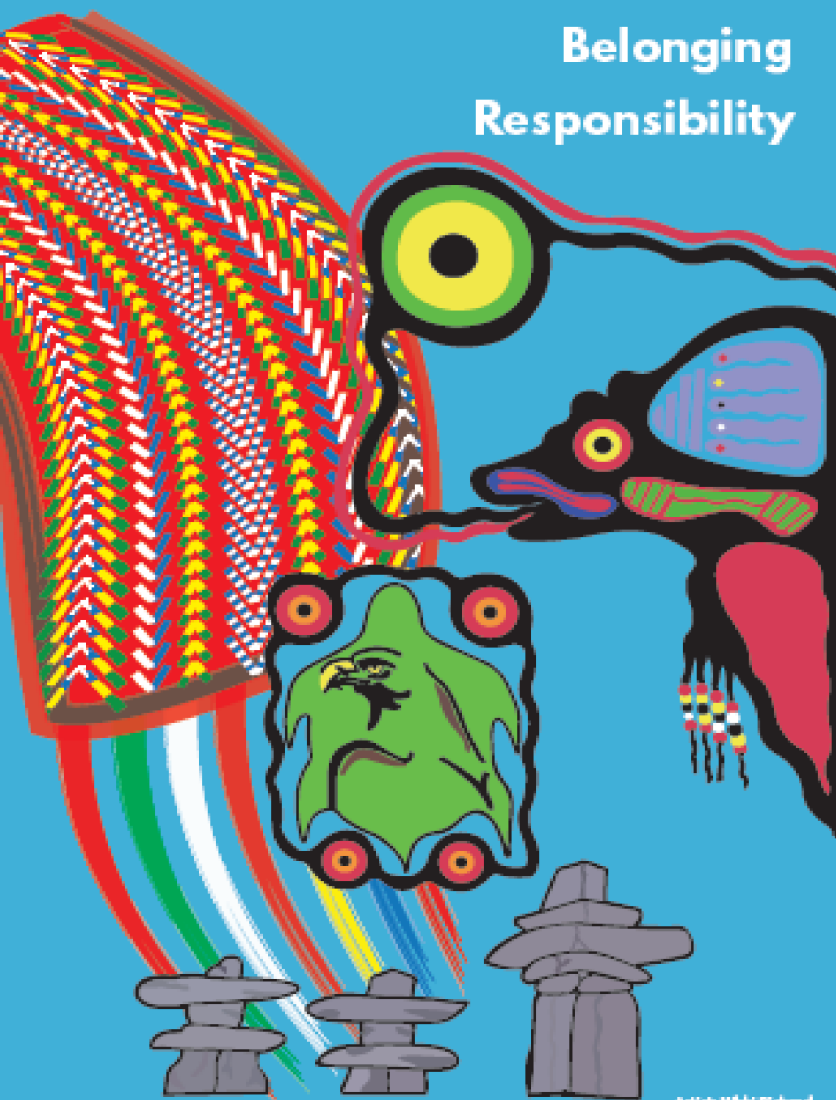




**R.B. Russell**  
**Vocational High School**

**Respect**  
**Belonging**  
**Responsibility**



Artists: Nikki Richard  
Media: web illustration and layouts: R.B. Russell / Graphic Design

# **Student Handbook**





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### Mission Statement

R.B. Russell Vocational High School facilitates an inclusive learning environment that is engaging, relevant, and safe.

### Priorities

Promote respect, belonging, and responsibility.

Develop the learning potential of each student.

Prepare students for employment or further education.

# Welcome to **R.B. Russell** Vocational High School



## Introduction

Our priority at R.B. Russell Vocational High School is to provide a learning environment that encourages students to recognize their potential for education and employment.

**The school's mantra is: R. B. R. - Respect, Belonging, and Responsibility**

R.B. Russell Vocational High School offers:

- 9 Vocational Programs
- Level One Apprenticeship Standing – Carpentry, Child Care Assistant, Culinary Arts, Electrical, Graphic Design, Hair-styling, Healthcare Aide, Horticulture, and Welding.
- Sr. Years Technology High School Diploma
- Mature Student Diploma
- Pre-Industry Training Programs
- Active Parent Community Council
- Career Education
- Morningstar Network of Student Support

## History

R.B. (Bob) Russell was born 1889 in Scotland and arrived in Canada in 1911. Like so many new comers, past and present, he came with hopes & dreams to Canada's West and Winnipeg. In his native Scotland, Mr. Russell was a machinist apprentice and he soon found work in Winnipeg's Canadian Pacific Railway Shops.



Mr. Russell became the main leader in Winnipeg's historic General Strike of 1919, fighting for the rights of Winnipeg workers. For his actions, Mr. Russell was put on trial and sentenced to two years in Manitoba's Stony Mountain Penitentiary.

Mr. Russell continued to serve his community as the leader of the General Secretary of the One Big Union, and later, as the Executive Secretary of the Winnipeg and District Labour Council C.L.C. In 1967, the Province of Manitoba recognized his contributions and in his honour named a vocational school after him, The R.B. Russell Vocational School.

The school continues to serve the students of Winnipeg as a school of choice, allowing students to pursue vocational, academic and apprenticeship opportunities.

## Contact Information

R.B. Russell Vocational High School  
364 Dufferin Avenue  
Winnipeg, Manitoba  
R2W 2Y3

Ph: 204-589-5301

Fax: 204-586-1817

Email: [rbrussell@wsd1.org](mailto:rbrussell@wsd1.org)

Follow us online!

Facebook: [@RBRussellSchool](https://www.facebook.com/RBRussellSchool)

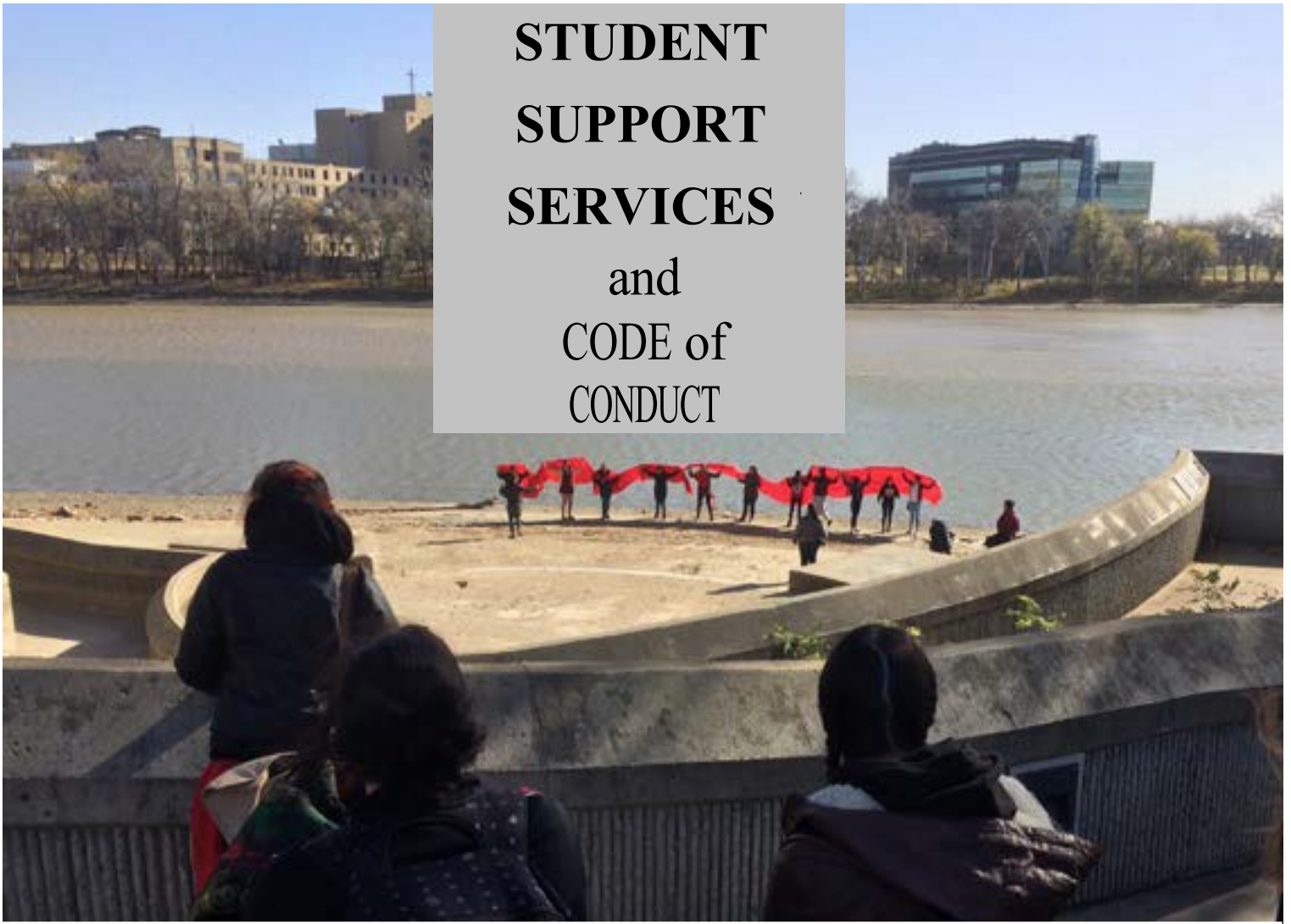
Instagram: [@rbrussellhs](https://www.instagram.com/rbrussellhs)

