

Enrolment Register Instructions for Elementary & Secondary Schools

2025-26 School Year

Ontario Ministry of Education
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Email: enrolment@ontario.ca

This publication, *Enrolment Register Instructions for Elementary and Secondary Schools, 2025-26 School Year*, and the *Enrolment Register Instructions for Continuing Education Programs, 2025-26 School Year* are available on the Ministry of Education's website: <https://www.ontario.ca/page/enrolment-register-instructions>.

Ministry Contact Information

Enrolment & Funding

Questions related to enrolment and funding should be directed to enrolment@ontario.ca.

International Students

Questions related to international pupil enrolment and admissions should be directed to International.Education@ontario.ca.

Ontario School Information System (OnSIS) Help Desk

Questions related to the Ontario School Information System (OnSIS), its policies and procedures should be directed to: onsis_sison@ontario.ca.

Provincial School Attendance Counsellor

Questions related to attendance counsellor duties should be directed to PSAC@ontario.ca.

Regional Offices – Field Services Branch

All other questions, for example those related to program delivery, should be directed to your Liaison Education Officer or Regional Office Manager, Ministry of Education, Field Services Branch. Email addresses for the appropriate contact can be found on INFO-GO: [INFO-GO \(gov.on.ca\)](http://info-go.gov.on.ca).

Please provide all relevant information to ensure a prompt, accurate, and helpful response. Ministry staff aim to answer all questions in a timely manner based on the Government of Ontario customer service standards.

Some of the elements and proposals set out in this document can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this document should be considered to be subject to such regulations, if and when made.

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An equivalent publication is available in French under the following title/Une publication équivalente est disponible en français sous le titre suivant :

Instructions pour le relevé des effectifs des écoles élémentaires et secondaires, Année scolaire 2025-2026.

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TABLE OF CONTENTS

New for the 2025-26 School Year	1
Education and Community Partnership Programs (ECP) & Care and Treatment Education Programs (CTEP)	1
General Requirements	3
Collection of Personal Information	3
Determining a Pupil's Eligibility for an Exemption from Tuition Fees	3
Responsibilities of the Principal	3
Audits of Enrolment	4
Audit Process	4
Notification of an Audit	4
Preparation for the Audit	5
Areas Subject to Audit	5
Retention of Pupil Enrolment Records and Related Documents for Audit Purposes	6
The School and School Board Audit Reports	8
ESL/ELD and PANA Eligibility	9
Full-Time and Part-Time Pupils	10
Using the Pupil's Timetable to Determine Minutes of Instruction	10
Average Daily Enrolment	11
Conventional Model (2 semesters or non-semestered)	11
Quadmester Model (4 semesters) (if applicable)	11
How to Handle Pupils Without Classes in the First Quadmester (if applicable)	11
Time Recognized as Classroom Instructional Time	12
Independent Study	13
Home Schooling	13
Reporting in the Ontario School Information System (OnSIS)	14
Data on Full-Time and Part-Time Pupils on Enrolment-Count Dates	14
Data on Pupils in Independent Study	14
Pupils Affected by the 34-Credit Threshold	14
Full-Time and Part-Time Pupils	14
Pupils Taking Courses through Independent Study	15
Online Learning Courses	17
Use of the Day School Enrolment Register for Online Courses	17
Use of the Independent Study and Online Learning Register for Day School Pupils	18
Dual Credit Courses	18
Cooperative Education Courses	18
Home Instruction	19
Supervised Alternative Learning (SAL)	20

MAINTAINING THE ENROLMENT REGISTER AND ATTENDANCE RECORDS	22
Admission of a Pupil.....	22
Age of Admission	22
Staggered Admission	23
Academic Assessment Services before School Begins.....	23
Internal and External Admission.....	23
Late Admission.....	23
Pupils Who Are Not Pupils of the Board	23
Pupils Who Already Have Over 34 Credits.....	24
Adult Pupils	24
Transfer and Retirement.....	24
Pupil Eligibility Attestation Form	25
Transfers That Occur around an Enrolment-Count Date.....	25
Transfers between Schools in the Same School Board	25
Transfers between Schools of Different School Boards	26
Transferring Ontario Student Record When Pupils Enroll in a New School	26
Daily Attendance Records.....	26
Absences	27
Compulsory Attendance	27
Regular Absence (“A”)	27
Absence from an Examination	28
Elementary School Pupils – Safe Arrivals	28
Secondary School Pupils	28
General Absence Days (“G” Days).....	28
Absence of All Pupils	28
Absence of an Individual Pupil	29
Excluded Pupils	30
Non-instructional Days (“N” Days).....	30
Excused Pupils	31
Pupils Excused under Subsection 23(3) of Regulation 298	31
Program of Study	32
Medical Absence	32
Prolonged Absence	34
Prolonged Absences at the Beginning/End of the School Year	34
Absence of 1–15 Consecutive School Days without Supporting Documentation	34
Absence of 16–30 Consecutive School Days without Supporting Documentation	35
Absence of 31–45 and 46–60 Consecutive Days without Supporting Documentation	35
Length of Time an Absent Pupil with an Active File May Remain on the Enrolment Register	36

Attendance Counsellor Confirms the Pupil's File Is Inactive	36
Expectations for Two-Way Communication:	36
Absence from a Course for 15 Consecutive Scheduled Days	37
School Board and Principal Responsibilities after a Pupil's Name Is Removed from the Enrolment Register	37
Attendance of Children and Youth in Care	38
Specific Programs.....	38
Pupils in Educational Exchange Programs	38
Long-Term Exchange (5 Months or More)	38
Short-Term Exchange (Less Than 5 Months)	38
Programs for Expelled Pupils	39
Pupils in Care and Treatment Education Programs (CTEP).....	39
Registering with a School of a School Board.....	41
For a pupil residing off-reserve wishing to attend a First Nation/federally-operated school under the REA:.....	41
For a First Nation pupil residing on reserve wishing to attend a school of a school board:	42
Ontario Student Record (OSR) and Ontario Education Number (OEN) Requirements under REA:	42
THE INDEPENDENT STUDY AND ONLINE LEARNING REGISTER FOR DAY SCHOOL PUPILS	44
General Requirements	44
Pupil Eligibility	44
Course Eligibility	44
Teacher Contact	45
Pupils with Over 34 Credits	45
Funding Considerations	45
Online Learning	45
COMPLETING THE SUMMARIES	46
Attendance Summaries	46
Enrolment Summaries	46
Calculating Net Enrolment for Monthly Enrolment Summaries	47
Data and Information Required for Audit Purposes	47
APPENDICES	48
Appendix A: Samples of Enrolment Details Records and Enrolment Summaries	48
Appendix B: Model of a Daily Attendance Record, with Samples	62
Appendix C: Procedures of Excused Pupils	68
Appendix D: Procedures for Prolonged Absences	69
Appendix E: Sample Pupil Eligibility Attestation Form	70

