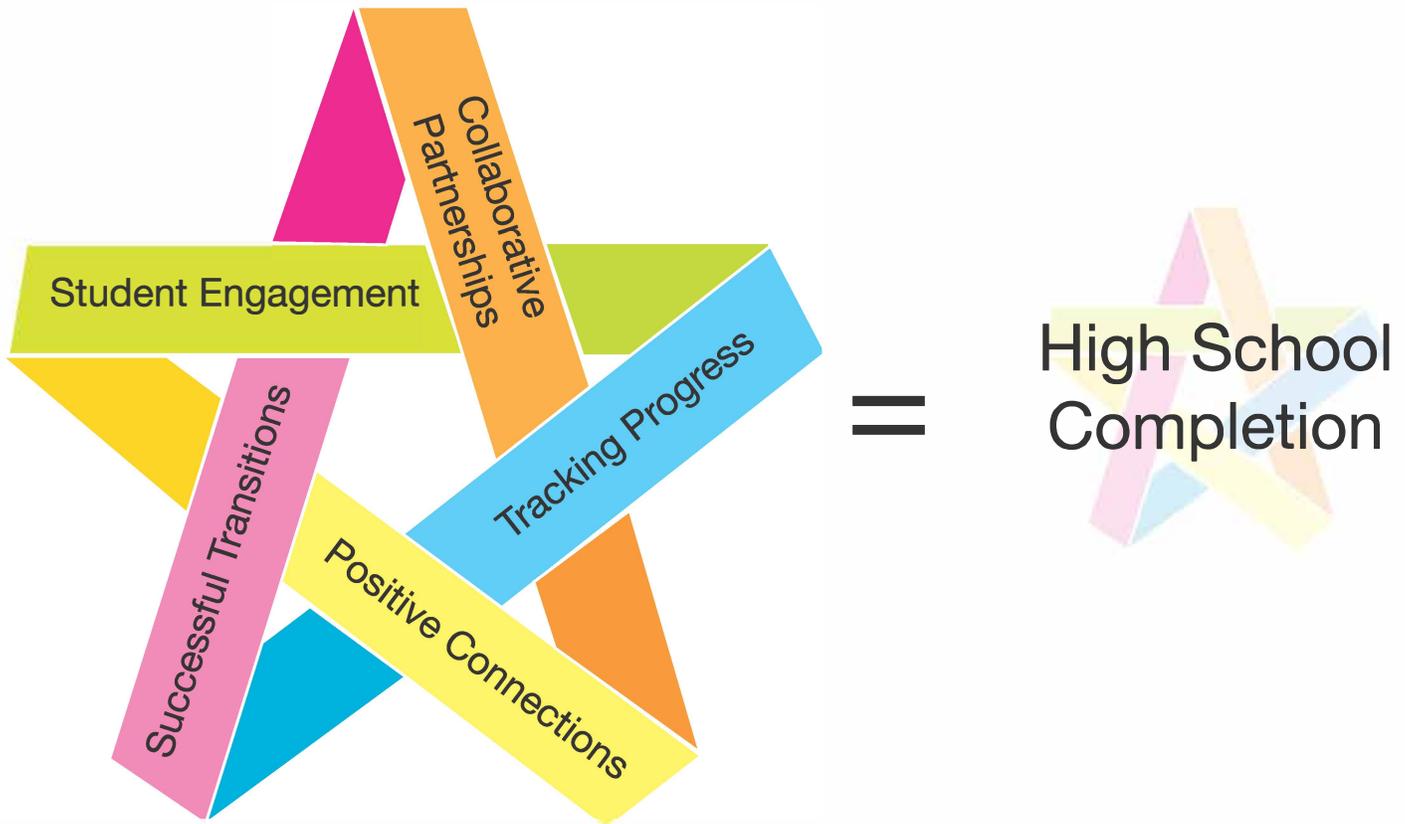


5 STARTing points

High school completion is everybody's business



Finishing high school is an important step for young people to create a positive future for themselves, their families and their communities. Alberta's future prosperity rests on our ability to generate a well-educated workforce that is responsive to change. Among the key priorities of our province's education system is to ensure all of our students are successful - both in school and in life.

A high school diploma provides a strong foundation of knowledge and skills that are essential to career success, further study and in life.

But not every student completes high school and the decision to leave school early can result from a number of factors. Keeping kids engaged and motivated to finish high school requires a number of approaches and a great deal of collaboration. The Alberta High School Completion Framework addresses the challenges students face in finishing high school and helps ensure all students are given the opportunity to succeed.

The Five Core Strategies include:

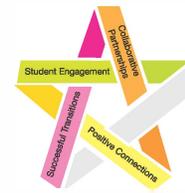


- Tracking Progress
- Student Engagement
- Successful Transitions
- Collaborative Partnerships
- Positive Connections



Tracking Progress

Monitoring student, school and jurisdiction data is at the core of early identification of trends and factors that may contribute to a student not completing high school. As part of this strategy, it is important for school administrators and staff to have a good understanding and a clear process to analyze district, school, classroom and individual student data. With this data, students at risk of early school leaving can be identified and informed decisions can be made to provide early interventions that have the greatest positive impact for the student.



Uninformed Decisions



Student Engagement

Creating a culture of learning that engages students and increases student achievement includes addressing social (participation in the life of the school), academic (participation in the requirements for school success) and intellectual engagement (psychological and cognitive investment in learning). Each type of engagement provides a way of thinking about proactive strategies and interventions that can be implemented to support students. Students are more engaged when they have the opportunity to have input into their learning and the life of the school. They want to know that they have been heard and are having a positive influence in shaping the culture of the school.

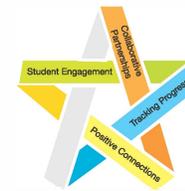


Lack of interest



Successful Transitions

Transition planning is multi-faceted and is required for events that result in changes to relationships, routines, expectations or roles. Students face a variety of challenges as they make transitions into new settings, including from grade to grade, school to work, and school to further education. In order for transitions to be successful, they must be carefully and deliberately planned. The probability of a successful transition is significantly increased when schools work collaboratively with parents/caregivers, employers, community agencies and post-secondary institutions to develop comprehensive, personalized transition strategies.



Anxiety / Confusion



Collaborative Partnerships

Collaborative partnerships are an essential component in supporting successful high school completion. Many factors can be barriers to completion, including food, shelter and mental/physical health. Students may experience these barriers on a regular basis, or only occasionally depending on their life circumstances. Schools cannot eliminate these barriers to completion on their own. They need to identify potential solutions and enter into collaboration with any number of education partners, including community, business and organizations that are focused on supporting children and youth.

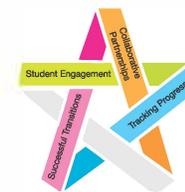


Reduced Expertise



Positive Connections

In order for students to experience success, positive connections must be created and maintained between the school staff, the student and their family. Students need to feel they have a meaningful relationship with at least one adult in their school, in order to feel connected and valued. Positive connections may be supported through access to mentorship programs, career counselling opportunities, teacher advisory programs, access to graduation coaches, school liaison workers, and resource officers. Ensuring that one or more of these opportunities are available to, and accessed by students, will help to provide students with the supports they need to thrive during their high school experience.



Isolation / Depression