



# ***SUPPORTING HIGH SCHOOL COMPLETION: A TOOL KIT FOR SUCCESS***



AlbertaRegionalConsortia



Calgary  
Regional  
Consortium

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## INTRODUCTION

Completing high school is an important opportunity for every student in Alberta to create a positive future for themselves and our society. Educators and community partners must take every action possible to ensure the success of our students.

The planning and action tools contained here support schools in continued efforts to walk alongside our most vulnerable youth as they carve their own unique path to high school completion. The tool kit offers a process and resources to initiate new conversations around supporting youth, and is intended to support the great work already happening in schools.

Through a grant from Alberta Education, the tool kit has been developed by the Calgary Regional Consortium in consultation with:

- Alberta Education
- United Way of Calgary and Area
- The Sheldon Kennedy Child Advocacy Centre
- Various Alberta high schools

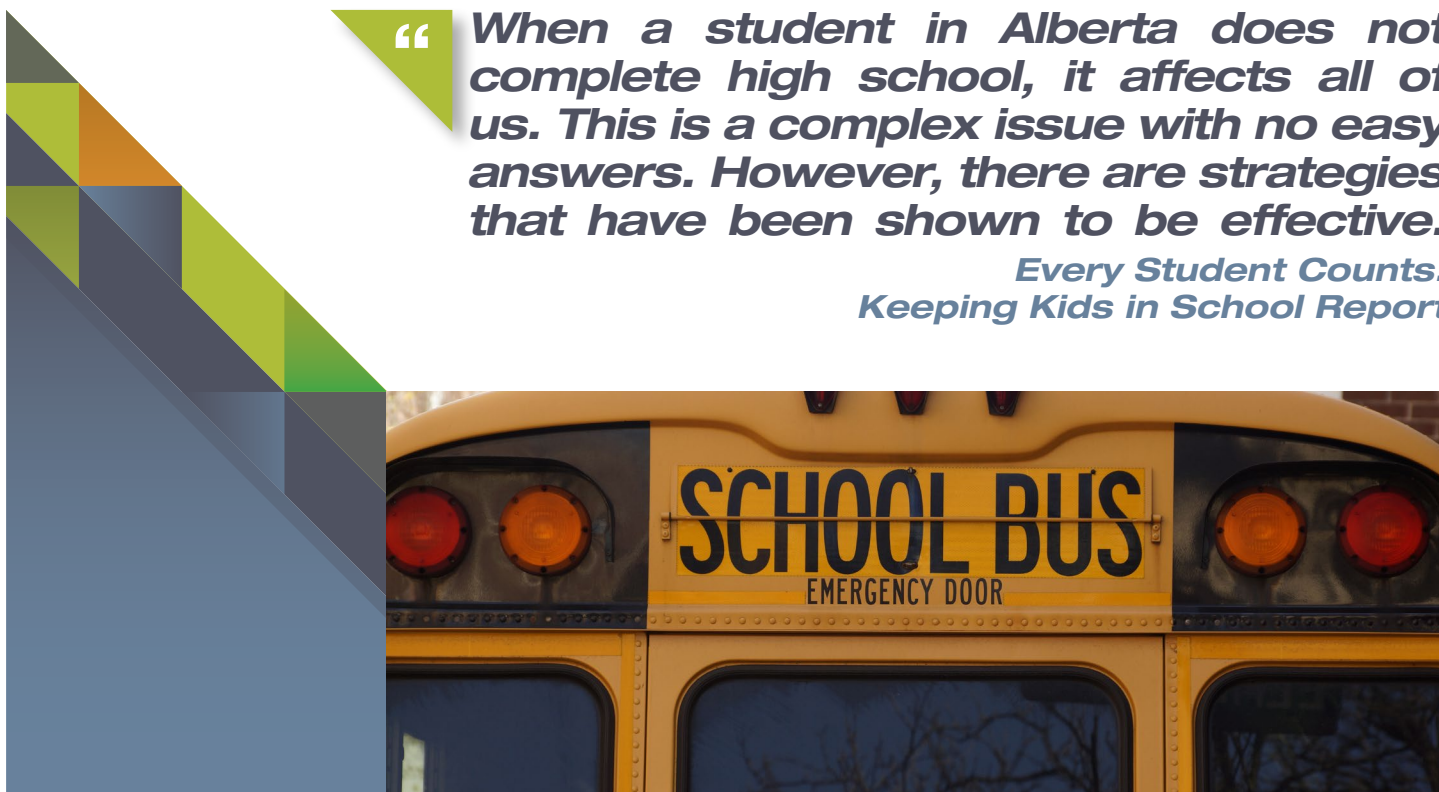
## WHO IS “SUPPORTING HIGH SCHOOL COMPLETION: A TOOL KIT FOR SUCCESS” FOR?

The tool kit supports leaders and school teams in designing their own comprehensive process for supporting youth at risk of not completing high school. The tools contained within this resource are meant to offer support to those leading support processes. Depending on your school structures, some tools will be used by those working directly with students in support roles, such as counsellors and lead teachers.

The kit offers structures for ongoing planning and communication for schools to use in partnership with parents, students, internal partners and community organizations.

**“When a student in Alberta does not complete high school, it affects all of us. This is a complex issue with no easy answers. However, there are strategies that have been shown to be effective.**

***Every Student Counts:  
Keeping Kids in School Report***



## WHAT DOES THE TOOL KIT CONTAIN?

- Background information about vulnerable youth and high school completion.
- Information about roles and responsibilities for school staff and community partners in supporting vulnerable youth, including ideas to foster and maintain partnerships and collaboration.
- Needs evaluation tools to focus conversations with, and in support of, high school completion for specific students.
- Tools to guide conversations and actions with and in support of high school completion for specific students.

## WHO ARE OUR VULNERABLE YOUTH?

In their 2011 *Towards Resiliency for Vulnerable Youth* report, United Way of Calgary and Area define vulnerable youth as those who “face significant barriers to achieving or maintaining well-being.”<sup>1</sup> The presence of certain risk factors increases the likelihood of negative developmental outcomes and unsuccessful transitions to adulthood. Risk factors that contribute to vulnerability include:

- Underlying issues of poverty
- Exclusion
- Family breakdown and violence
- No connection to a significant adult

Groups who commonly experience higher risk factors include, but are not limited to:

- Youth with addictions
- Youth in government care
- Street involved youth
- Homeless youth or youth at risk of homelessness
- Aboriginal youth
- Immigrant and racialized youth
- Youth involved in the criminal justice system
- Youth with mental illness
- Youth with mental or physical disabilities
- Youth living on a low income
- Youth who have experienced physical, emotional or sexual violence or abuse

Recent research indicates youth who live through several adverse childhood experiences (ACEs) may experience difficulty coping with stress and anxiety as they age.<sup>2</sup> ACEs are defined as stressful or traumatic experiences in childhood or adolescence and are divided into 10 categories that fall under the umbrellas

of abuse, neglect and household dysfunction.<sup>3</sup> In the absence of support from caring adults, these experiences create toxic stress which can damage brain architecture, limit brain growth, hinder memory and spatial navigation skills and lower immunity to infection. Research in Alberta shows that the most common triggers of toxic stress in children are:

- Parental mental illness
- Parental substance abuse
- Parental abandonment or divorce
- Emotional abuse
- Sexual abuse
- Physical abuse
- Witnessing domestic violence
- Emotional neglect
- A family member in prison
- Physical neglect

Students who have been impacted by toxic stress are at a much higher risk for later physical and mental health problems, including developing a mental illness such as depression, anxiety or addiction. These adverse experiences present barriers to high school completion. 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](http://www.albertafamilywellness.org).

Vulnerability predictors like having higher risk factors, limited protective factors or high incidence of ACEs, offer us some insight about which students may need proactive support in completing high school. But it is imperative to note that vulnerability can happen to any student at any time. For this reason, caring relationships between the adults in schools and the students within it are essential. Any student at any time can become at risk for not completing high school. Intentionality around caring relationships with students creates greater likelihood that a student at risk will be noticed and supported.

## WHY DO YOUTH LEAVE SCHOOL?

The United Way of Calgary and Area<sup>4</sup> made clear the connection between risk factors associated with vulnerability and high school completion stating that “in Alberta, several predictors of high school completion outcomes relate to factors such as family income, English Language Learner (ELL) needs, and student mobility, indicating that risk for dropping out of high

<sup>1</sup> *United Way of Calgary and Area, 2011, pg. 10*

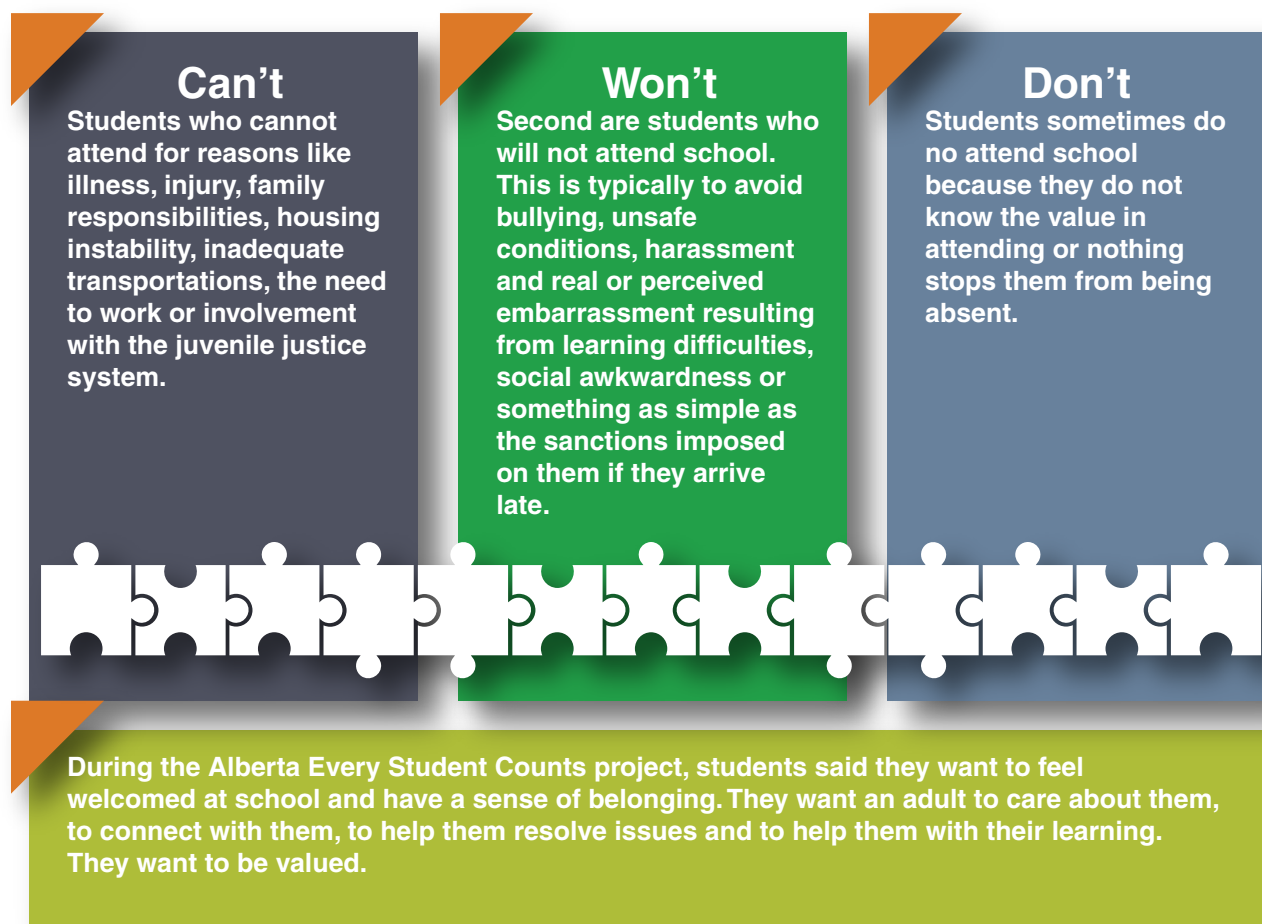
<sup>2</sup> *National Scientific Council on the Developing Child, 2005/2014*

<sup>3</sup> *Bucci et al, 2016*

<sup>4</sup> *United Way of Calgary and Area, 2011*

school is closely connected to other aspects of youth vulnerability.”<sup>5</sup>

Every Student Counts: Make the Attendance Connection<sup>6</sup> highlights three broad categories of reasons why students do not attend school. The categories are helpful in thinking about why students do not complete high school.



