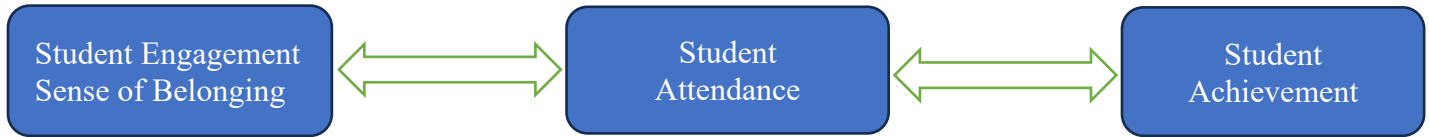


Students who are engaged and have a sense of belonging at school are likely to have higher attendance rates. Students who attend regularly are likely to be engaged and have a sense of belonging at school. Students who are engaged and feel a sense of belonging have greater student achievement. There is a strong correlation between these areas.



It is acknowledged that life consists of events and situations that can have an impact on a student's ability to prioritize school. Students can easily slip into habitual absence (more than 10% of the time – two or more days per month) which both is impacted by and impacts student engagement and sense of belonging. The more frequently a student is absent from school, the more difficult it is for the student to be re-engaged. Addressing student absences early may be able to prevent the downward spiral into greater disengagement.

Student attendance is a shared responsibility between many stakeholders.

Students will

- put forth their best effort to engage academically and socially in school.
- share with their teachers their interests, goals, and learning needs.
- share with their parents/guardians and teachers when there are barriers to success.
- participate constructively in addressing issues that prevent regular attendance.

Parents/Guardians will

- promote regular attendance at school seeking to minimize interruptions to learning.
- communicate with the school when their child is going to be absent.
- advocate for their children's learning and social needs.
- communicate with the teacher and school if their child is experiencing challenges.
- participate constructively in addressing issues that prevent regular student attendance.

Teachers will

- create a safe, welcoming, and engaging learning space for their students.
- address student behaviours that detract from a safe and engaging learning space.
- seek to know and address the interests, goals, and learning needs of their students.
- cultivate a professional and trusting relationship with their students as a caring adult.
- welcome students who are late and deal with lateness privately with students later in a manner that doesn't discourage the student from coming to class.
- record accurate student attendance.
- contact parents/guardians when there are early signs of disengagement.
- make school administration aware when a student is at-risk mentally, socially, or academically.
- participate constructively in addressing issues that prevent regular student attendance.

Office Staff will

- record and maintain accurate student attendance.
- communicate professionally and empathetically with parents/guardians about student concerns and needs.
- create a safe and welcoming environment in the office for students, parents/guardians, staff, and members of the community.
- run daily student attendance reports for school administrators to follow up on absent students.
- maintain spreadsheets (system templates) to track and monitor prolonged student attendance (15 or more consecutive absences) and students in Supervised Alternative Learning (SAL).

Principals/Vice-Principals will

- create and maintain a school culture that is safe, welcoming, and engaging.
- prioritize student engagement and wellbeing having high expectations for student attendance.
- set and monitor an Attendance Level – 90 goal as part of the School Learning Plan including evidenced based actions the school will employ to address this goal.
- communicate professionally and empathetically with parents/guardians about student concerns and needs.
- contact parents/guardians when students are absent for five, ten, and fifteen consecutive days documenting their efforts and sending home letters of concern when the parents/guardians cannot be reached.
- discuss students at risk at regular multidisciplinary or student success team meetings and create and implement action plans for students.
- work collaboratively with student engagement and support staff to maintain student engagement for students at risk.
- consult with the social worker and/or the school psychoeducational clinician for students who are disengaging particularly where there are mental health or special education needs.
- refer students to the attendance officer on the 16th consecutive day of absence and work collaboratively with the attendance officer to re-engage the student.
- refer students to Supervised Alternative Learning (SAL) as a last option after school and system supports have been utilized including a consult with the school social worker.
- monitor the progress of students in SAL and plan for their transition back to school.

Multidisciplinary Teams, Student Success Teams will

- meet regularly to discuss how to create and maintain a safe, welcoming, and engaging school environment and to discuss individual student concerns for students who are at risk.
- create and implement action plans for students at risk.
- work collaboratively with system student engagement and support staff as well as social workers and psychoeducational clinicians.
- identify a caring adult for each student at risk.

Indigenous Student Re-Engagement Workers, Student Support Officers, Native Cultural Workers, Graduation Coaches will

- support students as per their roles and responsibilities.
- promote student engagement and wellbeing.
- be a caring adult for students at risk.
- work collaboratively with school administration to problem solve and address student barriers to engagement.

Social Workers, Psychoeducational Clinicians will

- provide mental health support services for students who are referred by school administration.
- work collaboratively with school administration to problem solve and address student barriers.
- consult with school administration before a student is referred to Supervised Alternative Learning (SAL).

Attendance Officers will

- work with parents/guardians and students when students are habitually absent and work with school administration on a plan to improve student attendance.
- accept referrals from school administration
 - for students who were expected at the beginning of the school year but didn't arrive.
 - students who are habitually absent (10% or more of the time).
 - students who have prolonged absence (15 or more consecutive days of absence).
- will investigate situations of home schooling where it may be suspected as a means of school attendance avoidance.
- work collaboratively with social workers, psychoeducational clinicians and student engagement staff to problem solve and address student barriers to engagement.
- provide timely documentation to schools to support maintaining students on the enrolment register.
- provide training to school administration and office staff on student attendance as addressed in the *Enrolment Register Instructions*.

The LKDSB will

- revise the student attendance procedure to reflect current expectations.
- provide letter templates for schools.
- provide student attendance documentation for office staff and school administrators.
- provide student attendance monitoring and SAL student monitoring templates for schools.
- revise the process for retaining a student on the register for a student in prolonged absence.
- revise the documentation that the attendance officers use and provide to schools.
- screen potential student referrals to SAL and provide system supports and program support.
- revise the home schooling procedure, associated documentation, and home schooling investigation procedure.
- provide a greater role for LKDSB mental health workers to support students with poor attendance.
- monitor school learning plan student attendance goals through superintendent school visits.
- set and monitor student attendance goals in the LKDSB Student Achievement Plan and LKDSB Operational Plan.
- consult stakeholders on the ongoing development of this Student Attendance Strategy.

Revised October 13, 2023