



School Handbook

2019-2020

#3-5004 54 St., Ponoka, AB T4J1R7

Phone: (403) 783-5464 Fax: (403) 783-8225

Email: bhc@wolfcreek.ab.ca

Website: www.bhc.wolfcreek.ab.ca



Wolf Creek Public Schools

Creating Success For All Learners

Revised: August 31, 2019

INTRODUCTION

Greetings from the Principal

Welcome to the BRICK Learning Centre. For those of you who are returning, welcome home. For those of you who are coming for the first time, welcome to our family. The BRICK is an acronym for **B**uilding **R**elationships, **I**ndependence, **C**ommunity, and **K**nowledge. These core values drive our school in meeting your learning needs, and we are very serious about it. This is a very special year and we are all excited about it. This is the school's 90th birthday and we will have celebrations throughout the year.

Here at the BRICK, we offer a full contingent of regular high school programming as well as a number of exciting options for our students. New this year are sewing and careers transitions programs. Also new, *and very exciting*, is a workshop model that will happen on Fridays. See page 15 for more details. We also have a top-notch photography program, an incredibly tasty foods program, an enticing audio-video program, and a mindful yoga program. We have also built a brand new fitness centre that will be open to students all morning. Of course, we still offer our very popular Art and Active Living options.

Academic programming for our students is specifically designed to meet each learner's individual needs. Students meet with teachers to design a program that best meets their learning needs. Throughout the year, staff monitor student progress and develop plans to ensure all our students are being successful. Our staff has a deep understanding of our students and we place a high value on fostering positive relationships. Staff and students know that being part of the BRICK Learning Centre means you are part of the BLC family.

New to our school staff family this year is Mr. Allan Wong. Mr. Wong joins us from Edmonton Public and we are so excited and fortunate to have him join us. He is a caring, compassionate, and insightful educator and an outdoors enthusiast (ask him about his upcoming 24 hour running race). I have full confidence in Mr. Wong's ability to continue the tradition of supporting all our students' learning needs.

We support all our learners through one-on-one instruction, individualized learning plans, access to a social worker and learning coach, embedded literacy blocks, and a delicious and nutritious breakfast program.

I have full confidence in our staff and school as being an exceptional place for learning. At the BRICK Learning Centre, we serve as a cornerstone of our students' learning. I am looking forward to another highly successful school year.

Ian Tisdale, Principal

The BRICK Learning Centre



The BRICK Learning Centre

Mission

Unconditionally helping our learners move from where they are to where they want to be, with high school graduation as the ultimate goal.

Vision

Through an excellent learning environment and a climate of acceptance, encouragement, respect, and support, individuals will achieve their personal and academic best. They will achieve success.

Values

Building
Relationships
Independence
Community
Knowledge

Wolf Creek Outreach Schools Mission/Vision and Beliefs Statement

Mission: To instill hope and inspire success for all learners.

Vision: Wolf Creek Outreach Schools are an extension of all Wolf Creek Public Schools and uphold shared vision and values. We ensure excellence in learning through a commitment to our beliefs and values, and a holistic methodology, which incorporates each learner's social, emotional, physical, and psychological well-being.

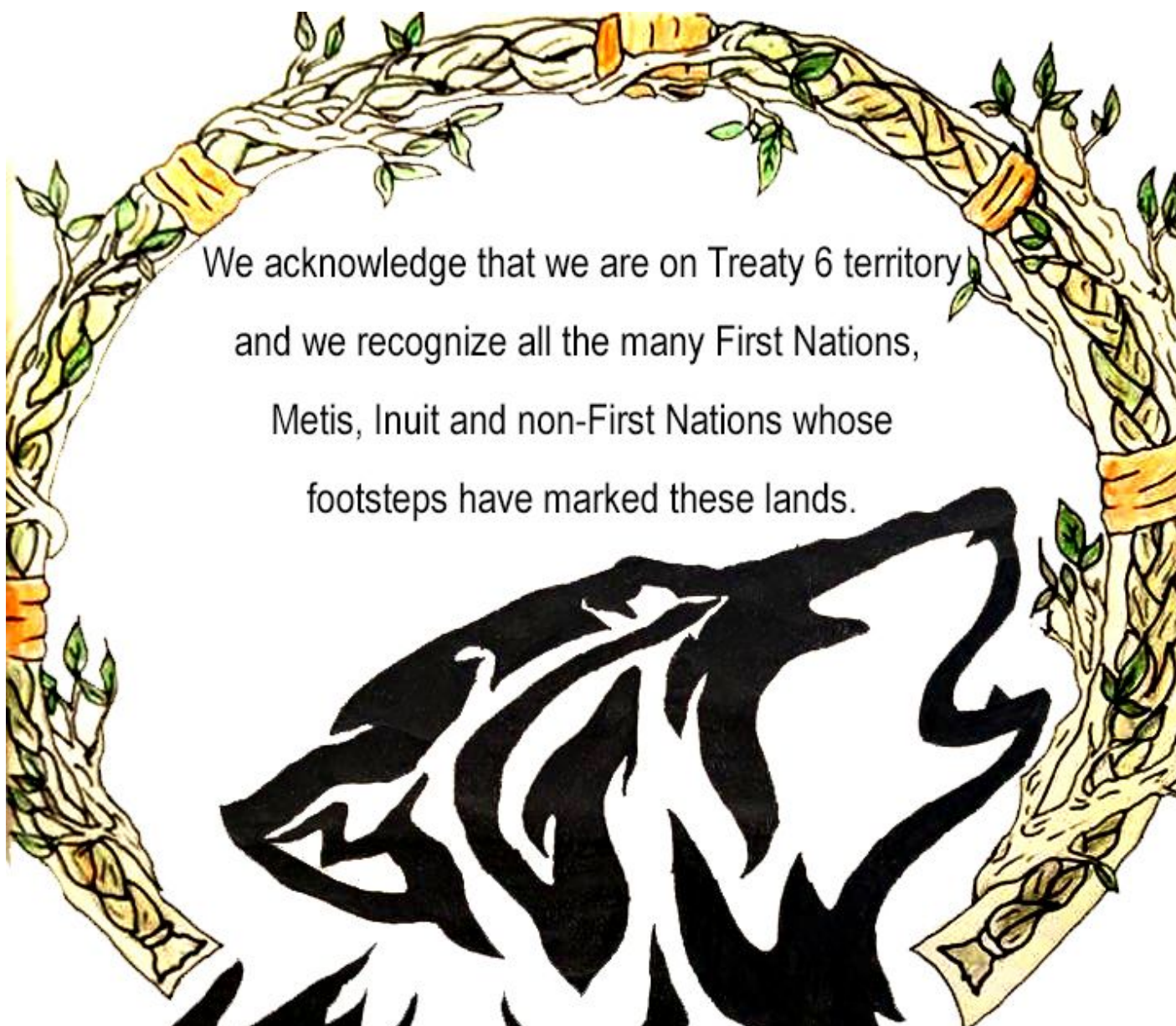
BELIEFS - Through partnerships and collaboration of community, home, and school, we believe:

- All students can succeed.
- Relationships are the cornerstone of our schools.
- Innovative Programming and high academic opportunities are critical.
 - We are continuously improving, exploring new approaches to literacy and enhanced learning.
- In Flexible Learning Environments
 - We provide self-paced, individualized programming
 - We allow for flexible attendance
 - We provide flexible work spaces
- In providing a Safe and Caring Community (inclusive environment)
- In Achievement for Diverse Learners. Students who are:
 - At-risk
 - Upgrading
 - Home-schooling (or blended)
 - Independent living youth
 - Employed
 - Pregnant / parenting
 - Experiencing barriers (athletes, physical health, mental health, traditional school scheduling conflicts, etc...)

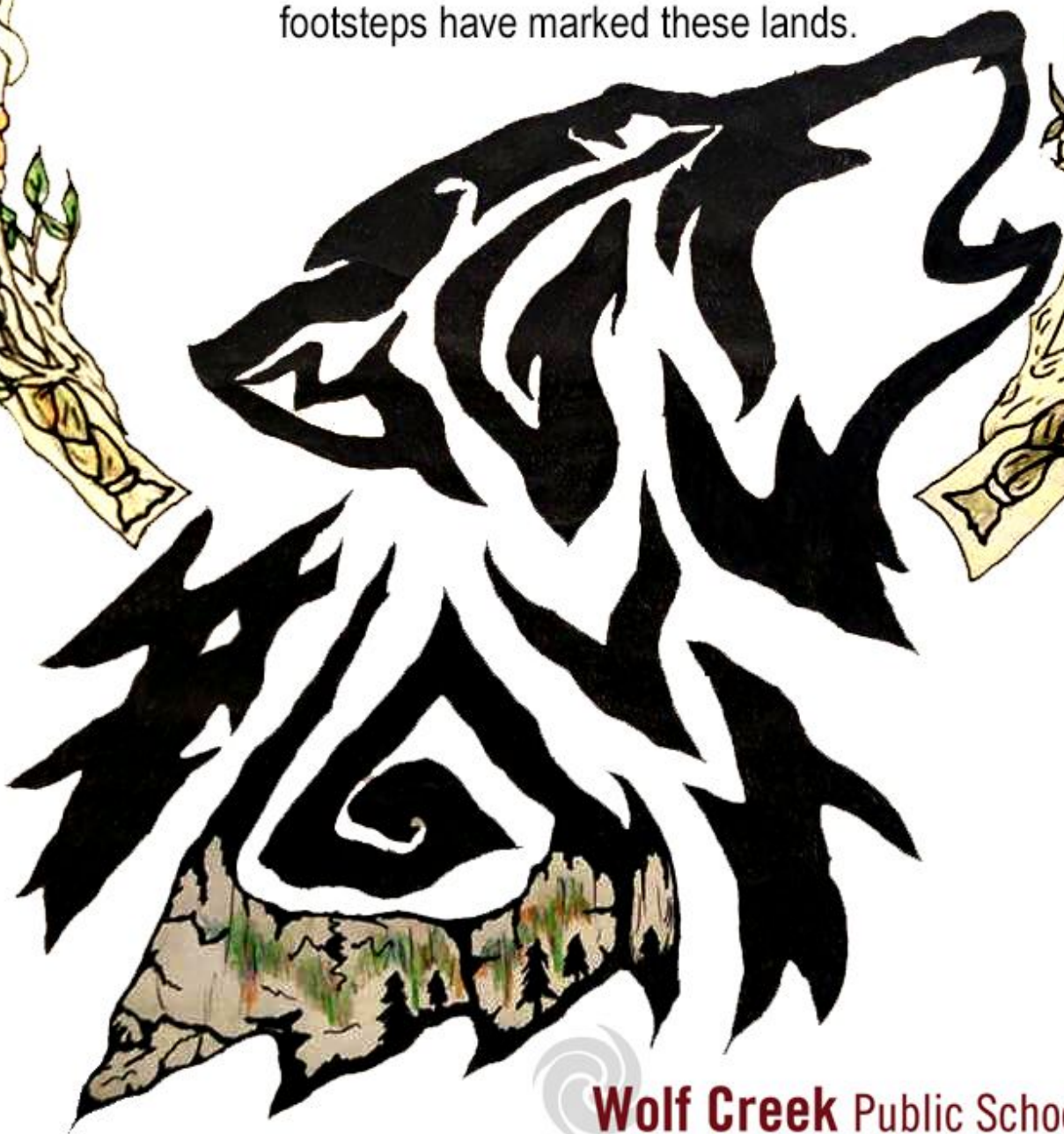
VALUES - Our values, based on our character attributes, are the foundation of our genuine relationships with students, parents, and each other. We value:

- “Working together” aspect with the traditional school with best placement decision for student success. This is a collaborative process reaching a collaborative decision in the best interest of the student’s educational and personal needs.
- Creating a safe, positive school climate for learning and working.
- Being compassionate and kind towards all members of our learning community.
- Being cooperative members of our learning community, committed to working collaboratively and valuing the contributions of others.
- Honesty by demonstrating integrity in our words and actions.
- Respecting differences and treating everyone fairly and equitably--we are inclusive!
- Treating others, ourselves and our environment with high regard and value, we are respectful.
- Being accountable and reliable in our actions and commitments. Through this, we model responsible citizenship.

When we love who we are and what we do, we are living what we profess.



We acknowledge that we are on Treaty 6 territory
and we recognize all the many First Nations,
Metis, Inuit and non-First Nations whose
footsteps have marked these lands.



The BRICK Leaning Centre Staff

Administrative Team

Mr. Ian Tisdale	Principal	ian.tisdale@wolfcreek.ab.ca
Ms. Erin Freadrich	Assistant Principal	erin.freadrich@wolfcreek.ab.ca

Teachers

Ms. Teri Lynn Amundson	Math, Science, Foods	terilynn.amundson@wolfcreek.ab.ca
Mr. Shawn Halbert	Math, Science, Active Living	shawn.halbert@wolfcreek.ab.ca
Mr. John MacEachern	English, Humanities	johnathan.maceachern@wolfcreek.ab.ca
Mr. Rob Pearn	Art	rob.pearn@wolfcreek.ab.ca
Ms. Stacey Scott	The Bridge, Off-Campus	stacey.scott@wolfcreek.ab.ca
Ms. Shelia Strychalski	Social Studies, Humanities	s.strychalski@wolfcreek.ab.ca
Mr. Jim Wilkinson	English, Humanities, Photography	jim.wilkinson@wolfcreek.ab.ca
Mr. Allan Wong	Math, Science, Humanities	allan.wong@wolfcreek.ab.ca

Non-Teaching Staff

Ms. Jacquie Burton	Custodian	
Ms. Candice Dickson	School Social Worker	candice.dickson@wolfcreek.ab.ca
Ms. Carolyn Jarrett	Administrative Assistant	carolyn.jarrett@wolfcreek.ab.ca
Ms. Valerie Jones	Administrative Assistant	valerie.jones@wolfcreek.ab.ca
Ms. Dianne Wilkinson	Educational Assistant	dianne.wilkinson@wolfcreek.ab.ca
Mr. Tyson Wilson	Educational Assistant	tyson.wilson@wolfcreek.ab.ca

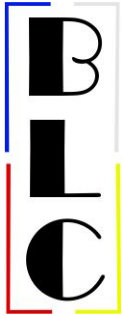
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BRICK Learning Centre Daily Schedule



2019 / 2020
Individual Student Schedule



Name:

Modification Date:

Block	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 8:45-9:40					
9:40 – 9:50	A N N O U N C E M E N T S				
9:50 – 10:00	B R E A K				
Block 2 10:00-10:55					
10:55-11:25	A D V I S O R Y B L O C K				
11:25-11:35	B R E A K				
Block 3 11:35-12:30					
12:30 – 1:20	L U N C H				
Block 4 1:20-2:05					
2:05-2:15	B R E A K				
Block 5 2:15-3:00					

WOLF CREEK PUBLIC SCHOOLS
2019 - 2020 School Year
BASE CALENDAR **APPROVED**

August

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	18	20	21	22	23	24
25	26	27	28	29	30	31

September

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January

Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May

Su	Mo	Tu	We	Th	Fr	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

Su	Mo	Tu	We	Th	Fr	Sa
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- LEGEND:**
- (X) PTI In-Lieu days
 - X Statutory & Other Holidays
 - X Teachers' Convention
 - X School Opening/Closing
 - X Holidays
 - X Staff Collaboration Days
 - X Staff Planning Days

PROGRAM OF STUDIES - Alberta High School Diploma

A student must earn at least 100 credits to graduate from high school with an Alberta High School Diploma. Some workplaces or post-secondary institutions may require additional credits and/or specific courses.

Diploma exams are required in English 30-1 and 30-2, Social Studies 30-1 and 30-2, Mathematics 30-1 and 30-2, Biology 30, Chemistry 30, Physics 30, Science 30, Français 30-1 and French Language Arts 30-1. Final marks in these courses represent a blend of school and provincial exam marks. Talk to your teacher for more information.

Alberta High School Diploma Requirements

EARN AT LEAST 100 CREDITS BY TAKING REQUIRED COURSES, PLUS OTHER COURSES THAT INTEREST YOU AND HELP YOU ACHIEVE YOUR GOALS.

REQUIRED COURSES:

- English 30-1 or 30-2
- Social Studies 30-1 or 30-2
- Mathematics 20-1 or 20-2 or 20-3
- Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20
- Physical Education 10
- Career and Life Management (CALM)

EARN 10 CREDITS, IN ANY COMBINATION, FROM:

- Career and Technology Studies (CTS)
- Fine arts
- Second languages
- Physical Education 20 and/or 30
- Registered Apprenticeship Program (RAP) courses
- Knowledge and Employability courses; and

EARN 10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO ENGLISH AND SOCIAL STUDIES), IN ANY COMBINATION, FROM:

- 30-level mathematics, science, fine arts, second languages, CTS, or physical education
- 30-level locally developed course (learn more about these course options through your high school)
- 30-level Work Experience
- 30-level Registered Apprenticeship Program (RAP)
- 30-level Knowledge and Employability courses
- Advanced level (3000 series) in CTS courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

Graduation Policy

The BRICK Learning Centre believes that all students who wish to participate in the school graduation ceremony and banquet must meet the Alberta Education standards for a high school diploma. Participation in the ceremony and banquet is a meaningful occasion that is a privilege and testament to the work a student has done. This is not an assumed right after being in grade 12. The following are expectations to be considered on the grad list.

