



ADMINISTRATIVE GUIDELINE

Title: Monitoring and Reporting Student Attendance

Effective Date: October 1, 2003

Responsibility: Superintendent of Program and Schools and Superintendent of Business

1.0 **Background:**

This administrative guideline is designed to set out the duties of Principals and school staff in monitoring and recording student attendance.

2.0 **Rationale:**

Good attendance is a major contribution to student success, and poor attendance leads to failure and low achievement. In addition, all schools must report and monitor student attendance in accordance with Ministry of Education requirements.

3.0 **Responsibility:**

Students of compulsory school age and their parents are responsible for regular school attendance under Section 28 of the Education Act. Principals are required to maintain attendance records and report poor attendance to the Attendance Counsellor under Section 265 of the Education Act and Subsection 23 of Regulation 298. Additional information is provided through an annual circular entitled "Instructions for the Use of Computerized Enrolment Registers for Elementary and Secondary Schools" which is issued annually to each school.

4.0 **Monitoring Student Attendance**

The Near North District School Board Attendance Handbook provides suggestions for school staff in monitoring student attendance and in making referrals to the Attendance Counsellors when problem attendance occurs.

4.1 In the case of a pupil who is seriously ill, the pupil's name shall remain on the register and appropriate documentation must be kept on file. The documentation must include letters from parents, medical notes or information regarding work sent home. A referral to the Attendance Counsellor is not required in this case, but the documentation must be stored with the school register and not in the OSR.

4.2 It is crucial that schools address recurring attendance concerns as soon as possible.

Once a pattern of poor attendance is noted, parents need to be contacted to involve them in helping the student to improve his or her attendance.

- 4.3 Where the attendance does not improve, the student must be referred to the Attendance Counsellor. In keeping with Ministry requirements for the maintenance of enrolment registers, the Principal must retire a student who has been absent on the sixteenth consecutive day of absence. Retirement must occur unless the student is of compulsory school age and the matter has been referred to the Attendance Counsellor. The Attendance Counsellor must take action and provide the school with documentation that action has been taken. On-going documentation is required indicating that the pupil's file is still active if the student is to remain on the roll for one or more subsequent 15-day periods. This documentation must be received by the Principal at the beginning of each 15-day period.

The fact that a student of compulsory school age has been referred to the Attendance Counsellor for non-attendance does not remove the student's obligation to attend nor does it absolve the Board or the school of its responsibility to encourage the student and his or her parents to have the student attend. Students who fail to return to school will be removed from the roll on the day following the last documented 15-day period.

- 4.4 Students over the age of compulsory attendance who have not withdrawn from school must be retired on the 16th consecutive day of absence unless there is appropriate supporting documentation to keep the student on the roll. The student is shown as a retirement on the day that the school is informed that the student is not returning.
- 4.5 Section 4.2 above does not apply to students who are excused from attendance under Section 21(2) of the Education Act. This section lists a number of reasons for which a student may be excused from attendance.
- 4.6 In situations where students display chronic absenteeism, more drastic measures may need to take place. These might include referral to an alternative program, a SALEP program, or, if needed, court proceedings. The Principal, school staff and the Attendance Counsellor work together to develop an approach for each student.

5.0 Reporting Student Attendance

Each year the Ministry of Education issues instructions for the completion of enrolment registers in all schools. Principals must ensure that these instructions are followed closely as it is through the maintenance of school attendance registers that the Ministry funds School Boards. Key dates are the last school days in October and March when the enrolment numbers are submitted for grant purposes. In addition, the attendance of First Nation students must be carefully recorded and reported.

5.1 Separate elementary registers need to clearly indicate the following:

5.1.1 A definition of the student's status:

- i) full-time – those students other than Kindergarten or Junior Kindergarten who receive 210 minutes of instruction per day.
- ii) half-time – students enrolled in Junior Kindergarten or Kindergarten for 150 or more minutes per day.
- iii) part-time – this term refers to students who are registered for classroom instruction for less than 210 minutes per day.

5.2 Secondary registers need to clearly indicate the following:

- i) full-time students who are registered for classroom instruction for 210 or more minutes per day.
- ii) part-time students who are registered for instruction for fewer than 210 minutes per day.