New for the 2025-26 School Year

Education and Community Partnership Programs (ECP) & Care and Treatment Education Programs (CTEP)

- To support pupils with complex needs better, the ministry will reconfigure current ECP component funding into two new, separate components of the Complex Support Allocation within the Special Education Fund:
 - **ECP**: for pupils who are court-ordered into a youth justice secure or open custody/detention facility, an adult custodial facility serving youth or the Syl Apps Youth Centre or for students who are attending the provincial Child and Parent Resource Institute (CPRI) program.
 - **Care and Treatment Education Programs (CTEPs)**: Education programs for pupils who have a primary need for care and/or treatment.
- Pupils in ECP are not pupils of the board and will not be reported on the enrolment register.
- CTEP pupils can remain on the enrolment register as a pupil of the board (POB) for the period of time they are attending this program. During their participation in CTEP, including transition periods, school boards are to report these pupils as follows:
 - Record the daily attendance with an “N” code on the enrolment register,
 - Record the pupil status as 0.0 Full-Time Equivalent (FTE), and
 - Record the pupil as a “shared pupil” with the CTEP BSID (see “shared pupil section”).
- Attendance while participating in the CTEP should only be tracked under the CTEP BSID. Upon a pupil's full transition back to their home school, normal attendance coding should resume.
- Funding for these pupils would resume only once they are no longer participating in the CTEP. For example, if the pupil is continuing in an online course while participating in the CTEP, attendance in that online course would not be recorded on the register.
- A pupil who starts the school year participating in a CTEP may be added to the enrolment register at the start of the next school year (recorded with the “N” code, as 0.0 FTE, and recorded as “shared pupil”).

Pupils Exclusively Enrolled in Remote Learning

- For pupils enrolled exclusively in a remote school of a school board outside of the jurisdiction in which they live because their local school board does not offer remote learning, the local school board or local school staff can complete the remote learning board's Pupil Eligibility Attestation Form after reviewing the pupil's documentation in person. A Supervisory Officer from the pupil's school board (when a pupil registers at a school board office) or a principal of the local school (when a pupil registers at a school) must sign off on the form attesting to the pupil's eligibility and residency in Ontario. This process can also be used to fulfil the annual requirement to review pupil residency documents of exclusively remote learners at the start of each school year.

Technical Updates and Clarifications

Octomesters

- References to Octomesters have been removed, as this is no longer being used.

For pupils who have requested remote learning and are awaiting the next school board transition date

- This section has been removed, as this is now longer being used.

Individual Education Plan (IEP) with Resource Room

- References to Individual Education Plan (IEP) with Resource Room have been removed, as this was a used during the COVID-19 pandemic. Please note that pupils in a resource room guided and directed by a qualified teacher is still recognized as classroom instructional time.

Multi-Subject Instructional Periods (MSIP)

- A clarification has been made that attendance in the Multi-Subject Instructional Period (MSIP) must be in-person.

Professional Activity (PA) Day on an enrolment count date:

- If a Professional Activity (PA) is scheduled on an enrolment count date, that is considered a school day and there is no change to the count date.

Sample Pupil Eligibility Attestation Form:

- The following updates have been made to better align the form with the 2024 SB:16 memo:
 - Added "Current Lease Agreement" as an option for proof of residency.
 - Updated document name for permanent residency status.
 - Added "Other exemptions (under O.Reg. 20/10)" and "Persons unlawfully in Canada (section 49.1 of the Education Act)" as options for pupil status.

General Requirements

On all legal questions relating to the requirements covered in these instructions, school boards should rely on the advice of their own legal counsel.

Collection of Personal Information

The collection of the personal information required on the enrolment register is authorized under section 8.1 of the *Education Act*. This information is required for the purposes of:

- administering the *Education Act* and its regulations, and implementing the policies and guidelines made under the Act
- planning or delivering programs or services that the ministry provides or funds, in whole or in part, allocating resources to any of them, evaluating or monitoring any of them or detecting, monitoring, and preventing fraud or any unauthorized receipt of services or benefits related to any of them
- risk management, error management or activities to improve or maintain the quality of the programs or services that the ministry provides or funds, in whole or in part
- and research and statistical activities that relate to education and are conducted by or on behalf of the ministry

Anyone needing additional information regarding the collection of this information should contact the [Stakeholder Relations and Data Collection Unit](#) of the Ministry of Education (the ministry).

Determining a Pupil's Eligibility for an Exemption from Tuition Fees

Pursuant to the regulation governing the calculation of fees for pupils for the current school year, school boards are entitled or required to charge certain pupils tuition fees. Pupils who pay tuition fees are generally not pupils of the board. If they meet the definition of "Other Pupils" set out in the *Education Act*'s regulations, they should be recorded as "OP" in the Enrolment Details (see the samples in Appendix A).

School boards are responsible for determining whether a pupil is eligible for a tuition-fee exemption. To determine a pupil's eligibility and the documentation required to support an exemption, school boards will need to refer to the following statutory provisions (*Education Act*: subsection 32(2), subsection 46(2), section 49, and section 49.1), regulations, and ministry memoranda with guidance on tuition exemptions.

Responsibilities of the Principal

Subsection 265(1)(c) of the *Education Act* states that it is the duty of a principal of a school, in addition to their duties as a teacher, "to register the pupils and to ensure that the attendance of pupils for every school day is recorded either on the enrolment register supplied by the Minister in accordance with the instructions contained therein or in such other manner as is approved by the Minister."

The principal must ensure the following:

- A system is in place to provide school staff with all the appropriate information about each pupil that is required in keeping the enrolment register and attendance records
- Enrolment and attendance records are accurate and up to date
- All required enrolment and attendance records and related documents are retained for audit purposes¹
- Information is collected for inclusion in the Ontario Student Record (see *The Ontario Student Record (OSR): Guideline, 2000 (revised 2020)*)

¹ The principal must sign-off on all enrolment registers even if nil FTE is reported for each category of pupils.

The principal also must ensure the following:

- All teachers of pupils whose enrolment is recorded in the day school enrolment registers are regular day school teachers employed by the board or occasional teachers employed by the board to teach as substitutes for teachers who are members of the board's regular day school teaching staff
- Any fees charged to pupils for learning materials and activities are in accordance with board policy developed in response to the ministry's *Guideline for Fees for Learning Materials and Activities*

The following sections provide details on the principal's responsibilities related to enrolment, attendance, recording and reporting, retention of data, audits, and other topics.