*Every Student Counts: Make the Attendance Connection*

In 2016, 89% of Alberta students reported feeling that, when they needed it, teachers at their school were available to help them, with 71% of students reporting that they felt they could get help at their school with problems not related to school work, and 88% reporting that they felt it was easy to get help with school work.<sup>7</sup> Toxic stress can be avoided or reduced when supports for students are in place. Increasing the number of protective factors for students and reducing risk factors when possible minimizes the impact of adverse experiences and supports students in completing high school. Protective factors that can be impacted through the school setting include:

- Experiencing success in school.
- Having support from a wide circle of adults and peers.
- Learning to understand, express and manage emotions and behaviours.

We have lots of strengths to build on, Alberta! Many students feel caring connections at school. Our hope is the tools in this kit are helpful to you in making the most of these powerful connections as you work with students who *can't*, *won't* and *don't* attend school on their paths towards high school completion.

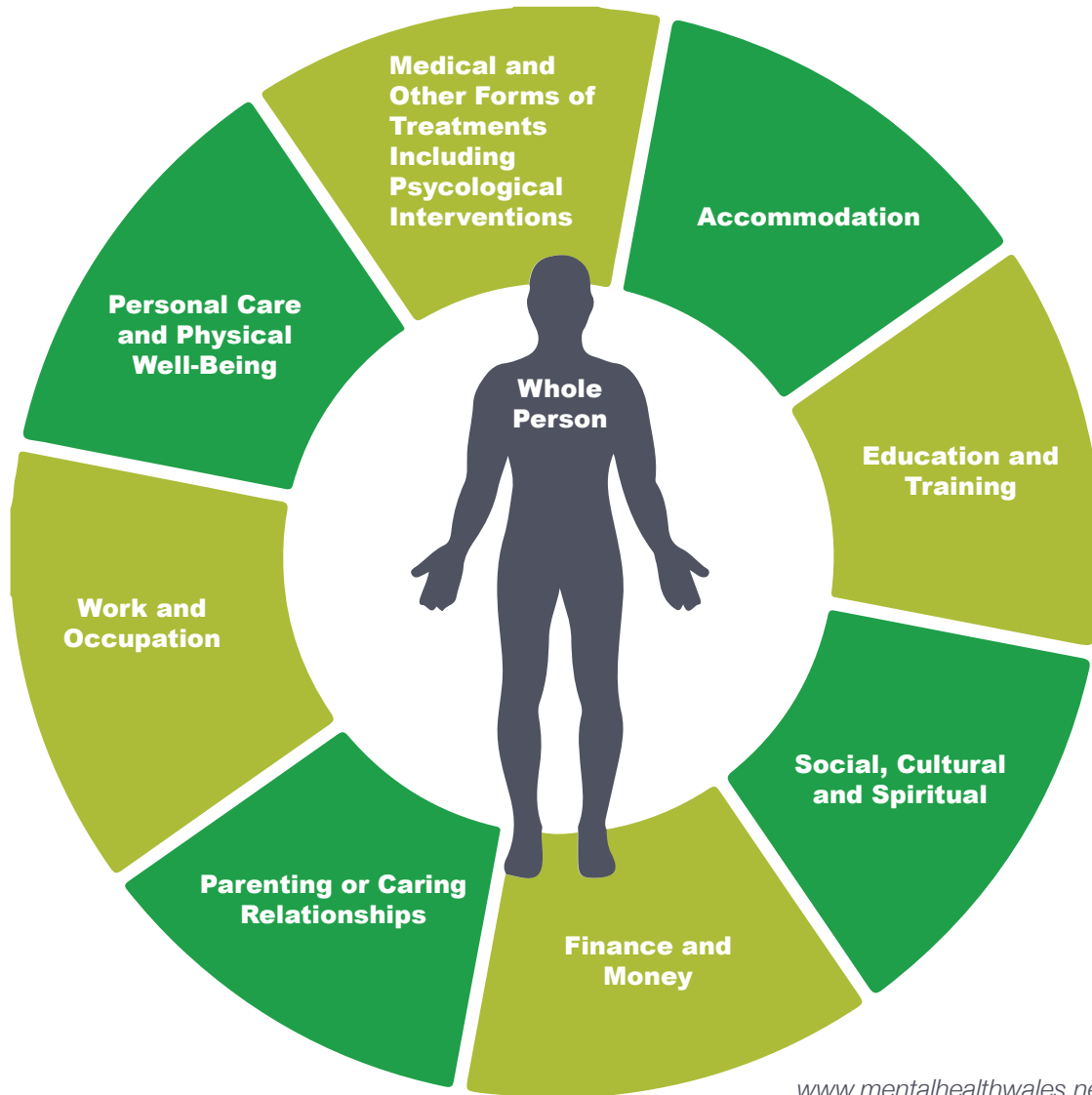
<sup>5</sup> United Way of Calgary and Area, 2011, pg. 17

<sup>6</sup> Alberta Government, 2015, pg. 2

<sup>7</sup> Alberta Education, 2016

## COMMUNITY PARTNERS: WHO CAN WALK ALONGSIDE US?

All considerations to fostering a whole person should be evaluated as you reach out to organizations and agencies in the community to support high school completion. Use the following diagram as you consider which community partners to be mindful of as you develop relationships in support of youth.



[www.mentalhealthwales.net](http://www.mentalhealthwales.net)

Relationships can be established to support students with:

- Mental health and well-being
- Social, cultural and spiritual wellness
- Physical and medical wellness
- Vocational training and mentorship
- Financial support and guidance
- Parenting
- Housing

Collaboration with relevant community partners serves to raise our collective impact. By working together with the common goal of successful high school completion for all learners, a web of support is woven and creative collaborative solutions developed to impact successful high school completion for students at the universal, targeted and individualized levels.



So, what can be done to foster deeper connection to the potential partners in your local community? Here are some practical ideas to get you started:

- Find out who can provide support in your school system and the community.
- Reach out to the community – send letters, book meetings and make phone calls. Get to know who is out there! Share your school's needs and let them know that you are looking for partners to support students in your school.
- Host a “get to know our school event” for local agencies, organizations and businesses. Invite everyone you have connected with so far.
- Start a “community partners for collective impact” committee. The committee could come together regularly to discuss students experiencing challenges staying in school to brainstorm potential solutions and supports.

Guiding questions to start the conversations could include:

- Is there a shared vision for vulnerable youth?
- What can each partner offer to support vulnerable youth?
- What is the best way to communicate with one another about vulnerable youth in a way that respects privacy while still sharing important information with the team?
- Can transitions be smooth for students as they move to, through and from the care of different partners?
- Who are our champions? Who will be our key communicators?
- Who is the contact at the system level to support collective work?

## **ROLES AND RESPONSIBILITIES: WORKING TOGETHER TO EMPOWER STUDENTS**

Clarifying roles and responsibilities at the start of supportive conversations with all partners at the table can be helpful to impact successful high school completion.

As you identify roles and responsibilities, consider:

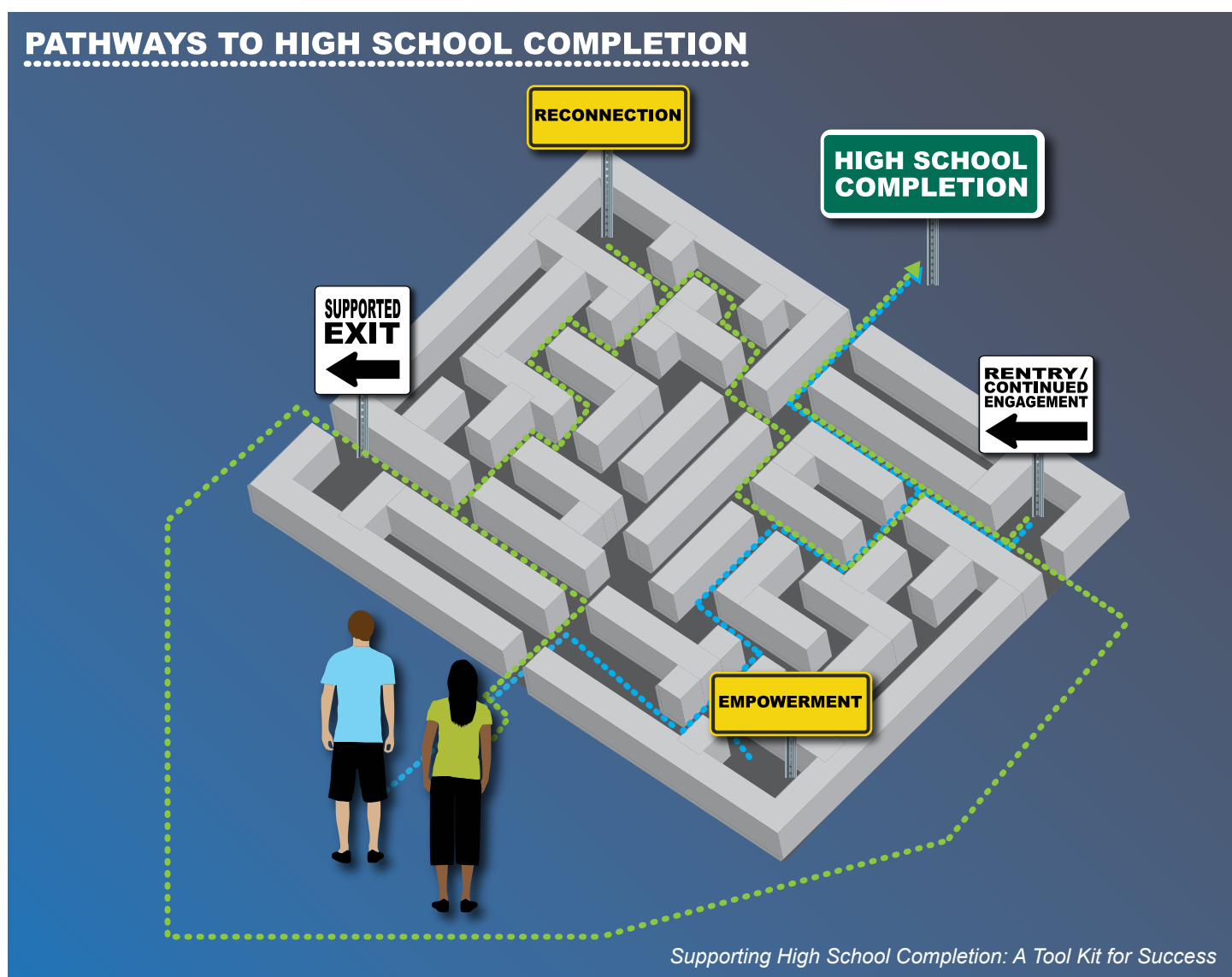
- How can each partner support students? What is each partner's purpose of being at the table?
- What is each partner's role when the student is not meeting with success?
- What are the individual and collective responsibilities when the student is struggling or experiencing challenge?
- How will communication occur? What will be communicated?
- How will the group make and inform one another about decisions?
- At the school level, who will be the key contact to communicate information about the student's programming, achievement, community supports, etc. to the appropriate partners?