5.3 **Reporting of Attendance for First Nations Students**

The Ministry parameters for determining student status as full or part-time are applied in reporting the enrolment of First Nations students. As outlined in the Tuition Agreements, student's names are recorded on the nominal roll, and once this information has been verified with the First Nations, the tuition billings are prepared on the basis of the FTE enrolment on the last day of school in October and the last day of school in March. As of the count date, the student's residence determines his or her place on the school's roll or the nominal roll of the First Nation.

5.4 **Home Instruction**

Home instruction may be provided when a student will be absent from school due to medical problems. Regulations regarding Home Instruction are set out in the Near North District School Board's administrative guideline entitled, "Home Instruction". The attendance for students who are on home instruction is to be recorded as if they were attending classes. Students must be approved, in writing, for home instruction prior to having their attendance recorded as if they were in class. (In cases where only homework is being provided by the school to help him or her keep up with school work, this assistance is not home instruction and the pupil must be marked absent for the days when he or she is not in attendance. He or she may be maintained on the roll if appropriate documentation is on file.)

5.5 **Home Schooling**

A pupil is excused from compulsory attendance under home schooling because the parents are providing "satisfactory" instruction at home. The administrative guideline "Home Schooling" sets out the position of the Near North District School Board on this issue. Appropriate documentation must be on file. Principals are asked to discourage home schooling as much as possible.

5.6 Supervised Alternative Learning for Excused Pupils

This is a program that permits a student between the ages of 14 and 16 to be involved in a SALEP program as an alternative to regular school attendance. The student's alternative program must include some combination of work experience, life skills, training and continuing education. The "Supervised Alternative Learning For Excused Pupils" administrative guideline sets out the process by which a parent may apply for and have a SALEP application approved. (See Supervised Alternate Learning For Excused Pupils Administration Guideline).

Principals must ensure that students on approved SALEP programs are recorded as full-time on the register. Documentation of the SALEP approval must be kept with the school's register. When a student in a SALEP program is no longer of compulsory school age, the Principal shall remove the student's name from the register if he or she is not returning to regular classes.

5.7 Pupils on Educational Exchange Programs

When a pupil is participating in an approved educational exchange program in accordance with clause 49(7) of the Education Act, pupils are recorded on the register as follows:

- 5.7.1 the pupil leaving to go on exchange is shown as a "retirement". The date of retirement is the day after the pupil last attended his or her school.
- 5.7.2 the pupil admitted to the school must be enrolled as a regular "external admission", and is considered to be a pupil of the Board for the duration of his or her stay in Ontario.
- 5.7.3 A record of the exchange and the names and dates of the exchanges must be kept with the register at each school and be approved by the Superintendent.
- 5.7.4 All exchanges must be reciprocal. If not they fall under Visa or other student attendance guidelines.

5.8 Pupils in Care and Treatment Facilities

For the period of time which pupils are attending Care and Treatment Facilities, they are to appear on the register of the Care and Treatment program and they must be removed from the register of their regular school. Students may not appear on both a school's register and the register of a Care and Treatment Facility regardless of the FTE. To change between registers, a withdrawal and a registration form must be completed.

5.9 Visa Students

Visa students must be identified as such in the Student Information System, and their attendance and the payment of fees must be approved by the Superintendent and a copy of that approval must be kept with the register.

6.0 Requirements For Maintaining School Registers and Enrolment Data

- 6.1 Principals are required to have appropriate documentation to ensure that enrolment and attendance records are accurate.
- 6.2 Principals must:
- a] validate pupil admission, retirement and transfer dates;
 - b] validate full-time equivalency calculations;
 - c] validate the accounting for pupils 21 years and over;
 - d] certify Ministry enrolment registers monthly;
 - e] reconcile October and March enrolment data (Section C) to enrolment data in the registers;
 - f] ensure that there is sufficient documentation on file to explain student absenteeism as required in the circular entitled “Instructions for the Use of Computerized Enrolment Registers for Elementary and Secondary Schools”.
- 6.3 For audit purposes schools must, at the minimum, maintain the following documents on paper for the current school year and the previous school:
- ~ signed and dated admission, transfer and retirement forms;
 - ~ signed and dated add or withdrawal from courses forms;
 - ~ date-stamped letters requesting “OSR”;
 - ~ school course calendars;
 - ~ a copy of the school’s master schedule;
 - ~ part-time and full-time registers;
 - ~ detailed information regarding the attendance of individual students (Daily Absence Report).