Students must meet the minimum course and credit requirements set out by Alberta Education. The requirement list can be found at the following website

<https://education.alberta.ca/graduation-requirements-credentials-credits/finishing-high-school/?searchMode=3>

- A. Throughout the year there will be three grad lists
 - a. grad lists will be posted :
 - i. first Monday in October
 - ii. first Monday in March
 - iii. first Tuesday after Victoria Day weekend
- B. Each grad list opportunity has its own set of guidelines
- C. Students have opportunities at each phase to earn a way on to the list
- D. Students must pass all non-diploma courses required for graduation
- E. Students blended marks have to be minimum 50% in diploma courses

Grad List One

- The list of eligible grad students will be posted by the first Monday in October
- Grad students must start the year with at least 70 credits
- A plan must be in place that meets all the course and credit requirements
- If your name is not on the grad list please see the grad coordinator to make a plan
- You may have the opportunity to be added to the second grad list

Grad List Two

- The list of eligible grad students for the second grad list will be posted by the first Monday in March
- Must have 85 credits on their transcript
- Students wishing to be added to the final grad list must create a detailed plan to meet the course requirements within two weeks from the list being posted
- The plan will be reviewed with the grad coordinator

Final Grad List

- The list of grad students will be posted the first Tuesday after Victoria Day weekend
- Must successfully have completed 2/3 of the remaining course(s).
- Students who are not on the list may appeal to the school administration within one week of the posting
- The Principal will have the authority to make any appeal decisions for the eligibility of students in extraordinary circumstances.

General Information

It is the responsibility of the graduates to attend the monthly grad meetings. If unable to attend, the student must communicate to the grad coordinator and ensure all meeting information has been received.

Wolf Creek Schools and the BRICK Learning Centre strive to be inclusive and respectful of diversity. Indigenous students who wish to participate in the eagle feather ceremony at graduation need to notify the grad coordinator by the first grad meeting.

The graduation ceremony and banquet is a school sponsored event meaning that students are responsible to the school for their decorum. Behaviour that distracts from the dignity of the celebration may result in the student losing the privilege of continuing the day's activities.

Graduation exercises at the BRICK are sanctioned by the school and organized by the class of graduates with the assistance of, and under the supervision of a staff advisor. All activities planned for the formal graduation exercises under the auspices of the school, are subject to the approval of school administration. Monies raised for graduation activities, through direct or indirect reference to the school, may only be spent on activities which are approved by the school administration. Activities which denigrate the community, the students or the school are unacceptable and may result in the loss of the privilege of participating in graduation for those individuals involved.

All graduation information regarding ceremonies, pictures, events, etc. will be communicated at monthly grad meetings and posted to the school website.



Progress Reporting and Parent/Teacher Interviews

Progress reports will be given to students and mailed home six times throughout the school year.

Mailed copies can be expected to arrive at the beginning of November, December, February, March, May, and June. These reports reflect a student's academic progress in each course as well as their attendance at school. In addition to these course reports, parents/guardians are encouraged to contact their child's teacher if they have questions or concerns about their child's progress.

Note: Grade 12 diploma exam results will be sent to students *My Pass* accounts in late February and July.

Student Success Meeting Dates 2018-2019:

Thursday, October 24th, 2019 - in Maskwacis (location TBA)

Wednesday, Oct. 30th, 2019 - at the BRICK Learning Centre

Thursday, April 2, 2020 - at the BRICK Learning Centre

Wednesday, April 8, 2020 - in Maskwacis (location TBA)

** all interviews take place between 4 pm - 7 pm.



Fees

The fee schedule for the 2019-2020 school year is listed below:

Materials Fee \$30

Options Fees Depending upon course, please see website.

Adult Courses:

- Core courses \$650
- Courses requiring minimal instruction (ie. CALM, PE, Work Experience) \$150

Exam writing for non-students: \$40 per exam

Teacher Module Tracking & Assessment -

Students are encouraged to discuss progress with their teachers regularly. Parents and guardians are welcomed to request progress information from teachers by contacting them at school by phone or email. Teachers track student progress on a module tracking sheet. Formative and summative assessments may be used to track course progress - formative assessments in core classes are tracked with the following:

EXCELLENT (E)

In Humanities: Ideas and explanations are **thoughtful** and **thorough**. Support is **specific, relevant** and **accurate**. The writer demonstrates a **confident** and **perceptive** understanding of the assigned task. The writing is **effectively organized**. Vocabulary is **specific, accurate**, and **effective**. The writer demonstrates **confident control** of sentence construction, grammar, and mechanics. The writing is **fluent**.

In Math/Science: The student demonstrates an in-depth understanding of concepts and skills. Ideas and explanations are insightful and thorough. Support is specific, relevant, and accurate. The student has a good understanding of the outcomes and can explain them correctly without help.

PROFICIENT (P)

In Humanities: Ideas and explanations are **appropriate** and **purposeful**. Support is **relevant** and **accurate**. The writer demonstrates a **competent** and **clear** understanding of the assigned task. The writing is **competently organized**. Vocabulary is **specific, accurate**, and **appropriate**. The writer demonstrates **competent control** of sentence construction, grammar, and mechanics. The writing is **clear overall**.