## THE PATHWAYS TO SUCCESSFUL HIGH SCHOOL COMPLETION

For some students, the path to high school completion is not a linear one. For many of the reasons described above, motivation, engagement, attendance and enrollment can be impacted through the course of a student's high school journey.

Use the tool kit as a roadmap to support educators in your school and your community partners in your work with students to arrive at the ultimate destination of successful high school completion. Whether working to support a student who has graduated but is a few credits shy of completion, or trying to reengage a student who left school months ago, the tool kit is designed support you in creating an individualized pathway to completion, recognizing the many ways to arrive at the same destination.

As educators walking alongside students working towards completing high school, your first consideration in designing a support plan is to consider which point on the *Pathways to Successful Completion* the student is currently at: empowerment, supported exit, reconnection or reentry and/or continued engagement.





***THINK: How can we leverage the resources we have to remove the barriers preventing successful high school completion for the student?***



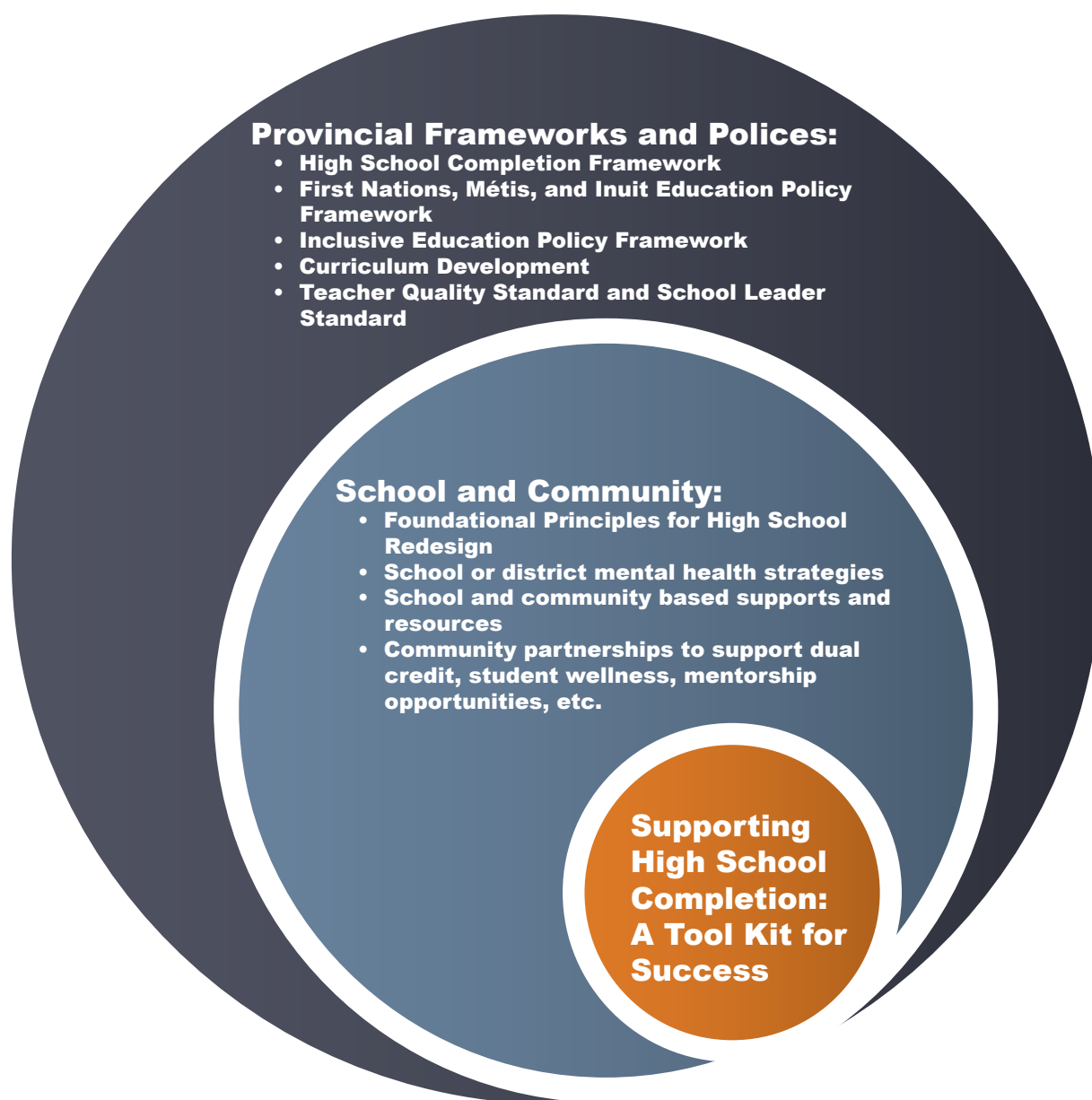
## **GUIDING QUESTIONS IN THE PATHWAYS TO SUCCESSFUL COMPLETION**

Four questions guide the Pathways to Successful Completion and frame the contents of the tool kit. These guiding questions are the lens through which the school and community environment are viewed as a plan is made:

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?

The questions can be used as a compass to reimagine the “four walls” of the school. Aim to design an environment to support the learner rather than the environment being the lens through which support is offered. The focus then shifts ‘what supports are available’ to ‘how can resources available in the school, school system, or community be leveraged to remove the barriers preventing successful high school completion for the student’.

## LEVERAGING CIRCLES OF INFLUENCE WITH THE PATHWAYS TO SUCCESSFUL COMPLETION



*The tool kit and the pathways to success exist within larger circles of influence.*

Provincial frameworks and policies provide guidance to school authorities that shape structures, procedures and approaches to students.

Within the school and local community, work informed by frameworks and policies is unfolding in various ways. For example, schools who have adopted the Foundational Principles of High School Redesign have each done so in different ways with different areas of focus. The ways in which the principles have come to life in an individual school might offer support opportunities for students at risk of not completing high school. As you engage with this tool kit and begin to imagine strategies and actions to support individual learners, consider the circles of influence.

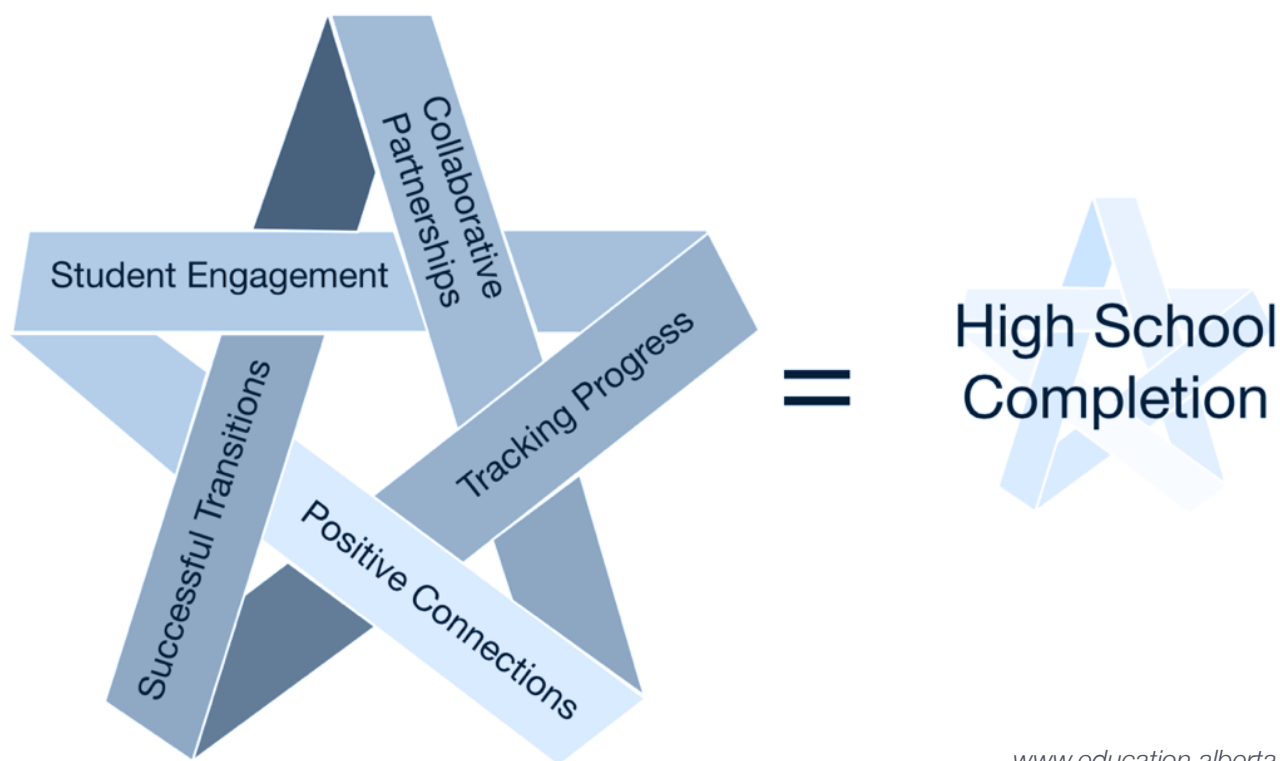
# THE PATHWAYS TO SUCCESSFUL COMPLETION AND THE HIGH SCHOOL COMPLETION STRATEGIC FRAMEWORK

The High School Completion Strategic Framework provides Alberta educators five core strategies to support high school completion:

## Alberta's High School Completion STRATEGIC FRAMEWORK

### 5 STARTing points

High school completion is everybody's business



[www.education.alberta.ca](http://www.education.alberta.ca)

Designed to address the challenges students face in completing high school and to ensure that all students are given the opportunity to succeed, the five core strategies are:

1. Tracking progress
2. Student engagement
3. Successful transitions
4. Collaborative partnerships
5. Positive connections

The five core strategies offer the STARTing points for strategic planning related to high school completion and are each integral to designing a comprehensive plan.

