



Focused Learning Time

Hugh Sutherland School

Student Guide

2017/2018

Updated: August 29, 2017

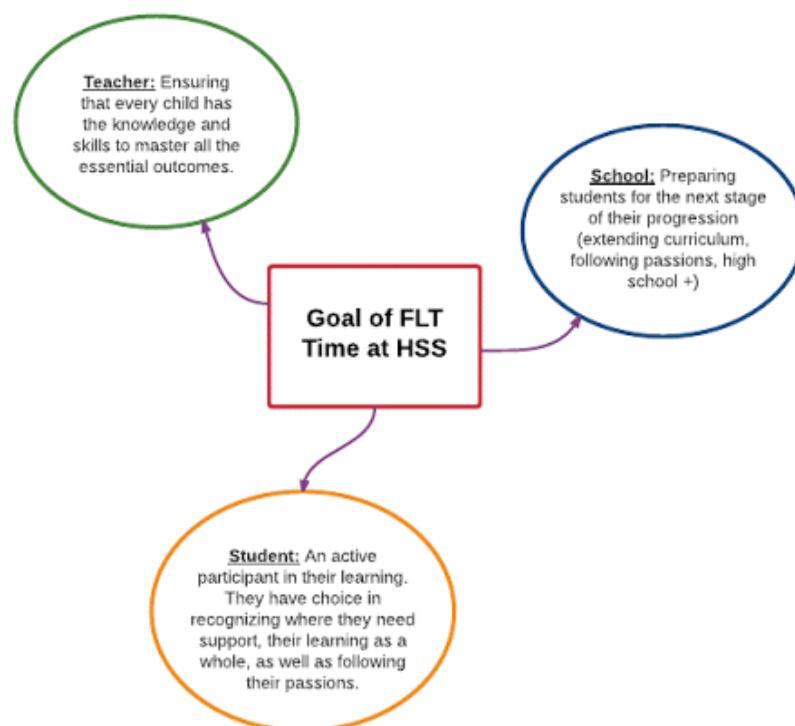
Focused Learning Time at Hugh Sutherland School

Target:

- Provide every child with the **additional time and support** needed to learn at high levels
- Ensure all students have the **knowledge and skills** necessary to master essential outcomes
- To provide students **choices** around their own learning in order for them to take more ownership and responsibility for their own success
- Allow students more flexibility in pursuing their **interests and passions**
- Ensure all students have the knowledge and skills needed to succeed in the **global economy** after completing high school (high school + plus)

Research has shown that students learn at different rates. Therefore, in order for all students to be successful in Hugh Sutherland, learning and scheduling must be flexible to meet and support their individual needs. With this flexibility, Hugh Sutherland will be more able to focus on Mastery Learning, Project Based Learning, Credit Recovery, cross curricular opportunities, etc.

Goals:



Hugh Sutherland School



Building "Connections" Between All Members of the Hugh Sutherland School Community

Why do we need Connect?

To help all students be successful while in high school and prepare them for life after high school by:

- **Building connections** between school staff (particularly connect advisors), students, parents and members of the larger community.
- Building deeper, **meaningful relationships** between staff and students - we want every student to identify a strong connection with at least one adult in the building.
- Helping students understand that connect advisors are helping them to take **responsibility for their learning** and are personally invested in ensuring their success. Connect advisors will mentor and advocate for the students throughout their high school experience within their connect programs.
- Provide each student with a small group environment in which to **explore skills and behaviours relevant to success** not only in a secondary school environment but also after graduating from high school.

When do students Connect with their advisors?

- At the start of each FLT Block (Focused Learning Time), students will go to their connect advisors.
- The connect advisor meets with each student on a regular basis to help ensure success for the student.

Who is involved in each Connect program?

- A staff member who is a Connect Advisor and a group of mixed students from grades 9-12 who will loop within this program during their time at Hugh Sutherland School.

What role do we play in Connect?

