SIX NATIONS of the Grand River FEDERAL SCHOOLS

Attendance Protocol

"Educating the mind without educating the heart is no education at all."
— Aristotle

Conceptual Framework Overview

What is the true value of an education?[1] A child's academic progress within the formal education process has to be contextualized in a holistic manner, not practiced in isolation. The significance of education must place importance on not only the academic success of the child, but all facets of the child - his or her family and the internal dynamics therein. The social and cultural values which leads to the strengthening or weakening of the whole child cannot be underestimated or undervalued. This protocol seeks to view attendance through a wholistic lens.

As educators, our knowledge of each and every child in our schools should go beyond just mere understanding of a child's cognitive and social development. We must see a child beyond how each comprehends facts taught from the curriculum. We should endeavour to understand and appreciate that a child's well-being is more important that just his or her competencies in school.

Six Nations students are Haudenosaunee. So, a Haudenosaunee cultural perspective is being utilized as a frame of reference which will govern the principles outlined in the following attendance protocol. The Haudenosaunee "Social Dances" are meaningful symbols of cultural traditions which value the inclusive nature of the people. Examples like the Teyothwat asehtha (Round Dance) or Aterohsera'neha (Friendship Dance) demonstrates how each participant, present or absent, has a part to play in the inclusive nature of the 'Dance'. The dance can go in one direction and then may change depending on the nature of the dance. And so with families and their ever changing dynamics which create ebb and flow in children's lives, a child's school attendance can be impacted.

When absenteeism becomes an issue when children are struggling, everyone in the school community must play their part and fulfil their role. Sometimes parents may not realize how quickly even excused absences can affect a child's school performance. Sometimes chronic absenteeism is a result of families struggling with other issues and may be in need of community supports. While others families may be in need of health care or social intervention to help with chronic illness, housing, mental health, bullying, an overwhelmed parent and so much more. All these factors are barriers to a child's academic success and future prosperity. School attendance is not just a matter for the school administer.

[1] Widely asked question particularly by those considering attendance at higher institutions of learning

The goal of each partner in a child's education must be the sincere desire for his or her participation in the life of the school or participation in the 'Dance'. The activities of the classroom and school must continue even when a child is absent. Conversely, we, as a collective, should accept as true the notion that each classroom, indeed the school, would be more dynamic and enriching place to one and all with the presence of the child who is absent. When a child is absent from his or her classroom, not only does the child miss out on learning, experiences of the day and the comradery of classmates and the teacher, but the class, including the teacher, misses the teachings, experiences and voice of the child. Each child needs to be present for his or her voice to be heard and valued. Jennifer Brant who is a First Nations teacher strongly asserts that, "when a child is missing, his or her contribution to the overall learning of the classroom is missing and all are diminished for the loss of the learning and teaching opportunities"[2]. We should strive to do better for our kids especially those who will benefit the most from regular attendance at school. School must value all children equally, each and every day!

This protocol espouses that when a child misses school, the classroom and the school misses the child. Educational partners of Six Nations children ought to be counted on to ensure the values of cultural teachings such as the sacred dances are reflective of the value of having an inclusive attitude towards students returning after long or short absences. The circle should open to all those who may have been absent, but want to return. Each child should feel secure in the knowledge that all are welcome to come into the circle regardless of the length of absence or whether one is new to the school community. Engaging students in the life of the school is imperative to the atmosphere of the school. Jointly we can communicate the value that declares, if children are missing school, school is certainly missing them!

Of course, these things are easier said than done. Fortunately, as Federal Schools staffs, each teacher, teacher aide, principal, vice-principal will continue to work diligently with community agencies and other partners to incorporate a strong communication strategy which will reinforce effective communication between partners in the school community. Together, as we practice the concept of Good Mind, with a focus on attendance, it will become apparent to parents and guardians in Six Nations community that all children are valued and welcomed in our schools as places of learning, development and growth grounded in Haudenosaunee cultural values.

Is there a relationship between Attendance and Shared Values?

How can a protocol document on attendance reflect the feeling or intention of a cultural value such as the 'Dance'? The answer lies in "W5". The "who, what, when, why, where and how" of what we do can relay such palpable messages and intentions. There are unspoken messages revealed to children through social behaviours or attitudes which demonstrate to a child and his or her family how much they are wanted or valued. Children pay attention and take their cues from the prevailing attitudes around them, whether passively or actively. A school's staff can send unspoken or unwritten messages that some activities or endeavours are more valued than other. Attendance at school can be valued as an inclusive activity which strengthens the

[2] Jennifer Brant, Teacher QMS

relationships developed in classrooms and schools. We as adults understand that these relationships oftentimes last a lifetime.

