Anglophone South School District

POLICY NO. ASD-S-365

Student Attendance Policy/Guidelines

Category	**Educational Services**		
Subject	**Student Attendance Policy/Guidelines**		
Adopted		**Revised**	August 2016
Policies Used / Referenced			

Policy Statement

The attendance standards defined in this guideline apply to all participants in the public school system from Kindergarten to Grade 12. Acts and Policies used in the development of these Guidelines include; The Education Act-Province of New Brunswick, Education Act, 13 (1) (c&d); 14 (1) (d&h); 15; 16; 19; 27; 28, Family Services Act 30 (1); 31 (1) (k), Policies 322 and 703 and the New Brunswick School Improvement Service-Indicators of Successful Schools.

School attendance in New Brunswick is compulsory. All participants in the system have a role to play in ensuring student success at school and ensuring that interventions are in place to effectively problem-solve cases of irregular attendance. The ASD-S Student Attendance Policy/ Guidelines are a reflection of a system where partners work together. Schools are inclusive environments where the diverse needs of 21st century learners are met. A welcoming environment, student-centered learning principles, assessment protocols and intervention strategies are key factors that ensure students are given every opportunity to meet with success at school. The ASD-S Attendance Policy/ Guidelines are designed to explore every avenue to ascertain that students stay in school and graduate high school.

Procedures

Roles and Responsibilities:

The development, implementation and enforcement of the ASD-S Attendance Policy/ Guidelines is a cooperative effort among DEC/Superintendent/District Office Staff, Administrators, Core Leadership Teams, Education Support Services Teams, Teachers, Students, Parents and Community Partners. The roles and responsibilities of each member of the school community are critical to this process.

District Education Council/Superintendent/District Office Staff:

The District Education Council, Superintendent and District Office Staff will offer support and guidance to all schools in order to promote regular school attendance for students in ASD-S by:

- developing directives that guide schools in the implementation of the ASD-S Attendance Policy/ Guidelines
- regularly seeking input from administrators and reviewing guidelines
- establishing a process that clearly communicates to all families, students and staff, the ASD-S Attendance Policy/ Guidelines
- assisting schools in analyzing their attendance data and regularly providing systems reports
- assisting schools in dealing effectively with the needs of students whose attendance persistently challenge the ASD-S Attendance Policy/ Guidelines
- providing opportunities for all staff to acquire the knowledge, skills and attitudes necessary to maintain a welcoming environment and classrooms that are engaging and meaningful which in turn, encourage students to attend school regularly

School Administration:

Administrators, with the support and guidance of their Parent School Support Committee take a leadership role in the daily operation of a school. The Principals and Vice-Principals provide this leadership by:

- collaboratively implementing and monitoring the ASD-S Attendance Policy/ Guidelines
- ensuring that the ASD-S Attendance Policy/ Guidelines are communicated to all members of the school community
- regularly analyzing attendance data and when needed, developing a plan of intervention for both school-wide and individual student concerns
- regularly sharing and monitoring current school attendance data with the Core Leadership Team and with the Education Support Services Team
- regularly sharing current school attendance data with teachers and staff
- regularly sharing current school attendance data with the PSSC
- ensuring that school attendance is a focus of the School Improvement Plan
- ensuring that the school's Pyramid of Intervention is used in problem-solving irregular school attendance
- ensuring that the school's Positive Behaviour Interventions and Supports (PBIS) program embraces a focus on student attendance
- ensuring that the school's environment is welcoming and classrooms are engaging and meaningful
- ensuring that student-centered learning principles and best practices in assessment are implemented
- ensuring that the school is inclusive

- ensuring that parents/guardians are contacted if irregular attendance patterns develop

Core Leadership Team:

The Core Leadership Team with the support of their administrative team, are expected to work in a professional, collegial and collaborative manner to implement and monitor the ASD-S Attendance Policy/ Guidelines by:

- collaboratively implementing and monitoring the ASD-S Attendance Policy/Guidelines
- ensuring that the ASD-S Attendance Policy/ Guidelines are communicated to all members of their Professional Learning Community (PLC)
- regularly analyzing attendance data and when needed, developing a plan of intervention for both school-wide and for individual student concerns
- monitoring school attendance as a focus of the School Improvement Plan
- ensuring that the school's environment is welcoming and that classrooms are engaging and meaningful
- ensuring that student-centered learning principles and best practices in assessment are implemented
- ensuring that the school is inclusive
- ensuring that parents/guardians are contacted if irregular attendance patterns develop