Web: [rbrussell.org](http://rbrussell.org)



WINNIPEG SCHOOL DIVISION

# STUDENT SUPPORT SERVICES and CODE of CONDUCT



# STUDENT SUPPORT SERVICES

## R.B. RUSSELL SCHOOL LIBRARY

Welcome to the R.B. Russell School Library! The library is open Monday to Friday from 9:00 A.M. to 3:30 P.M. Students have access to a large selection of print and non-print resources which include fiction and non-fiction books, and reference materials.

Through the library's computer stations, students also have access to the Internet for online research, and various online information sources.

Watch for new and exciting upcoming events on the library's information board!

## MANIDOO GI-MIINI GONAAN R.B. RUSSELL INFANT CENTRE A Unique Daycare

### Quality Care for Your Child While You Complete Your Education

- We accept infants from 3 months to 2 years of age
- 16 subsidized spaces available and registration occurs throughout the year (\$2.00 per day)
- Certified, trained Early Childhood Educators (1 staff per 4 infants)
- Nutrition program for parents and babies (no charge)
- Parenting programs available
- Transportation available in winter months
- Hours of operation are 8:30 A.M. to 3:30 P.M.

**Day Care Phone: 204-415-7200**

## MOUNT CARMEL CLINIC

Do you have any health-related questions or concerns?  
Mount Carmel Clinic provides in-school health care services every Tuesday from 12:00 P.M. to 4:00 P.M.

Drop by Room 202 and the staff will be happy to see you!



## R.B. RUSSELL PARENT/COMMUNITY EVENTS

**All parents, guardians, caregivers and community members are invited and encouraged to attend**

There will be several events held over the school year. These events which might include Zumba and Nutrition Bingo will be posted to the school website and the school event sign.

# STUDENT SUPPORT SERVICES



## MORNINGSTAR NETWORK OF STUDENT SUPPORT

Morningstar is an innovative network of student and family support systems based in R.B. Russell Vocational High School. A Skabee (helper) will work with students, staff and community agencies with the goal of promoting health, wellness and successful graduation from R.B. Russell.

### OUR VISION

Empowering students to succeed and graduate with a bright future.

### OUR MISSION

To be a collaborative network of support that inspires students' commitment in school and beyond. The partnering of services will strengthen outcomes for students and their families and continue to build upon this support for students in the future.

### OUR VALUES

The Seven Sacred Teachings will guide us and be reflected in everything the Morningstar partners and staff do. We listen to your words with love and respect, honour your truth and your courage, and provide our support with wisdom, honesty and humility.



# STUDENT SUPPORT SERVICES

## Library/Tutoring Center

The Library/Tutoring Center encourages and supports students on their journey to complete their high school education. We believe that every student has the potential to be successful. We encourage students to dream for their future, and dare to make it happen. The supportive and knowledgeable staff is here to help students with assignments when they are struggling and may need help to be successful. Students are able to access the center throughout the school day to get personal tutoring help from the Teacher Tutor and Educational Assistants assigned to the center.

## GUIDANCE AND COUNSELLING

The Guidance and Counselling department includes professionally trained counsellors assigned to specific program areas. Students are encouraged to meet with their counsellor throughout the year. Students can confidentially discuss and receive support for academic and personal issues that may influence school success. Additional supports include an in-school AFM counsellor, Mount Carmel Teen Clinic on Tuesday afternoons, a School Resource Officer (police officer) and other community resources. Together, we are here to help you achieve your vision of academic and personal success.

## RESOURCE

The Resource program operates within the Student Support Services model, helping schools to meet the requirements of the Public Schools Amendment Act and Appropriate Educational Programming in Manitoba.

The resource teacher is a member of the school-based Student Support Team that actively problem solves and supports classroom teachers.

They are essential in providing direct and consultative services so the needs of all exceptional learners can be better met in the classroom.

At R.B. Russell Vocational High School, the emphasis of the resource program is to provide proactive and inclusive support to both the academic and vocational staff and their students within the mainstream.

## CAREER EDUCATION

The Career Education program at R. B. Russell provides resources to help students with the transition between school and work, and assists students in developing skills required for success in the workplace.

We offer assistance with the job search process, practicum placements and information about post-secondary opportunities. We also help students gain useful experience through volunteer and extra-curricular activities. Our goal is to help students in preparing for the workplace through the following outcomes and strategies:

### **Personal Management: Students will build and maintain positive self-image**

Explore your interests, skills and values, learning more about the abilities you bring to working with others.

### **Career Exploration: Students will learn the skills needed to research career options**

In your vocational program, you will hear about different career options from your instructor and guest speakers.

### **Learning and Planning: Students will learn about and make plans for the future**

Meet with a Counsellor or the Career Intern to explore post-secondary, apprenticeship, and work options.

### **Job Seeking and Job Maintenance: Students will develop skills needed to find success in the workplace**

Create a resume and cover letter, learn job search techniques and compile important documents in a portfolio using myBlueprint. MyBlueprint is a career tool used for future planning and goal setting. The website offers resources on careers, post-secondary options and self-reflection through personalized surveys and occupation compatibility results.

### **Career and community Experiences: Students will gain exposure to work place expectations**

- Participate in various training certifications, such the Young Worker Readiness, WHMIS, First Aid/CPR and others
- Grade 9/10 Volunteering
- Grade 11/12 Volunteering, Work Experience Placements, Internships, High School apprenticeship Program placements

# CODE OF CONDUCT

## R.B. RUSSELL VOCATIONAL HIGH SCHOOL CODE OF CONDUCT

### Respect

Students have the right to be in school. It is expected that all students will respect themselves, others, the building, its contents and follow the school's code of conduct. The following will not be tolerated:

- Weapons, as "weapons" are defined in section 2 of the Criminal Code (Canada) are prohibited.
- Students and staff must adhere to school policies respecting appropriate use of electronic mail, social media and the internet, including the prohibition of accessing, uploading, downloading or distribution material that the school has determined to be objectionable.
- Use, possession, sale or attempted sale of alcohol, controlled substances, mood altering substances, or misuse of prescription drugs is prohibited.
- Gang activities or involvement will not be tolerated.
- Certain prints, headgear, certain colour combinations, offensive symbols and slogans are not permitted. Students will be asked to remove such items.