Some documents that may be useful for this and other enrolment-related purposes are the following:

- [Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016](#)
- [The Ontario Student Record \(OSR\) Guideline, 2000 \(revised 2020\)](#)
- [Updated Guidance on Policies and Supporting Documentation related to Pupil Residency and Eligibility Status for Tuition Exemption, 2024: SB16](#)

Responsibilities of the School Attendance Counsellor

School attendance counsellors should refer to the [Education Act](#) on their roles and responsibilities. Attendance counsellors carry out their responsibility to inquire into every case of non-attendance and provide written notice of the consequences of the failure to attend. Additional roles and responsibilities may be prescribed by individual school boards.

The role of the attendance counsellors in the maintenance of the enrolment registers are outlined in the prolonged absence section. Attendance counsellors are required to contact students on prolonged absences every 15 days as a minimum requirement, attendance counsellors are permitted to increase the frequency if they determine it is required.

Audits of Enrolment

The ministry performs audits of enrolment², including for English as a Second Language (ESL)/ English Literacy Development (ELD) and Programme d'appui aux nouveaux arrivants (PANA) eligibility³.

Audit Process

Notification of an Audit

School boards are notified that they have been selected for an audit in a letter from the director of the ministry's Financial Analysis and Accountability Branch to the Director of Education. The letter will identify the following:

- The schools selected for audit and the period under audit
- The months for the field visits
- Request that the school board provide the name of a liaison to work with ministry staff

² Starting in the 2023-24 school year, the ministry also provided the External Audit Allocation to school boards to enhance their external auditor's capacity to support the ministry's accountability functions through the performance of enrolment audits. The ministry audit is performed twice a year, once in the Fall and once in the Spring.

³ ESL/ELD is applicable to English-language school boards and PANA is applicable to French-language school boards.

Preparation for the Audit

The lead auditor from the ministry will contact the school board liaison to develop an audit schedule.

Prior to the site visit, the lead auditor will do the following:

- Provide the school board-level and school-level interview questions to ensure that appropriate staff are present at the interviews (the interviews are conducted prior to the field visits to the schools)
- Request enrolment registers – summaries and details – for the period under audit.
- Request data on pupils' year of entry. These pupils would be captured in the section E reports in OnSIS.
- Select the audit sample to ensure that the appropriate documentation is available on the date of the field visit.

An interview is also conducted with the school principal and administrators at the end of the field visit to discuss the audit results.

Areas Subject to Audit

Audits may be conducted on any or all of the areas in the list below.

Elementary Schools	Secondary Schools
<ul style="list-style-type: none">▪ Enrolment Register reconciliation▪ Admissions from outside Ontario▪ Pupil external transfers and retirements▪ Pupil with prolonged absence (full day)▪ Pupil attending a First Nation/federally-operated school under the REA or an existing RESA▪ Other pupils (fee paying pupils, including those under a REA)▪ Year of entry in Canada (ESL/ELD and PANA)▪ French Immersion (if applicable)▪ Specific programs:<ul style="list-style-type: none">• Supervised Alternative Learning (SAL)• Home instruction• Home schooling• Education and Community Partnership Programs (ECP)• Care and Treatment Education Programs (CTEP)	<ul style="list-style-type: none">• Enrolment Register reconciliation• Admissions from outside Ontario• Pupil full-time equivalency• Internal transfers from full-time to part-time• Pupil external transfers and retirements• Pupil with prolonged absence (full day)• Pupil with prolonged absence from a course• Pupil attending a First Nation/federally-operated school under the REA or an existing RESA• Other pupils (fee paying pupils, including those under a REA)• Year of entry in Canada (ESL/ELD and PANA)• Alternative program delivery• Home instruction• Home schooling• Shared pupils• Independent study• Cooperative education courses• Online Courses• Dual credit courses• Specific programs:<ul style="list-style-type: none">○ Supervised Alternative Learning (SAL)○ Exchange programs○ Credit recovery courses○ Program for expelled pupils○ Education and Community Partnership Programs (ECP)○ Care and Treatment Education Programs (CTEP)

Retention of Pupil Enrolment Records and Related Documents for Audit Purposes

The ministry requires that, **for audit purposes**, pupil enrolment records and various related documents (see chart below) be retained for the current school year and the previous two school years. School board must maintain the following enrolment components:

The enrolment register has two components:

1. Enrolment Details Records
2. Enrolment Summaries

See Appendix A for samples.

School boards must be able to produce these records and documents if requested by the ministry for audit purposes. These records can be stored either electronically or in a paper format, unless otherwise specified. Where a principal's certification/signature is required (electronic signatures are acceptable), it can also be stored in an electronic (e-mails are acceptable) or paper format.

Retention beyond that minimum period is to be carried out in accordance with the school board's record management program, as specified in subsection 171(1) 38 of the *Education Act*.

Elementary and Secondary Schools
<ul style="list-style-type: none">• A printout of the year-end enrolment register Enrolment Summaries for Full-Time and Part-Time pupils that are certified as accurate by the principal• A printout of the Monthly Enrolment Summaries for Full-Time pupils for the October and March count dates and at year-end that are certified as accurate by the principal• Enrolment Details Records⁴, that are certified as accurate by the principal• The Daily Attendance Records for each pupil⁵• The Daily Absence Report (Daily Telephone Contact List) for the school⁶• The school bell schedule and timetables for remote learners⁷• Dated forms notifying pupil's external transfer (Appendix G: OSR Notification of Student Transfer within Ontario)• Ontario Student Record (OSR)⁸ written requests that show OSR transfer requests signed by the principal (see section 6 of the OSR Guideline and Appendix H or Appendix I) or by a school staff member designated by the principal

⁴ If the board does not have the capacity to store the *Enrolment Details Records* electronically, the records must be printed out at the end of the school year in June and certified by the principal. If stored electronically, they must show the enrolment-count dates.

⁵ See Appendix B for a model showing the content and format of a Daily Attendance Record as well as samples.

⁶ The *Daily Absence Report (Daily Telephone Contact List)* for the school will include information on the contacts that school staff have made or attempted to make with absent pupils or their parents/guardians and will include the explanations obtained for the pupils' absence.

⁷ The school bell schedule will indicate the duration of all periods of instruction and lunch periods and must clearly show standard travel time between classes. The configuration of the software program that is used to determine pupils' status as full-time or part-time must match the configuration of the school bell schedule in number of periods and period length.