Absenteeism is a social matter that should be of concern to everyone. When irregular attendance is identified by school personnel, intervention at an early stage is most beneficial to both the student and the school. Early identification of problematic attendance is critical to a child's progress and future academic and social success. Timing is a crucial factor. Poor attendance patterns are often developed early. The probability of successful intervention is more likely if referrals are made before the student's absences become chronic or habitual.

For the purpose of this protocol, problematic attendance will be defined as:

- Three (3) unexplained absences;
- Ten (10) absences per term, or;
- Twenty (20) absences per year.

Problematic absences reflect some of the following points:

- frequent, prolonged or unexplained
- demonstrates a pattern
- affects progress
- attempts to improve irregular attendance have not achieved the desired results
- school experiences unsuccessful attempts to contact the parent
- school unable to influence attendance pattern
- parental reason(s) for absences are varying (i.e. 3 unexplained absences);
- 10 or more absences per term or 20 or more absences per year without supporting documentation have occurred;
- 15 consecutive days or more of absence have occurred

Parental Engagement with respect to Chronic Absenteeism: Communication

When all the opportunities provided by the school and/or social services agencies to positively affect a child's attendance have gone unheeded by parent(s) or guardian(s), it becomes necessary to begin to document the efforts of the school to engage the parent(s) or guardian(s) to his or her responsibility to ensure their child's attendance at school. When a student's attendance pattern begins to jeopardize the child's progress, it is suggested that a letter or letters be sent to the student's parent identifying outlining the following:

- number of absences
- expectations of school attendance
- the school's readiness to work with the parent in finding solutions and/or developing plans to improve attendance (refer to Appendices).

More than one letter may be sent to inform and/or invite the parent to strategic planning session around increased attendance by the student. The school staff should at all times choose to utilize the initial remedial steps outlined above, prior to referral to any community agency for further action.

Student attendance is a shared responsibility

Addressing problematic school attendance is a shared responsibility requiring team effort. The partners in a child's education are the school, the home and our community partners. The teacher, principal, and community partners work with the family as a team to identify the root cause(s) of the absenteeism and subsequently develop strategies to address barriers to regular attendance at school. When appropriate, community partners are included on the team with parental consent, in order to enhance supportive measures that will enable the student to succeed at school and attend regularly.

Chronic Absenteeism: Documentation Process

Problematic Attendance or Chronic Absenteeism

When a student has attained three (3) consecutive unexplained absences, or the (10) unexplained absences, per term or twenty (20) unexplained absences, per year without supporting medical or other documentation, the student is missing opportunities for school involvement and achievement. The school team (teacher, teacher aide, resource teacher if applicable and administration team, ECD or other in-school resource) should begin to document efforts. This process will assist in identifying strategies that are successful, but will also demonstrate the school's consistent efforts to reestablishing the child's relationship with his or her classroom and school community. The school will endeavour to demonstrate to the parent that it values the child's presence in the school community.

Step 1:

1. The classroom teacher identifies the student(s) with attendance concern and discusses reasons for absence with the student and parents.
2. The teacher consults with colleagues and the principal for problem-solving suggestions. Depending on the rationale for the absences (bullying, exceptionality, social, challenging program, etc.) the plans may include, but not limited to:
    - program adjustment/changes
    - assessment
    - telephone contact (document outcome)
    - parent/teacher/principal interviews
    - discussion with parents to ascertain any need for parental support options and responsibilities.
3. If absences continue and the school has been unable to contact the parent by telephone or email, an initial letter or series of letters should be sent home
4. If the correspondence remains unanswered by the parent or guardian, a referral can be made to the ECD/ FASD worker.

Step 2:

1. If the recommendations under Step 1 have been implemented and the student's absenteeism pattern continues seriously affecting the student's ability to succeed in

school, the Principal has a duty to consult with, and refers the concern(s) to Six Nations Child and Family Services (CFS) Ogwademi:deo for follow up.

2. The ECD/FASD worker may support the family by making referrals to outside agencies such as Child and Family Services, as appropriate. Principals will be informed in the event Child and Family Services are following up on an ECD/FASD referral to remedy the situation.