In Math/Science: The student demonstrates an in-depth understanding of concepts and skills. Ideas and explanations are thoughtful and purposeful. Support is relevant and accurate. The student has a reasonable understanding of the outcomes and sometimes needs help explaining the outcomes.

SATISFACTORY (S)

In Humanities: Ideas and explanations are **general** and **straightforward**. Support is **relevant**, but **may be general** and **incompletely** developed. The support may contain minor errors. The writer demonstrates an **acceptable** understanding of the assigned task. The writing is **functionally organized**. Vocabulary is **clear** and **generally accurate**, but **not specific**. The writer demonstrates a **satisfactory control** of sentence construction, grammar, and mechanics. Minor errors do not interfere with communication. The writing is **adequate overall**.

In Math/Science: The student demonstrates an understanding of basic concepts and skills. Support and guidance are often needed. Ideas and explanations are general and straightforward. Support is relevant, but may be incompletely developed. The support may contain minor errors. The student usually needs help explaining the outcomes.

Incomplete (I)

In Humanities: The module is **incomplete and/or the student demonstrates a limited understanding** of outcomes. The student requires **substantial support** to complete work. The student will continue working on mastering outcomes related to this section of the course until they have reached a level of Satisfactory (S) or higher.

In Math/Science: The module is **incomplete and/or the student demonstrates a limited understanding** of outcomes. The student requires **substantial support** to complete work. The student will continue working on mastering outcomes related to this section of the course until they have reached a level of Satisfactory (S) or higher.



STUDENT NAME: _____ DATE: _____

The BRICK Learning Centre offers an alternative learning environment.

We:

- Meet with students to better understand their learning needs
- Collaborate with students, parents, guardians and staff to build an academic plan for success
- Build a flexible and adjustable student schedule
- Utilize our own modules that are aligned with the Alberta Program of Studies
- Provide one to one instruction
- Provide individualized assessment
- Truly embrace our BRICK acronym – Building Relationships Independence Community, and Knowledge
- Consider all people (students, staff and guests) as part of our family

In response, as a student of the BRICK Learning Centre, I promise to create a positive learning atmosphere for myself and others. I will:

- Have no non-BRICK friends or family (parent/guardian excluded) visit me here at school
- Not use alcohol, marijuana (weed), or other drugs
- Not be involved or participate in violence, gang involvement, or any disruption of the learning atmosphere
- Not smoke or VAPE on school property
- Keep all personal relationships (dating for example) outside of school
- Respect myself and others
- Come to school prepared to learn – this means I will eat, sleep, and take care of personal business outside school hours. If I’m unable to do that I will stay home until I can
- Use all technology, including my own device(s), for learning purposes. If it becomes a distraction it may lead to a temporary loss of my own device

I realize that if I do not comply, there may be a reduction of my time at school.

Student Signature: _____

Parent/Guardian Signature: _____

Staff Signature: _____

Workshop - Information & Schedule

NEW this year is a Friday workshop model. We want to encourage students to come in on Fridays and to work in a variety of ways. They can continue to work on their regular program, or they can take part in some exciting workshop opportunities. For most of these workshops, students will be able to earn high school credits.

Date	Workshop A	Workshop B
Sept. 20	“Finish Up Friday” - Learning Strategies and 1 credit modules	
Oct. 4		Cree (Thurs and Friday)
Oct. 18	Telus World of Science	
Nov. 1	Mechanics 3010	Textiles
Nov. 15	Digital Music	First Aid
Nov. 29	Tourism	Textiles
Dec. 13	Community Snow shovelling	First Aid
Jan. 10	E X A M P R E P	
Jan. 24	Creative Writing	1 credit module catch up (ENS 1010, HCS300, INFO 1030, etc...)
Jan. 31	Character Plaster Masks	Foods
Feb. 14	Cookies and things	First Aid
Feb. 28	Shakespeare - <i>As You Like It</i>	
Mar. 13	Digital Music	Cree (Thurs and Friday)
Apr. 3	Anime Analysis	Cake Decorating
Apr. 17	Climbing Wall	
May 1	Graphic Novel Storytelling/Creating	First Aid
May 22	Legal Studies	Rockets & Mousetrap Cars
May 29	Creative Writing	Fishing
June 5	E X A M P R E P	

GENERAL OUTREACH PROGRAMS INFORMATION

Attendance and Punctuality

Attendance and punctuality are two important life skills. We expect students to arrive at school in accordance to their individualized schedule.

If a student is going to be away from school for a prolonged period of time, we would appreciate advance notification. This allows teachers time to gather any information and/or learning materials that can assist the student while they are away.

Attendance

Our aim at The BRICK Learning Centre is to ensure that every student experiences success and it is our belief that following one's attendance schedule is crucial for academic success. In order to maintain accurate attendance records, students are expected to 'sign-in' and 'sign-out' at the front desk.

A message (phone call, text, FB messenger) will be made when a student, who is scheduled to be at school, does not come. Please do not ignore these messages as they have a twofold purpose. One, to reinforce to our students that they are missed when they are not at school; and two, as a safety measure so that parents know their child arrived at school.

We encourage parents/guardians to monitor attendance by contacting the school at any time.

Cellphones

Although there are many legitimate reasons for students to have a cell phone at school, their unrestricted use can be a distraction to teaching and learning. They may be asked to turn in their cellphones to their teacher if they become a distraction to learning.

Change of Address / Telephone Number

Many students have changes in their initial registration information during the year. Any changes to telephone numbers, address, emergency contacts and names should be reported to the Administrative Assistant as they occur so that accurate records can be maintained and in case of an emergency, someone can be contacted.