⁸ Ontario Student Record (OSR) Guideline, 2000 (revised 2020):

English - [Ontario Student Record \(OSR\) guideline | ontario.ca](#)

French - [Dossier scolaire de l'Ontario \(DSO\) : Guide | ontario.ca](#)

- Dated forms authorizing pupil admission (Pupil Eligibility Attestation Form, internal transfer, and retirement) signed by the principal or by a school staff member designated by the principal
- Student Information and Eligibility Attestation Form⁹ (see sample in Appendix E) indicating that the school board has reviewed approved documentation to support:
 - The pupil's year of entry into Canada (captured in the Section E reports in OnSIS)
 - The pupil's right to attend the school without payment of a fee
 - The date of birth and full legal name of the pupil¹⁰
 - The residency of the pupil
- Documentation to support the residency of pupils not included in the Section E reports in OnSIS should be reviewed and school boards are required to provide an attestation stating which of these documents have been reviewed (e.g., current utility bill, current property tax bill or current home phone bill)
- The Student Enrolment Lists, as provided by First Nation/federally-operated schools, documenting all pupils attending a First Nation/federally-operated school under the Reciprocal Education Approach (REA) or an existing Reverse Education Services Agreement (RESA) and funded by the school board
- Written Notice delivered to schools or the school board for all pupils attending either a school of the school board or a First Nation/federally-operated school through the REA
- A list of pupils admitted from outside Ontario
- A list of all pupils participating in a Supervised Alternative Learning (SAL) program, including a signed copy of the pupils Supervised Alternative Learning Plan (SALP), the document showing the SAL Committee's approval, and the date on which the pupil began the program
- A list of all pupils participating in a student exchange program, including the exchange agreement and documents that support reciprocity
- A list of pupils on home instruction and the principal's approval for the provision of home instruction, including the teacher assigned to provide the instruction
- Documentation of a pupil's suspension, expulsion or exclusion under clause 265(1)(m) of the *Education Act*
- Annual attestation confirming Ontario residency of all exclusive remote learners and online learners
- The attendance report on pupil absences of 15 or more consecutive days
- Excused and/or unexcused absences:
 - The letter/email in which a parent/guardian¹¹, or the pupil (if the pupil is an adult) requests that the pupil be excused for a specified period of absence¹² under subsection 23(3) of Regulation 298
 - The certification by the principal that a program of study was assigned to the pupil excused under subsection 23(3) of Regulation 298
 - The appropriate supporting documentation for a medical excusal
 - In the case of a prolonged absence, the principal's¹³ written referral to the attendance counsellor between the 11th and 16th day of absence

⁹ School boards must use a pupil eligibility attestation form to document the school board's review and verification of relevant documentation to confirm pupil eligibility in the areas listed. Furthermore, a physical copy of a pupil's personal or immigration documentation (e.g. birth certificates and passports) should not be retained, photocopied or scanned at the time of registration.

¹⁰ For a list of acceptable documents please refer to the [Ontario Government List of Acceptable Identity Documents](#).

¹¹ This can also include a letter from a person providing customary care to a child. The definition of a "guardian" is outlined in section 18 of the Education Act.

¹² The timeframe must be explicit and cannot be "indefinite" or "until further notice." See also "Excused Pupils."

¹³ If the principal has assigned this duty to a vice principal, the vice principal could also exercise the authority.

<ul style="list-style-type: none"> ○ The attendance counsellor's acceptance/refusal of the principal's¹⁴ referral ○ Documentation of successful two-way contact between the attendance counsellor and the pupil (if the pupil is an adult) or the pupil's parent/guardian ○ A list of non-attending pupils who are 14-17 years old and who have been removed from the enrolment register of the school • Any other documentation to support a pupil on the enrolment register, e.g., documentation supporting eligibility for English as a Second Language (ESL) / English Literacy Development (ELD) and Programme d'appui aux nouveaux arrivants (PANA) funding • Any documentation to support a parent/guardian who has been accepted to study full-time at a publicly-assisted postsecondary institution (letter of acceptance) and any documentation supporting enrolment into the program (payment receipt, timetable, etc.) • The written notification from the parents of their intention to provide homeschooling per Policy/Program Memorandum (PPM) 131. • Timetable for pupils who are participating exclusively in remote learning.
Elementary Schools Only
<ul style="list-style-type: none"> • Class timetables indicating the minutes of instruction for Core French, Extended French and French Immersion
Secondary Schools Only
<ul style="list-style-type: none"> • Pupil course timetables that were in effect on the last school day of October and March, or the 16th day of a quadmester (if applicable) • Support for FTE calculation for October and March count dates • The period-by-period attendance check for all pupils in the school • Where applicable, the Independent Study and Online Learning Register for Day School Pupils • Dated forms authorizing pupils to add or withdraw from courses, signed by the principal or by a school staff member designated by the principal • School course calendars and student handbooks • A list of pupils enrolled in alternative programs • A list of pupils enrolled in other specific programs • A list of pupils enrolled in cooperative education courses • Documentation required for the community placement component of cooperative education courses to support a minimum of 110 hours per credit (sum of classroom component and community placement component)

The School and School Board Audit Reports

Once the field work is complete, a school audit report is sent to the principal and school board liaison of each audited school. This report outlines the results of the school audit that were discussed with the principal and administrators in the closing interview at the field visit. The principal has one week to review and comment on the report and ensure that the findings are fairly presented. The school board liaison is copied on all correspondence.

The school audit report will become part of the school board audit report that is sent from the director of the ministry's Financial Analysis and Accountability Branch to the Director of Education of the school board.

The school board audit report consists of a cover letter, the school board audit report including appendices summarizing all areas of adjustments (if applicable) and a compliance audit action plan.

ESL/ELD and PANA Eligibility

Pupils that generate ESL/ELD and PANA funding under the various allocations in the Core Education Funding regulation, under the Recent Immigrant Component, must satisfy the following criteria:

- The pupil is a “pupil of the board”¹⁵ who is under 21 years of age, as of December 31 of the current year,
- The pupil is enrolled in a school of the school board on the October count date of the current school year,
- The pupil is born in a qualifying country¹⁶, The pupil entered Canada for the first time to reside in Canada during the current or last four school years.

¹⁵ Pupils that are in Canada unlawfully (admitted under section 49.1 of the *Education Act*) are eligible for ESL/ELD and PANA funding provided they satisfy all the eligibility criteria.

¹⁶ For ESL/ELD, pupils born in countries other than Canada, United Kingdom, Ireland, the United States, Australia, and New Zealand would be eligible for funding. For PANA, pupils born in countries and territories other than France, Guadeloupe, Martinique, French Guiana, Réunion Island, Saint Pierre and Miquelon, French Polynesia, New Caledonia, French Southern and Antarctic Lands, Saint Barthélemy, Canada, United Kingdom, Ireland, United States, Australia, and New Zealand would be eligible for funding.

Determining Pupils' Enrolment Status

The principal will ensure that a system is in place to determine whether a pupil is to be enrolled as a Full-Time pupil or a Part-Time pupil (see below). For *secondary* pupil engaged in independent study see "Independent Study" section.

Full-Time and Part-Time Pupils

In general, a pupil's enrolment status is based on the *number of minutes* a pupil is "registered for classroom instruction" per school day – that is, a full-time pupil is typically registered for 210 minutes or more of classroom instruction per school day and a part-time pupil for less than 210 minutes per school day. See the definitions of "full-time" and "part-time" provided in the chart below.