Step 3

1. The child's absenteeism is now seriously undermining the child's education and future educational opportunities. The parent should be advised that it is their responsibility to ensure a child attends school. Should there be a derogation of this parental duty, the school has a duty to report neglect to the Children's Aid Society for intervention. All attempted attendance intervention strategy and communication will be shared with the Six Nations Child and Family Services (CFS) Ogwademi:deo.

Document all communication with Parent or Guardian - Intervention

The following is a list of potential actions to address attendance concerns.

- Track absences and skipped classes
- Discussion with student
- Contact with parent
- Problem-solving with parent and student
- Offer incentives for improved attendance
- Contracting with the student
- Student chart his/her own attendance
- Engage the student in additional school activities to encourage attendance
- Interview with parents
- Interview with parents and student
- Consideration of implementing a restorative practice conference
- Letter to parents from the school principal or vice-principal outlining their concerns and expectations
- Implementation of additional supportive measures (i.e. frequent contact with significant staff)
- Consideration of implementing an attendance group
- Newsletters featuring an "Attendance" column

Things which may be taken into consideration regarding Attendance Concerns

The following information can act as a guide when thinking about attendance concerns: *(Note: Only rate those items that do not have a yes/no delineated in the box)*

Rating Scale: (1)Mild Concern (2)Moderately Relevant (3)Relevant (4)Highly Relevant (5)Critical						
STUDENT:	**1**	**2**	**3**	**4**	**5**	**Comments**

1. What is the age of the student?	_____Years	
2. Has the student been asked why he/she is not attending school?	☐ Yes ☐ No	
3. Are there any health issues?	☐ Yes ☐ No	
4. Are there any learning difficulties?	☐ Yes ☐ No	
5. Are there social/emotional concerns or exceptionality which may not have been IPRC'd?	☐ Yes ☐ No	
6. Does the student have an IEP?	☐ Yes ☐ No	
7. Are there indications of substance abuse?	☐ Yes ☐ No	
8. Are there child protection concerns?	☐ Yes ☐ No	
9. Are there mental health concerns?	☐ Yes ☐ No	
10. Has the student missed time from school due to conflicting appointments/activities?	☐ Yes ☐ No	
11. Is this decline in attendance a new occurrence?	☐ Yes ☐ No	
12. Has attendance been a concern historically?	☐ Yes ☐ No	
13. Has there been any teacher-child conflict?	☐ Yes ☐ No	
14. Has there been any child-child conflict?	☐ Yes ☐ No	

The following information can act as a guide when thinking about attendance concerns: *(Note: Only rate those items that do not have a yes/no delineated in the box)*

Rating Scale: (1) Mild Concern (2) Moderately Relevant (3) Relevant (4) Highly Relevant (5) Critical						
FAMILY	**1**	**2**	**3**	**4**	**5**	**Comments**
1. Are the parents aware that an attendance problem exists?	☐ Yes ☐ No					
2. The family recognizes the importance of regular school attendance?	☐ Yes ☐ No					
3. Are you concerned about the attendance pattern(s) of sibling(s)?						
4. Do parents make contact with the school or respond to requests regarding their child's attendance?	☐ Yes ☐ No					
5. Does the student have adequate transportation?	☐ Yes ☐ No					
6. Have you observed issues relating to: • physical health, • mental health, • domestic violence, and/or • substance abuse within the family?						
	☐ Yes ☐ No					
	☐ Yes ☐ No					
	☐ Yes ☐ No					
	☐ Yes ☐ No					
7. Are your aware of any difficulties within the family which impacts on student's attendance (i.e. no lunches, babysitting younger siblings, financial, etc.)?	☐ Yes ☐ No					

The following information can act as a guide when thinking about attendance concerns: *(Note: Only rate those items that do not have a yes/no delineated in the box)*