7.0 School Attendance Handbook

Additional information and an outline of the process for making referrals to the Attendance Counsellors is contained in the attached School Attendance Handbook.



SCHOOL ATTENDANCE HANDBOOK

Prepared
August, 2003

Our mission is to educate learners to their fullest potential in preparation for life-long learning.

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HISTORY AND INTRODUCTION

Absenteeism continues to have a direct, negative affect on student achievement, promotion, graduation, self-esteem, and employment potential. And, of course, the attendance rate directly affects the quality of the school climate, the delivery of instruction and the relationship between members of the school and the community.

Patterns or habits that begin in the school often continue into adulthood. Truants have been found to have less well-developed academic skills, hold lower status jobs, have more instable job histories, experience higher levels of anti-social behaviour and substance abuse, and, more frequently than non-truants, have criminal records.

Concern regarding attendance patterns in schools has encouraged Canada to examine student absenteeism. The relevant issues (i.e. etiology) are being examined as a means of prevention during a time of escalating concerns. During a broad study of Ontario schools, levels of absenteeism were approximately 8% (mean) per day. Friday was identified as maintaining the maximum absenteeism level in the majority of schools surveyed, and Monday, the second highest. High absenteeism rates on Friday and Monday occurred equally in elementary and secondary schools.

School Boards throughout Ontario typically provide specific administrative guidelines which ensure the implementation of provincial laws and staff responsibilities regarding attendance. Interpretation, development and the implementation of local policies varies considerably among School Boards. The recent requirement of boards and schools to develop codes of student behaviour have heightened awareness about attendance at school and the accompanying consequences. In keeping with the philosophy, all Boards are mandated to appoint one or more school Attendance Counsellors. The Attendance Counsellor is to ensure compulsory school attendance of every child who is required to attend school.

GLOSSARY OF TERMS

ABSENTEEISM

Any absence from normal school attendance, either legally excused or not.

ALTERNATIVE EDUCATION PROGRAMS

A program designed to serve students whose needs are not met in the regular classrooms.

ATTENDANCE AVOIDANCE

The evasion, exclusion or flight from regular school attendance. Such may be caused by problems that may be characterized as incidental, environmental, educational, psychological, social, medical or a combination of such. This is usually short term.

CHRONIC ABSENTEEISM

Absence from school or class for a period of time exceeding 10% of a year, semester, register prior or month.

HABITUAL ABSENCE

A student's non-attendance can be considered habitual when it begins to follow a pattern such as being absent certain days of the week, or absent for days or weeks in a row.

LATENESS

Failure to arrive at school or class at the designated time.

SCHOOL REFUSAL

Refusing to go to school characterized by anxiety and/or fear. This would include separation anxiety, school phobia and generalized withdrawal.

SKIPPING

Absence from class(es) without permission from parent(s)/guardian(s) or school staff.

TRUANCY

Refusing to go to school without a component of fear. This is essentially an anti-social act.

GUARDIAN

Definition from Education Act (S.1 pg.4): means a person who has lawful custody of a child, other than the parent of the child. In sections 21, 23, 26, 28 and 30, "guardian", in addition to having the meaning ascribed in section 1, includes any person who has received into his or her home a child of compulsory age who is not the person's child but resides with the person or is in his or her care.

OVERVIEW

Each school must have an attendance policy and the principal is responsible for investigating all student non-attendance according to the Administrative Guidelines.

Any absenteeism will have an impact upon the student. Chronic absenteeism will usually be an indicator of academic failure and may have a direct negative effect on all areas of a child's emotional, social development and subsequent adjustment in future years. While enforcement of attendance laws for students of compulsory school age may be a priority, attendance issues at any age must be addressed.

