

Frequently Asked Questions: High School Redesign

What is High School Redesign and why is Bev Facey moving towards it?

Not all students learn the same way or at the same rate of progress in all subjects. Up until this point, schools have followed a fairly rigid, prescribed schedule that doesn't allow for a lot of personalization. The High School Redesign model Bev Facey Community High is introducing is aimed at improving the learning experience for students and helping to better prepare students for life after graduation through three key outcomes: engaged students, high levels of achievement and quality teaching.

How will this impact my child's program?

The High School Redesign format offers students the opportunity to focus their time where it makes the most sense to them —and to learn in a way that best suits their personal style and strengths. In the advisory class, each student will develop a relationship with a teacher who will act as an advocate or mentor. The teacher will come to understand the student's goals in terms of academics and career choices and focus efforts in the areas that assistance may be required.

Will my child still graduate with all of the credits needed for a high school diploma and to get into post-secondary?

Yes. High School Redesign is intended to enhance student success. Administrators and teachers will work closely with students to ensure they are able to graduate and achieve their goals moving forward.

Will my child be able to get help in subjects that are more difficult for him or her?

Yes. They will be able to get assistance during school time. The personalized learning times set aside on Thursdays and Fridays will give students a chance to seek teacher and peer assistance in subjects that may pose a challenge. Early out Wednesday will also provide time during the day to finish missed assignments or rewrite an exam.

If the schedule is changed, when will my child be attending school?

Students will continue to attend schools as per the regular schedule. With the opportunity to leave school early on Wednesday, engage in further assessment or complete individual study time. Bussed students can stay at school and work in private study. The schedule for students in the PLACE program will not change as a result of Redesign.

Has this model been used by any other schools within the Division, and if so, how did it work?

Yes. Fort Saskatchewan High, Andrew School and Lamont High have implemented the High School Redesign model.

Lamont High and Andrew School have been part of Redesign for several years. Lamont High has a unique system for daily flex, which is 40 minutes a day. Students register into sessions they choose—a flexible system based on marks. Students are engaged, self-directed and make choices about what is important in their daily learning. The results: achievement is going up and programs are tailored to a student's needs. The school also has a Student Centre, open learning areas and choice programming options. In fact, many other provincial divisions have use the school's flex system as a model when developing their

own Redesign plan. Overall, Lamont High is pleased with the shift and continues to make changes to enhance education.

Similarly, Fort Saskatchewan High runs a flex period on Monday, Tuesday, Thursday and Friday. It also dismisses students early every Wednesday at 2:10 p.m. The first Wednesday of the month is for staff meetings and the following Wednesdays are for collaborative time for teachers. During the flex block, students are able to choose where they go for extra help, to work on a project, to do homework or to study. Staff members are able to work with those students who need the help. Additionally, teachers have dedicated time to learning in a collaborative team.