Child Welfare

Staff members have a responsibility, under the Child Welfare Act of Alberta (1985), to report cases of suspected child abuse and neglect to the proper authorities if it is believed that a child is in need of protective services.

Teachers Advisory Group (TAG)

- In an effort to better engage and build connections with our students, there is a scheduled and embedded 30-minute TAG block every day. ALL staff and students are expected to participate fully in TAG.
- Every student will be assigned a TAG teacher. The TAG teacher will review monthly progress reports with students and adjust goals, courses, attendance as necessary. This allows us to do our best to ensure no student falls between the cracks.
- Activities that may be included in TAG block include: literacy, numeracy, character education, scheduled presentations, and team building.
- A STAR (literacy assessment) test will be done by every student in the fall and the spring during TAG.
- Families can expect phone calls or notes home from TAG teachers throughout the year.

School Social Worker

The Social Work/Family School Liaison Program offers support services, and acts as a resource to families and individuals who may be experiencing difficulties at home or at school. Candice Griffith is our school social worker.

What is a School Social Worker or a Family School Liaison Worker?

The School Social Workers (SSW) and Family School Liaison Workers (FSLW) are available to enhance the development of a student's educational, social, emotional and behavioral experiences. The School Social Workers and Family School Liaison Workers are able to provide assistance to students on an individual basis and may also facilitate group/classroom sessions dependent on the needs in the individual schools. The School Social Workers and Family School Liaison Workers are a link to a variety of community agencies and advocate effectively in support of students and their families.

The goal of the School Social Worker and Family School Liaison staff is to ensure that:

- Families and students have effective Life Skills
- Families are connected to their schools and their community
- Collaboration with community agencies will enhance the wellbeing of students and their families.

Some of the concerns that SWs and FSLWs can help with are:

- School-based concerns (e.g., motivation, classroom and attendance, school transitions, attention difficulties, etc.)
- Emotional concerns (e.g., anger, conflicts, self-esteem, worry, grief, sadness, etc.)
- Social concerns (e.g., peer conflicts, relationship concerns, friendship issues, etc.)
- Family concerns (e.g., separation/divorce, sibling conflicts, parenting strategies, lack of resources, home-school communication, etc.)
- Behavioral issues (e.g., safety issues, bullying, defiance, etc.)
- Other (e.g., physical/health related issues, pregnancy, alcohol/drug misuse, basic needs resourcing, advocacy, etc.)

COMMUNICATION

General Information

- Communication between parents/guardians and school personnel is an important dimension of any school
- It is our desire to establish excellent two-way communication
- Your support and your reports to us are of great benefit in our joint effort to provide your child with a sound education
- We encourage all parents/guardians to initiate contact with the school at any time with concerns or suggestions
- The quickest way to resolve any potential problem is to have everyone concerned aware of the issue
- remember, we have the same goal: to provide a quality education for your children in a happy, positive and safe environment
- Please feel free to share your thoughts, concerns and suggestions with us

Community Relations and Responsibilities

Students are expected to maintain good relations with our surrounding neighbors and community. We expect that students do not loiter in, or around, business establishments, nor trespass on or litter private property. Thank you for keeping our School and community free of litter and for maintaining a positive image within our community.

Contraband

Contraband items including but not restricted to the following items are not permitted at the BRICK Learning Centre: firearms, alcohol, cigarettes, vaping, e-cigarettes and illegal drugs. In addition to this, an item is considered contraband if it represents undue exploitation of sex, vulgarity, violence, etc.

Dress Guidelines

Students are expected to conform to appropriate standards of dress appropriate for everyone in a healthy learning environment. We ask that students are clean and appropriately covered.

The BRICK Learning Centre expects that students dress will not interfere in any way with teaching and learning. It will not be negative toward any group, promote illegal activities, be excessively attention-seeking, distracting to others or offensive.

Students who choose to disregard these guidelines will be asked to change or cover up. We anticipate a positive partnership between school and home to ensure that student dress does not distract us from our primary purpose: focus on teaching and learning.

Drugs and Alcohol

The BRICK Learning Centre has a zero-tolerance policy regarding drugs, alcohol, or any other illegal substance. Students shall not be in possession of, or under the influence of illegal drugs, alcohol, or any other illegal substance in school, or on school property, or at any other school sponsored activity. Violation of this policy will result in an appropriate consequence with the possibility of further disciplinary action in accordance with district policy.

The BRICK Learning Centre Property

- Students are expected to treat The BRICK Learning Centre premises with a strong sense of school pride. Accepting this responsibility will help to maintain a clean, pleasant and healthy environment.
- Any damage, accidental or intentional, should be reported to staff. Depending on the circumstances of the damage the student may be liable for such damage.

Personal Property

- Students are responsible for all personal property.
- Money and other valuables found on The BRICK Learning Centre premises are to be turned into a staff member.
- Unclaimed articles will be forwarded to a charitable organization.

Physical Affection

Excessively overt displays of personal physical affection are not acceptable forms of public behavior within our school environment. Students are asked to exercise discretion while at the The BRICK Learning Centre.

Planned Activities during Regular Scheduled School Hours

All co-curricular and social events which have been scheduled by The BRICK Learning Centre (celebrations, events, etc.) during regular school hours are designed to enhance the learning culture of our School. As co-curricular activities, they are a part of our programming for students.

Student Names – Custody Information

In some situations, if special agreements or restrictions exist concerning child custody, please notify the office of any visitation prior to the day for which they are scheduled.

Student Records

- Student records of attendance, achievement, program special services, promotion and vital statistics are kept and maintained by the school. These records are maintained in strictest confidence to respect the worth and dignity of each student.
- Parents/guardians of students under the age of 18 have a right to be informed as to the content of the educational record and receive an interpretation of such records by qualified school staff.
- Student surnames may be changed on a student record only if the parent or guardian present evidence to the school that the name has been changed legally, e.g. a new birth certificate, a statement from a lawyer.