The term "registered for classroom instruction" refers to a pupil who is enrolled for classroom instruction and who is attending classes regularly (including remotely). The amount of time specified for classroom instruction in each case is the average amount of minutes per day in the school cycle that is allocated in the pupil's timetable to the classes that the pupil is expected to attend.

Using the Pupil's Timetable to Determine Minutes of Instruction

The pupil's timetable must be used to determine the number of minutes of classroom instruction. A pupil's timetable in effect on the enrolment-count dates (the last school day of October and March, or on the 16th school day of a quadmester (if applicable)) will be used to determine whether a pupil is "full-time" or "part-time". Travel time between classes must not be included in the calculation of the amount of classroom instruction.

Full-Time Pupil – Elementary and Secondary Schools

- A pupil who is registered for classroom instruction (in-person or through remote learning, or a combination of both) for an average of 210 minutes or more per school day in the school cycle
- A pupil aged 14–17 who has a Supervised Alternative Learning Plan (SALP) that provides for an average of at least 70 minutes of instruction per school day in which the pupil may earn a credit
- A pupil with autism spectrum disorder who is receiving Ministry of Children, Community and Social Services (MCCSS) or privately funded supports and services, regardless of the amount of classroom instructional time for which the pupil is registered. A pupil who has an Individual Education Plan (IEP) with medical documentation, can remain on the full-time enrolment register as long as the pupil has already started attending school. The medical documentation will need to indicate when the pupil is to be in school, including the specific period of time (e.g., number of minutes/hours per day).

Part-Time Pupil – Elementary and Secondary Schools

- A pupil who is registered for classroom instruction (in-person or through remote learning, or a combination of both) for an average of less than 210 minutes per school day in the school cycle.
- A pupil aged 14–17 who has a Supervised Alternative Learning Plan (SALP) that provides for an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit.

Full-Time Secondary Pupil under Regulation 304 ("School Year Calendar")

A secondary pupil who is enrolled in a day school that has, in accordance with a calendar that has been approved by the Minister under Regulation 304 ("School Year Calendar"), a designated school year of twelve months and instructional days in each of those months, and in which the pupil is eligible to earn at least seven credits upon successfully completing the courses in which the pupil is enrolled in the school year will be considered a full-time pupil.

For clarity, all funding rules and enrolment policies outlined in this document related to semestered models apply to schools with quadmasters (if applicable), unless otherwise stated.

Elementary pupils in Kindergarten through Grade 8 should attend school five days per week, with 300 minutes of instruction per day.

For secondary pupils, school boards are to plan for 300 minutes of full-time learning per day.

For remote learning, as per [Policy/Program Memorandum No. 164](#), school boards are responsible for providing pupils and parents/guardians with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities.

Average Daily Enrolment

Please refer to the regulation governing the calculation of Average Daily Enrolment (ADE) for the calculation. In general, Core Education Funding is based on a pupil's Average Daily Enrolment (ADE). ADE is calculated as (October FTE + March FTE) divided by 2. Example: if a pupil is full-time at the October count date, their October FTE would be 1.0. If they are full time at the March count date, their March FTE would be 1.0. If they are present and full-time for both count dates, they will generate 1.0 ADE. If they are present and full-time at only one of the two count dates, they will generate 0.5 ADE.

Conventional Model (2 semesters or non-semestered)

The "ADE" calculation is defined in the annual regulation that applies to school boards in respect of payments for a particular school board's fiscal year.

Quadmaster Model (4 semesters) (if applicable)

For the October count date: use day 16 of each quadmaster to calculate the average of the average number of minutes of instruction per cycle on a pupil's timetable for quadmaster 1 and quadmaster 2. For the March count date: use day 16 of each quadmaster to calculate the average of the average number of minutes of instruction per cycle on a pupil's timetable for quadmaster 3 and quadmaster 4.

All rules regarding the calculation of a pupil's ADE will be calculated on this average (e.g., A pupil with an average of more than 210 minutes of classroom instruction will be considered full-time).

For example, if a pupil is taking 150 minutes (1 course) in quadmaster 1 and 300 minutes in quadmaster 2 (2 courses), the average minutes would be 225 and the pupil's ADE for October 31 would be 1.0¹⁷.

The pupil's total ADE for the year would be the October average plus the March average divided by 2.

The enrolment register should show the minutes of instruction for each quadmaster to support how the school board calculated FTE for each quadmaster.

How to Handle Pupils Without Classes in the First Quadmaster (if applicable)

Where school boards are unable to include eligible pupils in the OnSIS submission due to a start date after October 31, (i.e., pupils who begin school in the second quadmaster), pupils can be added to the enrolment register on October 30 to ensure they are captured on the count date. These pupils should be recorded with an "N" code until they begin attending school in the relevant quadmaster. For clarity, the pupils must be added to the enrolment register with 0 minutes of instruction, so they do not generate ADE/funding for the time period before they begin taking courses.

¹⁷ As with the conventional delivery method, if the average is over 0.7 ADE the ADE should be rounded to 1.0 ADE.

Calculating ADE for pupils approved for Supervised Alternative Learning (SAL) Plan in the Quadmester (if applicable)

1. For each quadmester (“term”), determine if the pupil is SAL, or if they are a regular pupil (e.g., SAL is not yet approved)
 - a. If SAL approval occurs on or before the 16th day of the term, then the pupil is treated as a SAL pupil for that term. If the SAL approval occurs after the 16th day, then the pupil is treated as a regular pupil for that term.
 - b. If the pupil is not active for a term, that term should be treated as a regular pupil (e.g., in circumstances where, at the count date, the pupil hasn’t begun school or has been demitted from the enrolment register)
2. For each term, use the 16th day of the term to calculate the average of the average number of minutes of instruction (that is avg daily mins).
3. Group the terms by whether the pupil is SAL approved or a regular pupil.
4. For each group of terms, determine the average of the average daily minutes of instruction.
5. For each group of terms, convert the average daily minutes of instruction to FTE based on existing enrolment policy for regular pupils or SAL-approved pupils. For clarity, this means that for the terms where the pupil has been approved for the SAL, an average of 70 minutes of classroom instruction or more would be converted to 1.0 FTE.
6. Assign the FTE determined for each group to each term based on whether it is a SAL term or a regular term.
7. To determine the ADE to be reported for the October or March OnSIS submission, average the FTE for each term as determined based on step 6.

Time Recognized as Classroom Instructional Time

Time spent by pupils in dual credit courses, multi-subject instructional periods, non-credit courses with alternative expectations (that is, courses with a course code beginning with “K”), pupils in a resource room guided and directed by a qualified teacher and credit recovery courses is recognized as classroom instructional time.

Multi-Subject Instructional Periods (MSIP)

The Multi-Subject Instructional Period (MSIP) is part of the Student Success strategy. MSIP is a dedicated period in the school day as time is taken from each timetabled period to create the MSIP. In-person pupil attendance is mandatory, and attendance is to be taken per the “Daily Attendance Records” section of this document. The period is also to be staffed by a timetabled subject teacher.

