



Student absence policy

May 2024

1. Absence policy secondary through age 17

Role parent(s)/caregiver(s): The role and responsibility of parent(s)/caregiver(s) regarding their child being on time and present at school is critical during this period of development. It will have a positive impact on their child's academic development and overall well-being during this age phase.

Some of the key aspects of this role include:

- Promoting toward independence:
parent(s)/caregiver(s) encouraging their child to take responsibility for their own planning and organization. Establishing a routine for getting up and getting ready for school helps with this.
- Providing support:
parent(s)/caregiver(s) who help their child plan their day and prepare supplies for school, such as making a list of what they need and making sure their child gets enough sleep. This seems obvious, but almost all students need guidance to make this their own; it does not come naturally.
- Encouraging regular attendance:
parent(s)/guardian(s) emphasize the importance of regular attendance at school and making conscious choices to attend classes unless there is a valid reason for absence.
- Communication with the school: parent(s)/guardian(s) maintain open lines of communication with the school and work with teachers and other staff to identify any problems with class attendance early.

Teacher Role: A good absence policy begins with always recording an absence on time; without adequate recording, no action can be taken. Begin the class by noting the students present in Magister and end the class early in Magister. Email student administration if a group or cluster is not in your Magister or if there are no/incorrect students linked in.

Role of mentor: The absence coordinator provides the mentors with information. As both mentor and subject teacher, be active when students are absent. Ask a student why he/she was not there, positive attention helps enormously to reduce (sick)absence. Contact parents by phone if your mentor pupil is absent for 5 consecutive days due to sickness absence or in case of frequent sickness absence (4-5 times per 2 months). Make a brief note in the Magister logbook. Prolonged and frequent absenteeism is called worrisome absenteeism. Always inform the department leader and/or support coordinator.

Situation	Act
Pupil is absent/present	Teacher records attendance in Magister at the beginning of each class and closes the class. If the student is not

	<p>reported sick or absent by a parent, the front desk will contact a parent/guardian between 9 a.m. and 10 a.m.</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> - teachers finish 1st class hour by 9:00 a.m., 2nd class hour by 9:45 a.m; - parents report student sick by 8:00 a.m; - absence coordinator processes reports in Magister by 9 a.m.
<p>Student is late</p>	<p>Student will pick up a bill at entrance/reception to enter class. Three tardies in 1 period will result in one class hour of tardiness, at the end of a school day. There are 2 days in the week (Tuesday and Thursday) when students can come after. Pupil and parents (and educational support) receive an email about this by absence coordinator and it is processed in Magister (daily diary) by the educational assistant VO.</p>
<p>Student is unauthorized absent</p>	<p>Student makes up one class hour per unauthorized absence by reporting to the VO teaching assistant in a classroom (see daily schedule) on Tuesday or Thursday during the 8th or 9th hour.</p> <p>Of those students who are absent more than <u>1 class hour per week</u> unauthorized, the parents will be called by the absentee coordinator or the education assistant VO and the students must make up these class hours.</p> <p>Student and parents (and educational support) will be sent an email about this by absence coordinator and it will be processed in Magister (daily calendar) by the education assistant VO.</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> - in the beginning, the absence coordinator and/or teaching assistant VO needs support from other colleagues (support/OOP) to carry out the phone calls. The expectation is that the number of calls will decrease if the arrangements are implemented. If it does not, an early evaluation will be conducted.
<p>Student does not report for tardiness/unauthorized absences</p>	<p>Should a student fail to report, an email is sent by the Education Assistant VO to the student, parent(s)/guardian(s), mentor and department leader. The student will be expected at the next appointment. If this appointment is not kept, a telephone appointment with parents and the department leader will follow. The teaching assistant VO will pass this on to the department leader.</p>