Technology Code of Conduct

The following code of conduct is intended to help students and parents/guardians of The BRICK Learning Centre understand the appropriate and inappropriate uses of the Internet, email, and the school network:

- The person in whose name the account is issued is responsible at all times for the proper use of that account.
- Our computer system is intended for the educational use of all our students and is available to support learning and enhance instruction.
- It is our general policy that all computers will be used in a responsible, efficient, ethical and legal manner.
- Failure to adhere to policies will result in revocation of the user's access privilege by the school network administration and may result in other penalties.
- Students will be receiving a copy of the Wolf Creek School Division Acceptable Use Policy early in the school year and we will require parents/guardians to sign this document prior to students signing onto a school computer. www.wolfcreek.ab.ca



Visitors

All visitors to The BRICK Learning Centre (including friends of the students and former students) must report to the Administrative Assistant when they first arrive in the building. Students are requested not to have out of school friends visit the building.

To ensure the comfort and safety of our students while The BRICK Learning Centre is in regular session, students from neighboring schools are not permitted to visit the School. This rule also applies to Outreach functions and other activities held throughout the year.

SAFETY AND HEALTH

Accidents

Any student injured at The BRICK Learning Centre or while participating in any BRICK Learning Centre sponsored activities must report the injury immediately to their teacher or administrative assistant.

- First aid will be given to a student injured on the premises
- An accident report is filled out, and if the accident is serious, parents/guardians are notified immediately
- Every attempt will be made to contact parents/guardians or their designee listed on the registration document.
- If the injury requires professional attention, an ambulance will be called
- In rare instances, when a child must be transported by ambulance to a hospital and parents/guardians cannot be contacted, a BRICK Learning Centre staff member will accompany the student until a parent/guardian arrives at the hospital.

Emergency Drills (See Hour Zero)

A variety of drills are practiced several times a year. The students and staff are expected to know the proper protocols for the various drills.

Emergency protocols include:

- Follow instructions and/or protocol of staff
- Everyone is required to leave the building during a fire drill
- Once outside The BRICK Learning Centre, report to muster site.
- Cellphones are not to be used during an emergency drill.
- During drills students are to act in a quiet and orderly manner.

Illness at School

Students who become ill during the school day should notify their teacher or administrative assistant. If a student appears to be seriously ill, the parent/guardian will be notified, and the student will be allowed to go home accompanied by the parent/emergency contact.

Medical Conditions

Students with severe medical conditions or those who are on prescribed medication, which may affect their performance or safety at school, should notify their teacher or administrative assistant. A confidential record of student medical problems is kept on file with the Administrative Assistant.

STANDARDS OF BEHAVIOUR

It is our desire to see a respectful spirit in the actions and activities of our students. Respect for one another in our community is a manifestation of that spirit.

A major premise upon which our philosophy and practice is based is that each individual is worthy of personal consideration and should be treated with dignity and fairness.

Established standards of behavior involve policies regarding safety and reflect statutory law. All policies are designed to ensure a quality teaching and learning environment.

Established policies are enforced consistently and fairly.

Appropriate consequences will be administered to those students choosing to disregard established rules and regulations. Consequences are intended to be positive and logical.

Parents/guardians will be informed when school-administered consequences appear to have little or no effect. Chronic disregard for school policies may result in a change in programming that could include transfer away from The BRICK Learning Centre.

At The BRICK Learning Centre we strive for student self-discipline and mutual respect between students, staff and parents/guardians. We emphasize that “students have a right to learn; teachers have a right to teach; and no one has a right to prevent this from happening.” We have high expectations of our students and we are confident that they can meet them.

Student Rights

- The right to voice and opinion in an appropriate manner. No one should interrupt another while she/he is speaking, or ridicule them for what they say. We should listen to each other.
- The right to be treated fairly by fellow students and teachers. We should treat each other with respect.
- The right to learn. No one should hinder another from learning. We will not waste time in class, distract or disturb others.
- The right to form our own friendships.
- The right to be accepted. No one should criticize or laugh at others for the way they look, walk, talk or act.
- The right to own property. No one should touch or take another individual's property without his/her permission.
- The right to be safe. No one should physically hurt, threaten or verbally abuse another individual.
- The right to ask questions.
- The right to a name. We should address each other in a way that does not offend.
- The right to a clean and healthy environment. We should try to keep our school clean and tidy by not littering or vandalizing and leaving in good order the things and places we share.

Student Responsibilities

Courteous behavior and respect for the rights of others are among the most important student responsibilities. If a student is guided by concern for others and good manners, she/he will be able to assume these responsibilities as have the thousands of students who have attended The BRICK Learning Centre in the past.

At The BRICK Learning Centre students:

- recognize and respect the rights of students to learn and teachers to teach;

- demonstrate independent and cooperative work and study habits by completing all assignments thoughtfully and in a reasonable amount of time.
- strive for improvement in academic and personal development;
- know that a good effort is expected while at Outreach Programs;
- have respect for self, others and their property;
- contribute to a positive learning environment;
- recognize parents/guardians and teachers as partners in their education;
- learn responsibility, organization and self-discipline.

Intervention Strategies

At all times, the school promotes and encourages appropriate behavior patterns that are conducive to a good learning environment. As educators responsible for your education, we respect each student's right to the best possible education. We expect students to cooperate with us in a respectful manner in order to achieve this goal. Any student who has difficulty in fulfilling his/her responsibilities will be subject to corrective action. This will include measures such as;

- personal discussion with the student;
- contacting and/or meeting with parents/guardians;
- excluding a student from being on The BRICK Learning Centre premises for a set period of time;
- other measures appropriate for the situation.