Non-attendance should be considered serious and detrimental when:

- the absence is unexplained
- a pattern is evident
- the absences negatively impact upon academic success
- 10 cumulative days per term or 20 per school year, and/or
- 5-15 consecutive days

In cases of serious absenteeism, the Attendance Counsellor must be consulted and a plan should be made to help the student correct the problem.

Fifteen (15) or more consecutive days of absenteeism require a decision to be made by the school principal and Attendance Counsellor as outlined in the School Register rules.

As a result, it is crucial that a plan be developed to address an individual student's particular needs and include a variety of strategies aimed at improving school attendance. Active and co-operative involvement on the part of the student, family and school community is essential for this process to be successful.

ATTENDANCE PROTOCOL

GOAL

Successful school participation through involvement and achievement for every student.

PROTOCOL

PHASE I – Recurring Attendance Concerns

A student has unexplained, unacceptable and/or frequent absences. The student is missing opportunities for school involvement and achievement.

1. The classroom teacher identifies concerns about the student with an attendance problem and discusses them with the student and parents. Documentation begins.
2. Teacher consults with colleagues and the principal for problem-solving suggestions such as program changes, telephone contact, interviews, letter or referral. Discussions with parents regarding support options and responsibilities could be beneficial at this stage. A letter is sent home.

PHASE II – Problematic Attendance

The student's absentee pattern is interfering with opportunities to be successful at school. The student is struggling academically and socially. Phase I has been addressed.

3. Referral to Attendance Counsellor regarding a student with continuing attendance problem. The Principal or Vice-Principal completes an Attendance Referral Form. Problem-solving interventions, interview, home visits, a warning letter or referral may result.

PHASE III – Chronic Absenteeism

The student's continuing absentee pattern is seriously affecting his/her ability to succeed at school. Less intrusive measures have been unsuccessful. The student is no longer an active participant in regular school activities. Phases I and II have been addressed.

4. Options at this level include the student's successful re-entry to school, Alternate Education, SALEP, community support, a final warning letter and/or court.

RESPONSIBILITIES

The problem, as well as the ultimate solution, rest with the student and parent. The Teacher, Principal and Attendance Counsellor (and in some instances, agency personnel) participate in problem-solving and developing supportive measures to enable the student to succeed at school. A team effort involving home/school/community partners usually brings encouraging results.

RESPONDING TO STUDENT ABSENTEEISM

**Teacher – Student
Teacher – Parent
Parent – Student**



**School – Student
School – Parent, Student
(School Principal, Vice-Principal, Child Development Counsellor, Resource, Guidance)**



Consultation with Attendance Counsellor



Referral to Attendance Counsellor



**Alternative Programs/Strategies
e.g. Change in Placement, Alternative Education Programs, SALEP, Referral
to Community Support Agencies**



Consideration of Court Intervention



Court Intervention and Follow-Up

ATTENDANCE CONCERNS

Consideration of a student's attendance problem should take into account past and present influences, both as an individual within the family and their community. These factors can lead to a greater understanding of the issue and identify a point of intervention. It can be difficult to determine when an attendance concern is a significant problem and when to intervene. The following information can act as a guide in thinking through attendance concerns:

Individual

- What is the student's age?
- Are there health problems?
- Are there learning problems?
- Has the student been asked why she/he is not attending?
- Are there social/emotional problems?
- Are there indications of substance abuse?
- Is this a new occurrence or evident in the student's school history?

Family:

- Does the family recognize the importance of regular school attendance?
- What is the attendance pattern of siblings?
- Do parents make contact with the school or respond to requests regarding their child's attendance?
- Are parents aware that an attendance problem exists?
- Are there problems relating to health, domestic violence or substance abuse within the family?
- Are there financial difficulties with the family which impact on a student's attendance (i.e. no lunches, clothes, or babysitting younger siblings?)
- Has the family had past or present assistance through Guidance Department or community agencies?
- Is there a significant adult in the student's life who would assist with attendance concerns (i.e. grandparents, siblings, etc.?)

