education go to www.education.alberta.ca and for more information about the NAD Curriculum Guides go to circle.adventist.org. All classes are taught from a Seventh-day Adventist perspective with course materials provided by the Seventh-day Adventist Education Department.

Religious Studies Requirements

All full-time students will be required to register for Religious Studies/Bible classes each year.

Kindergarten - Grade 6


All students take the following subjects: Language Arts (Reading, Writing, Spelling, Comprehension), Mathematics, Science, Social Studies, Physical Education/Health, Art and Bible.

Grade 7 -9

Grade 7-9 students take four core classes (Math, Science, Social Studies, Language Arts) and Physical Education and Religious Studies. Options classes vary from year to year.

Grade 10-12

Grades 10, 11, and 12 Senior High School courses are credit weighted and follow Alberta Education Guidelines. Students make choices based on Alberta Education High School Diploma requirements, and requirements for university, in consultation with the school. Each high school course is assigned a credit value. A 3-credit course has 62.5 hours of instructional time and a 5-credit course has 125 hours of instruction. Course series are developed for a variety of purposes and have varying degrees of difficulty.



ACADEMIC PROGRAM

PACeS offers the following course series:


- Social Studies 10-1, 20-1, 20-2, 30-1 and 30-2
- Language Arts 10-1, 20-1, 20-2, 30-1 and 30-2
- Math 10-C, 20-1, 20-2, 30-1, 30-2
- Science 10
- Biology 20, 30
- Chemistry 20, 30
- Physics 20, 30
- Physical Education 10, 20, 30
- Religious Studies 15, 25, 35
- Career and Life Management 20

Electives May Include (may vary from year to year)

- Art 10, 20, 30
- Foods (3 credits)
- French as a Second Language (non-Diploma) 10, 20, 30
- Web Design (COM 1005, 1055, 2055 1 credit each)
- Ethics (3 credits)
- Work Experience 15, 25, 35
- Workplace Safety Systems (1 credit)
- Special Projects 10, 20, 30

External Credits

Students at PACeS also have the opportunity to obtain external Career and Technology Studies (CTS) credits through external programs including:

- Accredited Music Lessons (Voice or Instrumental)
 - Drivers Education (1 credit)
 - Lifeguarding (Bronze Cross/Bronze Medallion)
 - Hunter Education Training
 - Water Experience 15
 - 4H Club
- 

ACADEMIC PROGRAM

Academic Policies

Course Registration

For Grade 10-12 students, they must register for any core course (English, Social Studies, Math, Sciences) within the first 10 days of the start of the course. Any core course registrations after this date will require special approval from the teacher and school administration.

Courses

PACeS provides core courses and a variety of elective courses which allow students the opportunity to fulfill the requirements of obtaining a Grade 12 Alberta High School diploma.

Determining which course a student enters will depend on availability in the course, the student's needs, and completion of prerequisites determined by Alberta Education.

Our K-12 courses are based on Alberta Education Curriculum Guidelines. All students are entered into the Alberta Education Student Database system and final grades appear on student transcripts.

Course Withdrawal Policy

Students who enroll in a course should do so with the intention of completing it during the semester. However, there may be times when it becomes necessary for a student to withdraw from a course for a variety of personal or academic reasons. If this happens before the student becomes active in the course, the course will simply be removed from the student's timetable and will not be posted to the student's transcript. However, in a case where the student is already active in a course, the course will be posted as "Withdrawn" (noted by a "W") on the student's Alberta Education transcript.

Students choosing to withdraw from a course will need to receive signed approval from their parents and acknowledgement from the teacher and administration by completing [Withdrawal Form](#).

ACADEMIC PROGRAM

Academic Policies

Withdrawal Deadlines

November 4-7 for Semester 1

April 6 - for Semester 2

Course Progression Grades 10-12

Success in a class is dependent on consistent effort, personal work ethic and a student's ability to understand the course material.

Students who do not achieve at least a 50% in the course will not receive credit and will need to repeat the class.