Educational Support Services Team:

The Educational Support Services Team with the leadership and support of their administrative team, are expected to work in a professional, collegial and collaborative manner to implement and monitor the ASD-S Attendance Policy/ Guidelines by:

- collaboratively implementing and monitoring the ASD-S Attendance Policy/ Guidelines
- regularly analyzing attendance data and when needed, developing a plan of intervention for both school-wide and for individual student concerns
- monitoring school attendance as a focus of the School Improvement Plan
- ensuring that the school's environment is welcoming and that classrooms are engaging and meaningful
- ensuring that student-centered learning principles and best practices in assessment are implemented
- ensuring that the school is inclusive
- ensuring that *how the ESSTeam assists classroom teachers* is a regular ESST agenda item
- ensuring that parents/guardians are contacted if irregular attendance patterns develop

- ensuring that the school's Pyramid of Intervention is used in solving irregular school attendance
- ensuring that the school's PBIS program embraces student attendance
- ensuring that the needs of all students are met by problem-solving the needs of the individual student

Teachers:

Teachers, with the leadership and support of their administrative team, are expected to work in a professional, collegial and collaborative manner to implement and monitor the ASD-S Attendance Policy/ Guidelines by:

- ensuring that student attendance is monitored regularly and that parents/guardians are contacted if irregular attendance patterns develop
- ensuring that students have a sense of belonging and connection
- ensuring that their classrooms are engaging and meaningful
- ensuring that student-centered learning principles and best practices in assessment are implemented
- ensuring that the classroom is inclusive
- ensuring that Tier 1 Pyramid of Intervention strategies are used as a preventive means of dealing with potential attendance concerns
- ensuring that the school's PBIS program is embraced in the classroom environment
- ensuring that the needs of all students are met by collaboratively developing when needed, an individual plan of intervention
- ensuring that the environment of the school/classroom is a welcoming environment

Students:

To meet the attendance standards and expectations established by ASD-S, students must:

- Come to school prepared, on time and ready to learn
- Show respect for themselves and others
- Follow established rules, procedures, expectations and staff directions
- Demonstrate courteous, cooperative and considerate behavior
- Demonstrate honesty and integrity
- Complete assignments and produce quality work (working to one's potential)
- Be accountable for personal actions
- Play an active role in the positive resolution of attendance problems

Families:

Families play an important role in the education of their children and have a responsibility to support the efforts of school staff in ensuring their child's regular attendance at school. Families fulfill this responsibility when they:

- Show an active interest in their child's work, progress and attendance
- Communicate regularly with the school and share pertinent information which impacts their child's education i.e., illness, travel, extended absences, medical conditions, family situations, etc.
- Contact the teacher if there are questions or concerns about classroom procedure(s), curriculum, attendance, or any incident involving their child
- Ensure that their child attends school and arrives on time, notifying the school of their child's absence or late arrival
- Limit the days that their child is absent from school; where possible, arrange appointments, family vacations around the school calendar
- Understand and support the expectations of the ASD-S Attendance Policy/ Guidelines
- Encourage and assist their child in following the ASD-S Attendance Policy/ Guidelines
- Collaborate with teachers and administrators in dealing with attendance issues and when required, develop an individual plan of intervention

Community Partners:

Schools work cooperatively with many community agencies, organizations and individuals in an effort to ensure student success. It is essential that all community partners actively support and respect the Attendance Guidelines, goals, expectations, rules and procedures of ASD-S schools.

Communication Protocol/Attendance Tracking

Student Absence Codes for Anglophone School District South Using Meeting Codes.