Rating Scale: (1) Mild Concern (2) Moderately Relevant (3) Relevant (4) Highly Relevant (5) Critical						
SCHOOL	**1**	**2**	**3**	**4**	**5**	**Comments**
1. Has the student's O.S.R. been reviewed?	☐ Yes ☐ No					
2. Is there a pattern of non-attendance?	☐ Yes ☐ No					
3. Is the student's program level appropriate?	☐ Yes ☐ No					
4. Is there a concern that the student may be experiencing learning and/or communication difficulties?						
5. Has appropriate academic assistance been offered?	☐ Yes ☐ No					
6. Does the student have a positive relationship with a school staff member who could act as a support person?	☐ Yes ☐ No					
7. Has the student developed a peer group?	☐ Yes ☐ No					
8. Is this peer group positive in supporting regular school attendance?	☐ Yes ☐ No					
9. Does the student feel free from harassment, bullying and/or discrimination?	☐ Yes ☐ No					
10. Does the student feel a sense of belonging in the learning environment / classroom?	☐ Yes ☐ No					
11. Is the student involved in extracurricular activities (i.e. sports, clubs and special events)?	☐ Yes ☐ No					
12. Is the student frequently absent from a • particular class or • at a specific time of day?	☐ Yes ☐ No ☐ Yes ☐ No					

13. Is there a concern that the student isn't getting caught up on missed school work?		
14. Has the student been assisted in making a "fresh start" at regular school attendance?	☐ Yes ☐ No	

The following information can act as a guide when thinking about attendance concerns: *(Note: Only rate those items that do not have a yes/no delineated in the box)*

Rating Scale: (1) Mild Concern (2) Moderately Relevant (3) Relevant (4) Highly Relevant (5) Critical

STAFF REFLECTION	1 2 3 4 5	Comments
1. Is the classroom setting or alternate learning space an inviting, inclusive and engaging place for all students?	☐ Yes ☐ No	
2. Is the school an inviting, inclusive and engaging place for all students?	☐ Yes ☐ No	
3. The school a welcoming, inviting and inclusive place for all parents?	☐ Yes ☐ No	
4. Are parental engagement efforts regarding attendance of concern in the school?		
5. Are there any concerns regarding ongoing communication with the parent?		
6. Are school procedures and practices inclusive taking into account students' strengths and needs?	☐ Yes ☐ No	
7. Are there school procedures and practices which may exclude students?	☐ Yes ☐ No	
8. Are there barriers to student participation in the life of the school? If so, what are they?	☐ Yes ☐ No	
9. Are there barriers to parent participation in the life of the school?	☐ Yes ☐ No	
10. Is there consistency of purpose and actions regarding attendance issues between and among all staff?	☐ Yes ☐ No	

11. Is inclusiveness in the classroom, alternative learning environment or school generally of concern or relevant to attendance?						

Research demonstrates a direct correlation between school attendance and academic achievement, while absence from school is often the greatest single cause of poor performance and achievement and a decrease in future successes.

The Important of school attendance every day

- Learning is a progressive activity; each day's lessons build upon those of the previous day(s).
- Reading the material and completing work independently does not compensate for the loss of insight gained during class discussion or the loss of competency acquired through cooperative and collaborative activities when students work in groups
- The acquisition of learning skills through daily interactions with teachers and classmates help students work through issues and finding solutions which develops leadership skills, resilience and self-confidence
- Social interactions develop friendships and enhance understanding of cultural expectation within the school setting.
- Many classes use lectures, discussions, demonstrations, experiments and participation as part of the daily learning activities which is difficult to make up when one is absent.
- Regular student participation in daily classroom activities plays a significant role in a student's school success and the establishment of social groups and friendships.

Additional benefits to regular attendance

- Students with strong attendance patterns generally achieve higher grades and enjoy school more.
- Regular school attendance patterns encourage the development of other learning skills leading to a strong self-confidence and other affirmative patterns of behavior.
- Students who develop positive attitudes toward school will continue developing positive into adulthood.

Risks of Frequent Absences

- A child who does not attend school regularly will be unlikely to keep up with the work.
- The more students miss school:

- the lower their grades
- the less they want to stay in school
- the more likely they will drop out of school
- the more socially isolated they will become
- with social isolation, worrisome at-risk behaviours can occur leading to possible suicidal ideation

Importance of Parental Support

- It is the responsibility of the parents to model the value of education, including the importance of regular attendance.
- Make sure that your child goes to school regularly and arrives on time-you will establish a good habit that will transfer through life.
- Should a child starts missing school, parents must work with the school to address the issues or concern which may be leading to the reluctance to attend school regularly.
- A child should understand that a parent does not approve of him or her missing school.
- If a child is ill or must miss school for any other reason, the school should be contacted immediately.
- Request missed school work and work with your child to ensure the missed work is completed to the best of his or her ability. If work cannot be completed, advise the teacher accordingly.
- Whenever possible, family vacations should be scheduled during school holidays so children miss as little school as possible.
- When parents take an interest in their child's school work and become involved in the school where possible, children value school more.

Benefits of Regular School Attendance

1. **Other students**: less classroom time is spent re-teaching and reviewing for students who have been absent.
2. **Teachers:** curriculum expectations, group activities, assessments and other important activities including field trips are more likely to be completed and enjoyed by all students when all are present.
3. **The office staff:** less time is spent calling to verify reasons for absences.
4. **The school**: schools with a low absence rate show improved student outcomes and higher secondary school graduation rates.

How can a protocol document on attendance reflect the feeling or intention of culturally significant values with the “Dance”?

Examples of Discussion points:

- ➢ A child who doesn't attend needs to know that they are welcome to return.
- ➢ A sense of inclusion, respect, an invitation to join the dance.
- ➢ A call to all participants to unison and equality of all people in the circle.
- ➢ The dance will open and welcome all to come in.
- ➢ Getting people to dance and renewing relationships.

What are possible mottos, statements or sayings that can reflect the sentiment of the "Dance"?:

- If you are missing school, school is missing you!
- Are you missing school? School is missing you!

What is the lens through which Six Nations Schools view attendance? Are there assumptions and presumptions about excellent attenders and poor attenders that are perpetuated? What are possible topics of conversation around attendance for individuals, classrooms, divisions, schools in the district?

- ➢ Cultural background and experiences
- ➢ Academic
- ➢ Expectations: parents, teachers, students, community, etc.
- ➢ Ministry regulation
- ➢ Student success
- ➢ Educational and other achievement
- ➢ Social achievement
- ➢ Delinquency, Underachievement
- ➢ Positive social and community cohesiveness
- ➢ Strengthening of schools and community
- ➢ Bothersome long-standing issue / problem
- ➢ Indication of future life outcomes
- ➢ Resistance, failure, deficits
- ➢ Rules and conformity
- ➢ Shared characteristic and values
- ➢ Engaged or not-engaged
- ➢ Struggles, dysfunctions, violence, alienation, mistrust, animosity toward Institutions, teachers, principals, other authorities and systems
- ➢ Caring school climate -
- ➢ Caring classroom climate
- ➢ Is there a link between health and school attendance? Research indicate that participation in sports and cultural activities increase good mental and physical health -
- ➢ Students Strengths
- ➢ Acknowledging that it may be difficult to reach those students who do not attend
- ➢ What can be learned from those students who attend regularly
- ➢ Is there value in comparing information gained from regular attendees to information from those who attend sporadically and are at risk of not completing their education.

Extensive review of research pertaining to Aboriginal students and schools noted that: "Native students are more likely to do better in school when they feel connected to their parents, communities and teachers" (p. 8). In deciding where to prioritize, it may be optimal to select those areas that are easiest to influence, most likely to be supported, achievable within available resources, and likely to demonstrate measurable positive results most quickly.

NOTE ABOUT SAMPLE LETTERS

Please be aware that that the following letters are only SAMPLES. They are to be utilized as a guide when the situation arises and you are considering the type of letter and the tone of the letter you wish to send to parents about their child(ren)'s attendance patterns. Please be cognizant that the letters you send to parents should reflect the values outlined at the beginning of the document. Your letter should take into consideration the individual circumstances of the students in question, as they present themselves, as well as the objective data you have compiled. Use clear terms adjusting to the parent's needs and levels of understanding, defining terms as appropriate.

Sending letters home to parents is an important and integral part of the communication needed to strengthen communication links with parents and build trust in the school. Take the opportunity to utilize this method of communication to advance the school's dedication to the improvement of the individual child and the school population as a whole. Letters can be used to inform the parent about his/her child, but also to become informed about school policies and procedures that are in place to serve the needs of the community.

As time passes you will have created a great number of letters which will suit your needs and reflect the values of your school. It would be beneficial if those letters (without names and identifying information) can be provided to the Director of Federal School to be compiled for the use of other principals and/or teachers.

It is hoped that the samples will be useful to you.

School Logo and address

Three (3) Consecutive Unexplained Absences
Sample Letter from Classroom Teacher

Date:

Re: *(Student Name)*
DOB: *(YYYY/MM/DD)*

Dear **Parent/Guardian Name**:

At _____*(Name of School),* we believe that every day is a learning day. We also know how important school attendance is for helping students achieve success and reach their potential now, and in the future.