CA

- ❖ CAs will support and advocate for each of the students within their program. CAs will take responsibility for each student within their "Connect" Block.
 - Responsible for monitoring the student's progress in all subject areas, their attendance, assisting the students in their daily organization and helping them set realistic goals leading to the completion of coursework and the attainment of their high school diploma. They will help in ensuring struggling students get intervention, and excelling students receive extension activities during the FLT (Focused Learning Time) Block.
 - Discuss discipline concerns with members of the Connect Group.
 - Build relationships and meaningful connections with members of the Connect Group.
 - Identify students with continuing needs and relay those needs back to the High School Levels Group.
 - Update students on important school information.
 - Take attendance for FLT (Focused Learning Time) and will insure that students attend their assigned FLT class.
 - Work with students on school goals related to Career Connections.

Students

- ❖ Students are to take an active role in connecting and communicating with their CA. Examples
 - Talk to the CAs about how to be successful academically and access support within their academic program.
 - Discuss career pathways and passions with the CA to ensure that students are setup to achieve this as they move to life after high school.
 - Build a relationship with the CA and understand that they are here to advocate for you.
 - Build connections within your Connect group to help you and other students be successful at high school and as you prepare for life after high school.
 - Be respectful of yourself and the Connect group by always trying to exceed your own potential.

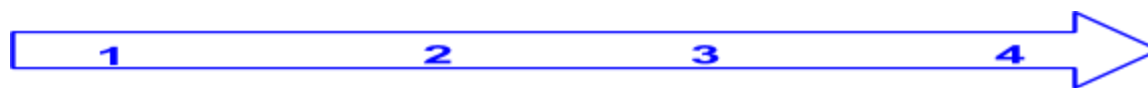
Parents

- ❖ Parents can expect the CAs to personally connect with them (two way communication) about the following:
 - By the end of September, they will receive a call to introduce the program.
 - Attendance concerns to parents throughout the year.
 - Academic concerns or successes to parents throughout the year.

Parents will be free to call the CA if they have any concerns/questions about their child's progress.

****All communication is in conjunction with the classroom teachers and school administration.****

HSS Student FLT Flow Chart



Literacy	Teacher Assigned FLT	Structured FLT	Open FLT
<p>Students may be assigned by their Connect Advisor (CA) to focus on literacy development if they:</p> <ul style="list-style-type: none"> demonstrate deficiencies on literacy screens are struggling to master essential literacy outcomes 	<p>Students will be assigned by their Connect Advisor (CA), or another teacher, to a specific teacher or location if they:</p> <ul style="list-style-type: none"> are failing a course missed assignments missed assessment skills gaps /reteaching concepts Need to master essential outcomes 	<p>Students will be assigned by their Connect Advisor (CA) FLT to a specific teacher or location if they:</p> <ul style="list-style-type: none"> Are requested by a specific teacher Make a choice to attend that FLT location based on the FLT Offerings Doc 	<p>If not assigned FLT, students should focus on:</p> <ul style="list-style-type: none"> homework group work an area of choice, based on current needs enrichment Reading Students can still be requested by a specific teacher
<p>Students must stay at FLT session for the entire time. Students will receive focussed literacy intervention.</p>	<p>Students must stay at this FLT session for the entire time.</p>	<p>Students must stay at this FLT session for the entire time.</p>	<p>If students have no other work, they may access gymnasium and CTS facilities, if available. They can also gain extra credits</p>
<p>Room 118/119 (Miss Strand and Mrs. Brinton)</p>	<p>Teacher Assigned FLT Areas:</p> <ul style="list-style-type: none"> Connect Advisor's Classroom Specific Teacher Classrooms 	<p>Structured FLT Areas:</p> <ul style="list-style-type: none"> Common Area Connect Advisor's Classroom Specific Teacher Classrooms 	<p>Open FLT Areas:</p> <ul style="list-style-type: none"> Learning Common Classrooms not being used for FLT Sign up for available areas
<p>Attendance is tracked at the beginning and the end of FLT</p>	<p>Attendance is tracked at the beginning and the end of FLT</p>	<p>Attendance is tracked at the Beginning of FLT</p>	<p>Attendance is tracked at the Beginning of FLT</p>
<p>In case you finish early, please ensure that you have additional work or an item for independent reading item.</p>			