A mark of 50% in any course is the minimum requirement to proceed to the next level. However, in order to advance to the next level (within the same series), a student must achieve a minimum of 65% or a recommendation will be made to drop down to the lower series. (E.g. Achieving a 60% final grade in ELA 10-1 would mean the student would be eligible to take ELA 20-2, but not ELA 20-1.).

If the student has less than 65% but would like to continue in the higher series, he/she may either repeat the course in summer school or be given a probationary period, as determined by the teacher and administration, to maintain above a 65%.

Retroactive credits may be available in some courses where a student drops down from a higher level to a lower level.



ACADEMIC PROGRAM

Academic Policies

Grade 10-12 Class Load Guidelines

Grade 10 students are expected to earn at least 40 credits in their Grade 10 year.

Grade 11 students are expected to earn a minimum of 35 credits in their Grade 11 year.

Grade 12 students are expected to earn a minimum of 30 credits in their Grade 12 year.

Graduation Checklist

Each box must be checked in order to graduate with an Alberta High School Diploma (with the exception of Religious Studies classes if you transferred in)

- English 10
- English 20
- English 30
- Social Studies 10
- Social Studies 20
- Social Studies 30
- Religious Studies 15*
- Religious Studies 25*
- Religious Studies 35*
- CALM
- Physical Education 10
- Science 10
- Math 10
- Math 20
- A 20-Level Science (Biology, Chemistry, or Physics)
- 10 credits in CTS (French or a combination of other electives)
- 10 credits in 30 level courses (other than Socials or English)
- 100 credits overall

ACADEMIC PROGRAM

Academic Policies

Valedictorian Requirements

- Full-time enrolment with PACeS.
- Students must have taken the following courses: English 30-1, Social Studies 30-1, Math 30-1, and at least one 30 level science (Chemistry, Biology, or Physics).
- Minimum grade average of 85% with no course grade lower than 70% for all courses taken.

Grade average will be calculated as follows in the upcoming years:

Progressive Changes to Valedictorian Requirements

Graduating Class of 2026 and beyond - Grade 10, 11, and 12 courses

Diploma Exams

Students taking 30 level (Gr. 12) classes must write the Diploma Exam(s) for each core course in order to receive credit. The Diploma exam will comprise 30% of their final mark for the course.

More information from Alberta Education can be found [here](#).

Alberta residents will write their Diploma exams at the centre closest to them. Non-Alberta residents will write at a Special Testing Centre in accordance with the following [document](#).

ACADEMIC PROGRAM

Academic Excellence and Honour Roll (Grades 7-12)

These awards will be given at the end of each reporting period to the students in each grade who meet the following criteria:

Honours – an overall weighted average of 80% with no mark less than 70%

Honours with Distinction – an overall weighted average of 85% with no mark less than 80%

Principal's List – an overall weighted average of 90% with no mark less than 85%

Honour Cords will be given to Grade 12 students that maintain an 80% average through Grade 10, 11 and 12 with no mark less than 70% in core subjects and Religious Studies.

Student Council

PACeS offers students an opportunity to participate in student leadership through our Student Council. The Student Council consists of elected positions for High School students who are interested in being leaders, planning events, and helping to give the students a voice in our school.

The following positions are voted in an election during the spring of each school year to begin the transition for the upcoming school year.

President

Vice-President Spiritual

Vice-President Social

There are also opportunities for students in Grade 7-9 to elect representatives to serve on the council and provide a voice for their class.

In order to be eligible, students must maintain passing grades in all classes and demonstrate Christ-like character by adhering to the Student Code of Conduct.

EXPECTATIONS

Student Expectations

Attendance

If a student is going to be absent, they are required to notify their teacher as well as the principal as far in advance as practical, unless it is an emergency. Students need to arrange to meet with their teacher(s) during flex time the day they return from an absence to update the plan for catching up. Students should check their emails and Google Classroom for information on what was covered in class.

Work missed due to an absence must be made up within five (5) days of returning to class. Missed work is allowed to be made up only for absences with prior communication.

Repeated or frequent absences will result in the situation being passed along to the Principal and addressed with the parents. Excessive absences will require the school to contact the Alberta Attendance Board for further action.

Alberta Education requires all students under the age of 16 to be actively present and attending school according to the Alberta Education Act.

