

ADMINISTRATIVE GUIDELINE

Title: **Monitoring and Reporting Student**

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.

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 Bime.34 0 Td [(of4(s)-1212(d)28hr)-5(y)22()-5nsifinsr rmis ain2(e)6(r)titl4

6.0 Requirements For Maintaining School Registers and Enrolment Data



SCHOOL ATTENDANCE HANDBOOK

Prepared
August, 2003

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

Table of Contents

	Page
History and Introduction	
yHistory	3
yGlossary of Terms	4
Understanding and Managing Student Attendance	
yOverview	5
yAttendance Protocol	6
yResponding to Student Absenteeism	7
yAttendance Concerns	8
yInterventions	9
Improving School Attendance	

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.

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

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 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.

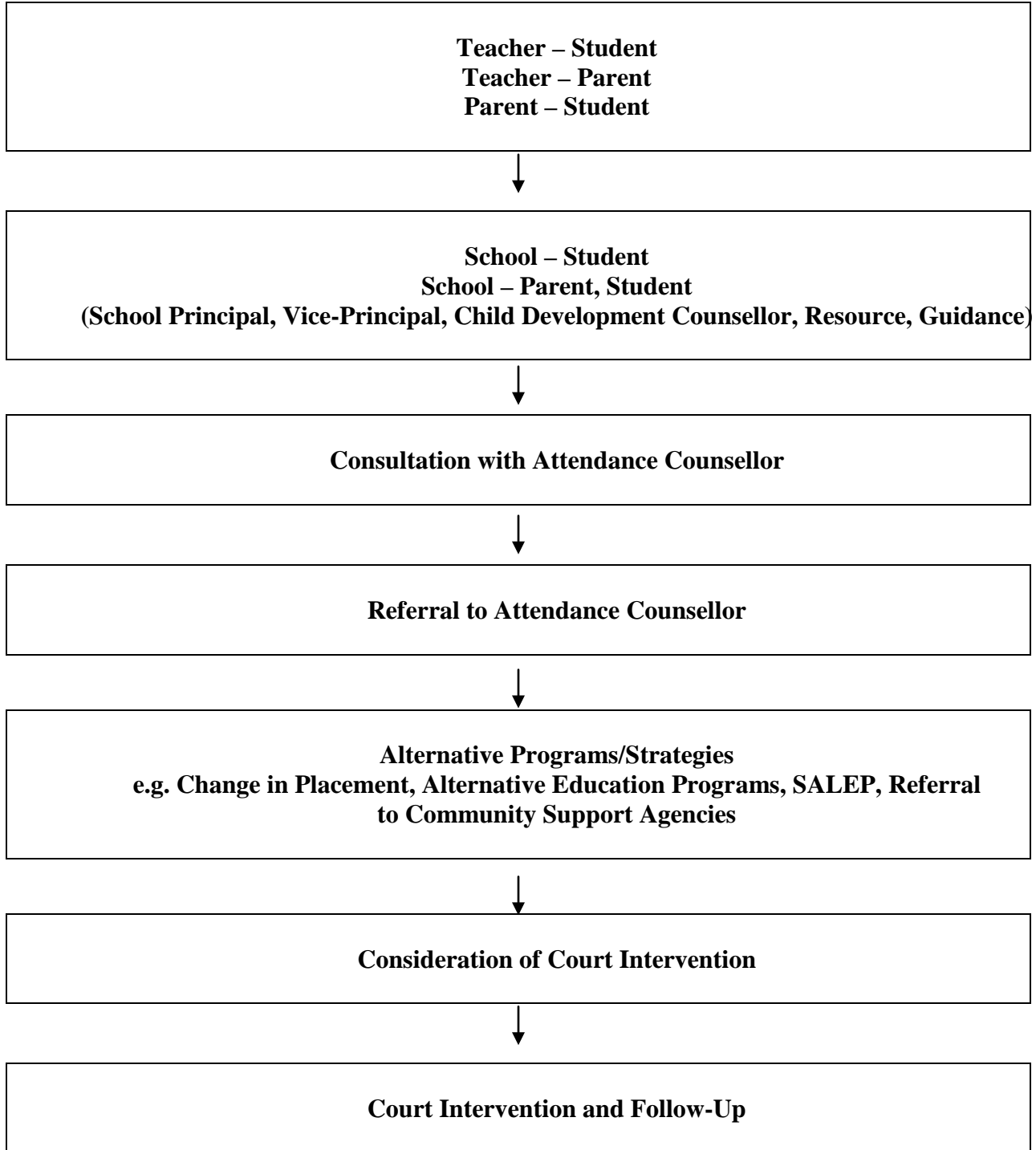
1. The classroom teacher identifies concerns about the student with an attendance problem and discusses them with the student and parents. Documentation begins.
2. Teacher consults with colleagues and the principal for problem-solving suggestions such as program changes, telephone contact, interviews, 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.
Prnce

RESPONDING TO STUDENT ABSENTEEISM



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

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.

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.

y

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.

y

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:

y 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.



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**



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-