### Belonging

Every person has the right to an education in a safe, accepting environment. Learning can only happen when we belong and feel safe. The following will not be tolerated:

- Bullying and/or harassment
- Discriminating on the basis of gender, nationality, ethnicity, religion, age, sex, sexual orientation, family status, source
- of income, political views, physical or mental ability is in violation of the Manitoba Human Rights Code and is unacceptable.
- Threats will not be tolerated. Threats may be verbal, written, drawn, posted on the internet or made by gesture. All incidents of threats will be taken seriously and addressed accordingly.
- Physical, sexual or psychological abuse, orally, in writing or otherwise will not be tolerated.

### Dress Code

All students are to dress appropriately for school.

- There is a no hat, hood and bandana policy thus students are to remove their hats, hoods and bandanas when they enter the building.
- School is a place of work and students and staff must dress appropriately.
- Clothing that support or promote gangs, alcohol, drugs, violence or racism are not appropriate for school.
- Students dressed inappropriately will be asked to change clothing. They may be instructed to go home to change.
- If a student refuses, consequences may include a discussion with administration and/or suspension.

### Responsibility

Students must take responsibility for their learning with the support of their parents/guardians. They must demonstrate responsible and mature behaviour and life skills necessary to achieve credits for graduation and for the world of work. Teachers will assist students in setting goals and problem solving.

### Reporting Requirements

- All acts of bullying and/or unacceptable conduct are to be reported to the school administration.
- If the principal believes that a student of the school has been harmed as a result of unacceptable conduct, the principal will, as soon as reasonably possible, notify a student's parent/guardian.
- The following information will be provided to the parent or guardian:
  - The nature of the conduct that resulted in the harm
  - The nature of the harm to the student
  - The steps taken to protect the student, including the nature of any disciplinary measures taken in response to the unacceptable conduct

### Consequences

- A conversation with school administration and/or a staff member
- Being sent home from school for the remainder of the school day
- A re-entry meeting with the school administration and the parent/guardian
- A formal suspension from school (ranging from 1 – 5 school days)
  - Students who are 18 and older may be withdrawn if there is no response to school contact.
  - If a student is sponsored by any agency, a copy of all letters will also be sent to the agency.
  - A student who is withdrawn from a course may appeal.

If a student is withdrawn, he/she may be able to re-enter if he/she can demonstrate a renewed commitment to school. However, the student may lose his/her Vocational placement and have to choose another Vocational program.

# CODE OF CONDUCT

## Attendance Policy

It is expected that students will attend at least 90% of all classes. This is a provincial, divisional and school expectation. The following procedures are in place to assist students in being successful in course work and staying in school:

- When a student has been absent from class 10 times (verified or not), the student will receive a final warning about attendance in writing. The letter will be sent to the parent/guardian/caregiver if the student is under the age of 18. If 18 or older, the letter will be sent directly to the student.
- After 20 absences a student may no longer be able to achieve a credit in the course.
- After 30 absences a student will be removed from the course.
- When a student is removed from the course, a letter will be sent home outlining their withdrawal.
- When a student is removed from the course, a mark for that course will not be recorded on the report card.
- Appeals regarding this process will be decided by the administration following conversations with the teacher and guidance counsellor.
- In the event a student is withdrawn from all courses, they may be scheduled in the BDD to develop their literacy and numeracy skills.

We understand that there are circumstances that may cause students to leave school for a period of time. It is important that we know when students are dealing with outside issues so that we can support the student and their family. We look at each student as an individual and make decisions on an individual basis.

We work with students, parents, guardians, and caregivers to ensure students are attending on a regular basis. It is extremely important that students be in class and participating.

## Academic Responsibility

Students are responsible for providing evidence of their learning within established timelines. There are consequences for incomplete and/or late assignments.

1. **Cell Phone** usage interferes with student learning and can be a distraction in the classroom. Students are expected to put their cell phones away during class time
2. Students will be provided with clear expectations of assignments, through exemplars, rubrics and teacher feedback.
3. Assignments will have reasonable timelines for completion that will be communicated by the teacher. Regardless of all life and extenuating circumstances, all work must be completed by the end of the course.
4. There will be consequences for late and missing work. Teachers may deduct marks, require the student to complete work during school time or at lunch, and/or refuse to accept the work.

## Academic Honesty

Student tests and submitted assignments must be their own work. Cheating and plagiarism will not be tolerated.

1. Students will be provided with a clear explanation of academic honesty and will be expected not to lie, cheat or plagiarize assignments, tests or projects.
2. There will be consequences for students found to be academically dishonest. Teachers may contact parents, document the incident in the student's file, enforce loss of privileges at the school, require the student to redo the work honestly and/or deduct marks.

## Academic Promotion/Retention

Students will obtain credit for courses when there is clear evidence of achievement of the learning outcomes set out in the provincial curricula.

1. If students do not submit the necessary evidence of learning to be granted a credit in a course, then the student may be assigned a failing grade and not granted a credit in that course.
2. Students must earn 30 credits in order to graduate. This includes Mathematics, English Language Arts and Physical Education at grades 9, 10, 11 & 12. At grade 9 & 10, a Social Studies credit and grade 11 History credit is also required. In addition, a minimum of two grade 11 credits and two grade 12 credits in a vocational area is required. The remaining credits can be made up of a variety of credits at any level.

## Families Can Help By...

- Reviewing the Code of Conduct at home
- Maintaining up-to-date information in the school, including phone number, address etc.
- Ensuring regular attendance
- Attending Parent Advisory Council meetings
- Following the Winnipeg School Division's respectful environment policy
- Sharing concerns with teachers and school administration
- Supporting the school in maintaining regular communication
- Attending meetings, student-led conference and other school events

## Lost or Stolen Items...

Although school staff will make every attempt possible to help recover lost or stolen property, R.B. Russell Vocational High School will not assume responsibility to replace missing items.

# Security Cameras in Schools

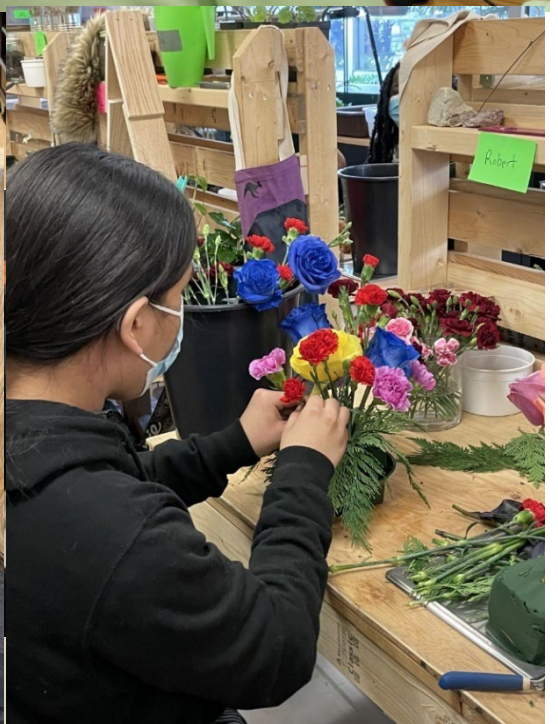
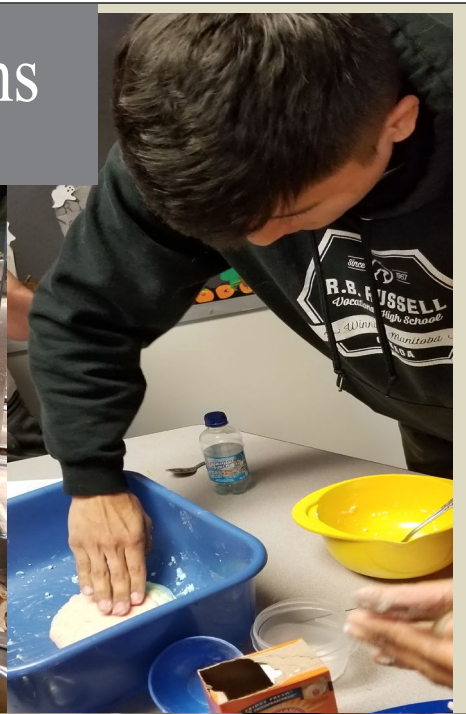
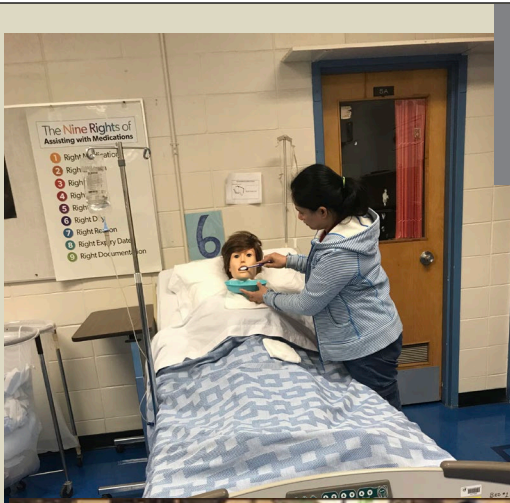