Remember:

- **Students who enter a FLT session must remain there for the duration of that FLT block. If they are finished with the task for which they attended the session, they should quietly work on another task. Students need to come prepared with FLT with multiple items to work on.**
- **Students should not bounce from one FLT session to another. If it is absolutely necessary for a student to leave a teacher's session to attend another, the student needs to have an adult's permission.**
- **Tracking:**
 - **Only the CA can designate a student as "Open FLT"**
 - **Any teacher can designate a student as "Teacher Assigned" or "Structured FLT"**
 - **For "Teacher Assigned FLT" please add a note, indicating a reason. Remove the "Teacher Assigned FLT" code and note, when it no longer applies.**

Focused Learning Time (FLT) Is and Isn't

Is	Isn't
Valuable Instructional Time	A spare or prep block
An opportunity to have choice in your learning	A chance to hang out with your buddies in the parking lot
Get assistance from any teacher at the same time	Go to Shell and get a slurpee
An opportunity to complete homework/assignments	Sit with your buddies and play cards
An opportunity to work with a group of your peers	Sit with your buddies and play video games
An opportunity to explore a passion area in your learning	Text your friends on your smartphone
Complete enrichment activities	Go across the street to have a smoke
Spending time reading	Go to a friends house and watch Judge Judie
To attend presentations or workshops from HSS	Surf inappropriate topics on the internet
To attend HSS assemblies	Shop online for new shoes

Time Table

Block	Time	1	2	3	4
1	8:33-9:46	Core 1	Core 1	Core 1	Core 1
Literacy FLT	9:51-10:47	Connect/Focused Learning Time	Connect/Focused Learning Time	Connect/Focused Learning Time	Connect/Focused Learning Time
3	10:52-12.03	Core 2	Core 2	Core 2	Core 2
Lunch		Lunch	Lunch	Lunch	Lunch
4	12:43-1:54	Core 3	Core 3	Core 3	Core 3
5	1:59-3:10	Complementary A	Complementary B	Complementary A	Complementary B

FLT Connect Groups

Block 2 (9:51-10:47)

Semester I

2017/2018

Groups:

- 1) Mr. Brecka
- 2) Mrs. Brinton
- 3) Mr. Freiman
- 4) Mr. Gardner
- 5) Mr. Hronek
- 6) Mrs. Kemp (Days 1 & 3) and Mr. Selensky (Days 2 & 4)
- 7) Mr. Nielsen and Miss Toews
- 8) Mr. Paulgaard (Days 1 & 3) and Mr. Cashato (Days 2 & 4)
- 9) Mrs. Pike (Days 1 & 3) and Mrs. Johnson (Days 2 & 4)
- 10) Mrs. Schielke and Mr. Thomson
- 11) Miss Strand

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Expectations for Successful Learning



All of the Time!

	Classroom
Responsible	<ul style="list-style-type: none">• Attend your classes• Arrive on time• Come prepared to learn• Challenge yourself to get work done completely and on time• Put forward your best effort
Respectful	<ul style="list-style-type: none">• Respect all property• Follow the directions of all adults• Use language that is appropriate for a 3-12 learning environment• Use good manners• Remove hats during instructional times and while in instructional spaces (including Common Area, Learning Commons, and Office)• Use cell phones and other technology only as directed
Resilient	<ul style="list-style-type: none">• Maintain a positive view of yourself and your abilities• Set learning goals for yourself and work to achieve them• Be actively engaged and involved in your own learning<ul style="list-style-type: none">• Support others and accept support from others• Never give up