“

***Keeping kids engaged and motivated to complete high school requires a number of approaches and a great deal of collaboration.***

[www.education.alberta.ca](http://www.education.alberta.ca)

These core strategies align with the points on the Pathways to Successful Completion and provide the frame for the tools in this kit.

|                   |                            | Pathways to Successful High School Completion                      |                                                                                                          |                                                                                    |                                                                                                                     |
|-------------------|----------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
|                   |                            | EMPOWERMENT<br>Can the student's choice to stay be empowered? How? | SUPPORTED EXIT<br>How can the student be continually supported if an exit from high school is necessary? | RECONNECTION<br>What steps will help reconnect to the student if they have exited? | REENTRY AND/OR CONTINUED ENGAGEMENT<br>What is the best way to support successful reentry and continued engagement? |
| 5 STARTING POINTS | Tracking Progress          | ●                                                                  |                                                                                                          |                                                                                    | ●                                                                                                                   |
|                   | Student Engagement         | ●                                                                  |                                                                                                          |                                                                                    | ●                                                                                                                   |
|                   | Successful Transitions     |                                                                    | ●                                                                                                        |                                                                                    | ●                                                                                                                   |
|                   | Collaborative Partnerships | ●                                                                  | ●                                                                                                        |                                                                                    | ●                                                                                                                   |
|                   | Positive Connections       | ●                                                                  | ●                                                                                                        | ●                                                                                  | ●                                                                                                                   |

## I SUSPECT A STUDENT I WORK WITH MIGHT NOT COMPLETE HIGH SCHOOL: WHAT CAN I DO?

The tool kit is designed to help identify students who might require targeted or individualized support on their journey to high school completion, and to provide tools and resources for educators working with those students.

Follow the steps to get started:

1. Decide where the student you are working with is at on the Pathways to Successful Completion.
2. Use the Needs Evaluation Tool in the corresponding phase's section to facilitate a school discussion about student needs and their individual barriers to completion.
3. Employ the tools and resources in the corresponding phase's section to help engage the student and their family.

The tools and resources contained in this kit are designed to be easy to use and to be adaptable to your local context. Use the many options and ideas contained within to assist you in making personal connections with students to understand and remove barriers to school completion.



## THE TOOL KIT: SUPPORTING STUDENTS IN EACH PHASE OF THE CYCLE

The tools contained in the kit are tailored to support educators, parents and students at each point on the Pathways to Successful Completion. Note that students may not have a linear path through the phases of completion. The steps are not sequential but rather points on which to anchor your action plans in moving students towards completion.

Each section has its own needs evaluation tool which provides prompts to facilitate conversation about what barriers to success the student is experiencing. The conversation guide will help you to select the tools and resources that will best benefit the student.

Before you engage with the tools and resources, consider any individualized program plans that might already be in place to support the student. Use the resources and tools in the tool kit alongside any existing supportive plans to further frame supportive processes and conversations with families, students, community partners, and the school based learning team.

## THE EMPOWERMENT PHASE: CAN THE STUDENT'S CHOICE TO STAY BE EMPOWERED? HOW?

At the heart of the EMPOWERMENT phase is the idea that a vulnerable student's school day can be reimagined in order to design an experience to meet their unique needs. Often examining the data will show some students who require additional supports and considerations. Data concerning attendance, achievement and social belonging can help us to understand students who might benefit from accommodations and modifications to their programming or school experience.

Understanding the student perspective is crucial at this phase. What isn't working? How can improvements be made?

For students who are in the empowerment phase, your goal is to remove barriers and challenges, both perceived or real, that prevent the student from being present or engaging in the learning at school. Barriers might be social, emotional, financial or academic.

“

***During the Alberta Every Student Counts project, students said they wanted to feel welcomed at school and have a sense of belonging. They want an adult to care about them, to connect with them, to help them resolve issues and help them with their learning. They want to be valued.***





**EMPOWERMENT: NEEDS EVALUATION TOOL (CONTINUED)****GUIDING QUESTIONS: STUDENT ENGAGEMENT****Social**

- Does the student have close friends at school?
- Is the student experiencing bullying?
- Has there been a change to the student's involvement level in extracurricular activities?

**Emotional**

- Is there anything in the student's past that might interfere with their ability to learn?
- Does the student have a positive home life experience?
- Is there a significant adult in the student's life?
- Have there been significant changes in the student's mood or engagement?

**Intellectual and Academic**

- Is chronic absenteeism interfering with school success?
- Has the student missed more than 10% of instructional days (18 days), or nine days by halfway through the year?
- Does course material provide enough (or too much) rigour and challenge?
- Is there a potential need for academic accommodations, modifications, or personalization?

- Has the teaching team come together to share their observations, experiences, and current strategies related to the student?
- Has the student been brought forward to our school resource team?
- Is there the ability to support the student's needs within the school system? Are there school-based resources that might help to support the student?
- What community services might the student need?
- Are there community or school based supports that the student is already accessing? If so, is there communication between these support systems and the school?
- What community resources are available to support the student? Which school authority can offer guidance with this?

[illegible]

- Which adults in the building does the student connect with?

- Can the parents/guardians/caregivers be invited to be partners on the team working to support the student?

[illegible]

Due date

[illegible]

## EMPOWERMENT ADDITIONAL TOOLS:

- Reimagining the High School Experience: Support Plan ([click here](#))
- Home-Supported Leave Planning Tool ([click here](#))
- Follow-Up Tool ([click here](#))

## EMPOWERMENT ADDITIONAL RESOURCES:

- Local listing of community and social services: [www.ab.211.ca](http://www.ab.211.ca)
- Mental health and youth addiction information: [www.help4me.ca](http://www.help4me.ca)
- Attendance Connection Toolkit:  
<https://education.alberta.ca/attendance/attendance-toolkit/everyone/toolkit-resources/>
- Framework for Building Mentoring Relationships in Schools:  
<https://albertamentors.ca/wp-content/uploads/2013/10/Framework-for-Building-Mentoring-Relationships-in-Schools.pdf>
- Information about supporting well-being and mental wellness in your school:  
<https://education.alberta.ca/mental-health/what-is-mental-health/>
- In the Calgary area, Access Mental Health clinicians who are familiar with Alberta Health Services and community-based programs are available to offer information and options for addictions and mental health services: [www.albertahealthservices.ca/services/Page11443.aspx](http://www.albertahealthservices.ca/services/Page11443.aspx)
- Rocky View Schools Authority launched an Attendance Innovation Campaign in the fall of 2016. To learn more about their Present for a Purpose campaign and their three tiered approach to educate communities, empower schools to use data, and eliminate barriers to attendance for students, go to:  
<http://www.rockyview.ab.ca/21stC/supporting/rvs-attendance>

# REIMAGINING THE HIGH SCHOOL EXPERIENCE: SUPPORT PLAN

Date completed: \_\_\_\_\_

## STUDENT INFORMATION

|                                                |       |                                          |       |
|------------------------------------------------|-------|------------------------------------------|-------|
| Name:                                          | _____ | ASN:                                     | _____ |
| DOB:                                           | _____ | Current grade:                           | _____ |
| Country of origin and ELL level if applicable: | _____ | Credits earned to date:                  | _____ |
|                                                | _____ | Special ed codes:                        | _____ |
|                                                | _____ |                                          | _____ |
| Student strengths:                             | _____ | Current modifications or accommodations: | _____ |
|                                                | _____ |                                          | _____ |
|                                                | _____ |                                          | _____ |
| Other information (including nicknames):       | _____ |                                          |       |
|                                                | _____ |                                          |       |
|                                                | _____ |                                          |       |

## PARENT/GUARDIAN INFORMATION

|                      |       |                      |       |
|----------------------|-------|----------------------|-------|
| Name(s):             | _____ | Email addresses:     | _____ |
|                      | _____ |                      | _____ |
| Best contact number: | _____ | First language:      | _____ |
|                      |       |                      | _____ |
|                      |       | Translator required? | _____ |

## TEAM INFORMATION

|                        |       |
|------------------------|-------|
| Learning team members: | _____ |
|                        | _____ |
|                        | _____ |
|                        | _____ |

**REIMAGINING THE HIGH SCHOOL EXPERIENCE: SUPPORT PLAN (CONTINUED)**

Use the form below to guide the conversation with the student about their needs and then to reimagine their school experience.

Ensure you are adding information under details, no matter what the rating is. The student is on your radar for a reason. Even positive information can help you support the student down the road.

**IN WHAT WAYS DOES THE STUDENT NEED SUPPORT?****SOCIAL DOMAIN**

|                                                                                                                                  | Requires immediate support | Some support needed     | Infrequent support required | No support necessary    | Details |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------|-----------------------------|-------------------------|---------|
| Does the student have a strong network of friends at school?                                                                     | <input type="radio"/> 1    | <input type="radio"/> 2 | <input type="radio"/> 3     | <input type="radio"/> 4 |         |
| Does the student feel safe at school and free from bullying?                                                                     | <input type="radio"/> 1    | <input type="radio"/> 2 | <input type="radio"/> 3     | <input type="radio"/> 4 |         |
| Does the student have connections with caring adults in the building?                                                            | <input type="radio"/> 1    | <input type="radio"/> 2 | <input type="radio"/> 3     | <input type="radio"/> 4 |         |
| Have you noticed a change in the student's connections to people in the building (students and/or adults) within the last month? |                            |                         | <input type="radio"/> Y     | <input type="radio"/> N |         |

School Voice – what resources and/or and supports are currently available? What interventions might we initiate?

[illegible]

**REIMAGINING THE HIGH SCHOOL EXPERIENCE: SUPPORT PLAN (CONTINUED)****IN WHAT WAYS DOES THE STUDENT NEED SUPPORT?****EMOTIONAL DOMAIN**

|                                                                                                    | Requires<br>immediate<br>support | Some<br>support<br>needed | Infrequent<br>support<br>required | No<br>support<br>necessary | Details |
|----------------------------------------------------------------------------------------------------|----------------------------------|---------------------------|-----------------------------------|----------------------------|---------|
| Is the student engaged in the learning at school?                                                  | <input type="radio"/> 1          | <input type="radio"/> 2   | <input type="radio"/> 3           | <input type="radio"/> 4    | _____   |
| Does the student demonstrate the ability to cope with stress, worries or anxiety?                  | <input type="radio"/> 1          | <input type="radio"/> 2   | <input type="radio"/> 3           | <input type="radio"/> 4    | _____   |
| Does the student respond to set-backs or challenge with resilience and a willingness to persevere? | <input type="radio"/> 1          | <input type="radio"/> 2   | <input type="radio"/> 3           | <input type="radio"/> 4    | _____   |
| Have you noticed a change in the student's mood within the last month?                             |                                  |                           | <input type="radio"/> Y           | <input type="radio"/> N    | _____   |
|                                                                                                    |                                  |                           |                                   |                            | _____   |
|                                                                                                    |                                  |                           |                                   |                            | _____   |
|                                                                                                    |                                  |                           |                                   |                            | _____   |
|                                                                                                    |                                  |                           |                                   |                            | _____   |
|                                                                                                    |                                  |                           |                                   |                            | _____   |
|                                                                                                    |                                  |                           |                                   |                            | _____   |

## Areas of Need

School Voice – what resources and/or and supports are currently available? What interventions might we initiate?

