

## **306 Student Attendance**

### **Belief**

The Maskwacis Education Schools Commission (MESC) follows cultural and traditional teachings of the Maskwacis Cree, in particular Wahkohtowin. Wahkohtowin is the belief that all things are related and connected, that all of existence has spirit and that living in a good way requires us to maintain good relationships with each other and other aspects of existence. We recognize that respect for mother earth, elders, youth, and the Treaties are paramount to planning ahead and making decisions for future generations.

The MESC believes that student attendance enhances a student's opportunity to succeed in school and that student attendance is a shared responsibility of the parent/guardian/caregiver, student, teacher, Principal, and the MESC.

### **Procedures**

1. The MESC will maintain a student information system that tracks attendance.
2. Students are required to attend school regularly and punctually.
3. Generally, only sickness or other unavoidable causes, and in some cases, extended travel are recognized as valid reasons for absence from classes. When an extended student absence is due to an illness or an extenuating circumstance, it is the responsibility of the parent/guardian/caregiver to inform the Principal as soon as possible of the circumstances surrounding the absence and take steps to address the potential educational impacts.
4. The Principal is to ensure that all reasonable efforts have been made to enforce a student's attendance at school. The Principal is expected to have in place a system for monitoring student absences.
  - 4.1 All staff are required to accurately report student attendance in the MESC's student information system (PowerSchool).
  - 4.2 In situations where the absence is known to the parent/guardian/caregiver, a notification procedure will be established by the school that will allow a parent/guardian/caregiver to notify the school of the absence.
  - 4.3 In situations where the parent/guardian does not notify the school of the absence, the school will inform the parent/guardian/caregiver as soon as possible on the day of the absence.
5. Responsibilities for school attendance will be shared among the following:
  - 5.1 Students

- 5.1.1 Students will attend school regularly and punctually.
- 5.2 Parent/Guardian/Caregiver
  - 5.2.1 The parent/guardian/caregiver shall ensure regular school attendance and ensure that their student regularly attends class.
  - 5.2.2 In the event of an absence, the parent/guardian/caregiver shall provide a written or verbal explanation for the student's absence.
  - 5.2.3 a parent/guardian/caregiver will work with the school to come up with solutions if their child is refusing to attend school.
- 5.3 Teachers
  - 5.3.1 The maintenance of accurate daily attendance records in the student information system (powerschool);
  - 5.3.2 Log Communication with parents/caregivers regarding absences (powerschool log entries) (especially when the absences are interfering with the Student's learning); and
  - 5.3.3 Immediately reporting to the office all absences.
- 5.4 Principal
  - 5.4.1 Implementing the MESC's School Attendance Procedure.
  - 5.4.2 Implementing the structure and set up of the daily attendance gathering process.
  - 5.4.3 Implementing the record keeping of attendance concerns and all records connected to these concerns.
  - 5.4.4 Establishing a student attendance communication system and ensuring the appropriate execution of the communications between the school and home (both verbal and written) are in place to address attendance concerns.
  - 5.4.5 Establish a School Attendance Committee that includes relevant staff as determined by the Principal..
  - 5.4.6 Ensuring accurate attendance data is reported to the parent/guardian/caregiver and a copy is placed in the student's cumulative records.
  - 5.4.7 Using the Attendance Referral Process Charts as a guide. (See Appendix)
  - 5.4.8 Communicating these processes and procedures, at the beginning of the school year, to students, parents/caregivers and staff.

6. When a student reaches 10% of the school year's absence, a meeting will occur between the Student and school administration. The student's parent/guardian/caregiver will be contacted by a letter.
7. When a student reaches 15% of the school year absence, a meeting will occur between the student, parent/guardian/caregiver and the Principal or designate. An Attendance Improvement Plan will be developed. (See Appendix)

**Reference :**

Maskwacis Cree Declaration on Education  
Maskwacis Education Law  
AP 104 School Day  
AP 105 School Year  
AP 112 Inclement Weather

## Appendix A: Attendance Continuum of Supports

<b>TIER 1</b> <b>UNIVERSAL SUPPORT</b>	<b>TIER 2</b> <b>TARGETED SUPPORT</b> <b>(more than 5 consecutive days Absent)</b>	<b>TIER 3</b> <b>INTENSIVE SUPPORT</b> <b>(more than 10 consecutive days absent and/or 10% of school year absent)</b>
<ul style="list-style-type: none"> <li>• Regular positive check in phone calls</li> <li>• Ongoing communication</li> <li>• Attendance acknowledgement during assemblies</li> <li>• Invite parents into school</li> <li>• Greet students at the door</li> <li>• Build Wahkohtowin every day -connect with students</li> <li>• One on one student discussions, check-ins</li> <li>• Recognition of improved attendance</li> <li>• Celebrate good attendance</li> <li>• Connection with caring adults</li> <li>• Clear and concise expectations and routines</li> <li>• Student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to come in late without punishment</li> <li>• Letter from principal</li> <li>• Home visit</li> <li>• Principal calls home</li> <li>• Student Support Team Meetings</li> <li>• Restorative alternative to discipline</li> <li>• Small group intervention</li> <li>• Mentors</li> </ul>	<ul style="list-style-type: none"> <li>• HUB meetings</li> <li>• Young Spirit Winds</li> <li>• Attendance Contracts</li> <li>• Interagency supports</li> <li>• Individualized learning and success plans</li> </ul>

<ul style="list-style-type: none"> <li>• Various methods of instruction</li> <li>• Positive relationships</li> <li>• Influence learning at home</li> </ul>		
<b>Next steps &gt; Tier 2</b>  Refer students to <i>Attendance Committee</i> to discuss specific strategies Have a <i>Student Support Team Meeting</i> to discuss specific strategies	<b>Next steps &gt; Tier 3</b>  Connect with <i>Student Services or Counsellors</i> for interagency supports Collaborative partnerships	<b>Next steps &gt; Nation</b>  Report to Band Administrator

## Appendix C: Attendance Improvement Plan

School: Choose an item.  
date.

Meeting Date: [Click here to enter a date.](#)

Student Name:

ASN#:

In Attendance:

Goals:

1.

2.

3.

Student Strategies:

1.

2.

3.

4.

Parent/Home Strategies:

1.

2.

3.

4.

School Strategies:

1.

2.

3.

4.

Other Strategies:

1.

2.

3.

4.

The undersigned agree:

- parent/guardian/caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_