I am writing out of concern for _____ ***(Student Name)*** since she or he has been absent from school for three (3) days. I have been unable to reach you by phone and am not aware of the reason for _____*(Student Name)*'s absences. If you are having difficulty getting your child to attend school please know that there are supports available in our school and community to assist you and _____ *(Student Name).*

Please contact me at _____ *(Phone Number)* so that we can discuss the reason(s) for your child's absence and how I or other school staff may be able to assist _____ (**Student Name)** in catching up on the work that she or he missed. If you would prefer to talk in person instead of on the phone, please contact the school to set up an appointment.

I look forward to working together with you to ensure that your child has a happy and successful year in my class.

Yours sincerely,

Classroom Teacher

Cc. _____ Principal

School Logo and address

Three (3) Unexplained Absences
Sample Letter from Principal

Date:

Re: *(Student Name)*
DOB: *(YYYY/MM/DD)*

Dear **Parent/Guardian Name**:

At _____*(Name of School),* we believe that every day is a learning day. We also know how important school attendance is for helping students achieve success and reach their potential now, and in the future.

I am writing out of concern for _____ *(Student Name)* since she or he has been absent from school for three (3) days. The classroom teacher and I have been unable to reach you by phone and am not aware of the reason for _____ *(Student Name)'s* absences.

Please contact me at _____ *(Phone Number)* so that we can discuss the reason for your child's absence. _____ (**Student Name)'s** classroom teacher is available to assist with completion of work missed. _____ (*classroom teacher's name)* is also available to discuss your child's progress along with attendance concerns with you in person. I look forward to you contact the school to set up an appointment.

If you are having difficulty getting your child to attend school please know that there are supports available in our school and community to assist you and _____ *(Student Name).*

I look forward to working together with you to ensure that your child has a happy and successful year in my class.

Yours sincerely,

Principal, *(School Name)*

Cc: Classroom teacher
Ontario Student Record (OSR)

School Logo and address

First (1st) Notice

Date:

Parent/Guardian Name:
Address:

Re: (***Student Name)*** **DOB:** *(YYYY/MM/DD)*

Dear Parent/Guardian:

At _____***(Name of School),*** we believe that every day is a learning day. We recognize the importance of school attendance to helping students achieve success and reaching their educational goals now, and in the future.

We recognize that circumstances can prevent a child from attending school. Whatever the reason for your child's absences/lates, we are open to working with you to encourage your child to be a regular, on-time attender. I f there are reasons why your child cannot be at school all the time, we should meet to discuss any modifications that may be necessary to ensure your child's success at school.

Please feel free to contact me so that we can discuss this issue. *(Please provide contact information)*

Yours sincerely,

Principal, *(School Name)*
`

cc: Classroom teacher
Ontario Student Record (OSR)

School Logo and address

Second (2nd) Notice

Date:

Parent/Guardian Name:
Address:

Re: _____ *(Student Name)* _____ **DOB:** *(YYYY/MM/DD)*

Dear **Parent/Guardian**:

I am writing to express further concern regarding your child's attendance at _____ *(Name of School)*. Regular attendance is necessary for children to achieve success in an educational program and to feel part of the classroom and participate in social groups.

You child's record of attendance to date is as follows:

Absences: _____ out of a possible _____ days
Late: _____ out of a possible _____ days

When a student's attendance has become problematic, it is our practice to make a referral to Six Nations Child and Family Services so that we can find a way to work together with you and your child to rectify the situation. We continue to look forward to supporting you in helping your child have a successful school experience. It is not too late for your son/daughter to return to school.

Please contact me to discuss this issue and supports that may be available to assist you and _____ *(Student Name)*.

Yours sincerely,

Principal

cc: Classroom teacher
Ontario Student Record (OSR)
Director of Federal Schools

School Logo and address

Individual Student Attendance

Date:

Parent/Guardian Name:
Address:

Re: _____*(Student Name)*_____ **DOB:** *(YYYY/MM/DD)*

Dear **Parent/Guardian**:

This is in follow up to our conversation on _____ *(note date).* In the first _____ days of school _____ *(child's name) has missed _____ school days.*

Absences: _____ out of a possible_____ days
Late: _____ out of a possible_____ days

_____*(child's name)*non-attendance at school is affecting every aspect of his or her education: academic progress, social skills, as well as ability to follow routines and structure established in the classroom *(this list is dependent upon the age of the child – age/ grade appropriate).* It is your duty to ensure _____'s attendance at school every day.