If required, the teacher will refer the student to a member of the school administration. There may also be occasions when the administration, teachers, parents/guardians and students meet to examine and resolve problems. Parental/Guardian cooperation is most important and can help to minimize a student's difficulties.

A student's behavior may be severe enough that it causes or creates substantial disruption or interference to other students or staff members. This kind of behavior may result in an "out-of-school suspension".

- The "out-of-school suspension" may be from 1 to 5 days in duration. Parents/guardians are contacted by telephone advising them of the suspension, and a letter summarizing the events that led to it is sent to them. A student conference is required before the student's reinstatement to The BRICK Learning Centre.
- Expulsion from the school or the District.

Offences that could result in one of these courses of action include:

- possessing, using or transmitting any object that can reasonably be considered to constitute a weapon;

- possessing, using, selling, buying, transmitting, or concealing any alcoholic beverage, narcotic or hallucinogenic drug, marijuana, barbiturate, steroids, amphetamine, intoxicant, “look-alike” drugs, drug paraphernalia, etc.;
- Failure to comply with the smoking restrictions as established by the Wolf Creek Public School System;
- Any conduct threatening to use or counseling other persons to use violence, force, coercion, extortion, threats, intimidation, fear or disruptive means;
- Student involvement in fighting or any other form of violence;
- Blatant sexual behavior;
- Willful destruction of property and
- Other serious misconduct.

Concluding Remarks

It should be noted that discipline is infinitely complex, and every case is unique. Just as courts have leeway in determining consequences, so should school staff have leeway to exercise judgment in determining consequences for misdemeanors. Finally, discipline is not the responsibility of the school alone. Effort expended in trying to educate and encourage students to act positively must be a cooperative endeavor involving the home and school. It is hoped that together we will ensure the rights of all students to a productive educational environment in which they may learn the personal, social and academic skills necessary to develop into mature, happy responsible citizens accountable for their own actions.

LEARNING AND COUNSELLING SKILLS

Requirements for Success

In order to guarantee that your son or daughter will have a successful year at The BRICK Learning Centre the following responsibilities will have to be met:

Student Requirements:

- Come to school with a positive attitude
- Be ready to succeed
- Attend regularly, a minimum of ten hours per week
- Complete all assignments
- Write all exams and tests

School Requirements

- We guarantee your child the opportunity to have a successful year
- We guarantee a safe, clean, and positive environment
- We will make sure that at least one adult will know your child well

Parental Requirements

- Check on your child's progress on a regular basis (please phone and arrange a time to come in)
- Keep the school informed of how we are doing (please phone, write, or come in and tell us)

Preparing for Tests, Quizzes, and Examinations

- Set up a study schedule to help you prepare for exams. Make a plan that will enable you to cover all the material you need to know.
- Avoid cramming. Begin your review well before the exam so you have enough time to memorize essential facts and information.
- Find out whether your exam will be essay-type or multiple-choice, and exactly what material will be covered on the test.
- For each subject, make a detailed list of all the topics for which you are responsible, then arrange them in order of importance. Follow this order in your review.
- Make up questions that you think could be on the exam, and then try to answer them.
- When you feel you are ready, have someone else quiz you on what you have studied.
- Get a good night's sleep before the exam



Strategies for Successful Studying

1. Effective listening

- Concentrate on what is being said. Don't allow noise or other people to distract you.
- When you don't understand what is being said, ask questions.
- Be aware of implied meanings or ideas.
- Make notes about the main ideas and summarize key points.

2. Taking notes

- Make notes in your own words rather than the teacher's; listen for important facts and ideas, and don't try to write down every word.
- Date your notes, and number the pages.
- Keep your notebooks neat. It is easier to study if your work is organized.
- Organize your notes as soon as possible after class.
- Keep all notes for one subject together.

3. Remembering What You Have Learned

- Briefly review each day's notes every day. Have a weekly review in each subject.
- Summarize what you have read, heard, or discussed. This helps you to remember the material.
- Try to apply what you have learned as soon as, and as often as possible.
- Get into the habit of doing extra reading in the subject area you are studying.

4. When to Study

- Prepare a timetable showing when you will study and when you will be occupied with other commitments such as lessons or practices.
- Adjust your timetable so it works for you, setting up realistic goals.
- When doing long or difficult assignments, divide them up into shorter manageable units. Do not try to do the whole assignment at once or leave it to the last day.
- After finishing a unit of work, take a short break before continuing. This helps keep your mind on your work.
- After you have completed your rough copy for an assignment, wait a day before you edit it and begin the final draft.

5. Choosing a Place to Study

- Try to do your homework and studying in the same place every time.
- Make sure you have good lighting so you don't tire your eyes.
- Use a firm, straight chair, not an easy chair or the bed.
- Study away from distractions such as loud music or the television. Soft background music may help you concentrate

Social Skills

Skill – Listening

1. Make eye contact
2. Use good body language
3. Pay attention to what is being said
4. Avoid interrupting

Skill – Ignoring Distractions

1. Decide what the distraction is
2. Say to yourself, "I'll keep working"
3. Keep on working
4. Praise yourself on good self-control

Skill – Working Independently

1. Have all the materials you need with you

2. Work on figuring out things on your own
3. Ask for help if you cannot do it on your own, but still work while you wait
4. Stay focused on your work

Skill – Responding to a Request

1. Answer right away to let the person know you hear them
2. Answer politely
3. Decide if you can do it
4. Do it right away if you have agreed to

Skill – Using Self-Control

1. Think about the consequences before doing or saying anything
2. Use self-talk
3. If you need to, leave the situation as soon as possible
4. Praise yourself on good control

Skill – Accepting Consequences

1. Decide if you were wrong
2. Find out what the consequences will be
3. Apologize