In order to remain enrolled in a class, Kindergarten to Grade 11 students cannot miss more than 7 days per semester, and Grade 12 students cannot miss more than 4 days per semester.

Attendance concerns will be handled by the discipline committee.

Participation

Students will be considered present only if they participate in class discussions, answer questions when addressed, and have their face clearly visible on camera. If a student fails to do this they will be marked absent for that class period.

Students are expected to be in the classroom window only during a class period. They will be marked absent if they are found to be on other websites during class time. They will also be marked absent if they leave class early.

EXPECTATIONS

Student Expectations

Online Class Behaviour

PACeS provides live classes for students to learn while engaging with each other and their teachers. Since our time together is limited, it is very important that all students cooperate in a way that establishes a productive learning environment for all members of the class.


Classroom Etiquette

Students will...

- Be prepared with pre-class activities completed and necessary materials on hand, ready to learn.
- Ensure that their environment is quiet and conducive to learning, avoiding background activity if at all possible.
- Arrive on time or enter quietly if late.
- Use their first name for participant identification in zoom.
- Adhere to teacher guidelines regarding when to speak and when to listen.
- Allow others to speak and avoid dominating class discussions.
- Avoid interrupting the teacher or fellow students.
- Unless speaking, keep their microphones muted.
- Provide relevant comments that lift up others and encourage learning.

Chat Box Behaviour

Students will...

- Use language that uplifts others, reflects the Christian atmosphere, and contributes to the class discussion positively.
 - Use the chat box for asking questions that need to be addressed later, in order to avoid interrupting others.
 - Avoid interrupting the class with comments that do not apply to the discussion.
 - Only use graphics that are relevant to learning and are not a distraction.
 - Use cyber etiquette while writing comments (for instance, avoid the use of caps, as it indicates the writer is yelling).
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EXPECTATIONS

Student Expectations

Video Camera Behaviour

Students will...

- Remain stationary during class, to avoid distracting other class members.
- Refrain from bringing objects into the line of sight of other class members, unless instructed to do so by the teacher.
- Avoid demonstrating any behaviour that may be interpreted as disrespectful, distracting, or unsafe on camera.

PACeS reserves the right to remove a student from live class at any time. Further disciplinary action will be pursued in a case where a student's behaviour is inconsistent with the above live class protocol.

Digital Responsibility

- Presenting content that is not your work must include credit to the original author.
- Sharing thoughts and ideas makes the Internet a better, more useful place.
- Students are encouraged to share and interact with others online in a respectful manner.

Communication

- Dialogue and interaction are encouraged in the online environment.
- Appropriate language is expected in the online course environment.
- Comments and dialogue should be positive and respectful of others.

Conduct Online - includes emails, chats, and outside communication that could potentially impact the learning environment.

EXPECTATIONS

Student Expectations

Academic Dishonesty

PACeS's program is based on an element of trust, as assignments are completed at a distance, without the teacher providing direct supervision.

For the first offense of academic dishonesty (cheating, plagiarism etc.), the student will receive a mark of zero, with no chance to redo the assignment. If a second offense occurs, it will be handled by the discipline committee. If there are recurrences of this practice, the student may be withdrawn from courses at PACeS, and may not be allowed to re-register with the school in the future.

Plagiarism

Plagiarism is stealing another person's intellectual property. Teachers regularly check on the Internet to see if student work has been copied from other sources. Intentional plagiarism occurs when a student uses a source and presents it as their own. This can include any information, visual or written, that has been used from another source without giving credit to that source through works cited or bibliography. Plagiarism can include summarizing, paraphrasing or using direct word-for-word (copying and pasting). Whenever a source is used without acknowledgement of that source, it is considered plagiarism and academic dishonesty.

This includes the use of any work generated by Artificial Intelligence software (ChatGPT or similar programs) which are detected by school staff.

Unintentional plagiarism (sometimes called reckless plagiarism) is when a student plagiarizes without intent (forgetting to include a citation, for example), but it is still a problem. If a teacher considers something as unintentional plagiarism, the student may be required to either edit or resubmit the assignment with the appropriate citations and credit given.