School:

- Has the student's O.S.R. been reviewed? Is there a pattern of non-attendance?
- Is the student's program level appropriate? Has the student been identified? Is further assessment required?
- Has appropriate academic assistance been offered (i.e. resource, L.R.C., peer tutors?)
- Does the student have a positive relationship with a teacher who could act as a mentor/support person?
- Has the student developed a peer group?
- Is this peer group positive in supporting regular school attendance?
- Is the student involved in extracurricular school activities (i.e. sports, clubs, special events?)
- Is the student frequently absent from a particular class or at a specific time of the day?
- Have school staff attempted to assist the student get caught up on missed school work?
- Has the student been assisted in making a "fresh start" at regular school attendance?

INTERVENTIONS

The following is a list of potential responses to address attendance issues. An attempt has been made to list the responses in a sequence that reflects the degree of intervention.

- Tracking absences and skipped classes
- Problem-solving with student
- Contact with parent
- Problem-solving with parent
- Reward/incentives for improved attendance
- Discussion with student and disciplinary action.
- Engage student in additional school activities to encourage attendance (i.e., helper, monitor)
- Consultation with Attendance Counsellor
- Interview with parents
- Interview with parents and student
- Letter to parents from school principal/vice-principal outlining concerns and expectations
- Referral to Attendance Counsellor
- Implementation of additional supportive measures (i.e. frequent contact with significant staff)
- Consideration of alternative in-school programming (i.e. assistance in resource room or learning centre)
- Consideration of alternative programming outside of regular school program
- Consideration of SALEP Program for 14 and 15 year old students
- Court warning letter
- Court proceedings

IMPROVING SCHOOL ATTENDANCE: **ROLES AND RESPONSIBILITIES**

A. STUDENT

There are a number of things that students can do to improve their school attendance.

They might include:

- get more sleep and go to bed earlier; set alarm clock
- catch up on homework, complete homework on time
- get notes from parents or doctors, give notes to school
- arrange transportation/rides to school
- find a buddy/friend who will call for you on the way to school
- call the school if you are going to be absent or late
- keep track of your days absent or late

There may be things that a student can do with the school to help improve their experiences at school, such as:

- talk to a teacher and arrange for support
- arrange to get extra help with difficult or confusing school work
- talk to a teacher/counselor about goals or plans (e.g., career counseling, academic counseling)
- join a club or sports team which will interest you and help make school more fun
- talk to someone at the school about other educational/learning choices such as an Alternate Education Program, SALEP, community program, home instruction if you are sick, co-op Education, etc.

There may be other reasons why a student does not attend school regularly. These reasons might be safety issues, hunger, violence, illness, sadness and depression, fear, etc. In these circumstances, students should talk to someone about the issue and attempt to find a solution. A student could:

- talk to a trusted family member
- talk to someone at school such as a teacher, guidance counselor, resource teacher, principal, Attendance Counsellor
- talk to someone in the community such as a public health nurse, doctor, clergy person, or a social service agency (Kids Help Phone, Children's Aid Society); Algonquin Child and Family Services (Children's Mental Health Services).

B. PARENT/GUARDIAN

Just as many factors can, in combination, contribute to truancy so do many factors work in combination to support the cessation of non-attendance. In this regard the family is a vital component which has an active on-going supportive role towards the student. The following are ways that families can be responsible and take an active role in supporting the student's regular school attendance:

- Inform the school about student's absence and reason for same.
- Maintain regular on-going contact in person, attend school conferences set up to discuss student's non-attendance and efforts being carried out to change this behaviour.
- Be involved in creating an attendance contract. The contract should outline the time period covered by the contract, the expectations of the truant student and their parent(s), rewards and penalties, and it should be signed by all parties involved.
- Parents can gain input from the Attendance Counsellor and can support their children in learning coping skills and developing positive feelings about the school
- When a child is experiencing difficulty saying good-bye to a parent, it is most helpful to make the moment of separation brief; hesitation only serves to upset a child. If a child is having difficulty saying good-bye to one parent, it can be helpful if the other parent temporarily takes the child to school. School staff can offer support by greeting the child at school to ease the transition into the school routine.
- For young children a transitional object (i.e., blanket, stuffed animal) can offer comfort and security. A picture of one's family or cheerful notes in the child's lunch box can also provide positive reinforcement for the student at school.