Keeping our students, staff, parents and visitors safe in Winnipeg School Division schools is a top priority. One way we do this is by monitoring areas in schools (eg. entrances, hallways and school buses) using security cameras.

Security cameras are used to monitor WSD property to assist in detecting and deterring unacceptable behaviour or activities, and to assist investigations when required. WSD has put in place a detailed policy about the collection, use, protection, retention and/or disclosure of information captured on security cameras with the provisions of the Freedom of Information and Protection of Personal Privacy Act (FIPPA), the Personal Health Information Act (PHIA), the Youth Criminal Justice Act, as well as WSD Policy EGC – Records Management and Retention.

We encourage you to read the full EH-Security Cameras in Schools Policy on [winnipegdsd.ca](http://winnipegdsd.ca) under Governance/WSD Policies.

# Vocational Programs



# Vocational Programs

## Carpentry



### The Carpentry Program

The Carpentry Program provides students with the opportunity to develop the basic skills required for employment or post-secondary education in the building construction trade. Students will be instructed in the use of a wide variety of techniques associated with the major areas of the building construction industry in Carpentry, Woodworking, Concrete and Drywall. The Carpentry Program emphasizes ongoing safety practices in the proper use and safe operations of tools and equipment used in the industry.

#### Post-grad industry training option for high school graduates

A one-year, post-grad option is also available for adult students who are interested in finding employment in the building construction field. Graduates of the Carpentry Program are well prepared to continue their studies at a post-secondary technical college, enter an apprenticeship program, and/or compete for jobs in the construction trade.

### Career Opportunities

- Building Contractors
- Cabinet/Furniture Manufacturers
- Concrete Contractors
- Interior/Exterior Finishing contractors
- Renovators
- Stair/Truss Manufacturers
- Window/Door Manufacturers
- Lumber and Material Suppliers
- Teaching
- Tool Suppliers

### The Carpentry Course

Industry standard safety training for construction sites and woodshop safety including but not limited to WHMIS, PPE, ladders, scaffolding, and fall arrest procedures, are built into all practical projects the students participate in across all grade levels.

#### Grade 9

The grade nine course focuses on an introduction to Heavy Industry Technology and the Building Construction trade. Students will demonstrate the safe use of hand tools, portable power tools and stationary woodworking machines.

.5 Credit

#### Grade 10

The Grade 10 course focuses on the introduction to the Building Construction trade. Students will demonstrate the safe use and maintenance of hand tools and portable power tools to construct a variety of related projects. An introduction to stationary power tools will allow students to construct more complex projects. Trade related mathematics principles involving the addition and subtraction of fractions and whole numbers, identification of metric measurements and the conversion to imperial units of measurement are also covered.

1 Credit

#### Grade 11

The Grade 11 course introduces the student to what it is like to work in the construction trade as a carpenter. The students will be led through the basics of residential wood frame construction and concrete form work.

3 Credits

#### Grade 12

The Grade 12 course prepares the student for the construction trade at an entry level job or apprentice in carpentry. The student is expected to take the lead in basic residential wood frame construction, interior/exterior finishing and concrete form work.

4 Credits

# Vocational Programs

## Child Care Assistant



### The Child Care Assistant Program

The Child Care Assistant Program is designed for students who have an interest in the field of child care and would like to work with children from 12 weeks to 12 years of age. The program content varies depending on the grade level the student is enrolled in. Overall, the academic course work and hands on activities focus on working with children in infant, pre-school, and school-age programs. Students are being prepared to work in the child care field as professional CCA's. The Child Care Assistant Certificate issued to grade 12 students upon graduation is recognized by the Manitoba Child Care Program as equivalent to the 40 hour course required of all new CCA staff in a child care facility.

### Post-grad industry training option for high school grads

A 5-month post-grad option is also available for adult students who are interested in finding employment in the Early Child Care field. Upon successful completion of the program, the student will demonstrate a variety of employability skills in order to obtain an entry-level position.

### Career Opportunities

- Child Care Assistant in Licensed Centres
- Nursery Programs
- Family/Home Centres
- Kindergarten Programs
- Head Start Programs
- Community/Recreation Support Staff
- Educational Assistant
- 

**\*Grade 11 and Grade 12 students are required to complete and obtain a clear Criminal Record Check and a Child Abuse Registry Check in order to meet entrance requirements to the program.**

R.B. Russell Vocational High School

### The Child Care Assistant Course

#### Grade 9

The course includes an overview of pre-natal growth and post-natal development from birth to 12 months of age. Students will learn about the care required and financial demands of a newborn. The program covers teen pregnancy, options for adolescent parents and challenges of being a teen parent. Hands on activities are ongoing.

**.5 Credit**

#### Grade 10

The course focuses on infant & toddler development, basic care and positive interactions. The emphasis is on the development of children ages 12 months to 2 years of age. Students will learn about milestones and the care required for this age group. Students participate in individual literacy projects.

**1 Credit**

#### Grade 11\*

Students will obtain an overview of the types of child care facilities in Manitoba. They learn about theorists, childhood stresses, temperaments and resiliency as well as workplace skills. Students gain an understanding of children with diverse abilities and their unique needs. Students participate in an elementary school and infant practicum.

**4 Credits**

#### Grade 12\*

Students learn about child development of pre-school children. They study guidance and behaviour management practices, how to develop safe and healthy environments, importance of play, common childhood illnesses and communicable diseases, and about partnerships with parents. Students participate in a work practicum placement at a pre-school centre. Individual and group projects will enhance students' knowledge and skills.

**4 Credits**

## Culinary Arts



### The Culinary Arts Program

The Culinary Arts Program will introduce students to the principles of professional cooking and provide students with the practical training and necessary skills to enter the workforce in the food service industry. Students in the Culinary Arts Program will have

the opportunity to take a hands-on approach to learning by developing their skills with modern equipment in a licensed and inspected working kitchen. R.B. Russell Vocational High School Culinary Arts Program is a fully accredited program with the Province of Manitoba Apprenticeship Branch. Students who successfully complete the program with an average of 70% and register with the Apprenticeship Board will receive their Level One training hours in the Apprenticeship Cook Program. Grade 11 and Grade 12 students spend a portion of their day on theory, and the rest of the day in the kitchen preparing food for the cafeteria lunch service. They are also given the opportunity to prepare foods for in-house catering and special functions.