EXPECTATIONS

Student Expectations

Homework

Homework is posted on a regular basis in Google Classroom and PowerSchool. Students are required to check daily in order to keep up with assignments.

Late assignments and tests will only be accepted if prior arrangements have been made with the teacher.

It is the student's responsibility to communicate with the teacher well in advance of the due date if an extension is needed.

Exams and Tests

As in any other school, tests and exams are part of the educational process at PACeS. Not only do they help teachers assess students' progress, they help prepare students to take the Diploma exams in Grade 12. Diploma exams must be taken to receive an Alberta high school diploma and the scores are required by Canadian post-secondary institutions.

Preparing for exams is crucial for student success, and begins on the first day of classes. In the past, those students who have actively and faithfully taken notes, been involved in classes, and studied beyond just homework have done well on tests. Those who have done only the minimum amount of work have not done well. Those who have cheated their way through tests have also done poorly. Also, having a quiet place free of distractions for taking tests, as well as studying and attending/participating in classes is necessary.

Test Supervision

When students are taking a test, it is expected that parents will provide supervision to ensure the students are using only the materials and resources that have been approved by the teacher.

Parents/Guardians are responsible for supervision of students, online or otherwise, at all times.

EXPECTATIONS

Student Expectations

Exam Week (January and June)

Every school year, PACeS students in Grade 7-12 take exams in their core classes (Math, Science, Social Studies, Language Arts) at the end of Semester 1 (January) and Semester 2 (June). These exams are a crucial and mandatory part of our education program.

These exam weeks are outlined in the school calendar that is sent out at the beginning of the school year. All exams must be written during this week. This school policy does not apply to Diploma Exams for Grade 12 as this schedule is set by the Alberta Government and cannot be changed.

PACeS will attempt to provide a detailed exam schedule at least 1 month prior to the exam dates. It is imperative that students and families do not schedule other activities that could potentially interfere with these exam times.



EXPECTATIONS

Parent Expectations

Parent-Teacher Relationship

Our school recognizes the role of parents as the primary educators of their children and aims to work alongside our families in this endeavour. PACeS is unique in comparison to other schools as we rely on more parental involvement and consistent communication in order to have a successful partnership.

- I will be supportive PACeS philosophy, mission and values.
- I have read the Parent-Student Handbook and I understand and support its policies.
- I will communicate regularly with my child's teachers.
- I will use the following process to resolve difficulties. I will have discussions directly with the individual involved, if the conflict is unresolved, I will discuss the matter with the next person in authority. The line of authority is as follows: Teacher, Vice-Principal, Principal, School Board, Superintendent.
- I accept that school administration may take disciplinary action if my child does not follow PACeS code of conduct.

Conflict Resolution

If a parent has a concern about their child's education the teacher is the first one with whom to communicate. All concerns expressed between a parent and a teacher regarding a specific issue will be documented. If the concern cannot be resolved with the teacher, the Principal shall be contacted. If the concern cannot be resolved with the Principal the parent may bring the matter to the attention of the Superintendent of Schools for the Alberta Conference of Seventh-day Adventists.

EXPECTATIONS

Parent Expectations

Accountability and Communication

Travel

While it is understood that PACeS allows for some freedom of travel for families, every attempt should be made to attend classes whenever possible. If attendance will be uncertain, students must make arrangements with their teachers a minimum of one week prior to their intended absence. Absences greater than two days needs approval from the Principal. These arrangements are the student's responsibility. All work must be caught up within 5 days of returning to regular classes. Students should attempt to complete as much work as possible prior to the trip.

Notifications regarding travel or absences should be made through e-mail so there is a written record of requests and documentation.

Technical Difficulties

If you are experiencing technical difficulties and are unable to attend class you are expected to communicate with your teacher or the principal and let them know.

Exam Supervision

Since teachers cannot supervise students and their environment during testing, help from parents/guardians is required. Supervision may include receiving and printing the test as well as ensuring that the student does not access prohibited materials such as notes, books, devices, or websites (other than an online exam) and that the test is taken within the time limits and before any deadlines. This requires a commitment of time and effort on the part of both the parent and the student.