C. SCHOOL ENVIRONMENT

1. PRINCIPAL AND VICE-PRINCIPAL

The principal is responsible for setting the tone of the school and ensuring that attendance policies and procedures are effectively implemented.

- Ensure that attendance policies and procedures are established and communicated to students, staff, parents and appropriate community partners.
- Promote school values of regular school attendance and punctuality.
- Ensure that accurate school attendance records are kept.
- Participate in a process of early identification of school attendance problems.
- Hold students accountable for their unexcused absences.
- Request medical certification for frequent or questionable illness.
- Call parents of students who have severe and on-going attendance problems. Establish a system that holds parents responsible for phoning the school if their child is absent.
- Document student absences through written notification to parents.
- Attendance contracts may be helpful in providing structure for habitually absent students.
- Refer habitually absent students to the Attendance Counsellor in writing.

2. SCHOOL SECRETARY

The school secretary plays an important role in any school attendance plan, policy and/or procedure. The school secretary will:

- Maintain under the direction of the principal, accurate attendance records.
- Encourage school attendance through positive contacts with students.
- Make contact with parents regarding school absenteeism.
- Identify attendance problems.

3. THE TEACHER AND THE CLASSROOM

Teachers play a pivotal role in, not only promoting regular school attendance by all students, but also in addressing student absenteeism as it occurs.

- Maintain accurate attendance records for future reference.
- Maintain a positive working relationship with students so that they want to come to class.
- Emphasize attendance. Insist that students attend class daily and report to class on time.
- Acknowledge attendance everyday. Note who is away at the beginning of class. Ask students if they know where that student is. Let it be known that that student is missed.

4. GUIDANCE STAFF

School attendance provides a base to develop in the areas of academic, interpersonal and career skills. Guidance Counsellors should:

- Promote and encourage values of school attendance and punctuality.
- Ensure that academic placement is appropriate for the student.
- Communicate and problem-solve with parents regarding attendance related concerns.
- Offer information regarding appropriate community agencies and services for students who are experiencing difficulties.
- Assist in re-engaging students who are experiencing attendance problems.
- Discuss attendance concerns with the principal.
- Participate in school level problem-solving regarding attendance problems.

5. RESOURCE TEACHER

Students who have attendance problems may also have academic needs which could be addressed through resource assistance. The resource teacher could:

- Support teacher, administration and students in promoting regular school attendance.
- Work to ensure that academic programming is appropriate for the student.
- Reinforce good attendance in all contacts with parents (i.e., progress reports, letters, conferences and phone calls).
- Provide an alternate environment to students whose immediate emotional/social problems require a temporary supportive setting other than the regular class.
- Assist in re-engaging students who are experiencing attendance problems by helping them with completion of missed assignments which could create additional stress and gaps in their learning.

6. ATTENDANCE COUNSELLOR

The Attendance Counsellor will:

- **Provide documentation to schools regarding actions taken to improve student attendance, and where appropriate, to provide a notice at the beginning of each subsequent 15-day period to permit the maintenance of students on the rolls.**
- Provide consultation to schools regarding student and school attendance issues.
- Upon referral, investigate the reasons for a student's inadequate attendance and make recommendations designed to improve attendance.
- Provide appropriate follow-up or counseling services for students who are experiencing attendance problems.
- Provide assistance to families in supporting and encouraging regular school attendance of their child.
- Provide an opportunity for support regarding non-attendance issues through group intervention.
- Provide, in consultation with the principal, appropriate follow-up and referral to community services for students who are experiencing attendance problems as well as other related issues.
- Support an atmosphere of caring for and addressing students' needs within the school.

- Help the school to understand and support students around individual issues that may act as barriers to regular school attendance.
- Support a change in schools or school program (including alternative education) if beneficial and appropriate for the student.
- Advocate and support a student's right to attend school and provide information regarding student rights under the relevant sections of the Education Act.
- Keep a record regarding attendance patterns (including suspensions, violent incidents and expulsions) that might give insight as to strategies or causes.
- Work with students in the development of a plan/strategy in promoting regular school attendance (e.g., calling kids, buddy system...).
- Help students and families gain access to resources that might assist or promote regular school attendance (e.g., alarm clocks, social assistance, transportation, sports, camps).
- Give formal written notification of Education Act responsibilities and consequences for parents and students.
- When other interventions fail, proceed with court proceedings and follow-up.
- Provide on-going support and continuity of service for students in transition between schools, panels or across systems.
- Participate in SALEP (Supervised Alternative Learning for Excused Pupils).