Code	Description	Teachers Assign	Counts ADA	Presence
	Present	Yes	Yes	Present
T	Tardy	Yes	Yes	Present
U	Unexcused absence	Yes	Yes	Absent
E	Excused absence	Yes	Yes	Absent
IL	Illness	Yes	Yes	Absent
B	Bereavement	No (Office Only)	Yes	Absent
M	Medical appointment	Yes	Yes	Absent
SA	School activity	Yes	Yes	Present
SN	School NBIAA	No (Office Only)	Yes	Present
ST	School sport team	No (Office Only)	Yes	Present
S	In school suspension	No (Office Only)	Yes	Present
O	Out of school suspension	No (Office Only)	Yes	Absent
G	Guidance	Yes	Yes	Present
X	Attendance not required	Yes	Yes	Present
NS	Sport	Yes	Yes	Absent

Student Absence Codes for Anglophone School District South Using Daily Attendance.

Code	Description	Teachers Assign	Counts ADA	Presence
	Present	Yes	Yes	Present
T	Tardy	Yes	Yes	Present
U	Unexcused absence	Yes	Yes	Absent
E	Excused absence	Yes	Yes	Absent
IL	Illness	Yes	Yes	Absent
B	Bereavement		Yes	Absent
NSA	Sports - Non-School Related - AM	Yes	Yes	Absent
NSP	Sports - Non-School Related - PM	Yes	Yes	Absent
M	Medical appointment	Yes	Yes	Absent
AMU	AM Half Day Unexcused absence	Yes	Yes	Present
AME	AM Half Day Excused absence	Yes	Yes	Present
AMI	AM Half Day Illness	Yes	Yes	Present
AMM	AM Half Day Medical appointment	Yes	Yes	Present
PMU	PM Half Day Unexcused absence	Yes	Yes	Present
PME	PM Half Day Excused absence	Yes	Yes	Present
PMI	PM Half Day Illness	Yes	Yes	Present
PMM	PM Half Day Medical appointment	Yes	Yes	Present
SA	School activity		Yes	Present
SN	School NBIAA		Yes	Present
ST	School sport team		Yes	Present
S	In school suspension		Yes	Present
O	Out of school suspension		Yes	Absent
G	Guidance		Yes	Present
X	Attendance not required		Yes	Present
AMS	AM Half Day In school suspension		Yes	Present
AMO	AM Half Day Out of school suspension		Yes	Present
AMSA	AM Half Day School activity		Yes	Present
AMST	AM Half Day School sport team		Yes	Present
PMS	PM Half Day In school suspension		Yes	Present
PMO	PM Half Day Out of school suspension		Yes	Present
PMSA	PM Half Day School activity		Yes	Present
PMST	PM Half Day School sport team		Yes	Present

Students Missing Time-Elementary and Middle School

The following definitions are applied for Absent and Tardy:

Absent: An absence from school is when a student is out of school because of a non-school related event e.g. sickness or other unavoidable cause. Elementary attendance is taken in the morning and in the afternoon. Middle School attendance is taken by period/class attendance.

Tardy: Arriving to class after the hour of instruction has begun.

If students are missing time the first step in dealing with the concern is to use interventions from Tier 1 of the Pyramid of Intervention (speak with the student, cumulative record card check, one to one conversation, extra help). Appendix B is a sample pyramid.

If the attendance issues continue, the following steps should be taken:

After 5 days absence or consistent tardiness - Communication with the home through a telephone call or e-mail correspondence. It is important to have confirmed and documented correspondence. Continue to employ interventions from the Pyramid of Intervention-Tier One

After 10 days-A Letter may be sent home from the School Administrator - There may be individual cases in which a letter is not sent as the school is aware of the contributing factors and feels a letter is not appropriate. Continue to employ interventions from the Pyramid of Intervention-Tier One and Tier Two. Appendix C has a sample 10 day parent letter. When sending the letter, you may wish to include a copy of the *Attendance Matters* brochure.

After 15 days-A Letter/Telephone Call from Administrator - Arrange a school meeting to discuss the lack of attendance and problem-solve with possible solutions. Continue to employ interventions from the Pyramid of Intervention-Tier One, Tier Two and Tier Three. Appendix C has a sample 15 day letter. When sending the letter you may wish to include a copy of the *Attendance Matters* brochure.

Serious attendance cases, extending beyond 15 days must be addressed at the school level through Education Support Services. In some cases, it may be necessary to address attendance cases through Integrated Service Delivery (ISD) and through Social Development.