EXPECTATIONS

Parent Expectations

Student Progress and Grades

Each course has learning objectives listed. Further information can be found at Alberta Education. Grades indicate the student's mastery of the learning objectives for each course. It is necessary for the student to frequently check their grades, assignment scores, and feedback from the teacher. If grades/feedback indicate that more study is necessary to improve understanding of some learning objectives, ensure that time and effort are spent reviewing those areas. If you have a question about your progress, email your teacher.

Parents are expected to consistently monitor their child's progress throughout the school year. Grades are available anytime in PowerSchool, and are updated regularly. If assignments are missing, or you have questions about your child's grade, please contact the teacher.

In Grades K-6, parents are expected to be regularly logging in to Google Classroom with their child to keep track of assignments, due dates, progress and performance. In Grades 7-12, Parents should sign up for Classroom Guardian Summaries or continue regularly logging in with their child.

Communication with Staff

Parents are welcome to meet with any staff member when a question arises about their child's education. To book a meeting, please email the teacher directly. A scheduled appointment will ensure that the teacher will have a proper amount of time to address your question.

Teachers will strive to respond to all email inquiries and telephone messages within 2 business days. Technology provides 24/7 access, but our staff may not be available after 4:00PM on Thursday until Monday morning. Please refer to our school's operating schedule for more details.

We thank all parents for their patience in awaiting a response from their child's teacher(s), as teachers are instructing for the majority of the day and cannot always attend to their messages immediately.

EXPECTATIONS

Parent Expectations

Parent Communication Resources

PowerSchool - PACeS uses PowerSchool as its Student Information System (SIS). This is where grades are finalized and report card comments are placed. Parents will receive access codes and login information at the start of the year so they can check in with student attendance, grades, missing assignments, etc. Grades are updated in PowerSchool at least every 2 weeks.

Google Classroom - PACeS uses Google Classroom as the main interface between students and teachers. This is where assignments are posted, feedback and grading is provided, and ongoing conversations happen. Each student will receive invites to their Google Classes from the teacher and will find class materials, assignments, and Zoom links for the live sessions.

MyPass - myPass is an Alberta Education self-service website for students to:

- Order high school transcripts in English and French
- View diploma exam marks
- Register to write or rewrite diploma exams with online payment
- View and print Detailed Academic Reports (DAR)
- View progress towards a credential (diploma or certificate)
- Order additional copies of an awarded credential in English or French
- Receive notifications for important messages


PACeS Email - One of the primary methods of communication for PACeS staff is via e-mail. All students at PACeS receive an email address that will serve as the main branch of communication. Parents and students should regularly check their email to stay current with communication from the teachers or the school.

SAFE SCHOOL ENVIRONMENT

Learning and Teaching Environment

Consistent with its mission and vision, PACeS is committed to a safe, inclusive, equitable, and welcoming learning and teaching environment for all students. All students have the right to learn and work in an environment free of prejudice, harassment and unlawful discrimination. This principle is found within the golden rule expressed by Jesus Christ: "Treat others the same way you want them to treat you." Luke 6:31.

PACeS will not tolerate harassment, bullying, intimidation, or unlawful discrimination on the basis of a person's actual or perceived differences. The Board believes that all students have the right to:

- be treated fairly, equitably, and with dignity and respect, irrespective of their personal and family characteristics;
 - have their privacy protected and respected (subject to applicable legal obligations to disclose);
 - be fully included and represented in an inclusive, positive, and respectful manner by all school personnel;
 - have equitable access to the same supports, services, and protections provided to all students and their families;
 - have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, or violence.
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SAFE SCHOOL ENVIRONMENT

Anti-Bullying Policy

PACeS is committed to providing students and staff with a positive and caring school environment where all students feel safe and respected and learning can take place. Therefore, bullying is unacceptable at any time and in any situation and will not be tolerated at PACeS. Bullying conflicts sharply with the school's Mission and the Student Code of Conduct.