[illegible]

**REIMAGINING THE HIGH SCHOOL EXPERIENCE: SUPPORT PLAN (CONTINUED)****IN WHAT WAYS DOES THE STUDENT NEED SUPPORT?****ACADEMIC DOMAIN**

|                                                                               | Requires<br>immediate<br>support | Some<br>support<br>needed | Infrequent<br>support<br>required | No<br>support<br>necessary | Details |
|-------------------------------------------------------------------------------|----------------------------------|---------------------------|-----------------------------------|----------------------------|---------|
| To what extent does the student participate in class?                         | <input type="radio"/> 1          | <input type="radio"/> 2   | <input type="radio"/> 3           | <input type="radio"/> 4    |         |
| Are assignments being completed?                                              | <input type="radio"/> 1          | <input type="radio"/> 2   | <input type="radio"/> 3           | <input type="radio"/> 4    |         |
| Does the student demonstrate low reading proficiency or writing difficulties? | <input type="radio"/> 1          | <input type="radio"/> 2   | <input type="radio"/> 3           | <input type="radio"/> 4    |         |
| Does the student demonstrate interest in the learning topics?                 | <input type="radio"/> 1          | <input type="radio"/> 2   | <input type="radio"/> 3           | <input type="radio"/> 4    |         |
| Does the student use class time effectively and appropriately?                | <input type="radio"/> 1          | <input type="radio"/> 2   | <input type="radio"/> 3           | <input type="radio"/> 4    |         |
| Have you noticed a change in the student's achievement within the last month? |                                  |                           | <input type="radio"/> Y           | <input type="radio"/> N    |         |

School Voice – what resources and/or and supports are currently available? What interventions might we initiate?

[illegible]

## NEXT STEPS

In one month's time, gather the learning team, family and student. Review the action plan(s) and use the process once again to understand, review and record how the student's needs have evolved and what might be appropriate next. Continue this monthly cycle for as long as required to set new goals or actions as you continue to work towards a manageable school experience for the student.

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## HOME-SUPPORTED LEAVE PLANNING TOOL

Home-supported leaves assist students in continuing their studies when they need to be away from the school setting. When students have the desire to continue their learning but experience social, emotional, health, or other challenges that make coming to school difficult, use this tool to support planning.

Examples might include when students experience extreme bullying, severe anxiety or other mental illness, extended medical treatment or a need to receive treatment during the regular school day for a brief period of time.

A home-supported leave is most successful if it is:

- For a brief and predetermined length of time.
- Coordinated by a lead staff member who is the key contact for students, teachers and parents/caregivers.
- The key contact and student have regular communication.
- The plan clearly outlines what the learning goals are for any impacted courses and what the expectations are for work completion and timelines.
- Workload for students is reduced to cover only essential learning outcomes.

Use the following form to guide your supported leave planning in conversation with the student, parent/guardian and learning team:

### STUDENT INFORMATION

Name: \_\_\_\_\_ Projected start date: \_\_\_\_\_

Key staff contact: \_\_\_\_\_ Projected end date: \_\_\_\_\_

### PLANNING PROMPTS

### DETAILS

How will work be received by the school?

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With what frequency will the key contact and student connect? How (meeting, text, phone conversation, etc.)? Under what circumstances will the student communicate directly with the teachers?

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How can the school best contact the student?

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What opportunities exist to keep the student in contact with their classmates?

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What could reentry to the school or course look like? What supports will be required? (See tools in the Reentry and Continued Engagement section for ideas.)

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**HOME-SUPPORTED LEAVE PLANNING TOOL (CONTINUED)**

Use this space to record work expectations while the student is away. Consider modifying tasks to reduce workload for the student. It is recommended that only essential outcomes be included. Eliminate any outcomes not directly related to programs of study.

**WORK EXPECTATIONS**

| Course:  | Learning outcome:                                                                                                                                                                                                          | Tasks/instructions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Date received: |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| ELA 20-1 | <p><i>Students will:</i></p> <p><i>Create a personal response.</i></p> <p><i>Compare the personality traits, roles, relationships, motivations, attitudes, and values of characters in literature and other texts.</i></p> | <p><i>Task:</i></p> <p><i>Compare perspectives – What makes a good leader? Who should lead the boys in Lord of the Flies?</i></p> <p><i>Instructions:</i></p> <p><i>Hi Kim! We've read Lord of the Flies in class, and I know that you've been reading the book at home too. At school, we've been talking about what leadership means, and have been talking about whether Ralph, Jack, or Piggy should be the one who leads the boys on the island. Here's what I need you to do:</i></p> <ol style="list-style-type: none"> <li><i>1. Create a list of what you believe the top 5 characteristics of a good leader would be. I've provided you with 5 other students' lists of the top 5 characteristics they have chosen to describe a good leader.</i></li> <li><i>2. Using all of the data (yours and others), create a graph or pie chart that demonstrates the combined thinking of the characteristics of a good leader.</i></li> <li><i>3. In any way that you feel comfortable (essay, poem, poster, summary statement, multimedia presentation), use the graph or chart you have created to defend your position on what makes a good leader. Your final position piece should articulate who you think should lead the boys as well as why they are deserving of this role.</i></li> <li><i>4. Return your infographic and final position piece to me by our next team meeting in 2 weeks.</i></li> </ol> |                |
| Course:  | Learning outcome:                                                                                                                                                                                                          | Tasks/instructions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Date received: |
|          |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |

## WORK EXPECTATIONS

|         |                   |                     |                |
|---------|-------------------|---------------------|----------------|
| Course: | Learning outcome: | Tasks/instructions: | Date received: |
|         |                   |                     |                |
| Course: | Learning outcome: | Tasks/instructions: | Date received: |
|         |                   |                     |                |

Next Meeting Date: \_\_\_\_\_ (Use the Follow-Up Tool at this meeting.)

## **THE SUPPORTED EXIT PHASE: HOW CAN THE STUDENT BE CONTINUALLY SUPPORTED IF AN EXIT IS NECESSARY?**

Sometimes students need to leave the high school setting. Whether the choice is made by the student, the parents or guardians, the school or through unavoidable circumstances, it is of paramount importance to maintain communication and relationship with students as they leave. The more students feel that a return is welcomed and possible, the more likely they will return. Keeping the door happens through a plan to transition out of the school setting with support created by caring adults.

For students who are in the supported exit phase, there are three goals:

- Ensure the reasons for leaving are understood.
- Address specific student needs as much as possible through collaboration with our school and community service providers.
- Maintain communication and relationship with the student and/or family while the student is away, including securing a way to communicate with the student in advance of their leaving.

## SUPPORTED EXIT: NEEDS EVALUATION TOOL

Use the Supported Exit Needs Evaluation Tool to analyze the situation of students who will be leaving the school system. The tools and resources are designed to assist you in moving forward with supports.

Complete together with a learning team comprised of:

- Teachers
- Instructional aides
- Administration
- Counselors
- Anyone involved with the student in the school setting
- Community partners
- Family members
- The student

### GUIDING QUESTIONS

### DETAILS

#### SUCCESSFUL TRANSITIONS

- If the student will be heading to a treatment, inpatient or other community program, what information can be legally shared with the community partners to support a successful transition?
- How can communication and support for the parents or guardians continue during the student's school exit?

#### COLLABORATIVE PARTNERSHIPS

- Is there a good understanding of the student's reasons for leaving?
- Which community services could support the student or family with their needs while the student is away?
- What commitment can be made to the parents or guardians and the student about ongoing communication while the student is away?
- To facilitate optimal results, what information can be provided to partners who are working with this family about our school setting or about the student's school experience?



## **SUPPORTED EXIT: LIST OF TOOLS**

- Successful Exit Strategies – Leave with the Door Open to Return ([click here](#))
- Exit Interview Template ([click here](#))
- Developing a List of Community Resources and Services: Tip Sheet ([click here](#))
- ‘When you need to reach out...’ Card ([click here](#))
- Student ‘Keep the Door Open’ Card ([click here](#))

## **SUPPORTED EXIT: LIST OF FURTHER RESOURCES**

- For a listing of local community and social services: <http://www.ab.211.ca>
- For mental health and youth addiction information: <http://www.help4me.ca>
- For a list of government of Alberta programs and services available through Human Services: <http://www.humanservices.alberta.ca/programs-and-services.html>
- This Way Forward: A guide created by United Way Calgary and Area for persons experiencing economic challenges which includes information about applying for financial assistance, achieving employment, health and wellness and other topics which may be appropriate for your exiting student. The resource can be accessed at: [http://www.calgaryunitedway.org/images/uwca/our-work/guides-and-resources/This\\_Way\\_Forward\\_Final.pdf](http://www.calgaryunitedway.org/images/uwca/our-work/guides-and-resources/This_Way_Forward_Final.pdf)
- Your Education Your Way: A guide created by United Way Calgary and Area to support students who have exited high school in understanding how to complete requirements at a later date. The resource can be accessed at: <http://www.calgaryunitedway.org/images/uwca/our-work/guides-and-resources/Your-Education-Your-Way-Final.pdf>

## **SUCCESSFUL EXIT STRATEGIES – LEAVE WITH THE DOOR OPEN TO RETURN**

Use these strategies, adapted from the *All In For Youth Successful Exit Strategies A Best Practice Outline* to ensure an intentional, consistent and proactive process for helping students exit school with a plan in place for a successful return:

1. Whenever possible, departing students should complete an exit interview with a school staff member focused on collecting information that would assist when trying to reengage that student at a later date:
  - a. Leaving date
  - b. Reason(s) for leaving
  - c. Strengths or interests that might help any future discussion and planning for a reconnection with the student (see Exit Interview Template - [click here](#))
2. Key pieces of data required to facilitate reconnecting with a student and that will assist when discussing a student's return include:
  - a. Full Name and name used/nickname
  - b. Current address and phone numbers including mobile and home
  - c. Email or text address if this is a preferred method of contact
  - d. Parent or guardian contact information whenever possible
3. If students take a leave, create a success package they can take with them, including:
  - a. Student 'keep the door open' card.
  - b. List of local community resources – if your school does not have one, see the Developing a List of Community Resources and Services: Tip Sheet or use the 'when you need to reach out' cards.
  - c. Your Education, Your Way: A guide to finishing high school and planning for success.
  - d. This Way Forward: A guide to resources available in the community.

## EXIT INTERVIEW TEMPLATE

Not all students and/or families will participate in an exit interview. For those students where there is no opportunity for a conversation before they leave the school setting, this template could be used as a part of their call back plan in the reconnection phase.