Students Missing Time-High School

The following definitions are applied for Absent and Tardy:

Absent: An absence from school is when a student is out of school because of a non-school related event e.g. sickness or other unavoidable cause. An absence is based on any class/period missed in any one subject per semester.

Tardy: Arriving to class after the hour of instruction has begun.

If students are missing time the following process will be followed:

After 1-5 Classes Missed- A teacher is the contact with the home, i.e. subject teacher, homeroom teacher or advisory teacher. An attendance tracking system is established in the school. Interventions from Tier 1 of the Pyramid are implemented. See Appendix B - sample pyramids.

After 6-10 Classes Missed- A referral is made to the school's ESSTeam by Guidance or by the Vice-Principal. There is one-on-one contact with the home. Interventions from Tier 2 of the Pyramid are implemented. See Appendix B - sample pyramids.

After 11 plus Classes Missed- Administration involvement is activated and ongoing referral to the ESSTeam is in place. Interventions from Tier 3 of the Pyramid are implemented. See Appendix B - sample pyramids. It may be necessary to address attendance cases through Integrated Service Delivery. (ISD)

Reference

Appendix A
NB Education Act/Family Services Act

Acts and Policies used in the development of these Guidelines include; The Education Act-Province of New Brunswick, Education Act, 13 (1) (c&d); 14 (1) (d&h); 15; 16; 19; 27; 28, Family Services Act 30 (1); 31 (1) (k), Policies 322 and 703 and the New Brunswick School Improvement Service-Indicators of Successful Schools.

Compulsory Attendance

15(1) except as provided in section 16 and subject to subsection (2), a child is required to attend school in the school in which the child is placed by the superintendent concerned under section 11
(a) beginning on the first school day of a given school year if, on or before the thirty-first day of December of that school year, the child will have attained the age of five years, and
(b) Until the child graduates from high school or attains the age of eighteen years.
15(2) the parent of a child referred to in paragraph
(1)(a) May defer the attendance of his or her child until the first school day of the next school year if the child has not attained the age of five years on or before the first day of September of a given school year.
15(4) The principal of a school or such other person as may be designated by the superintendent concerned shall, subject to any policies or directives of the District Education Council concerned, examine every case of noncompliance with subsection (1) in the school.
15(5) When the examination warrants it, the principal or such other person as may be designated by the superintendent concerned shall, by way of a written notice,
(a) notify the superintendent of the case, and
(b) notify the parent of the child of the case and the consequences of non-compliance.
15(6) On receipt of the notice referred to in paragraph (5)(b), unless the child is excused from attendance as provided by this Act or the regulations, the parent of the child shall immediately cause the child to attend school.
15(7) A parent who violates or fails to comply with subsection (6) commits an offence punishable under Part II of the Provincial Offences Procedure Act as a category C offence.
15(8) Subsection (7) does not apply if the child concerned has attained the age of sixteen years.

Exceptions
16(1) A child is not required to attend school if the child
(a) is unable to attend school by reason of the child's sickness or other unavoidable cause,
(b) is officially excluded from attendance under this Act or the regulations,

(c) is absent on a day regarded as a holy day by the religious denomination of the child or the parent of the child, or
(d) in circumstances considered exceptional by the Minister, is exempted from attendance in writing by the Minister.
16(2) The Minister shall, on application of the parent of a child, exempt in writing the child from attending school where the Minister is satisfied that the child is under effective instruction elsewhere.

19 Where a parent neglects or refuses to ensure that his or her child attends school as required by this Act and, in the opinion of the superintendent concerned, the child's security or development may be in danger, the superintendent shall refer the matter to the Minister of Social Development for investigation under the Family Services Act. 2000, c.26, s.95; 2008, c.6, s.11.

Duties of a teacher
27(1) (e) attending to the health and well-being of each pupil
27(2) A teacher employed in a school is accountable to the superintendent of the school district through the principal of the school for the performance of the teacher's duties and the overall educational progress of the pupils under the teacher's instruction.

The Principal of a School
28(1) (a) is the educational leader and administrator of the school and has overall responsibility for the school and for teachers and other school personnel employed at the school, and
(b) is accountable to the superintendent of the school district for the performance of the principal's duties and the overall educational progress of the pupils enrolled in the school.