In Alberta, there is formal legislation on bullying and cyberbullying under the School Act . The legislation is a commitment of the school community to ensure a welcoming, caring, respectful and safe learning environment. The legislation specifically prohibits students from bullying others in school, during the school day or by electronic means (cyberbullying). Students have an obligation to report bullying behaviour, including cyberbullying. Furthermore, school boards must establish a code of conduct for students that addresses bullying behaviour.

Four Most Common Types of Bullying

1. **VERBAL BULLYING**—name calling, sarcasm, teasing, spreading rumors, threatening, making references to one's culture, ethnicity, race, religion, gender, or sexual orientation, unwanted comments.
2. **SOCIAL BULLYING**—mobbing, scapegoating, shunning and exclusion, humiliating others, gestures or graffiti intended to put others down.
3. **PHYSICAL BULLYING**—hitting, poking, pinching, chasing, shoving, coercing, destroying, unwanted sexual touching.
4. **CYBER BULLYING**—using the Internet (Social Networks such as Instagram) or text messaging to intimidate, put down or spread rumors about someone. (Note: The school has a right to apply school discipline measures to any student whose behavior on the Internet or hand held devices detrimentally affects the personal safety and well-being of individuals or detrimentally influences the environment at school.)

What can students do when confronted with bullying:

1. Tell a school official (teacher, principal, etc.)
2. Report if you witness bullying happening to others.
3. Tell your parents.

SAFE SCHOOL ENVIRONMENT

Harassment Policy

All individuals have the right to learn in safe settings that promote equality of opportunity and prohibit discriminatory practices, including harassment and bullying. As such, PACeS is committed to a healthy, safe and harassment-free environment (including online and during off-site activities). PACeS requires all individuals to treat others with dignity and respect and requires compliance with this policy by all individuals regardless of age. This policy applies to all individuals employed, volunteering or attending PACeS.

Definition of Harassment

Harassment occurs when an individual is subjected to unwelcome verbal, visual or physical conduct. If the harassment is insulting or intimidating, it is discrimination. Examples of harassment which will not be tolerated are: verbal or physical abuse, threats, derogatory remarks, jokes, innuendo or taunts about appearance, religious beliefs, color, place of origin, mental or physical disabilities, ancestry, marital status, family status, stereotypes, source of income or gender.

Definition of Sexual Harassment

Unwanted sexual advances, unwanted requests for sexual favours, and other unwanted verbal or physical conduct of a sexual nature. The behaviour need not be intentional in order to be considered sexual harassment. All harassment is offensive and in many cases, it intimidates others.

Reporting Harassment

Students are encouraged to report any conduct that makes them feel uncomfortable, bothersome or is contrary to a stable environment. Once a complaint is received, it will be kept strictly confidential until further action is taken. An investigation will be undertaken immediately and all necessary steps will be taken to resolve the problem.

DISCIPLINE POLICY

Discipline Philosophy

Discipline is an educational process designed to assist students in fostering self-discipline and responsible action. Ellen White in her book Education states,

“The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore, as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealing with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering. When God says “Thou shalt not,” He in love warns us of the consequences of disobedience, in order to save us from harm and loss. Help the child to see that parents and teachers are representatives of God, and that, as they act in harmony with Him, their laws in the home and the school are also His. As the child is to render obedience to parents and teachers, so they, in turn, are to render obedience to God.”

PACeS recognizes that effective school discipline requires teamwork. Only when teachers and parents work together are they able to achieve the consistency necessary to create a positive school culture and teach students how to function within that structure.

The goals of PACeS’s discipline policy are:

- To create a school climate that is conducive to learning;
- To encourage each child to take responsibility for his/her own actions by creating awareness and accountability for choices that are made;
- To promote the development of self-discipline;
- To develop Christ-like character;
- To correct behavior which is disruptive, harmful to others, or interferes with the optimum-learning environment;
- To provide appropriate (reasonable, firm and judicious) consequences that help promote personal and social development, bring about a change in behaviour and bring resolution and restoration;
- To ensure each student is treated with respect, dignity and fairness.

Disciplinary Issues will be evaluated on a case-by-case basis in accordance with our Discipline Policy which can be found in its entirety [here](#).