Parent evening with mentor talk	Mentor discusses absenteeism with student and parents twice a year during parent meeting. Absence coordinator sends overviews to mentors in advance.
Legal Obligations (Compulsory Education Act) / (Compulsory School Attendance)	
8 times late in a school year or 8 classes missed in a school year	Parents receive a letter from the absenteeism coordinator. This includes an announcement that the student may be called for the preventive consultation hour of the school attendance officer.
12 times late in a school year	A notification is made to the school attendance officer of the municipality where the student lives (DUO notification). The absenteeism coordinator makes this notification and notifies parents. Compulsory education officer contacts parents and student. Duty Officer also contacts the Intern Supervisor VO to inquire what the school has done and if school is aware of the causes.
Lateness persists 16 times (or more) within 4 weeks or 16 lessons missed within four weeks	A notification is made to the school attendance officer of the municipality where the student lives (DUO notification). The absenteeism coordinator makes this notification and notifies parents. Compulsory education officer contacts parents and student. Duty Officer also contacts the Intern Supervisor VO to inquire what the school has done and if school is aware of the causes.
In case of high absenteeism	Methodology NJC MAZL handbook : <ol style="list-style-type: none"> 1. School engages in conversation when absenteeism is high. 2. If necessary, consultation JGZ. 3. School requests consultation with juvenile doctor. 4. Consultation with adolescent doctor, followed by feedback with plan of action to school. 5. School monitors absenteeism and, together with the youth doctor, the implementation of the action plan. 6. a. Sick leave stops.

	b. Absenteeism remains worrisome. Review and adjust plan of action.

2. Absenteeism protocol VO 18+.

In the Netherlands, there are specific compulsory education rules for young people turning 18. Here are the most important aspects:

- Compulsory education until age 16: Young people in the Netherlands are obliged to attend education until they turn 16. This means they must either attend school (secondary education, MBO, HBO, university) or participate in another form of education, such as part-time education, a work-study program, or a combination of learning and working.
- Compulsory qualification 16 to 18: Young people must obtain a diploma or start qualification. A starting qualification is a diploma at at least MBO-2 level, HAVO or VWO diploma.
- The compulsory education officer monitors compliance with the Compulsory Education Act (which includes compulsory education and qualification). Compulsory education lasts until the end of the school year. So a student who turns 16 must complete the school year. Young people who are subject to compulsory qualification must attend full-day education.
- Opportunities after obtaining start qualification: Once a young person reaches the age of 18 and has obtained a start qualification, they are no longer required to attend school. They can choose to continue studying, go to work, or a combination of both.
- Exemptions and exceptions: Sometimes a child may be granted (temporary) exemption from compulsory education. This happens only in exceptional cases. It may happen that a child cannot attend school for a longer period of time or at all due to physical or psychological causes, for example. Only the school attendance officer can decide on exemption from compulsory education.

In short, the compulsory education rules for young people who turn 18 in the Netherlands state that they are obliged to attend school until they obtain a diploma or start qualification. After obtaining the starting qualification, they are no longer obliged to attend school, but can choose to continue studying or work.

In addition, students who turn 18 may indicate whether their parent(s)/guardian(s) may be notified of progress, school results and attendance. DENISE's advice to students is to keep the parent(s)/guardian(s) involved in school until graduation. The transition from parental support to overall independence is often very large. Experience shows that moving to a new school is a natural time to experience that independence.

This means that at DENISE we handle absenteeism for 18+ students differently. Because 18+ pupils are considered adults for the purposes of the law, we take this as the starting point for policy.

When	Activity
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<p>Start of the school year</p>	<p>Provide education to 18+ and 17-year-olds who turn 18 before January 1. Education focuses on:</p> <ul style="list-style-type: none"> - commitment to the school; - our experiences what consequences absenteeism has, on graduation; - call in sick before 9 a.m; - leave request according to request form; - ability to deregister for absences and missed PTA sections of school exams; - place "available" for students who are "more" motivated, early switching through deanery; - preparation how to handle "obligations" as an adult in school/training/work environment.
<p>After 1st period high (sickness) absence</p>	<p>Conversation with mentor about the above points from the information. What are the student's wishes and goals?</p>
<p>After 2nd period persistently high (sick) absenteeism</p>	<p>Conversation with mentor/department leader about the above points from the information. What are the student's wishes and goals?</p>