### Post-grad industry training option for high school grads

The post-grad program is designed to provide students with the opportunity to challenge the Level 1 Apprenticeship theory. This program runs for a 10-month period.

### Career Opportunities

- Restaurants
- Hotels
- Hospitals
- Cafeterias
- Catering Companies
- Private Clubs
- Bakeries
- Cruise Ships
- Nursing Homes

### The Culinary Arts Course

#### Grade 9

The Grade 9 course is designed as an introduction to commercial cooking principles. During this course students will learn and demonstrate appropriate personal hygiene, sanitation, safety, knife skills, operation of kitchen tools and equipment, basic cooking methods, cooking principles, and production methods.

**.5 Credit**

#### Grade 10

The Grade 10 course will focus on basic cooking procedures, cooking terminology, nutrition, principles of WHMIS and Workplace Health and Safety procedures and regulations. The course will concentrate on pre-preparation and presentation of different types of foods, Garde Manger, various baking, decorating techniques, and styles.

**1 Credit**

#### Grade 11

The Grade 11 course will move on to Garde Manger, where students will gain an understanding of ingredients, recipes, and menus. Students will learn basic baking skills and focus on Patisserie. An understanding of vegetables, fungi, starches, and farinaceous products will also be covered.

**3 Credits**

#### Grade 12

The Grade 12 course is centered on advanced cooking and baking skills. Focus will be on stocks, soups, sauces, poultry, fish, and seafood. Students will be expected to read, interpret and communicate recipes, menus and labels. Students will apply cross-curricular knowledge and skills as they apply to Culinary Arts. Students will be expected to prepare food with an emphasis on attractive presentation skills. All students will be required to complete a work experience.

**4 Credits**

# Vocational Programs

## Graphic Design

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### The Graphic Design Program

The Graphic Design Program is designed for students who have some artistic talent, enjoy working with computers and other new media technologies, and would like to explore a career in Graphic Design or related fields. Design skills are developed through course work in graphic design theory and practical application. Graphic Design students are exposed to many aspects of visual communication such as print and digital design/layout, digital image editing and manipulation, illustration, and typography. Students learn to use industry standard software applications such as Photoshop, Illustrator, and Indesign.

### Career Opportunities

- Advertising Agencies/Graphic Design Studios
- Magazine and Newspaper Publications
- Motion Graphic Designers
- Printing Companies
- Illustrator
- Freelance Graphic Designer
- Corporate Art Departments

### The Graphic Design Course

#### Grade 9

The Grade 9 course is designed as an introduction to the field of Graphic Design, providing students with the basic concepts and principles of design, and computer hardware and software skills through a variety of graphic design projects.

**.5 Credit**

#### Grade 10

The Grade 10 course builds on the skills learned in Grade 9, focusing on computer generated illustration, image compositing, typography, and drawing. Project-based assignments may include magazines, logos, posters, character design, t-shirts, and package design.

**1 Credit**

#### Grade 11

The grade 11 courses focus on traditional drawing skills, layout and composition, design trends, typography, image editing, and interactive design. Project-based assignments may include magazines, logos, posters, character design, t-shirts, and package design.

**3 Credits**

#### Grade 12

The grade 12 courses focus on advanced illustration techniques, layout and composition.

**4 Credits**



### The Hairstyling Program

The Hairstyling Program is designed for students who enjoy meeting and talking with people and working creatively with their hands. Hairstyling is an art often associated with the world of fashion. A successful career in Hairstyling requires a creative flair, an artistic imagination, good finger dexterity, a pleasant personality, strong customer service skills, and the ability to stand for extended periods of times.

### The Hairstyling Course

#### Grade 9

**Exploration of Hairstyling:** Students will explore the Hairstyling, Esthetics and Fashion industry.  
**.5 Credit**

#### Grade 10 - Beginner Level

**Introduction to Hairstyling:** Orientation with trade tools and learn basic fundamentals.

**Basic Hairstyling:** Learning the principles of Hair- styling through wet setting and formal up do's.

**Basic Haircutting & Thermal Styling:** Students will gain knowledge of four basic haircutting techniques. **Related Salon Services:** Working on clients and exploring the components of the curriculum in manicuring, and make-up.

**4 Credits**

#### Grade 11 - Intermediate Level

**Intermediate Haircutting Techniques:**

Introduction to clipper cutting, razor, taper and design lines.

**Hair Colouring:** Students will learn the theory and practical aspects of colouring.

**Intermediate Hairstyling and Artificial Hair:** Explore materials and demonstrate skills regarding wigs, hairpieces, and hair extensions.

**Chemical Texture Service:** Students will work on wrapping patterns, chemical texture waves, chemical hair straightening and relaxing techniques.

**4 Credits**

#### Grade 12 - Advanced Level

**Advanced Hairstyling and Colouring:** Continue demonstrating skills in thermal styling, wet setting, braiding, UPDO's, hair colouring, highlighting, and special effects.

**Advanced Haircutting and Chemical Texture Service:** Students will learn new trends and take a closer look at industry.

**Salon Operations:** Learning fundamental practices, safety (WHMIS), and business operations of the salon environment.



## The Horticulture Program

The Horticulture Program provides students with the basic foundation in the growing and popular field of Horticulture. The theory and practical components of the program concentrate on greenhouse maintenance, plant propagation and production, botany, landscape construction and design, integrated pest management, small engines, masonry, floristry and arboriculture. Aboriginal medicinal plants and environmental issues are also addressed. Horticulture students will have the opportunity to develop a working knowledge of the industry and to practice their skills in our greenhouses, on the school grounds, in various work sites and with school mentorships in the community. Upon successful completion of the program, students will have the necessary skills for entry level positions in the Horticulture and Landscape fields in addition to equipping them with the skills and knowledge to be environmentally conscious individuals making choices for a more sustainable future.

## Career Opportunities

- Greenhouse Technician
- Landscape Technician
- Florist
- Arborist (Tree Specialist)
- Interior Plantscaping
- Garden Centre and Retail Nursery
- Forestry and Parks Technician
- Environmentalist
- Horticulture Therapist
- Organic Gardeners and Farmers
- Permaculturist

## The Horticulture Course

### Grade 9

This course is an introduction to the field of Horticulture, providing students with basic concepts and principles of botany, landscape design, sustainability issues and an introduction to employability in the horticulture industry.

**.5 Credit**

### Grade 10

The course concentrates on botany, greenhouse construction and design, and introduction to principles of landscaping, basic masonry and hydroponic and aquaponic systems. Floral design, and sustainability issues will also be explored. This is a full year credit with the second semester of the credit focusing on the practical implementation of the theoretical skills in horticulture.

**1 Credit**

### Grade 11

This course focuses on theory and practical skills of soil, pest management, hydroponics, greenhouse and outdoor plant identification, floristry, medicinal plants, horticultural therapy, and organic gardening. Students will begin work experience and mentorship programs in a variety of settings such as Fort Whyte Farms, T & T seeds, the Health Science Centre, and community garden mentorships within the school division.

**3 Credits**

### Grade 12

The grade 12 program focuses on arboriculture, advanced landscape design, masonry principles, and nursery crop production. Emphasis is placed on advanced greenhouse and outdoor plant identification. Grade 12 students must complete a digital resume and portfolio, in addition to a successful work practicum and mini thesis on a horticulture project within the community or school division.

**4 Credits**

## Welding technology

### The Welding Technology Program



The Welding Technology Program provides graduate students with the necessary skills to enter the workforce as an apprentice, or to pursue post-secondary education at a community college or university. The Welding Technology Program is a four year program that begins with Grade 9 instruction. Students will study and practice a wide variety of welding techniques and metal fabrication. Graduating students will be eligible for the Canadian Welding Bureau certification. Mathematical, written, oral, problem solving skills, and the

ability to see projects through to completion will be stressed throughout the program so that students are well equipped for future employment. In conjunction with the R.B. Russell Technology Lab, students will acquire trade related computer skills and learn to design and create CNC programs. These designs will then be cut on our state-of-the-art CNC Plasma Cam ensuring that students are well prepared for the modern workplace.