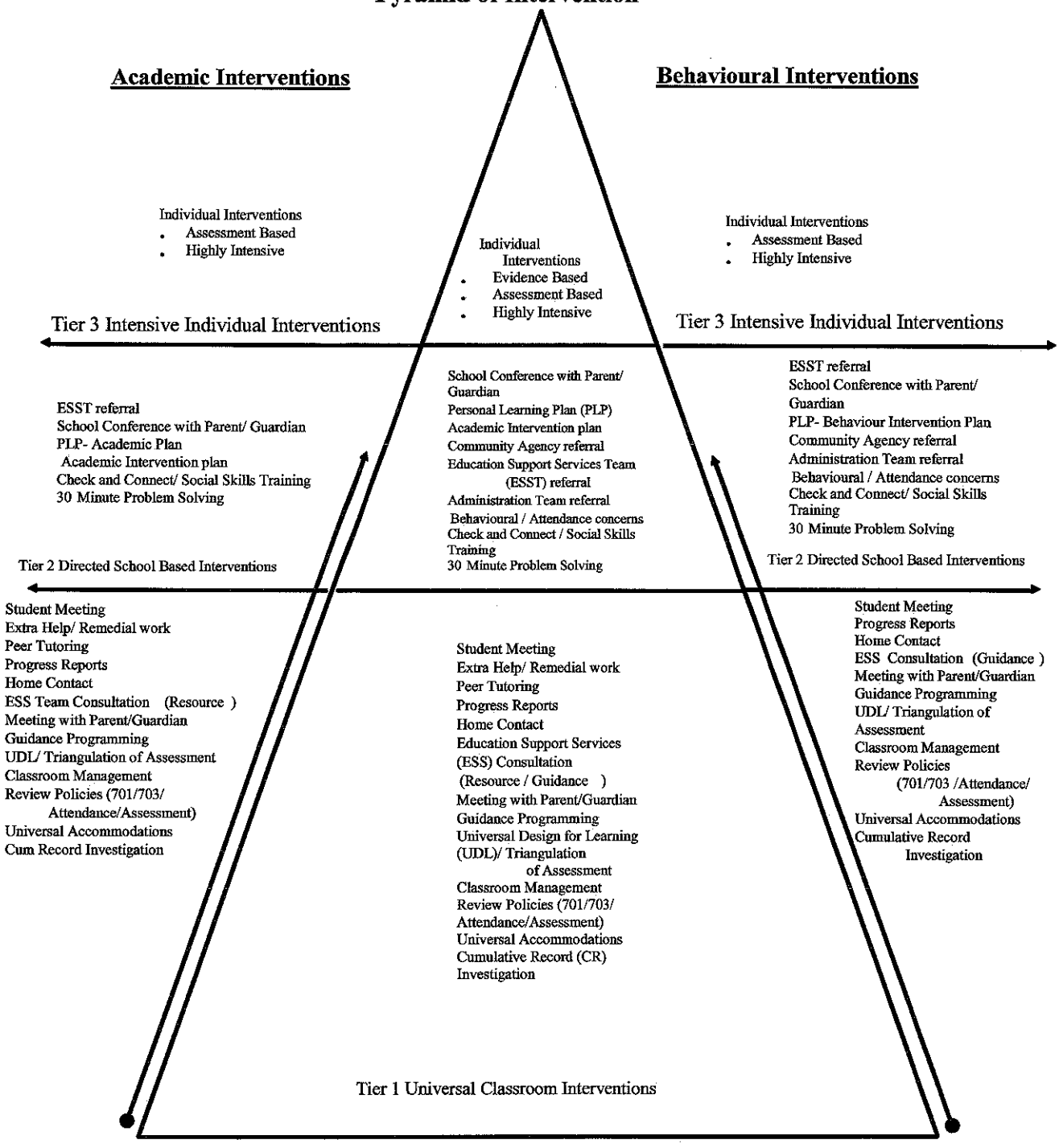
Roles of parents
13(1) In support of the learning success of his or her child and the learning environment at the school, a parent is expected to
(c) Cause his or her child to attend school as required by this Act,
(d) Ensure the basic needs of his or her child are met

Duties of pupils
14(1) it is the duty of a pupil to
(d) Attend school regularly and punctually,
(h) Comply with all school policies.