Pupils receive further support or time to improve and extend their learning in their subject of choice. MSIP reinforces the practice of assessment for learning by encouraging pupils to complete, revise and re-submit work with the goal of attaining the provincial standard. The MSIP is considered part of the regularly scheduled school day and not an opportunity to complete homework.

Note: The number of eligible MSIP minutes should be based on the number of courses on the pupil’s timetable. Please review the below table for funding purposes. The chart below is an example of a timetable with five periods of which one is a 60-minute MSIP.

Allocation of MSIP Minutes (for a timetable with five periods of 60 minutes)				
Pupil Status	Number of Courses	Eligible MSIP Minutes	Minutes of Instruction	Pupil FTE
Full-Time	4 courses	60 minutes	300	1.00
	3 courses	45 minutes	225	1.00
Part-Time	2 courses	30 minutes	150	0.50
	1 course	15 minutes	75	0.25

Instances When Minutes of Classroom Instruction Are Not Used to Determine Full-Time or Part-Time Status

The following are the only two instances in which minutes of classroom instruction are *not* used in determining full-time or part-time enrolment status:

1. The pupil is taking a cooperative education course. For details, see “Cooperative Education Courses.”
2. The pupil is receiving home instruction. For details, see “Home Instruction.”

Time Not Recognized as Classroom Instructional Time

Prior Learning Assessment and Recognition (PLAR)

Time spent by pupils participating in the Prior Learning Assessment and Recognition (PLAR) process is not recognized as classroom instructional time unless offered as part of a credit-based course from the Ontario curriculum.

Care and Treatment Education Programs (CTEP)

Time spent in class by pupils who are also participating in a CTEP is not recognized as classroom instructional time to determine full-time or part-time status. For details, see “Care and Treatment Education Programs (CTEP)” section.

Independent Study

A day school pupil enrolled in “independent study” is *not* registered for classroom instruction but takes credit courses that fulfil the ministry’s program and diploma requirements and meets with qualified teachers for scheduled times during the school day. It should be noted that a course for which a pupil is enrolled cannot be considered an independent study course if any portion of it consists of classroom instructional time that is also used to classify the pupil as either “full-time” or “part-time.”

Enrolment in non-classroom instruction offered through an independent study program *must not be included* in the enrolment register for elementary or secondary schools. The Independent Study and Online Learning Register for Day School Pupils must be used to record this enrolment.

See the section “The Independent Study and Online Learning Register for Day School Pupils” for details on using this enrolment register. See also the section “Pupils Taking Courses through Independent Study” under “Pupils Affected by the 34-Credit Threshold.”

Home Schooling

Pupils who are excused from compulsory attendance because they are receiving satisfactory instruction *exclusively* at home (that is, through home schooling) or elsewhere (e.g., at a private school) must *not* be recorded in the enrolment register.

However, if they are receiving some instruction provided by the school (classroom-delivered, independent study, or online learning), this instructional time will be recognized for grant purposes. These pupils must be recorded in the day school enrolment register or in the Independent Study and Online Learning Register for Day School Pupils by the school that is offering the course, in accordance with the type of instruction provided. The attendance of a pupil who is recorded in the day school enrolment register will be recorded in a Daily Attendance Record. For audit purposes, the written notification from the parents/guardian of their intention to provide homeschooling per [Policy/Program Memorandum \(PPM\) 131](#) should be retained for the current school year plus prior two school years.

Reporting in the Ontario School Information System (OnSIS)

Data on Full-Time and Part-Time Pupils on Enrolment-Count Dates

The full-time equivalent (FTE) reported for each pupil on the OnSIS School Enrolment screens for the ministry's enrolment-count dates – the last school day of October and March – must equal the FTE recorded for each pupil on these dates in the enrolment register.

Pupils recorded as “part-time” on the enrolment register must be reported as part-time pupils in OnSIS. The FTE for each pupil must be included.

Data on Pupils in Independent Study

For independent study, the ADE will be reported through OnSIS on three submission dates – the last school day of October, March, and June. The ADE reported for each pupil should be based on the portion of work units completed by the pupil since the last OnSIS submission date. See also “Pupils Taking Courses through Independent Study” under “Pupils Affected by the 34-Credit Threshold” below.

Pupils Affected by the 34-Credit Threshold

Full-Time and Part-Time Pupils

Under the regulation governing the calculation of ADE, the calculation of the ADE for secondary pupils is split into two categories: “regular” and “high credit.”¹⁸

All or a portion of the credits of pupils affected by the 34-credit threshold may be identified as “high credits.” “High credits” are the credits above the 34-credit threshold that are for “non-exempt courses” taken in the current school year or semester by “non-exempt pupils.” (Examples of “exempt courses” are English as a Second Language and English Literacy Development. An example of an “exempt pupil” is a pupil with an IEP.

For each enrolment-count date, a pupil's day school FTE must be calculated in the following way:

- Determine the number of “high credits” for the pupil.
- Calculate the “high-credit factor” by dividing the number of high credits by the total number of credits for the courses in which the pupil is enrolled.
- Determine the number of “high-credit minutes of instruction” per day by multiplying the “high-credit factor” by the total number of minutes of instruction per day in the pupil's timetable. The remaining minutes are the regular day school minutes of instruction.
- Calculate the pupil's day school FTE by using the number of regular day school minutes of instruction and high-credit minutes of instruction.

¹⁸ The 55-hour upgrading summer school credit course offered in the summer does not count towards the 34-credit threshold.

For each credit that is not based on minutes of instruction either for dual credit, or a credit for a course provided through home instruction – the calculation should be made using the number of minutes of instruction for a normal credit. For example, if most pupil timetables are based on 75 minutes of instruction per day for most credits, then 75 minutes of instruction should also be used for a credit that is not based on minutes of instruction.

Additional information can be found in the ministry’s memorandum “[34 Credit Threshold – Implementation Details](#)” (Memorandum No. 2013:SB1, January 30, 2013).

Pupils Taking Courses through Independent Study

The enrolment of each pupil in independent study courses must be considered under the appropriate category in the chart below for the purposes of determining a pupil’s “high-credit factor” and calculating the pupil’s ADE for independent study. See above for the method of calculating the “high-credit factor.” The “regular” and “high-credit” ADE reported through OnSIS for each pupil should be based on the portion of work units completed by the pupil since the last OnSIS submission date.