### Career Opportunities

- Fabricated Metal Manufacturing
- Transportation Equipment Manufacturing (Motor Vehicle Body and Parts, Ship and Boat Building)
- Farm Machinery Manufacturing
- Mining Machinery Manufacturing
- Architectural and Structural Metals Manufacturing
- Construction
- Maintenance Welding
- Welding Inspectors
- Welding Instructors
- Welding Supplies Sales Personnel

### The Welding Technology Course

#### Grade 9

The Grade 9 course is designed as an introduction to the metal trade. It will provide students with an understanding of Heavy Industry work, principles, safety, and welding fundamentals. Students will fabricate small welding projects to determine whether or not they wish to pursue this program for the next three years.

**.5 Credit**

#### Grade 10

The Grade 10 course will focus on the Gas Metal Arc Welding process. Students will gain an understanding of fusion welding procedures. Students will learn to weld, lap and tee joints, study measurement and layout, metal fabrication, equipment operation and welding techniques.

**1 Credit**

#### Grade 11

The Grade 11 course will concentrate on Oxyacetylene safety procedures, cutting and welding processes. Students will learn to read patterns, blueprints and a variety of welding symbols. Emphasis will be placed on the fabrication process and the basics of Shielded Metal Arc Welding.

**3 Credits**

#### Grade 12

The Grade 12 course is centered on Gas Metal Arc Welding and Shielded Metal Arc Welding in various positions, advanced welding projects, and preparation for the Canadian Welding Bureau certification. Obtaining the C.W.B. ticket will allow students to enter the workforce in entry level welding positions. Graduates of the program may also select to further their studies at a post-secondary institution.

**4 Credits**

# ACADEMIC PROGRAMS



# ACADEMIC PROGRAMS

## Senior Years Graduation Credit Requirements

(Minimum of 30 credits)

Compulsory Credits: 17		
Grade 9		<div>Optional Credits</div> <div>1 to 6 credits from subject areas such as:</div> <div><ul style="list-style-type: none"><li>English Language Arts (additional courses for credit)</li><li>Mathematics (additional courses for credit)</li><li>Sciences (additional courses for credit)</li><li>Other second languages (additional courses for credit)</li><li>The Arts (visual arts and music)</li><li>Vocational Education (additional courses for credit)</li><li>Others as organized by the school</li><li>Piano</li><li>Guitar</li><li>Career Development</li><li>Volunteer Credit</li><li>Credit for Employment</li></ul></div>
Compulsory Subject Areas (5 credits)		
English Language Arts	1	
Mathematics	1	
Science	1	
Social Studies	1	
Physical Education/Health Education	1	
Grade 10		
Compulsory Subject Areas (5 credits)		
English Language Arts	1	
Mathematics	1	
Science	1	
Geography	1	
Physical Education/Health Education	1	
Grade 11		
Compulsory Subject Areas (4 credits)		
English Language Arts	1	
Mathematics	1	
Physical Education/Health Education	1	
History	1	
Grade 12		
Compulsory Subject Areas (3 credits)		
English Language Arts	1	
Mathematics	1	
Physical Education/Health Education	1	

Senior Years Technology Education Program Credits: 8 to 14

- A minimum of 8 to a maximum of 14 approved credits are required from within an approved Senior Years Technology Education Program cluster.
- Students must fulfil the minimum 30 credit graduation requirement by completing (1 to 6) credits from the optional category.

To graduate with an approved Senior Years Apprenticeship Option, students must complete the 14 compulsory requirements and 8 approved Senior Years Apprenticeship Option credits, along with the optional credits (1 to 6).

Additional Considerations

- Students must meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue.
- Within the approved Senior Years Technology Education Program cluster, students must complete a minimum of two Grade 11 credits and two Grade 12 credits.
- School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfil the graduation requirements within the optional credits to a maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs used as optional credits may vary.

### Senior Years Technology Education Program Credits: 8 to 14

- A minimum of 8 to a maximum of 14 approved credits are required from within an approved Senior Years Technology Education Program cluster.
- Students must fulfil the minimum 30 credit graduation requirement by completing (1 to 6) credits from the optional category.

To graduate with an approved Senior Years Apprenticeship Option, students must complete the 14 compulsory requirements and 8 approved Senior Years Apprenticeship Option credits, along with the optional credits (1 to 6).

### Additional Considerations

- Students must meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue.
- Within the approved Senior Years Technology Education Program cluster, students must complete a minimum of two Grade 11 credits and two Grade 12 credits.
- School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfil the graduation requirements within the optional credits to a maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs used as optional credits may vary.

# ACADEMIC PROGRAMS

## English Language Arts

R.B. Russell offers English Language Arts courses for grade 9, 10, 11, and 12.

### In English Language Arts, students meet the curricular outcomes by doing six things:

1. Reading
2. Writing
3. Speaking
4. Listening
5. Viewing
6. Representing

Students in each grade are given opportunities to meet all of the Specific Learning Outcomes in the Manitoba English Language Arts curriculum. All of these SLO's are sorted into five groups with General Learning Outcomes representing each one.

- Students will explore thoughts, ideas, feelings and experiences
- Students will comprehend and respond personally and critically to oral, print and other media texts
- Students will manage ideas and information
- Students will enhance the clarity and artistry of communication
- Students will celebrate and build community

Throughout the year, students participate in a wide variety of assessment including assessment for learning, assessment of learning and assessment as learning. ELA students in all of the clusters participate in a common summative assessment at the end of the year based on the grade they are in. Grade 12's write the Provincial English Language Arts Standards Test.

### The ELA Department at R.B. Russell has five priorities:

1. Provide active, engaging, relevant learning that meets outcomes in the curriculum
2. Foster a culture of reading and writing
3. Maintain clear expectations and standards
4. Build learning communities
5. Provide a variety of formative and summative assessment

## GR. 12 Cinema as a Witness to Modern History 40S (1 CREDIT)

This course considers film as a source of information – or misinformation – about the past, and as a springboard for critical reflection about diverse interpretations of history. The course deals with historical developments and themes that have influenced world history since the beginning of the 20th century. Witness history through a truly unique experience of learning.

## Mathematics

Our math team at R. B. Russell consists of teachers, educational assistants, and students. Together we strive to achieve the following goals in mathematics:

- Solve problems
- Communicate with each other using mathematics
- Make connections between mathematics and the world we live in
- Become competent in using mathematics to succeed in our chosen vocation
- Appreciate and value mathematics
- Make rational, informed decisions as we become and continue to be contributing members of society

## Grade 9 – Mathematics 10F (1 CREDIT)

This course builds on mathematical understandings from the earlier grade levels. Classroom activities emphasize a problem-solving approach and an understanding of the nature of mathematics. The course emphasis is on the “why” and not just the “how”. A variety of assessments will be used to aid the student in achieving the learning outcomes. A balance between assessment for learning, assessment as learning, and assessment of learning will provide the necessary environment for all students to be successful.



# ACADEMIC PROGRAMS

## **Grade 10 - Intro to Applied and Pre-Calculus Mathematics 20S (1 CREDIT)**

This course is a continuation of the concepts covered in Grade 9, as well as an introduction to new topics. This course lays the foundation for students interested in taking either Applied Math or Pre-Calculus at the Grade 11 and 12 levels. Problem Solving, Communication, Reasoning and Mental Math are some of the topics which will be covered in this course. Students will engage in a variety of activities that promote the connections between symbolic math ideas and the world around them. The four main topics covered are Number Sense, Patterns and Relations, Shape and Space, and Statistics and Probability.