7. SUPERINTENDENT

The Superintendent is responsible for ensuring that Ministry and Board policy related to school attendance is implemented, and may:

- Ensure principals review with parents and students attendance policies and procedures, and that these policies are followed at each school.
- Provide support to the principal, school and Attendance Counsellor in intervening in cases of non-attendance.
 - Make decisions
 - regarding cases of non-attendance when there is a need to act arbitrarily.
- Participate in the SALEP process.



PROLONGED ABSENCE FLOWCHART

It is the school's responsibility to contact the parent or the adult pupil in order to determine why the pupil has not been in attendance. All contacts and documentation are to be retained in the same location as the registers. The removal of the pupil's name from the register does not negate the obligations required under the Education Act for compulsory attendance.

DAY 1 – 15 (consecutive absences)

- Documented
- Referral to Attendance Counsellor for action as early as possible and within 15 days.
- Day 16 remove from register unless this proceeds to next step, and documentation is received from Attendance Counsellor.



DAY 16 – 30 (consecutive absences) In order to maintain on register:

- Remove from register or further documentation required from Attendance Counsellor
- Documentation from adult pupil or parent
- OR
- Continued intervention by Attendance Counsellor



DAY 31 (consecutive absences)

- Requires successive 15-day reports by Attendance Counsellor (e.g., Day 31, 46, 61) OR remove from register and notification is sent by the Principal to the Attendance Counsellor.

Please note: If a student of compulsory school age who has to be removed from the school's roll for non-attendance decides to return to school, he or she must be re-admitted irrespective of the date or his or her potential to pass the school year or to complete credits.



ATTENDANCE REFERRAL FORM

Date: _____

School: _____ Principal's Signature: _____

Student: _____ Grade: _____ D.O.B. _____

Parent/Guardian: _____

Address: _____ Home Phone: _____

_____ Business Phone: _____

_____ Emergency Contact Number: _____

Please note absences (or attach Attendance Printout): _____

School Interventions to date: _____

I this student identified? Yes _____ No _____ Exceptionality: _____

(check as appropriate)

Dates of school discipline measures for truancy (including suspensions in or out of school) _____

Dates of meetings with principal, vice-principal, teacher, parent _____

Dates of referral to Board's support services _____

Dates of referral to Guidance Department (secondary school) _____

Dates of alternative programs _____

Dates of community services involvement _____

Dates of letters home _____

Other

Comments and/or Recommendations: _____

Please fax to your Attendance Counsellor: Penny Moffat (746-7367) or
Karen Munro (472-9927)



ATTENDANCE COUNSELLING SERVICES

15- Day Notification Form

PROLONGED ABSENCE REPORT MEMO

TO: _____

FROM: _____

RE: NOTE TO ATTENDANCE REGISTER

RE: _____

D.O.B.: _____

DATE OF REFERRAL: _____

_____ I am currently working with the above-named student and am aware he/she has been absent more than 15 consecutive days. At this time, my recommendation is to keep him/her on the roll.

_____ I am not working with this student. Please remove his/her name from the register.

Attendance Counsellor

Date



Attendance Department

CONDITIONS PRIOR TO PROSECUTION

Student Name: _____ Grade: _____ D.O.B.: _____
Address: _____

Parent/Guardian: _____ Phone: _____

School: _____ Number of Days Absent: _____

Attendance Counsellor: _____ Date: _____

The student named above and parent/guardian have been through the following steps to improve attendance (check as appropriate):

- school discipline measures for truancy (including suspensions in or out of school)
- meetings with principal, vice-principal, teacher, parent
- referral to Board's student services
- referral to Guidance Department (secondary school)
- meetings with the Attendance Counsellor
- referral to Student Assistant Program (secondary school)
- alternative programs
- notification of court proceedings student parent

Parent and/or student comment regarding prosecution:

Attendance Counsellor recommendations:
