

2014-2015 John and Doris Andrews Research and Development Award

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Project Title: Resource Mapping Britannia Secondary School

Project Abstract:

According to Britannia's administrators, student-school engagement and attendance are significant concerns. It is established that underserved and disadvantaged youth, including those with emotional and behavioral challenges, learning disabilities, and youth from impoverished socio-economic and racial/ethnic minority backgrounds are more likely than their peers to leave school prior to secondary school graduation (Archambault, Janosz, Morizot, & Pagani, 2009; Statistics Canada, 2010; Suh, Suh & Houston, 2007). There are numerous social and economic costs associated with school leaving including high rates of unemployment, substance abuse, criminality and reliance on public assistance (Freudenburg & Ruglis, 2007; Hankivsky, 2008). This study aims to identify areas for improvement in training and support for staff and programming for students who have attendance, social-emotional and/or academic difficulties. Through interviews with key support service staff and students and, through the involvement of a community development team we will learn about the need-to-services gap and collaboratively develop proposals for next steps.