



- Student absenteeism or punctuality has negatively impacted student achievement.

Research suggests that 2 days/classes of absenteeism each month will have a negative impact on student achievement over time.

- Classroom teacher shall contact parent/guardian/adult student to share the concern, identify reasons for the irregular attendance or punctuality, and to problem solve collaboratively.
- Classroom teacher shall implement strategies intended to support improved attendance and follow up on the success of the strategies in a

	<ul style="list-style-type: none"> <li>• Tier One strategies have not been successful in improving attendance and the teacher has reported the concern to principal/vice principal; OR</li> <li>• Principal/vice principal identifies habitually absent students through a review of attendance summaries; OR</li> <li>• Student has reached 5 days of consecutive absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal shall convene a Student Success Team/School-based Team meeting to explore support options.</li> <li>• Principal shall link student to available student supports (CYW, ISW, , and monitor the impact on attendance. Written documentation of the meeting outcomes shall be provided to the parent/guardian.</li> <li>• At any time during Tier Two intervention, the Principal may elect to consult with the Re-Engagement Counsellor.</li> </ul>
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- Tier Two strategies have not been successful in improving attendance; OR
- Student has reached 11 – 15 days of consecutive absence.