	Category of Enrolment	Counting Credits for Determining the Pupil’s High-Credit Factor	Calculating the Pupil’s ADE for Independent Study
1	The pupil enrolled in the course during first term/semester and completed it during first term/semester on or after the October count date.	Count the credit as if the pupil was enrolled in a semestered course on the October count date.	Use the high-credit factor as of the October count date.
2	The pupil enrolled in the course during second term/semester and completed it during second term/semester on or after the March count date.	Count the credit as if the pupil was enrolled in a semestered course on the March count date.	Use the high-credit factor as of the March count date.
3	The pupil enrolled in the course during first term/semester and completed it during second term/semester.	Count the credit as if the pupil was enrolled in a non-semestered course on the October count date.	Use the average of the high-credit factors for the October and March count dates.
4	The pupil enrolled in the course during a term/semester and completed it or withdrew from it before the count date that falls within that term/semester.		

Pupils Who are Exclusively Enrolled in Remote Learning and/or Online Learning

Pupils who are exclusively enrolled in remote learning or online learning and who reside out of province will not generate Core Education Funding for the school board. Non-resident property owners and their children who reside outside of Ontario, are not entitled to receive instruction solely through remote learning or online learning (i.e., their right to attend must include some element of in-person learning).

If a pupil is attending under both the remote learning and online learning delivery models (with no in-person education) the remote learning BSID should be the pupil’s home school.

In respect of exclusively remote learning or online learning pupils, school board staff are required to attest that they have reviewed pupil residency documents at the start of each school year to ensure the pupil and their parents/guardians are resident in Ontario to generate Core Education Funding. For pupils that start or transfer into exclusively remote and/or online learning after the start of the year, school

boards should review pupil residency documents when the pupil enrolls or transfers into exclusively remote and/or online learning.

For remote learners exclusively enrolled in a remote school of a school board outside of the jurisdiction in which they live because their local school board does not offer remote learning, the local school board or local school staff can complete the remote learning board's Pupil Eligibility Attestation Form after reviewing the pupil's documentation in person. A Supervisory Officer, from the pupil's school board (when a pupil registers at a school board office) or a principal of the local school (when a pupil registers at a school) must sign off on the form attesting to the pupil's eligibility and residency in Ontario. This process can also be used to fulfil the annual requirement to review pupil residency documents of exclusively remote learners at the start of each school year. This process does not apply to exclusively online learners.

Pupils Enrolled in More than One School

Shared Pupils

"Shared pupils" refer to pupils who are attending more than one school at the same time.

Pupils Enrolled in More than One School within the Same School Board

The FTE of a pupil enrolled in more than one school within the same school board must be reported in OnSIS by the school where the pupil's OSR is kept over the October 31 and March 31 count dates. The FTEs of the pupil at each school are combined but may not exceed 1.0 FTE.

In circumstances where a pupil attends two different secondary schools at different times (i.e., school A for quadmester 1 and school B for quadmester 2), the pupil and corresponding FTE may be reported separately in OnSIS by each of the secondary schools *within the same school board*. To mitigate any potential funding impact to school boards the ministry will be adjusting and/or reallocating the pupil's FTE back to the pupil's main school. For clarity, if the total FTE for that pupil exceeds 1.0, the FTE will be adjusted to a maximum of 1.0 FTE.

Two summary reports are available in OnSIS that show the adjusted FTE and/or the reallocation of secondary pupil's FTE based on the pupil's main school. This is consistent with current policy for shared pupils and aligns with how school boards would have reported pupil FTE data in the semestered model.

Pupils Enrolled in More than One School Operated by Different School Boards

If a pupil, other than a pupil taking online learning courses, remote learning, or a pupil with a Supervised Alternative Learning Plan (SALP), is enrolled in schools operated by two different school boards, each school will report the pupil's enrolment in OnSIS. The FTE reported by each school must be based on the number of minutes of classroom instruction that the pupil receives at that school. In some instances, the combined FTEs of the pupil may exceed 1.00, but may not exceed 1.30. Please note that the maximum combined FTE for pupils enrolled at two or more secondary schools operated by different school boards is increased to 1.50 FTE. This does not apply for elementary pupils. For a pupil taking online learning courses or a pupil with a SALP, the combined FTEs may not exceed 1.00. (See also "Online Courses.")

For pupils receiving remote learning from a board other than their home school board, the FTE of the pupil must be reported at the remote BSID of the home school board and not the school board providing the instruction. See "Remote Learning" section below.

For pupils affected by the 34-credit threshold, school boards must ensure that their schools count all current credits for courses that pupils are taking in the day school program at their home school, at any other schools in their school board, and at schools in other school boards. See the section above, “Pupils Affected by the 34-Credit Threshold,” for the method of calculating the “high-credit factor.”

For pupils attending Care and Treatment and Education Programs (CTEP), the FTE of the pupil continues to be reported at the home board, but with an FTE of 0.00. The pupil should be reported as a “shared pupil” at the CTEP BSID during the entire time that the pupil is attending the CTEP. See “Care and Treatment Education Programs” section.

Junior Kindergarten and Kindergarten pupils may not under normal circumstances be enrolled in schools operated by different school boards. It is recommended that they be enrolled in the program offered at a school of the school board whose school(s) they have the right to attend. There may be exceptions for specific circumstances that require special consideration. For example, when parents/guardians are separated and living in two different jurisdictions.

Online Learning Courses

As defined in Policy/Program Memorandum 167 online learning courses, also known as “e-learning” courses, are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school.

Enrolment and attendance of a day school pupil in online courses must be recorded in either the day school enrolment register or the Independent Study and Online Learning Register for Day School Pupils, depending on the enrolment status of the pupil, as outlined below. Login attendance should be retained for audit purposes.

The student’s ADE for online learning must be reported at the student’s home school for funding purposes.

For enrolment in online learning courses taken during the summer, please refer to the [Enrolment Register Instructions for Continuing Education Programs, 2025-26](#).

Use of the Day School Enrolment Register for Online Courses

For regular full-time and part-time day school pupils, record enrolment in day school online courses in the day school enrolment register in the same way as enrolment in courses delivered in the classroom. Where a pupil accesses an online course at any time during a week (Monday to Friday), the pupil will be marked present in the course for the entire week. Where a pupil does not participate in the course during a week (Monday to Friday), the pupil will be marked absent (“A”) in the pupil’s Daily Attendance Record in the course for the entire week.

Where a pupil is taking an online course, the school board where the pupil’s OSR is kept (the home Board School ID) must report the enrolment of the pupil in the online course.

Where a school of a school board other than the home board is providing the instruction in the online course, the school board providing the instruction may charge the home board a fee that is established by the ministry. Please contact the ministry for the current fee.

Use of the Independent Study and Online Learning Register for Day School Pupils

Where a pupil declines to enroll in a school of the local district school board – usually a pupil receiving home schooling or attending a private school – the enrolment and participation (attendance) of that pupil in an online course must be recorded in the Independent Study and Online Learning Register for Day School Pupils by the (out-of-district) school that is offering the online course.