## **Grade 10 – Essential Mathematics 20S (1 CREDIT)**

This course introduces students to the mathematical concepts and skills encountered in everyday life in modern Canadian society. It emphasizes consumer applications, problem solving, decision making, and spatial sense. Assessment tools used in this course are varied and include observation, homework, portfolios, performance tasks, investigations, quizzes, reflections, and tests. Topics covered in this course include analysis of Games and Numbers, Personal Finance, Measurement, 2-D Geometry, Trigonometry, Consumer Decisions, Transformations and Angle Construction. This course is intended for students who do not plan to study mathematics after high school.

## **Grade 11 – Essential Math 30S (1 CREDIT)**

This course will facilitate students in their understanding of mathematical concepts related to finance, taxes, data analysis, probability, formulas and measurement. An investigative approach, combined with hands-on activities will be used to demonstrate mathematical concepts. Students will develop a variety of problem-solving strategies to use when faced with a real life mathematical problem. Assessment will take place throughout each unit and various techniques will be used. It is required that students be active participants in the assessment process. Students will be expected to assess themselves, assess their peers, and reflect on this process. Based on this feedback the student will be provided with strategies for continued success and improvement.

## **Grade 11 - Applied Mathematics 30S (1 CREDIT)**

This course is a continuation of the mathematical concepts studied in previous years, as well as an introduction to new concepts. It lays the foundation for Applied Math at the Grade 12 level. It also develops the skills, ideas, concepts, and the confidence students will need to continue studying math in the future. This course will focus on the following areas: Measurement, Trigonometry, Number Sense, Graphs and Relations, and Relations and Functions. This course is intended for those students wishing to take Grade 11 and Grade 12 Applied Mathematics.

## **Grade 12 – Essential Math 40S (1 CREDIT)**

This course provides the mathematical foundations for the major consumer items involved in adult Canadian life. Topics include: Mortgages, Life Insurance, Home Insurance, Property Tax, Income Tax, Investments, Design & Measurement, Variation & Formulas, and Statistics. Students enrolled in this course are required to write the Department of Education Provincial Assessment. This assessment requires students to present a portfolio of their work, complete a project, and write an exam. This assessment is 30% of the student's final mark in the course.

## **Grade 12 - Applied 40S (1 CREDIT)**

This course promotes critical thinking and problem solving and models' real-world situations using mathematics. Technology plays a large part of this course. Students will be required to use the TI83 calculator which allows them to graph different equations. Some web tools will also be used for mathematical exploration and problem solving. Topics included in the course are Personal Finance, Measurement, Logic, Probability, Polynomial Functions, Exponential and Logarithmic Functions, Sinusoidal Functions, and Permutations/Combinations. This course is intended for students considering post-secondary studies, but who do not require a study of theoretical calculus.

# ACADEMIC PROGRAMS

## Science

### GR. 9 Science 10F (1 CREDIT)

The goal of the Gr. 9 Science program is to further students' understanding of science concepts in the following units: Reproduction, Atoms and Electricity, Nature of Electricity, and Exploring the Universe. Broadening student understanding of the evolution of scientific thinking and knowledge is also part of the course.

### GR. 10 Science 10F (1 CREDIT)

The grade 10 Science program is a Manitoba created curriculum which includes 4 clusters: Dynamics of the Ecosystem, Chemistry in Action, In Motion, and Weather Dynamics. Daily assessment is based on assignment quality and completion, and participation in a variety of classroom activities including conducting experiments using safe laboratory practices.

### GR. 11 Biology 30S (1 CREDIT)

The goal of grade 11 Biology is for students to gain a deeper understanding of human body systems. We look thoroughly at systems that are essential for human life and discuss what happens if one of those things stops working. By the end of the course students will have a good knowledge of the digestive, respiratory, cardiovascular, nervous and immune systems through hands-on scientific inquiries.

### GR. 12 Biology 40S (1 CREDIT)

The goal of grade 12 Biology is to look at what makes humans (and other living things) the way we are. We take an in-depth look at genetics, DNA and evolutionary theory, and use what we have learned to describe how every living thing on the planet has become what it is today.

### GR. 11 Chemistry 30S (1 CREDIT)

In grade 11 Chemistry, students will explore the concept of matter and how it interacts with the outside world. Students will explore 5 units; physical properties of matter, gases and the atmosphere, chemical reactions, solutions and organic chemistry. Students will participate in a variety of labs to explore these concepts.

### GR. 12 Chemistry 40S (1 CREDIT)

Grade 12 Chemistry focuses strongly on the behaviour of many different types of chemical reactions. This course will focus on a hands-on approach and have many different laboratory experiments to explore chemical reactions.

## Social Studies

### GR. 9 Social Studies 10F (1 CREDIT)

The fundamental goal for Social Studies is to give students the knowledge, skills and attitudes necessary for them to participate in society. Individual and group activities call upon the skills of organization, analyzing and reflecting. The Geography unit focuses on map/atlas work, particularly involving Canada. The Economy unit leads students to an understanding of how the Canadian economic system works and how it affects their lives. The Politics, Government and Law unit provides a framework for students to examine the three levels of government and the political process, including elections and the legal system. The Human Rights unit is designed to open students' minds to respecting others.

### GR. 10 Geography of North America 20F (1 CREDIT)

The intent of this course is to promote active democratic citizenship, skill in managing information, develop critical and creative thinking and effective communication. The physical and social environments of North America with primary focus on Canada will be explored through five clusters: Geographical Literacy, Natural Resources, Agriculture, Industry and Trade, and the study of Urban Places. Assessment is based on daily work assignments, tests, projects, presentations, debates, informal discussion and data analysis.

### GR. 11 History 30F (1 CREDIT)

The grade 11 History course looks at historical development in Canada and focuses on social and political history. Topics include Aboriginal peoples, immigrants, regional development, government and the growth of the Canadian nation. These topics are studied through readings, discussions, videos and speakers as well as current media. Assessment is based on participation and completion of individual and group tasks.

# ACADEMIC PROGRAMS

## Physical Education GR. 9 - 12 (1 Credit Each)

### Grades 9 & 10

These courses require regular participation in a variety of enjoyable physical activities that promote a healthy, active lifestyle. Instruction includes basic skills, rules, safety and fair-play. Emphasis will be on fitness management, nutrition, health, and personal wellness. Students will investigate such issues as healthy sexuality and the use of alcohol, tobacco and other drugs.



### Grades 11 & 12

These courses focus on the development of a personalized approach to healthy living through participation in a variety of sport and lifetime activities. Students will develop and implement personal fitness plans. In addition, they will be given opportunities to further explore topics related to fitness management, nutrition, social/emotional health and personal planning.



# OPTIONAL CREDITS

## Fine Arts Program

### Grade 9 - 12 (1 CREDIT EACH)

The goal of the Fine Arts program is for students to develop the ability to visually communicate their ideas, feelings and experiences through skill development in the use of a variety of art mediums. Students are encouraged to explore, problem solve, challenge themselves and share their acquired skills and enthusiasm for participating in a creative process. The Fine Arts program emphasizes awareness of the natural and man-made environment, the enjoyment of 'hands-on' participation and the healing processes of reflection and thought which foster 'building processes'. The program also endeavors to accommodate and support all skill levels and encourages students to become familiar with the art of different cultures and the works of professional artists, past and present.

## Music

### Guitar (1 CREDIT)

In this beginner guitar course, students will learn basic chords, and typical chord progressions. Students will receive preliminary instruction on scales and note reading. Students will be exposed to a variety of rhythm and finger picking techniques and will have a chance to practice multi-part arrangements of songs and perform as part of a group.

### Piano (1 CREDIT)

This course is designed to stimulate student growth in piano through the use of performance, basic theory, listening to piano performance and history of piano performance. Students will be learning pieces based on their previous level of experience.

All of the students will complete work in music theory and history to teach them the knowledge necessary to form a lifelong enjoyment of music.

## Mature Student Diploma (FULL TIME)

Students must be at least 19 years old and have been out of school for six months.

Students must earn 8 High School credits:

- **Compulsory:** Gr. 12 English, Gr. 12 Mathematics
- Two other credits from Gr. 12 level (Academic or Vocational)
- Four other credits (Gr. 9 - Gr. 12 Academic or Vocational)

**Note:** Credits previously earned may be used for the completion of the Mature Student Diploma. Depending on the Vocational program chosen and academic skill level, students may need between one (1) to two (2) years to earn the credits required for the diploma.

## Truth and Reconciliation (1 CREDIT)

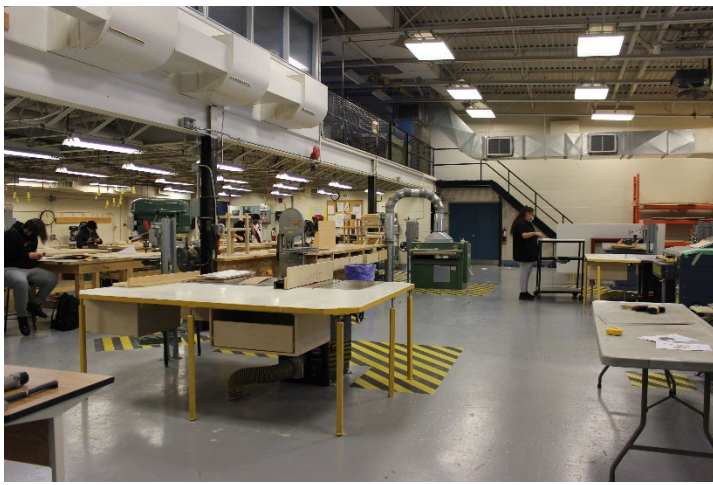
Truth and Reconciliation will provide students with the opportunity to explore and develop their understanding of the relationship between Indigenous and non-Indigenous Canadians. The entire course is framed around the question, "What does Reconciliation mean to you?" Reconciliation is an open-ended concept with many definitions and each student will use their learning to shape their understanding of Reconciliation. As the course progresses, this question will be revisited a number of times, ultimately culminating in a final project that asks students to represent Reconciliation using writing, visual art, or any other medium of their choice. For many students, this course covers issues that are very real and present in their own lives.

This course's timeline will stretch from the time before European contact to today's Canada. Students will have the opportunity to explore the impact of the past on the present, focusing on systemic oppression but also celebrating progress. The main goal of the course is to leave students feeling empowered as individuals that will become part of the process towards healing and Reconciliation. The first step of that process is for students to gain a thorough understanding of the events, values, and belief systems that created the fracture that still exists today. This course will explore several topics such as Colonialism, the Indian Act, Treaties, Canadian Residential Schools, the Sixties Scoop, Missing and Murdered Indigenous Women, and Systemic Racism.

The purpose of this course is not to vilify non-Indigenous Canadians but instead to create an open and honest dialogue so that progress can be made. There is a tremendous amount of misinformation regarding Indigenous Peoples of Canada as well as their relationship with non-Indigenous Canadians and the Canadian Government. Having the opportunity to explore these ideas allows students to be part of the conversation and the movement towards Reconciliation.

## Bicycle Repair (1 CREDIT)

The Bicycle Repair class provides students with opportunity to learn the basic mechanical and problem-solving skills to repair one of the world's most efficient machines. This program offers students to learn the basics of bicycle maintenance, repair, and troubleshooting the different systems on the bike. Students will learn to identify the general and bike specific tools needed to make repairs and adjustments for optimal performance of their bicycle. Learning these skills offers them the ability to maintain their own bicycle for their own use and enjoyment as well as potential employment opportunities in the community.



# ADDITIONAL PROGRAMING

## ELECTRICAL TRADES TECHNOLOGY OFF CAMPUS AT 225 MCPHILLIPS ST.



**Upon completion of the program students will have earned the following eight vocational credits:**

- Introduction to Electrical Trades Technology 20S
- Electrical Trades DC Fundamentals 30S
- Residential Wiring 30S
- Electrical Wiring Methods 30S
- Advanced Residential Wiring 40S
- Electrical Trades AC Fundamentals 40S
- Advanced Electrical Wiring Methods 40S
- Applied Electrical Trades Technology 40S

**Requirements to enter the Electrical Trades Technology program include:**

- Currently enrolled in grade 11 or 12 in a Winnipeg School Division school.
- Strong desire to learn and work in the electrical trades
- Completion of an Off-Campus Pre-Apprenticeship application
- Participation in an interview

WSD students have the opportunity to gain credits towards graduation through this program.

## Electrical Trades Technology

**\*Electrical Trades Technology is an off-campus pre-apprenticeship program offered by the Winnipeg School Division and hosted at the Manitoba Trades Institute.**

Individuals working in electrical trades technology play an important role in our economy and society. These individuals plan, assemble, install, repair, test and maintain electrical fixtures and systems that provide heat, light, power or control in residential, commercial and industrial buildings. They are able to understand and follow detailed blue prints and documents along with visualizing complex electrical systems. In addition, they are excellent problem solvers and take pride in their work.

The Winnipeg School Division is offering this program in partnership with the International Brotherhood of Electrical Workers (IBEW 2085).

The Electrical Trades Technology program aims to provide the skills, theory and experience needed to start an apprenticeship as a Construction Electrician.

If you like precision work and are interested in electrical wiring systems and controls, you should consider a career as a construction electrician. Electricians adhere to tightly regulated industry standards for the installation, repair and safety of electrical systems.

The program consists of two full-time semesters of course work. This program is delivered off-campus at the Manitoba Trades Institute building (MBTI) 225 McPhillips St. Both semesters combine classroom theory instruction and practical lab training.



R.B. Russell Vocational High School

# INCLUSIVE EDUCATION PROGRAMMING

## **General Program Information**

The goal of these programs is to provide students with the opportunity to transition part-time or full-time into mainstream academic or vocational courses with ongoing support from their program staff. Placement in these programs is a collaborative process involving the school, parent/guardian, and Inclusion Support Services. Each program provides Individual Education Plans and Transition Plans for life after high school.

The low enrollment setting allows for increased support and the opportunity for collaboration with parents/guardians to create a path for success.

## **Learning Assistance Centre (Jr & Sr)**

These are structured, low enrollment programs for students who struggle in a mainstream setting. The programs use a variety of creative, hands-on lesson plans and activities to engage all learners. The general goal of the LAC programs is to help students develop effective ways of regulating behaviour for success in a mainstream instructional setting.

## **Passages Program (Jr & Sr)**

The Passages Program provides a low enrollment, adapted environment for students diagnosed with Fetal Alcohol Spectrum Disorder (FASD). Program staff provide a calm, consistent and non-judgmental classroom environment that meets individual student needs. These programs are flexible and creative, providing advocacy for student success.

## **Special Education Centre (SEC)**

The SEC is designed for students enrolled in grades 9-12 who have been diagnosed with an intellectual disability. Programming will focus on academics, social skill development, and skills to help transition students from high school to adult life in the community.

NOTES





364 Dufferin Ave  
Winnipeg, Manitoba  
R2W 2Y3

Tel: 204.589.5301

Fax: 204.586.5817

Email:  
[rbrussell@wsd1.org](mailto:rbrussell@wsd1.org)  
website: [rbrussell.org](http://rbrussell.org)



Facebook: [RBRussellSchool](https://www.facebook.com/RBRussellSchool)



Instagram: [rbrussellhs](https://www.instagram.com/rbrussellhs)



Twitter: [RBRussellHS](https://twitter.com/RBRussellHS)