It is a parent's responsibility to:

- Encourage regular and punctual attendance
- Contact the school by telephone/or in writing when your child will be absent/late
- Promote a positive attitude towards the school by supporting and encouraging your child's academic progress and social development through regular daily attendance.

Unfortunately, despite the best efforts and reminders from me and _____'s classroom teacher, you have not called the school to address this problem. As a reminder, please note that in 2016/2017 *(utilize the relevant data to be utilized)* _____*(Child's name)* missed _____days out of a total of 186 *(school days*. This pattern of non-attendance should not be repeated. We want to work together with you as parents/guardians to ensure that regular attendance improves.

I realize you have scheduled some time with the school's ECD/FASD and/or Six Nations Child and Family Services _____ (worker's name) to problem solve and support you in how to set limits for your child. Acknowledge this information if it is accurate.

Your child's teacher is available to help your child catch up with work that has been missed during these absences. _____ *(teacher's name)* points out that _____ *child's name)* has been happy and focused on the days she or he has been at school. She or he has friends and conveys to his or her teacher that she or he has enjoyed his or her participation in the activities of the school day.

I believe you want _____ *(child's name)* to be successful in life. We share this goal. Attending school is the way to achieve it.

Please contact me *(provide contact information)* to discuss your child's attendance and any supports that may be available to assist you and _____ *(child's name)*.

Yours sincerely,

Principal

cc: Classroom Teacher
Ontario Student Record (OSR)
Six Nations Child and Family Services
Director of Federal Schools

School Logo and address

Student Attendance: Last Alternative

Date:

Parent/Guardian Name:
Address:

Re: _____ *(Student Name)* _____ **DOB:** *(YYYY/MM/DD)*

Dear **Parent/Guardian**:

We have been unsuccessful in changing the pattern of attendance for _____ even after considerable efforts to demonstrate the educational and life impacts of non-attendance on the education of your child. _____has now missed ____ days and has been late for _____days out of ____ to date.

Your child's education is in jeopardy which affects his or her general well-being. At this time the school will be referring the matter to the Six Nations Child and Family Services (CFS) Ogwademi:deo to intervene on behalf of your child's education. Please understand that, to neglect _____'s education is to affect his or her future opportunities and outcomes.

I will be pleased to discuss the matter with you further, if at any time you want to contact me. We are at a point where the dire consequences can be turned around if we all work together for the best benefit of _____.

I can be reached at _____. Thank you for your immediate attention to this matter.

Respectfully,

Principal

Cc: Classroom Teacher
Ontario Student Record (OSR)
Six Nations Child and Family Services (CFS) Ogwademi:deo
Director of Federal Schools

Sample ATTENDANCE AGREEMENT

Student Name: _____

Date: _____

At _____ (school's name) the school staff endeavours to established programs for each student that meets their individual need in an inclusive learning environment. The school understands that attendance issues can arise and when left unchecked, can pose a significant risk to student's learning.

Therefore, this attendance agreement between _____ and _____ *(could be parent and school or student and teacher or student and principal etc.)* will be implemented as an important tool to assist _____ in becoming a regular attender.

Attendance is important, as it allows school staff to assist you in the completion of the grade __ curriculum expectations which will ultimately assist you in becoming successful student. It is understood that circumstance change in a students' life; sometimes requiring the attendance agreement to change. However, you are being asked to inform the school or your teacher of any challenge which may affect your attendance and therefore, this agreement.

Unwillingness to follow this signed agreement risks loss of required learning of curriculum expectation for grade __ and loss of an academic year.

Student Responsibilities:

- Sign and follow attendance agreement.
- Inform school/classroom teacher if:
  - ~ _____ is going to be absent from school
  - ~ changes are necessary to the attendance agreement
  - ~ other reasons as applicable

ATTENDANCE AGREEMENT

I agree to attend class and to have the following initialed by my classroom teacher and any relevant comments noted.

Month: _____

Week	Monday	Tuesday	Wednesday	Thursday	Friday
#1					
#2					
#3					
#4					
Comments of Reviewer:		• • • • •			

There will be review period on the last day of each month.

This agreement allows _____ *(child's name)* the opportunity to demonstrate his or her commitment to his or her learning.

Outline consequences (positive or negative) if followed or not followed.

Student: _____

Teacher: _____

Parent: _____

Principal: _____