



## Quality Control for Integrity Program Integrity The Traditional Learning Centre Alternative Program



	Elementary (K-4)	Middle/Junior High (5-8)	High School (9)	High School (10-12)
Program Vision	✓Uniformity in mission, vision, beliefs and values.	✓Uniformity in mission, vision, beliefs and values.	✓Uniformity in mission, vision, beliefs and values.	✓Uniformity in mission, vision, beliefs and values.
Uniforms - students	✓Uniforms are worn daily at all sites, except on days specified by the school.	✓Uniforms are worn daily at all sites, except on days specified by the school.	✓Students wear uniforms on occasions as identified by the school.	✓Students wear uniforms on occasions as identified by the school.
Uniforms - teachers	✓Administrators and teachers who work exclusively in the TLC wear the TLC uniform on formal and assembly days.	✓Administrators and teachers who work exclusively in the TLC wear the TLC uniform on formal and assembly days.	✓Administrators and teachers wear the TLC uniform on occasions as identified by the school.	✓Administrators and teachers wear the TLC uniform on occasions as identified by the school.
Academic Rigor	✓TLC students are a cohort in straight grades. Horizontal enrichment opportunities are available to challenge students based on their achievement.	✓TLC students are a cohort in straight grade core courses and as much as possible, in elective courses. Opportunities are provided for horizontal and vertical enrichment.	✓TLC students are a cohort in their core courses in Grade 9. Opportunities are provided for program acceleration and choices of enrichment in preparation for high school programming.	✓The school will encourage student placement in highest level academic courses and will provide access to academically enriched programming such as Advanced Placement or International Baccalaureate. The school will provide credits for accelerated course work completed in middle/junior high.
Instruction	✓Teacher –directed instruction to whole groups is the primary instructional strategy. Students are grouped by skill ability for language arts and mathematics.	✓Teacher –directed instruction to whole groups is the primary instructional strategy. Students are grouped by skill ability for core. Cohorts are made up of TLC students only.	✓Teacher –directed instruction to whole groups is the primary instructional strategy in core subjects. Students are grouped and supported in a congregated Teacher Advisor setting.	
Character Education	✓Character education is intentionally taught and reinforced daily. Character is embedded in every subject, as appropriate. Announcements, assemblies, daily character circle supports character education and may be integrated with Health. Respect for self, others and the environment are cornerstones of the program philosophy.	✓Character education is intentionally taught and reinforced daily. Character is embedded in every subject, as appropriate. Announcements, assemblies, behavior plans and character circle support character education and may be integrated with Health. Service to the school/community is part of character education. Respect for self, others and the environment are cornerstones of the program philosophy.	✓Character education is intentionally incorporated into core subjects. Service to the school and greater community is part of character education. Respect for self, others and the environment are cornerstones to the program philosophy. Community and global service is included in character education.	✓Character Education is intentionally taught at all three grade levels through a locally developed course. School, community and global service are part of character education. Respect for self, others and the environment are cornerstones to the program philosophy. Students continuing in the TLC program are grouped and supported in a congregated Teacher Advisor setting.

	Elementary (K-4)	Middle/Junior High (5-8)	High School (9)	High School (10-12)
Assessment	✓Students are assessed based on the Alberta Program of Studies outcomes and expectations for their grade level.	✓Students are assessed based on the Alberta Program of Studies outcomes and expectations for their grade level.	✓Students are assessed based on the Alberta Program of Studies outcomes and expectations for their grade level.	✓Students are assessed based on the Alberta Program of Studies outcomes and expectations for their grade level.
Entrance Requirements	<p>✓All students are accepted into the program provided they can function in a whole group setting. The Student Profile is used in conjunction with the report card and teacher referral form to ensure that a student can be successful. Parents are consulted as to the suitability of the program for their student.</p> <p><u>K-4 Student Profile</u></p> <ul style="list-style-type: none"> <li>• At least average abilities and grade level achievement.</li> <li>• Age appropriate self-management and organizational skills.</li> <li>• The ability to focus on tasks for an extended period of time.</li> <li>• The ability to listen to and follow oral directions without delay.</li> <li>• Self-motivation and a willingness to be challenged academically.</li> <li>• A willingness to do nightly homework.</li> <li>• Ability and willingness to respect self, others and the learning environment.</li> <li>• A desire to work and play with others and display good character.</li> <li>• An ability and willingness to take ever-increasing responsibility and ownership for their own learning (independent work within a structured setting).</li> </ul>	<p>✓All students are accepted into the program provided they can function in a whole group setting. The Student Profile is used in conjunction with the report card and teacher referral form to ensure that a student can be successful. Parents are consulted as to the suitability of the program for their student.</p> <p><u>Grades 5-8 Student Profile</u></p> <ul style="list-style-type: none"> <li>• At least average abilities and grade level achievement.</li> <li>• Age appropriate organizational skills.</li> <li>• The ability to focus on tasks for an extended period of time.</li> <li>• The ability to listen to and follow oral directions without delay.</li> <li>• Self-motivation and a willingness to be challenged academically.</li> <li>• A willingness to do nightly homework.</li> <li>• An ability and willingness to participate in positive social interactions, engage in problem solving and model good character.</li> <li>• A willingness to undertake a leadership role in the school, including citizenship and service.</li> <li>• An ability and willingness to take ever-increasing responsibility and ownership for their own learning (independent work within a</li> </ul>	<p>✓All students are accepted into the program provided they can function in a whole group setting. The Student Profile is used in conjunction with the report card and teacher referral form. Parents are consulted as to the suitability of the program for their student.</p> <p><u>Grade 9 Student Profile</u></p> <ul style="list-style-type: none"> <li>• At least average abilities and grade level achievement.</li> <li>• An ability and willingness to take ever-increasing responsibility and ownership for their own learning (independent work within a structured setting).</li> <li>• Self-motivation and a willingness to be challenged academically.</li> <li>• A willingness to do regularly assigned homework and review.</li> <li>• An ability and willingness to participate in positive social interactions, engage in problem solving and model good character.</li> <li>• A willingness to undertake a leadership role in the school, including school, community, and global service.</li> <li>• A willingness to adhere to school uniform expectations.</li> <li>• A willingness to accept the challenge of a rigorous academic</li> </ul>	<p>✓ Students continuing in the TLC program are supported through their Teacher Advisory Cohort and in their work within the Locally Developed Course, “Character Education”.</p>