Leaving date: \_\_\_\_\_

### STUDENT INFORMATION

|                                                |                                  |                                          |                                  |
|------------------------------------------------|----------------------------------|------------------------------------------|----------------------------------|
| Name:                                          | _____                            | ASN:                                     | _____                            |
| DOB:                                           | _____                            | Current grade:                           | _____                            |
| Country of origin and ELL level if applicable: | _____<br>_____<br>_____          | Credits earned to date:                  | _____<br>_____                   |
|                                                | _____                            | Special ed codes:                        | _____<br>_____<br>_____          |
| Student strengths:                             | _____<br>_____<br>_____<br>_____ | Current modifications or accommodations: | _____<br>_____<br>_____<br>_____ |
| Other information (including nicknames):       | _____<br>_____<br>_____          |                                          |                                  |

### PARENT/GUARDIAN INFORMATION

|                      |                |                      |                |
|----------------------|----------------|----------------------|----------------|
| Name(s):             | _____<br>_____ | Email addresses:     | _____<br>_____ |
| Best contact number: | _____          | First language:      | _____<br>_____ |
|                      |                | Translator required? | _____          |

**EXIT INTERVIEW TEMPLATE (CONTINUED)**

| <b>REASONS FOR LEAVING SCHOOL (CHECK ALL THAT APPLY)</b> |                          |  |                                                    |                          |
|----------------------------------------------------------|--------------------------|--|----------------------------------------------------|--------------------------|
| Parenting responsibilities                               | <input type="checkbox"/> |  | Mental health issues                               | <input type="checkbox"/> |
| Family responsibilities                                  | <input type="checkbox"/> |  | Addiction issues                                   | <input type="checkbox"/> |
| Lack of family support                                   | <input type="checkbox"/> |  | Unable to meet schools behavioural expectations    | <input type="checkbox"/> |
| Lack of relevant courses                                 | <input type="checkbox"/> |  | Negative peer influences                           | <input type="checkbox"/> |
| Coursework too difficult                                 | <input type="checkbox"/> |  | Lack of positive adults                            | <input type="checkbox"/> |
| Failing courses                                          | <input type="checkbox"/> |  | Chronically absent (missing more than 10% of days) | <input type="checkbox"/> |
| No interest/motivation in school                         | <input type="checkbox"/> |  | Currently in care (e.g. foster home/ group home)   | <input type="checkbox"/> |
| Financial hardship                                       | <input type="checkbox"/> |  | Moves often (individually or with family)          | <input type="checkbox"/> |
| Employed more than 20 hrs / wk                           | <input type="checkbox"/> |  | Vocational needs not being met at school           | <input type="checkbox"/> |
| Engaged in apprenticeship program                        | <input type="checkbox"/> |  | Language barriers                                  | <input type="checkbox"/> |
| Justice issues                                           | <input type="checkbox"/> |  | Doesn't feel safe at school                        | <input type="checkbox"/> |
| Pregnancy                                                | <input type="checkbox"/> |  | Bullying                                           | <input type="checkbox"/> |
| Physical health issues                                   | <input type="checkbox"/> |  |                                                    | <input type="checkbox"/> |

Other:

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**COMMENTS**


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**EXIT INTERVIEW TEMPLATE (CONTINUED)****SUPPORTS REQUIRED FOR SUCCESS  
(CHECK ALL THAT APPLY)**

|                              |                          |                       |                          |
|------------------------------|--------------------------|-----------------------|--------------------------|
| Financial support            | <input type="checkbox"/> | Transportation        | <input type="checkbox"/> |
| Academic support             | <input type="checkbox"/> | Personal counseling   | <input type="checkbox"/> |
| ELL/language support         | <input type="checkbox"/> | Vocational counseling | <input type="checkbox"/> |
| Parenting support            | <input type="checkbox"/> | Addictions treatment  | <input type="checkbox"/> |
| Legal assistance             | <input type="checkbox"/> | Medical treatment     | <input type="checkbox"/> |
| Pre and/or postnatal support | <input type="checkbox"/> | Guided mentorship     | <input type="checkbox"/> |

Other:

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**STUDENT ACTION PLAN**

What is the student's current plan? What will they do next? Who will they access for support? Use this chart to support the student in making concrete plans for the month ahead.

**STUDENT ACTION PLAN**

Goal: What needs to be done to address your reasons for leaving?

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Who can support your achievement of the goal?

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When would you like to accomplish this by?

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Is there one person in this school who you would feel comfortable connecting with about this personal action plan while you are away? How would you like to connect with this person? When?

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**EXIT INTERVIEW TEMPLATE (CONTINUED)****TRANSITION BACK TO SCHOOL PLAN**

How will you know when you are ready to come back to school? What will it look like? What needs to happen?

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Is a transition back to the same school desired upon return, or will another school need to be explored?

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How long should the school anticipate that you will be away?

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**COMMUNICATION PLAN**

School main contact:

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Home main contact:

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Preferred method of communication

Cell/text:

Email:

Home phone:

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Planned date of first communication:

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[illegible]

## DEVELOPING A LIST OF COMMUNITY RESOURCES AND SERVICES: TIP SHEET

Some areas in Alberta now have online or phone access to 211, a comprehensive information website with contact information for local community and social services. To check if 211 is operating in your area, go to: [www.ab.211.ca](http://www.ab.211.ca). If 211 is available in your area, you might consider using the 'when you need to reach out...' card on the following page in lieu of a community resources handout.

If you would like to create a list of local resources and services available to students and their families using the following tips:

- Be sure to include [www.help4me.ca](http://www.help4me.ca) prominently in your handout. The Government of Alberta, Alberta Health Services, PolicyWise for Children & Families and the Canadian Mental Health Association of Edmonton have developed this website to communicate information about addiction and mental health. The website also contains crisis and distress supports and services contact information for the province.
- Use the checklist below to think about additional community resources to include. Check off whether the local information about at least one provider for this type of service is already known to you, or whether some exploring in the community is necessary.

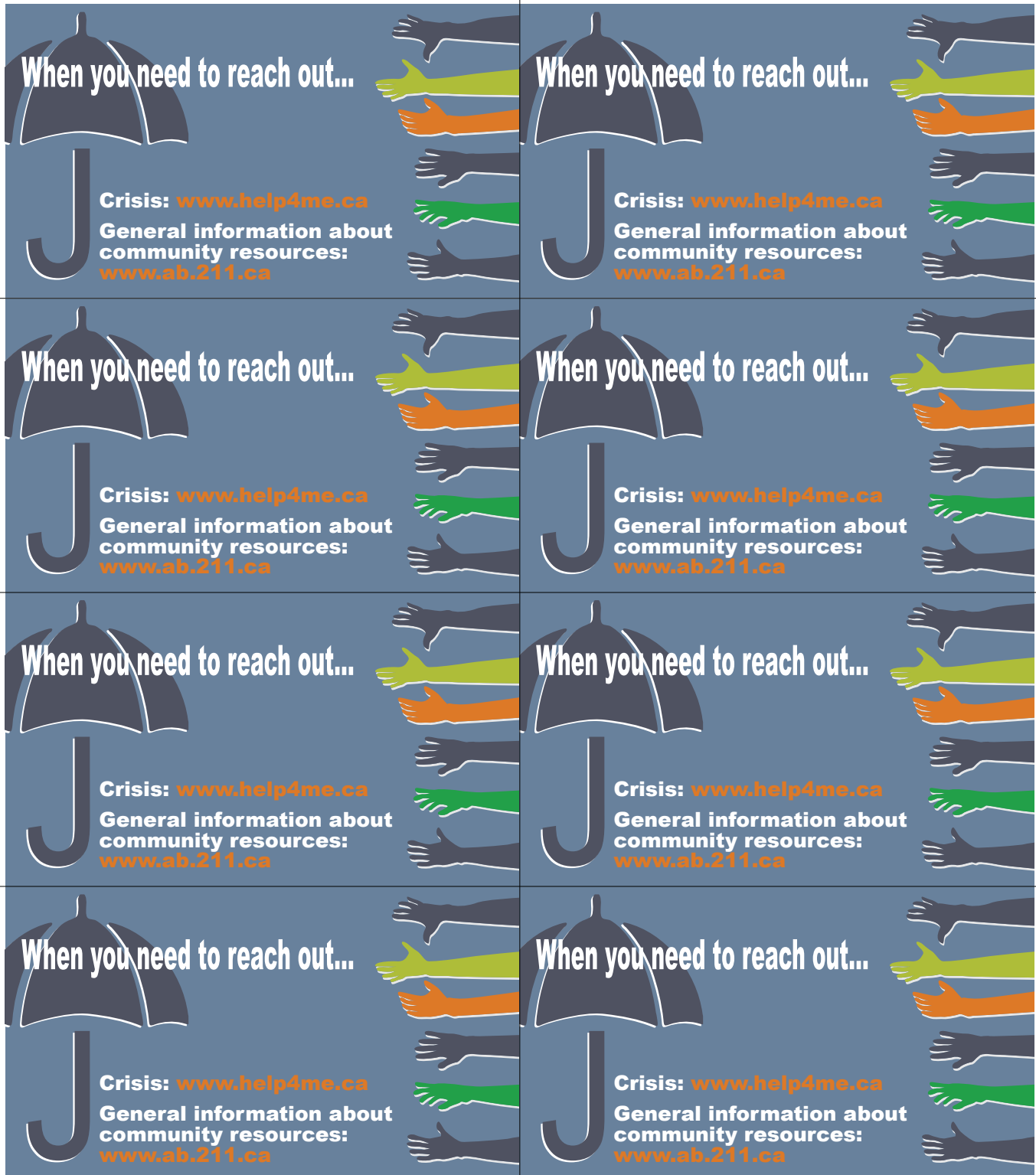
| TYPE OF RESOURCE OR SERVICE                         | CONTACT INFORMATION KNOWN | NEED TO EXPLORE |
|-----------------------------------------------------|---------------------------|-----------------|
| Abuse, assault and domestic violence                |                           |                 |
| Addictions, substance abuse and treatment           |                           |                 |
| Anger management                                    |                           |                 |
| Bereavement                                         |                           |                 |
| Financial assistance                                |                           |                 |
| First nations, Metis or Inuit services and supports |                           |                 |
| Food and clothing                                   |                           |                 |
| Housing services and shelters                       |                           |                 |
| Immigrant and refugee services and supports         |                           |                 |
| Legal assistance                                    |                           |                 |
| Medical or other disabilities                       |                           |                 |
| Mental health                                       |                           |                 |
| Pregnancy                                           |                           |                 |
| Parenting                                           |                           |                 |
| Police/RCMP                                         |                           |                 |
| Transportation                                      |                           |                 |

Once you've identified your current contacts and your areas for exploration, use the Alberta Human Services Resource List to get you started in your explorations:

<http://www.humanservices.alberta.ca/disability-services/17252.html>

## **‘WHEN YOU NEED TO REACH OUT...’ CARD**

If 211 is available in your area, print on card stock and trim. Laminate and hand the cards out to students during exit interviews. The website provides students and families with the most current local information for community, social and crisis services. If 211 is not available in your area, refer to the Developing a List of Community Resources and Services: Tip Sheet.