PACeS COMMUNITY RIGHTS AND RESPONSIBILITY


All Members of the PACeS Community have the following rights:

- To learn and work in a safe environment
- To be protected from harm and verbal abuse
- To have their personal property protected
- To be treated with kindness and care
- To be provided with the best learning and work opportunities possible

Each Teacher/Supervisor therefore has the responsibility to:

- Provide a safe, Christian and supportive environment
- Treat students with respect and consideration
- Provide quality curriculum and assessments
- Nurture positive relationships
- Support the holistic growth and development of the students
- Understand, support, and follow the goals and procedures of the discipline policy


Each Student, therefore, has the responsibility to:

- Understand, support and obey all expectations and graciously submit to constructive feedback when it is given
 - Show respect to all members of their learning community
 - Take responsibility for their own actions
 - Care for one another and refrain from hurting each other by actions or words
 - Actively engage in the learning process
 - Demonstrate fairness
 - Contribute to a positive and Christian learning environment
 - Complete daily class requirements/assignments
- 

MANDATORY REPORTING RESPONSIBILITY

All PACeS staff are considered to be mandatory reporters by the Government of Alberta. This requires staff members to report any occurrences that may be related to abuse, neglect, and self-harm of a student if disclosed or suspected. It is our legal duty as educators under the Child, Youth, and Family Enhancement Act to report suspected abuse to the authorities.

Mandatory reporting is designed to ensure that students and families are connected with the proper supports and resources to help maintain a safe environment for young people. The best interests of the child are the main concern of protection laws and services.



PERSONAL INFORMATION AND PRIVACY POLICY

PACeS collects and uses Personal Information in accordance with the FOIP and Education Acts. As outlined in these pieces of legislation, PACeS has the right to collect and use Personal Information for the purpose outlined when the information is collected. Personal Information will only be stored in authorized PIB's. PACeS provides Authorized Users with access to personal information stored on school information systems.

Personal Information may be disclosed by PACeS in accordance with the FOIP Act.


Storage, Retention, and Protection of Personal Information

PACeS will only retain Personal Information as necessary to fulfill the purposes for which it was collected and in accordance with relevant legislation.

Under certain circumstances, Personal Information may be stored on servers in other countries for various purposes.

PACeS is not responsible for unauthorized access to Personal Information obtained through illegal measures that are not a direct result of an act of negligence on the part of PACeS.

Employees and third parties are only provided with Personal Information on a need-to-know basis and only the minimum amount required to complete their specific job.



ACCEPTABLE USE OF TECHNOLOGY

Responsible Use Agreement

Students, staff and administrators at PACeS can access the PACeS network to facilitate educational and professional growth objectives. Network/Internet access opens up a vast resource for school entities worldwide. It allows users to reach out to many other people, to share information, learn concepts and research subjects. With this educational opportunity comes responsibility. It is understood that PACeS does not have sufficient resources to monitor every aspect of network use. However, these guidelines aim to foster the independent use of the network, subject to compliance with procedures and standards for appropriate network behaviour and communication. All PACeS users must follow the PACeS Responsible Technology Use Agreement guidelines.


PACeS email accounts, logins (for applications such as Zoom), and other school associated technology should only be used for school-approved purposes and not for personal use.

Please view the policy in its entirety [here](#).



CLOSING REMARKS

We are not able to anticipate every possible situation for inclusion in our Parent-Student Handbook. However, we feel that situations can be addressed by the application of Christian principles. We expect that some of our statements will change from time to time, and perhaps some policies will be changed even before the printing of the next edition of this Handbook. We are confident that both the parents and the students will support our attempts at organizing and operating our school for the highest benefit of all. We will inform students, parents and staff when changes occur in our policies.



HELPFUL LINKS

- [Alberta Education - Program of Studies](#)
 - [Graduation Requirements](#)
 - [Parent Guide](#)
 - [Diploma Exams](#)
 - [Online Learning](#)
 - [Education Act](#)
 - [MyPass](#)
 - [PowerSchool](#)
 - [Google Classroom](#)
 - [PACeS Website](#)
 - [Alberta Conference of Seventh-day Adventist Church](#)
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