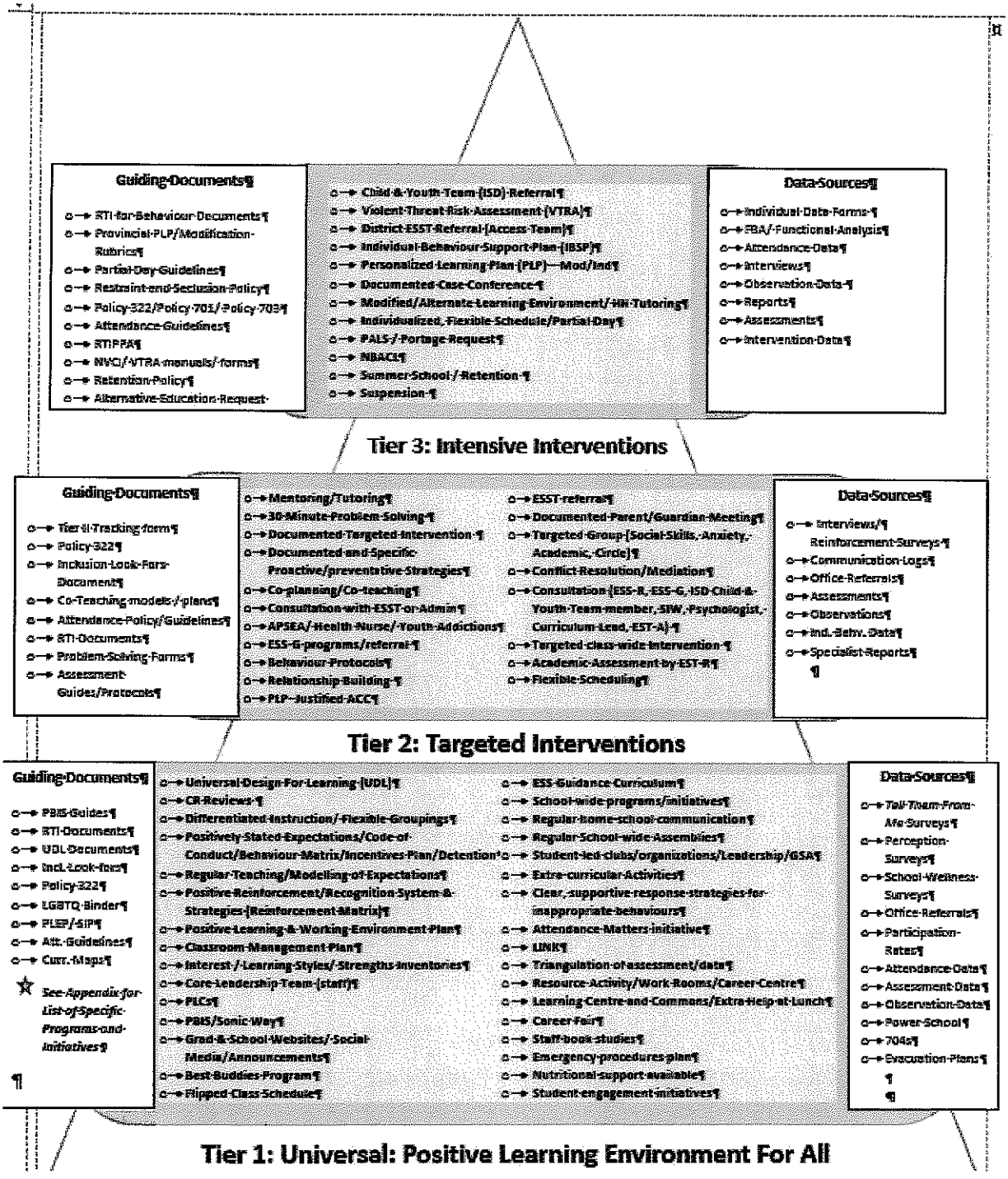
Family Services Act
30(1) Any person who has information causing him/her to suspect that a child has been abandoned, deserted, physically or emotionally neglected, physically or sexually ill-treated or otherwise abused shall inform the Minister (of Family and Community Services; read Child Protection Services) of the situation without delay.
31(1) The security or development of a child may be in danger when…
(k) the child is in the care of a person who neglects or refuses to ensure that the child attends school;