## STUDENT KEEP THE DOOR OPEN CARD

Complete these cards by either typing in your contact information on the pdf or writing in onto the printed card. Print on card stock and trim. Laminate and hand them out to students during exit interviews or when meeting with students who have left school. If you are also using the 'when you need to reach out' card in lieu of a community resources handout, these could be printed back to back.

|                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>The door is always open.</b></p> <p>When you're ready, let's make a plan for your return to school together.</p> <p>School Information: _____</p>   |  <p><b>The door is always open.</b></p> <p>When you're ready, let's make a plan for your return to school together.</p> <p>School Information: _____</p>   |
|  <p><b>The door is always open.</b></p> <p>When you're ready, let's make a plan for your return to school together.</p> <p>School Information: _____</p>  |  <p><b>The door is always open.</b></p> <p>When you're ready, let's make a plan for your return to school together.</p> <p>School Information: _____</p>  |
|  <p><b>The door is always open.</b></p> <p>When you're ready, let's make a plan for your return to school together.</p> <p>School Information: _____</p> |  <p><b>The door is always open.</b></p> <p>When you're ready, let's make a plan for your return to school together.</p> <p>School Information: _____</p> |
|  <p><b>The door is always open.</b></p> <p>When you're ready, let's make a plan for your return to school together.</p> <p>School Information: _____</p> |  <p><b>The door is always open.</b></p> <p>When you're ready, let's make a plan for your return to school together.</p> <p>School Information: _____</p> |



## **THE RECONNECTION PHASE: WHAT STEPS WILL HELP RECONNECT TO THE STUDENT IF THEY HAVE EXITED?**

Once students leave the school setting, we must actively seek their reentry. At this phase, relationships are essential. Communication with students that demonstrates care and the ability to help will make a significant difference in the likelihood of these students returning to school. Maintaining some contact between school and students is crucial at the reconnection phase.

Students who have finished grade 12 but did not complete the requirements for certificates or diplomas might benefit from the processes and tools in this section as well. These students might need our active efforts to reengage them.

For students who are in the reconnection phase, there are three goals:

- Maintain ongoing and regular caring communication.
- Understand barriers to return.
- Connect students with community partners who can assist in removing barriers.

In some cases, there are programs in the community or at the school authority level that will facilitate this ongoing communication. Making a referral to the program is imperative in those cases. If such a program does not exist in your community or within your school authority, use the needs evaluation tool below to think about those students who have already left the school setting. The tools and resources that follow are designed to assist you in moving forward with supports.

“

***When there are caring and welcoming individuals involved with students, it sends a strong message to students that they matter. Students who are connected to someone and have that positive influence regarding their schooling tend to want to be in school.***

- Teachers
- Instructional aides
- Administration
- Counselors
- Anyone involved with the student in the school setting
- Community partners
- Family members
- The student

## DETAILS

- Who is the key school contact committed to communicating with the student on an ongoing basis while they are away?
- Has the student been communicated with directly regarding when they might be ready to return to school? How?
- What further supports does the student require in order to make the choice to return?

[illegible]

Due date

[illegible]

## **RECONNECTION: LIST OF TOOLS**

- Student Call Back Guide ([click here](#))

## **RECONNECTION: LIST OF FURTHER RESOURCES**

- For a listing of local community and social services: [www.ab.211.ca](http://www.ab.211.ca)
- For mental health and youth addiction information: [www.help4me.ca](http://www.help4me.ca)
- This Way Forward: A guide created by United Way Calgary and Area for persons experiencing economic challenges which includes information about applying for financial assistance, achieving employment, health and wellness and other topics which may be appropriate for your exiting student. Access at: [www.calgaryunitedway.org/images/uwca/our-work/guides-and-resources/This\\_Way\\_Forward\\_Final.pdf](http://www.calgaryunitedway.org/images/uwca/our-work/guides-and-resources/This_Way_Forward_Final.pdf)
- Your Education Your Way: A guide created by United Way Calgary and Area to support students who have exited high school in understanding how to complete requirements at a later date. Access at: [www.calgaryunitedway.org/images/uwca/our-work/guides-and-resources/Your-Education-Your-Way-Final.pdf](http://www.calgaryunitedway.org/images/uwca/our-work/guides-and-resources/Your-Education-Your-Way-Final.pdf)

## STUDENT CALL BACK GUIDE

Once a student has left the school setting, there should be an intentional plan to call the student and keep the conversation going about a return to school. In the reconnection phase, the relationship with the student is crucial. Having proper contact information for the student is also key. During the exit interview, one of the goals should be to record the student's cell phone number or preferred contact information. Ask whether the student prefers calls or texts.

### FIRST CONTACT

- Plan to make the first communication about three to four weeks before the new semester begins or within two months if you are not on a system without semesters.
- When the first contact is made, focus on nurturing a relationship. This is essential. Inquire about the student as a person first, prior to discussing school.
- During the call, address the student's reasons for leaving as collected in the exit interview. Ask about any supports that have been put in place and to what extent they have been helpful. Try to build on strengths and successes.
- If an exit interview was never completed, complete one at this time.
- It should be noted that the first contact is often met with some resistance. Try again, be persistent.

### BUILDING RELATIONSHIP

- Keep the communication going as much as possible – even if it is a one-way conversation in the beginning. Leave messages, send texts, repeat! Record each attempt. Ask the student how and when they would like to be contacted again.
- When speaking with students, discuss their challenges in returning and record any barriers or difficulties they are facing. Find out about successes!
- Whenever possible, assist the student in finding resources to remove the barriers to a successful return. Build on the successes.
- Invite the student to return to school in every conversation, discussing what that could look like if they are open to it. Invite them for a 'coffee conversation' as the first step if they're open to it. Build the relationship.
- Record conversation outcomes in the contact record section of the exit interview template.

### KEEP THE CONVERSATION GOING

- Make a plan to contact the student again at an agreed upon date and time. Send a calendar invite if you have an email address for the student.

## THE REENTRY AND/OR CONTINUED ENGAGEMENT PHASE: WHAT IS THE BEST WAY TO SUPPORT SUCCESSFUL REENTRY AND CONTINUED ENGAGEMENT?

Supports for students as they reenter the school setting are paramount to their successful continued engagement in school. Collaborate with community partners who have been working with the student during their absence to understand what supports, accommodations or other personalization will be required to set students up for success as they return. As they transition back in to school to continue their journey, ongoing communication is vital.

For students who are in the reentry and/or continued engagement phase, there are four goals:

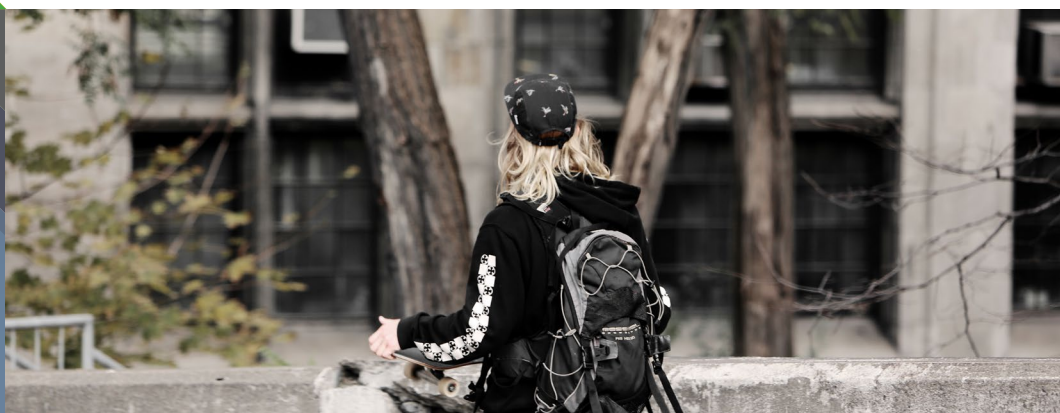
- Collaborate with partners in creating a reentry plan including understanding what supports the student might need for successful reentry.
- Continue to remove barriers and challenges (perceived or real) that prevent the student from being present or engaging in the learning at school. This can include social, emotional, financial, academic and other barriers.
- Maintain supportive plans to address the student's needs as much as possible through collaboration with your partners.
- Maintain ongoing and regular caring communication.

Use the Reentry and/or Continued Engagement Needs Evaluation Tool to think about those students who are reentering the school setting, or for whom you are supporting with ongoing engagement and reconnection. The tools and resources that follow are designed to assist you in moving forward with supports.

“

***I'm at school now - with a fresh start and I'm hoping that things will be better here. One thing I realized at Encore CBE is how important it is to have a teacher to go to when I need help. I've worked that out with the guidance counsellor. I've changed and I'm really trying. I think this will work.***

***Encore CBE “Our Stories”***



- Teachers
- Instructional aides
- Administration
- Counselors
- Anyone involved with the student in the school setting
- Community partners
- Family members
- The student

## DETAILS

- What data tells us that the student will complete high school?
- How and what information needs to be tracked in order to understand how well the student is being supported? Who will be accountable?

[illegible]

## REENTRY AND/OR CONTINUED ENGAGEMENT: NEEDS EVALUATION TOOL (CONTINUED)

### GUIDING QUESTIONS

### DETAILS

#### STUDENT ENGAGEMENT

##### SOCIAL

- Does the student have close friends at school?
- Is the student experiencing bullying?
- Has there been a change to the student's involvement level in extracurricular activities?

##### EMOTIONAL

- Is there anything in the student's past that might interfere with their ability to learn?
- Does the student have a positive home life experience?
- Is there a significant adult in the student's life?
- Has there been significant changes in the student's mood or engagement?

##### INTELLECTUAL AND ACADEMIC

- Is chronic absenteeism interfering with school success?
- Has the student missed more than 10% of instructional days (18 days) or nine days by halfway through the year?
- Does course material provide enough (or too much) rigour and challenge?
- Is there a potential need for academic accommodations, modifications or personalization?

## DETAILS

- If the student is returning from a treatment, inpatient or other community program, what information can be shared or gained to support a successful transition?
- What is the best way to communicate with the parents or guardians to support them in the student's school return?

[illegible]

## DETAILS

- Has the teaching team come together to share observations, experiences and current strategies related to the student?
- Has the student been brought forward to the school resource team?
- Can the student's needs be supported within the school system? Are there school-based resources that might help to support the student?
- What community services might the student need?
- Are there community or school based supports the student is already accessing? If so, is there communication between the support systems and the school?
- What community resources are available to support the student? Who in our school authority is most appropriate to offer guidance?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## DETAILS

- Which adults at the school does the student connect with?
- How can parents/guardians/caregivers be invited to work as partners to support the student?