	Elementary (K-4)	Middle/Junior High (5-8)	High School (9)	High School (10-12)
	<ul style="list-style-type: none"> <li>A willingness to wear a school uniform.</li> </ul>	structured setting). <ul style="list-style-type: none"> <li>A willingness to wear a school uniform.</li> </ul>	curriculum and an eagerness for knowledge and service.	
Resources	✓Common resources are used at each grade level in the core subject areas.	✓Common scope and sequence is used at each grade level in the core subject areas including horizontal and vertical enrichment opportunities.		
Second Language	✓Students begin French in Grade 1.	✓Students continue in French.	✓Students continue in French 10/20.	✓Second language courses are optional.
Music/Band	✓All TLC students are provided with General Music from K to 6 in an elementary setting, with an emphasis on musical theory and instrumental skills in Grades 5 and 6.	✓Band begins in Grade 5 in a Middle School setting. All students are required to continue Band or take another music option in Grades 7 and 8.	✓Students who have participated in Band in middle or junior high school are accommodated in the Band program in high school.	✓Students who have participated in Band in middle or junior high school are accommodated in the Band program in high school.
Homework	✓Daily homework, daily agenda (signed by parents), open communication between home and school.	✓Daily homework, daily agenda, open communication between home and school.	✓ A willingness to do regularly assigned homework and review.	
Routines	✓Common routines are expected for behaviour in classroom and school.	✓Common routines are expected for behaviour in classroom and school.	✓Common routines are expected for each core class.	
Assemblies	✓Regular assemblies to celebrate Virtue of the Month.	✓Regular assemblies to celebrate students, based on Character, and other achievements.	✓Award system in place to recognize student achievement	✓Award system in place to recognize student achievement
Multiculturalism	✓Intentional recognition and understanding of the diversity of our communities through announcements, assemblies etc.	✓Intentional recognition and understanding of the diversity of our communities through announcements, assemblies etc.	✓Intentional recognition and understanding of the diversity of our communities through announcements, assemblies etc.	
Parent Commitment	✓Parents sign commitment to K-12 program expectations, including wearing of uniforms by students. Parents are willing to monitor homework and mark assignments, when appropriate.	✓Parents sign commitment to K-12 program expectations, including wearing of uniforms by students. Parents are willing to monitor homework and mark assignments, when appropriate.	✓Parents demonstrate commitment to program guidelines and expectations. Parents are informed of the opportunities for academic enrichment.	✓ Parents demonstrate commitment to program guidelines and expectations. Parents are informed of the opportunities for academic enrichment.
Anthem	✓Daily singing of <i>O Canada</i> to start the day in French and/or English.	✓Daily singing of <i>O Canada</i> to start the day in French and/or English.	✓Singing of <i>O Canada</i> in French and/or English during occasions as identified by the school.	✓ Singing of <i>O Canada</i> in French and/or English during occasions as identified by the school.

	<b>Elementary (K-4)</b>	<b>Middle/Junior High (5-8)</b>	<b>High School (9)</b>	<b>High School (10-12)</b>
Classroom Structure	✓Kindergarten students begin with a structured focus on learning graphemes and phonemes: reading, writing, and mathematics are intentionally taught. Students are provided with a structured, orderly setting appropriate to the activity. This includes desks in rows.	✓Students are provided with a structured, orderly setting appropriate to the activity. This includes desks in rows.	✓Students are provided with structured learning environments appropriate to the activity.	
<p>All TLC teachers and administrators complete the on-line TLC course before teaching in the program or as soon as practicable in the first year.  The integrity of the program from site to site is the accountability of the school's principal and Area Director.</p> <p style="text-align: center;">Recommendation:</p> <p>THAT TLC staff on site and from site to site work together as much as possible to implement and develop the TLC program; this includes common professional development days, job shadowing opportunities and event sharing occurs between sites.</p>				