

How can the *Supporting High School Completion: A Tool Kit For Success* resource enhance our identification of students at risk and help us to create processes to ensure all students in our care graduate?

This learning guide is designed for use by Instructional Leaders, Student Services, and Counselling teams to explore the *Supporting High School Completion: A Tool Kit for Success* resource.



To access this resource, click on the title above, or, go to: <http://arpdresources.ca/consortia/supporting-high-school-completion-tool-kit-success/>

How to Use this Guide:

Designed to assist administrators in working with school teams during their initial explorations of the *Tool Kit*, this guide is best used at the school level. This Learning Guide is comprised of 4 parts which introduce key sections of the resource through questions for discussion. High School teams who support vulnerable youth should consider these discussion prompts together. It is recommended that the *Tool Kit* be distributed in advance of these discussions.

Introduction to the Tool Kit:

The *Supporting High School Completion: A Tool Kit For Success* resource offers a process to support schools in working with youth at risk of not completing high school. At every point along the continuum of risk from prevention, to identification, to intervention and specialised supports, this resource guides schools and school teams in the collaborative process of supporting students as they work towards high school completion.

With tools and processes to support your work, the *Tool Kit* centers on 4 guiding questions:

1. **Empowerment:** Can the student's choice to stay be empowered? How?
2. **Supported Exit:** How can the student be continually supported if an exit from high school is necessary?
3. **Reconnection:** What steps will help reconnect to the student if they have exited?
4. **Reentry and/or Continued Engagement:** What is the best way to support successful reentry and continued engagement?

Key Understandings:

The Tool Kit offers a process and accompanying tools that schools could engage with for being proactive in identifying and responding to student's needs when the potential exists for them not to complete high school.

Tools in the Kit reflect and accommodate the complexity and breadth of students who might be identified as being at risk for non-completion.

For More Information:

To review Alberta's High School Completion Strategic Framework, visit: <https://education.alberta.ca/media/3272559/hsc-framework-star-concept.pdf>

For more information on ACEs, toxic stress and their impact on youth development, see the video *How Brains Are Built: The Core Story of Brain Development*, or visit the Alberta Family Wellness Initiative website at: www.albertafamilywellness.org

For attendance interventions and strategies:

https://education.alberta.ca/media/158764/school-reference-guide_final.pdf

Acknowledgement:

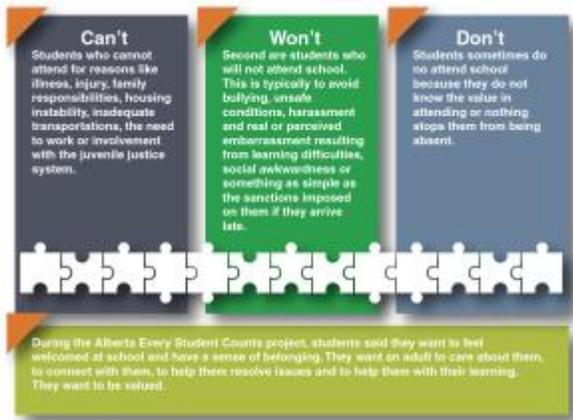
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Exploring the Resource:

Part 1: Who Are OUR Vulnerable Youth?

Review the sections, 'Who Are Our Vulnerable Youth?', and 'Roles and Responsibilities: Working Together to Empower Students' on pages 2 and 3 of the resource. Discuss the following questions:



1. Given the information provided about factors that contribute to student vulnerability:
 - a. Do we understand who our most vulnerable students are?
 - b. How can thinking about attendance as 'can't, won't, and don't' inform our identification and support of vulnerable students?
 - c. Are there groups of students we have not considered in our current planning to support at-risk students?
2. What data are we using or could we use to identify our at-risk populations?
3. In what ways are we supporting caring connections for all students at school?

Part 2: Partners

Review the sections, 'Community Partners: Who Can Walk Alongside Us?', and 'Roles and Responsibilities: Working Together to Empower Students' on pages 4 and 5 of the resource. Discuss the following questions:

1. What supports are available within our school system to support students socially, emotionally, and academically?
2. Who in our school authority can support us with accessing school based and community supports?
3. Do we currently access community based supports? Do our staff understand the ways in which these supports are available?
4. How might we incorporate the information provided in the Tool Kit to further support collaborative and partnering relationships in support of our students?

*refer to the Uniting for High School Completion Learning Guide for deeper learning related to working with partners

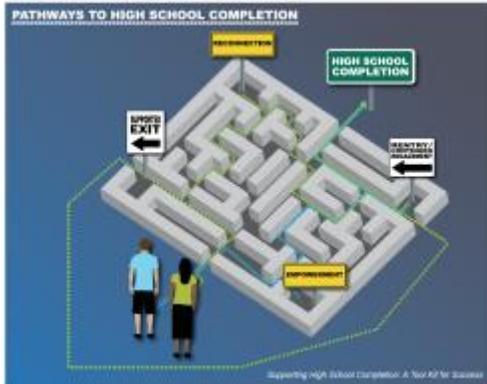
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Part 3: Pathways To Successful Completion

The structure of the Tool Kit is outlined by the Pathways to High School Completion graphic below, and hinged on the Guiding Questions outlined at the top of this learning guide. The Pathways graphic and Guiding Questions can be found on pages 6 and 7 of the resource. The points on the Pathway to Successful Completion offer a process and tools for supporting students demonstrating potential not to complete high school. Review pages 6, 7, 9, and 10. As well, spend time exploring the Tool Kit which spans pages 11 – 60. Discuss the following:



1. How are we currently supporting students at risk of not completing high school?
2. What do we find helpful in this resource and the tools that it offers?
3. How might we incorporate the use of the Tool Kit in our current work with vulnerable populations?
4. What will be our next step in exploring and implementing this resource?

Part 4: Circles of Influence

The Circles of Influence diagram serves as a reminder that there is already wonderful work underway in our province and within local school authorities to eliminate or reduce barriers to high school completion for students. Review the information on page 8, and then discuss the following:



1. Which provincial frameworks and policies are our school authority focused on right now? What opportunities does this focus present in how we support youth with completing high school?
2. At the school level, what innovations and initiatives present opportunities to support students who would otherwise not regularly attend or complete school? What more can we do to support vulnerable students through the initiatives already underway at our school?
3. How can we harness the potential of community partnerships to support high school completion for our students?

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