Appendix B

Pyramid of Intervention

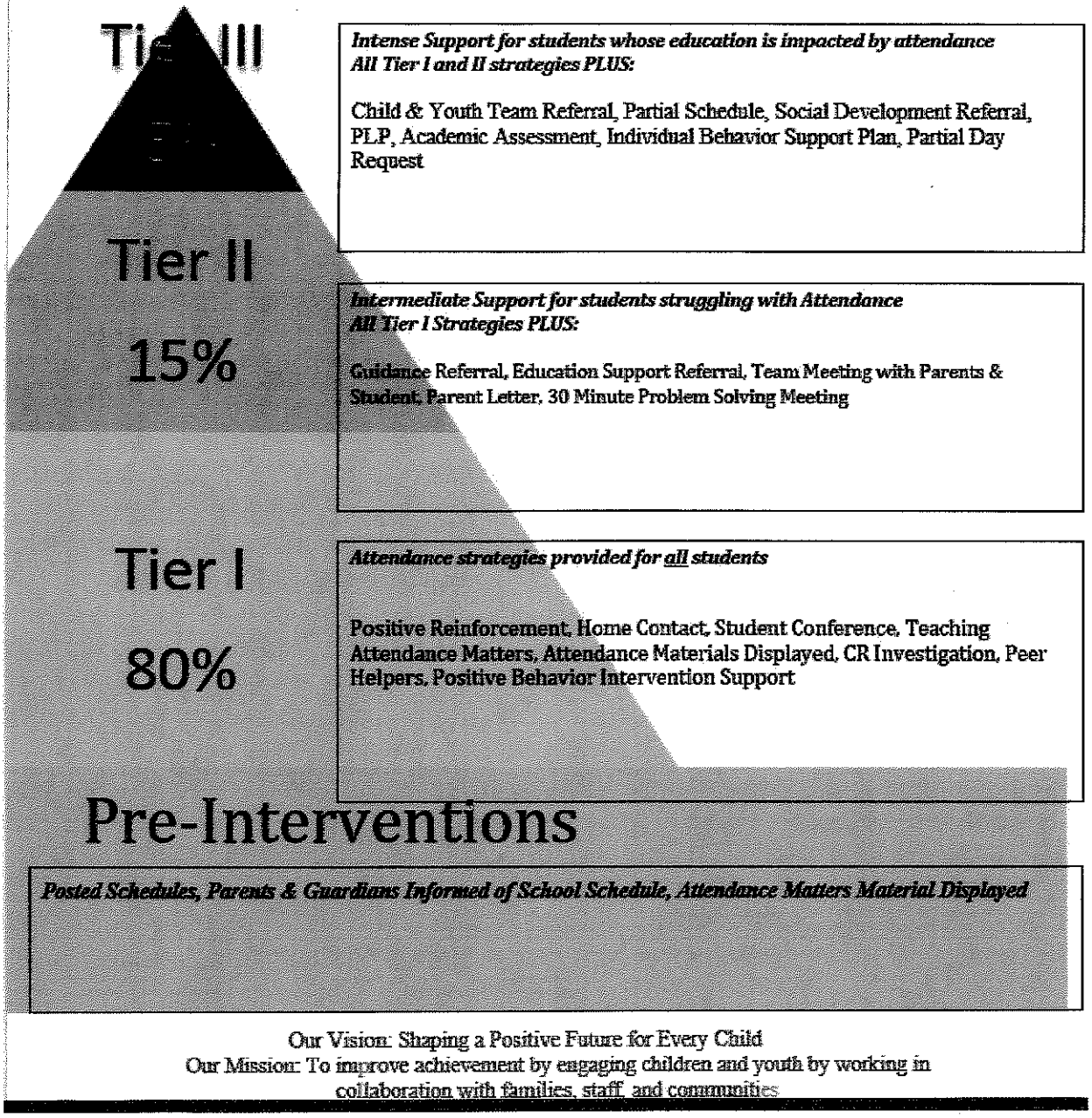


Student Attendance Policy/Guidelines



Elementary & Middle Schools

Pyramid of Interventions Attendance



Intense Support for students whose education is impacted by attendance
All Tier I and II strategies PLUS:

Child & Youth Team Referral, Partial Schedule, Social Development Referral, PLP, Academic Assessment, Individual Behavior Support Plan, Partial Day Request

Intermediate Support for students struggling with Attendance
All Tier I Strategies PLUS:

Guidance Referral, Education Support Referral, Team Meeting with Parents & Student, Parent Letter, 30 Minute Problem Solving Meeting

Attendance strategies provided for <u>all</u> students

Positive Reinforcement, Home Contact, Student Conference, Teaching Attendance Matters, Attendance Materials Displayed, CR Investigation, Peer Helpers, Positive Behavior Intervention Support

Posted Schedules, Parents & Guardians Informed of School Schedule, Attendance Matters Material Displayed

Our Vision: Shaping a Positive Future for Every Child
Our Mission: To improve achievement by engaging children and youth by working in collaboration with families, staff, and communities

Appendix C
Sample Parent Letter 10 Days Absence

Attendance Matters
You hold the greatest influence
with your children. Make attendance
matter from Kindergarten to Grade 12.

Date

Name
Address
Saint John NB

Re: Name
Date of Birth:
Grade:
Homeroom:
Re: 10 Days School Absence

Dear Name:

In Anglophone South School District being present and on time every day for school is a priority. This letter is to confirm our concern regarding _____ **unexcused absences** from school. Success in school and **regular attendance** go hand in hand. It is important for the school and home to work together to ensure improved school attendance.

School attendance in New Brunswick is compulsory. The **Education Act** states that parents are expected to cause their child to attend school (Section 13-1C), students are expected to attend school regularly and on time (Section 14-D) and the principal is to examine cases of non-attendance (Section 15-4). Attending school every day builds habits that last a lifetime. _____ will feel connected academically and socially. When students are present they can make a difference to their school community.

Please call your child's teacher at _____ to discuss these absences.

Yours truly,

Name of Administrator

Appendix C
Sample Parent Letter 15 Days Absence

Attendance Matters
You hold the greatest influence
with your children. Make attendance
matter from Kindergarten to Grade 12.

Date

Name
Address
Saint John NB

Re: Name
Date of Birth:
Grade:
Homeroom:
Re: 15 Days School Absence

Dear Name:

This letter is to confirm our concern regarding _____ **excessive unexcused absences** from school. Please review the attached attendance record with your child.

School attendance in New Brunswick is compulsory. The **Education Act** states that parents are expected to cause their child to attend school (Section 13-1C), students are expected to attend school regularly and on time (Section 14-D) and the principal is to examine cases of non-attendance (Section 15-4).

The school wants to work in partnership with the student and home to resolve attendance issues. Attendance is an important factor in determining success in school.

Please be assured of our desire to continue working in partnership with you to achieve a successful resolution to this situation.

Please contact me at _____ to discuss these absences.

Yours truly,

Name of Administrator

Appendix D
Attendance Incentives

- *Attendance Matters* to the entire school community
- Teachers greet students each day as they enter the classroom
- Administrators in the lobby/outside greeting students
- Congratulate/Celebrate students who attend school regularly
- Mentors work with students who are struggling with attendance
- Relationships are important
- Teachers play a key role in a student's day at school
- Incentives as a class or team
- "*Welcome Back*"; you were missed yesterday
- Small celebrations-a round of applause
- Signage around the school supporting good attendance
- Exemptions
- Gift card-movie, Subway, Indigo, hot lunch, mall money
- Class dojo
- Dance Ticket
- Class winners
- School store ballot/money
- Enrichment activity
- Extra time on iPod
- Draw for prize or privileges
- Photo of monthly winners
- Zumba class
- Dance club
- Draw to pick morning song on the announcements
- Morning trivia on announcements
- Celebrate during assemblies
- Special lunch with administration
- Monthly and year-end perfect attendance awards
- Positive phone calls home
- Teacher making a point to say how happy you are that students are present
- Instead of bells, play music in the halls as a motivator to go to class
- Get students involved in *Attendance Matters*-develop a video on attendance, do a research paper on the topic, use school attendance data in a Math class; connect these projects to curriculum outcomes