[illegible]

## Action

## Who is responsible?

## Due date

[illegible]

## **REENTRY AND/OR CONTINUED ENGAGEMENT: LIST OF TOOLS**

- Reentry Planning Checklist for Students Returning to School ([click here](#))

## **REENTRY AND/OR CONTINUED ENGAGEMENT: LIST OF FURTHER RESOURCES**

- For a listing of local community and social services: [www.ab.211.ca](http://www.ab.211.ca)
- For mental health and youth addiction information: [www.help4me.ca](http://www.help4me.ca)
- For further support in this area, you could also access the Attendance Connection Toolkit ([https://education.alberta.ca/media/158764/school-reference-guide\\_final.pdf](https://education.alberta.ca/media/158764/school-reference-guide_final.pdf)) and the Framework for Building Mentoring Relationships in Schools (<http://albertamentors.ca/wp-content/uploads/2013/10/Framework-for-Building-Mentoring-Relationships-in-Schools.pdf>)
- For information about supporting Well-Being and Mental Wellness in your school, visit: <https://education.alberta.ca/mental-health/what-is-mental-health>
- In the Calgary area, Access Mental Health clinicians, who are familiar with Alberta Health Services and community-based programs, are available to offer information and options for addictions and mental health services: [www.albertahealthservices.ca/services/Page11443.aspx](http://www.albertahealthservices.ca/services/Page11443.aspx)
- Rocky View Schools Authority launched an Attendance Innovation Campaign in the fall of 2016. To learn more about their “Present for a Purpose” campaign and their three tiered approach to educate communities, empower schools to use data and eliminate barriers to attendance for students: [www.rockyview.ab.ca/21stC/supporting/rvs-attendance](http://www.rockyview.ab.ca/21stC/supporting/rvs-attendance)

# REENTRY PLANNING CHECKLIST FOR STUDENTS RETURNING TO SCHOOL

Anticipated reentry date: \_\_\_\_\_

Duration of leave (if applicable): \_\_\_\_\_

Dates and durations of previous leaves: \_\_\_\_\_

## STUDENT INFORMATION

|                                                |                                  |                                          |                                  |
|------------------------------------------------|----------------------------------|------------------------------------------|----------------------------------|
| Name:                                          | _____                            | ASN:                                     | _____                            |
| DOB:                                           | _____                            | Current grade:                           | _____                            |
| Country of origin and ELL level if applicable: | _____<br>_____<br>_____          | Credits earned to date:                  | _____<br>_____<br>_____          |
|                                                | _____                            | Special ed codes:                        | _____<br>_____<br>_____          |
| Student strengths:                             | _____<br>_____<br>_____<br>_____ | Current modifications or accommodations: | _____<br>_____<br>_____<br>_____ |
| Other information (including nicknames):       | _____<br>_____<br>_____          |                                          |                                  |

## PARENT/GUARDIAN INFORMATION

|                      |                |                      |                |
|----------------------|----------------|----------------------|----------------|
| Name(s):             | _____<br>_____ | Email addresses:     | _____<br>_____ |
| Best contact number: | _____          | First language:      | _____<br>_____ |
|                      |                | Translator required? | _____          |

## REENTRY PLANNING CHECKLIST FOR STUDENTS RETURNING TO SCHOOL (CONTINUED)

### TEAM INFORMATION

Learning team  
members:

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Community  
partners  
(and contact  
information):

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### PLANNING FOR STUDENT NEEDS PRIOR TO REENTRY:

Remember to refer back to any data about why the student left school. If no data exists, have this conversation prior to planning reentry supports.

### REENTRY PLANNING CHECKLIST

|                                                                              | ACADEMIC <ul style="list-style-type: none"> <li>• Course modifications</li> <li>• Accommodations</li> <li>• Timetabling considerations</li> <li>• Workload considerations</li> <li>• Attendance supports</li> </ul> | PHYSICAL <ul style="list-style-type: none"> <li>• Safety needs</li> <li>• Medical needs</li> <li>• Accommodations</li> <li>• Crisis response plan requirements</li> </ul> | SOCIAL/EMOTIONAL <ul style="list-style-type: none"> <li>• Safety of student needs</li> <li>• Safety of others needs</li> <li>• Accommodations</li> </ul> |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Needs (What does the student require to succeed?)                            |                                                                                                                                                                                                                     |                                                                                                                                                                           |                                                                                                                                                          |
| Actions to support - who is responsible and how will the needs be addressed? |                                                                                                                                                                                                                     |                                                                                                                                                                           |                                                                                                                                                          |

## REENTRY PLANNING CHECKLIST FOR STUDENTS RETURNING TO SCHOOL (CONTINUED)

### INFORMATION SHARING

| What information will it be important to share? | With whom? |
|-------------------------------------------------|------------|
|                                                 |            |

### COMMUNICATION PLAN

With what frequency will the school learning team and community partners (if applicable) come together to review progress and adjust support plans? Who will be responsible for organizing these ongoing meetings?

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Who will be the student's key contact? With what frequency will the key contact and student come together to review progress and adjust supportive plans? How will they communicate?

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Other notes:

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**USE THE FOLLOW-UP TOOL TO SUPPORT ONGOING CONVERSATIONS AND PLANNING MEETINGS. [CLICK HERE.](#)**

## REENTRY PLANNING CHECKLIST FOR STUDENTS RETURNING TO SCHOOL (CONTINUED)

Use this sheet to indicate what courses are still required. Space is provided beside each of the requirements for notes. Place a checkmark in the notes column if the requirement is met. Indicate which courses still need to be completed and any prerequisites that have yet to be completed. This information can be found in Provincial Approach to Student Information (PASI).

| CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | DIPLOMA                                                                                                                                                                                                                                                                                                                        |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 80 credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | 100 credits                                                                                                                                                                                                                                                                                                                    |  |
| ELA 20-2 OR 30-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | ELA 30-1 OR 30-2                                                                                                                                                                                                                                                                                                               |  |
| Math 10-3 OR 20-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Math 20-1, 20-2<br>OR 20-3                                                                                                                                                                                                                                                                                                     |  |
| Science 14 OR 20-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Science 20/24, Bio 20,<br>Chem 20 or Physics 20                                                                                                                                                                                                                                                                                |  |
| Social Studies 10-2<br>OR 20-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Social Studies 30-1<br>OR 30-2                                                                                                                                                                                                                                                                                                 |  |
| Phys Ed 10 (3 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Phys Ed 10 (3 credits)                                                                                                                                                                                                                                                                                                         |  |
| CALM (3 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | CALM (3 credits)                                                                                                                                                                                                                                                                                                               |  |
| 5 credits in: <ul style="list-style-type: none"> <li>• 30 level K&amp;E occupational course</li> <li>• 30 level CTS course</li> <li>• 30 level LDC occupational course</li> </ul> AND 5 credits in <ul style="list-style-type: none"> <li>• 30 level K&amp;E Workplace Practicum</li> <li>• 30 level Work Experience Course or</li> <li>• 30 level Green Certificate course or</li> <li>• Special Projects 30</li> </ul> OR <ul style="list-style-type: none"> <li>• 30 level Registered Apprenticeship Program (RAP) course</li> </ul> |  | Any 10 credits from: <ul style="list-style-type: none"> <li>• CTS courses</li> <li>• Second Languages Courses</li> <li>• Phys Ed 20 and/or 30</li> <li>• K&amp;E courses</li> <li>• Registered Apprenticeship Program (RAP) courses</li> <li>• LDCs in CTS, fine arts, second languages or K&amp;E optional courses</li> </ul> |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | 10 credits in any other 30 level courses                                                                                                                                                                                                                                                                                       |  |

## FOLLOW-UP TOOL

Use this tool to guide follow-up meetings related to supportive plans for high school completion.

### STUDENT INFORMATION

|                                                              |                                  |                                          |                                  |
|--------------------------------------------------------------|----------------------------------|------------------------------------------|----------------------------------|
| Name:                                                        | _____                            | ASN:                                     | _____                            |
| DOB:                                                         | _____                            | Current grade:                           | _____                            |
| Country of origin and ELL level if applicable:               | _____<br>_____<br>_____          | Credits earned to date:                  | _____<br>_____                   |
|                                                              | _____                            | Special ed codes:                        | _____<br>_____<br>_____          |
| Student strengths:                                           | _____<br>_____<br>_____<br>_____ | Current modifications or accommodations: | _____<br>_____<br>_____<br>_____ |
| Other information (including nicknames and interests, etc.): | _____<br>_____<br>_____<br>_____ |                                          |                                  |

### PARENT/GUARDIAN INFORMATION

|                      |                |                      |                |
|----------------------|----------------|----------------------|----------------|
| Name(s):             | _____<br>_____ | Email addresses:     | _____<br>_____ |
| Best contact number: | _____          | First language:      | _____<br>_____ |
|                      |                | Translator required? | _____          |

**FOLLOW-UP TOOL (CONTINUED)**

Use this tool to guide follow-up meetings related to supportive plans for high school completion. (See following page for a blank version without examples.)

Date completed: \_\_\_\_\_

**FOR THE SCHOOL, FAMILY AND/OR STUDENT, SINCE THE LAST MEETING, WHAT WERE SOME:**

| SUCCESSSES                                                                                                                                                                                                 | CHALLENGES                                                                                                                                                                                                                          | UNANTICIPATED LEARNINGS                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Mrs. Miller reducing the number of practice questions I have to do for math has really helped. I still get some practice with the work, but I don't get so overwhelmed with how much there is to do</i> | <i>Leaving each class 10 minutes early to have a break in Student Services before my next class was a great idea, but it's feeling really rushed at the end of class and I'm missing the final wrap up for the class sometimes.</i> | <i>When Mr. Pory started emailing me all of my assignment sheets it really helped. I don't have to worry about losing things, and don't have to lug around my binder. Everything I need is on my laptop. I didn't realise how stressed I was simply because I could never find anything. I also learned that if I work on organisation, I will feel better about school.</i> |

**USE THIS NEXT SPACE TO IMAGINE POSSIBILITIES. GIVEN OUR CONVERSATION ABOVE, WHAT MIGHT YOU:**

| START DOING                                                                                                                                                                         | STOP DOING                                         | CONTINUE DOING                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------|
| <i>Ask all teachers to email me assignment sheets.<br/>Ask my parents to help me with being organized.<br/>Take a 10 minute break in the middle of class instead of at the end.</i> | <i>Take a 10 minute break at the end of class.</i> | <i>Reduce the number of practice questions in math.<br/>Email assignments.</i> |

***FOLLOW-UP TOOL (CONTINUED)***

Use this tool to guide follow-up meetings related to supportive plans for high school completion.

Date completed: \_\_\_\_\_

***FOR THE SCHOOL, FAMILY AND/OR STUDENT, SINCE THE LAST MEETING, WHAT WERE SOME:***

| <b><i>SUCCESSSES</i></b> | <b><i>CHALLENGES</i></b> | <b><i>UNANTICIPATED LEARNINGS</i></b> |
|--------------------------|--------------------------|---------------------------------------|
|                          |                          |                                       |

***USE THIS NEXT SPACE TO IMAGINE POSSIBILITIES. GIVEN OUR CONVERSATION ABOVE, WHAT MIGHT YOU:***

| <b><i>START DOING</i></b> | <b><i>STOP DOING</i></b> | <b><i>CONTINUE DOING</i></b> |
|---------------------------|--------------------------|------------------------------|
|                           |                          |                              |

Due date

[illegible]

Next meeting date:

## REFERENCES

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- Bucci, Monica et al. (2016). Toxic Stress in Children and Adolescents. *Advances in Pediatrics*, Volume 63, Issue 1, 403-428.
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