Remote Learning

Remote learning is learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Pupils should be provided with a daily schedule of subjects/courses according to a 5-hour instructional day with opportunities for frequent, live contact with a teacher and expectations for synchronous learning. It is expected that learning will be based on overall expectations across all subjects/courses and grades.

School boards may offer remote learning instruction directly, partner with another school board to provide remote learning instruction on their behalf or work with other school boards to deliver remote learning collaboratively. School boards must deliver remote learning instruction in alignment with the minimum synchronous learning requirements outlined in [Policy/Program Memorandum \(PPM\) 164](#). School boards must create a remote Board School ID (BSID) for each pupil to track remote learning ADE. School boards with pupils who enrol in remote learning must report the FTE at their remote school BSID, even if another school board is providing remote learning instruction to the pupil. The school board providing the remote learning instruction may charge the home school board a fee.

Further clarification is included for attendance data for school boards that are partnering to provide remote learning instruction. The remote school board should share attendance records throughout the school year with the home school board to ensure attendance records are updated and the prolonged absence procedures are followed. Unless otherwise agreed to by the remote learning school board, the pupil's home school board attendance counsellor should be responsible for following the prolonged absence procedures for that pupil.

Dual Credit Courses

The FTE for a pupil taking dual credit courses that are based on college-delivered, non-college training delivery agent or team teaching will be determined based on the total number of potential secondary school credits that the pupil can earn through the secondary school dual credit courses, as shown in the chart below.

School on a Semestered System	School on a Non-semestered System
<ul style="list-style-type: none">• 1 credit equals 0.25 FTE• 2 credits equal 0.50 FTE• 3 or more credits equal 1.00 FTE	<ul style="list-style-type: none">• 1 credit equals 0.13 FTE• 2 credits equal 0.25 FTE• 3 credits equal 0.38 FTE• 4 credits equal 0.50 FTE• 5 credits equal 0.63 FTE• 6 or more credits equal 1.00 FTE

Cooperative Education Courses

These courses will be delivered in accordance with the ministry document entitled *The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018*.

A cooperative education course, which includes both a classroom component and a community placement component, must be scheduled, for a minimum of 110 hours per credit. The credit value of

the course must be established prior to the start of the course. The credit value of the course must be one, two, three, or four credits. No half credits may be granted.

The principal must ensure that the employer complies with the ministry's requirements for recording attendance including the student's community placement component.

The FTE for a pupil will be determined on the basis of the credit value of the cooperative education course, as shown in the chart below.

For audit purposes retain a list of pupils enrolled in cooperative education programs. Documentation required for the community placement component to support a minimum of 110 hours per credit (sum of classroom component and community placement component) either in paper or electronic format for the current plus two previous years.

School on a Semestered System	School on a Non-semestered System
<ul style="list-style-type: none"> 1 credit equals 0.25 FTE 2 credits equal 0.50 FTE 3 or more credits equal 1.00 FTE 	<ul style="list-style-type: none"> 1 credit equals 0.13 FTE 2 credits equal 0.25 FTE 3 credits equal 0.38 FTE 4 credits equal 0.50 FTE 5 credits equal 0.63 FTE 6 or more credits equal 1.00 FTE

Home Instruction

If a pupil is unable to attend school for medical reasons, the principal may make a teacher available to provide the pupil with instruction at home or in hospital where appropriate medical evidence is provided by a regulated health professional or a social worker. Home instruction must be carried out in accordance with subsection 11(11) of Regulation 298.¹⁹

Record the enrolment of elementary pupils who are receiving home instruction as "full-time" on the enrolment register as if they were in full attendance.

Record the enrolment of a secondary pupil who is receiving home instruction as if they were in full attendance for each course for which home instruction is being offered.

The FTE for a secondary school pupil is based on the number of courses the pupil is taking through home instruction on the October and March enrolment-count dates, as shown in the chart below.

However, if only homework is provided by the school to help the pupil keep up with schoolwork, this assistance is not home instruction, and the pupil must be recorded as absent ("A") for the days he or she is not in attendance (see "Medical Absence.")

School on a Semestered System	School on a Non-semestered System
<ul style="list-style-type: none"> 1 credit equals 0.25 FTE 2 credits equal 0.50 FTE 3 or more credits equal 1.00 FTE 	<ul style="list-style-type: none"> 1 credit equals 0.13 FTE 2 credits equal 0.25 FTE 3 credits equal 0.38 FTE 4 credits equal 0.50 FTE 5 credits equal 0.63 FTE 6 or more credits equal 1.00 FTE

¹⁹ Medical evidence may include a note provided by a regulated health professional, such as a social worker.

Where all of the conditions for independent study apply, the pupil's instruction may instead be recorded in the Independent Study and Online Learning Register for Day School Pupils.

For audit purposes retain a list of pupils on home instruction including the principal's approval for the provision of home instruction and the teacher assigned to provide the instruction.

Supervised Alternative Learning (SAL)

Supervised Alternative Learning (SAL) may be useful for encouraging some young people of compulsory school age to continue their learning, if they are at risk of not graduating because they are not attending school regularly and if other retention strategies have not been successful. A pupil must be between the ages of 14 and 17 to be in a SAL program. The one exception is the following: If any pupils begin a SAL program during the year when they are still of compulsory school age and then turn 18 between January 1 and June 30, they may choose to continue their SAL program until the end of that school year. See t "Compulsory Attendance" section.

All pupils in a SAL program will have a Supervised Alternative Learning Plan (SALP) to enable them to progress towards obtaining their Ontario Secondary School Diploma or achieving other educational and personal goals. The SALP will outline required activities, which may include one or more of the following:

- Enrolment in one or more courses in which the pupil may earn a credit²⁰
- Enrolment in a life skills or other non-credit course
- Job-related training (e.g., earning workplace certifications, developing general employment skills and job-search skills)
- Full-or Part-Time employment at an approved work placement
- Volunteering (to help the pupil meet the community-involvement graduation requirement)
- Counselling (to address barriers to learning)
- Any other activity that will help the pupil reach his or her educational and/or personal goals

For more information, refer to *Supervised Alternative Learning (SAL): Policy and Implementation, 2010*, which is available on the ministry website: <https://www.ontario.ca/page/supervised-alternative-learning-policy-and-implementation>

Where a pupil is participating in a SAL program and has a SALP in accordance with Ontario Regulation 374/10, the pupil may go on the enrolment register the day after the committee approval meeting. A pupil is not considered a SAL pupil until there is a committee approval. The pupil's full-time or part-time status is based on the approved SALP, or modifications to the SALP made at a later date and approved by a supervisory officer. Record the pupil as follows in the day school enrolment register:

- Full-time, with an FTE of 1.0, if the pupil's SALP includes an average of at least 70 minutes of instruction per school day in which the pupil may earn a credit.²¹
- Part-time, with an FTE of 0.50, if the pupil's SALP includes an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit.

A SAL pupil taking an online course could have 75 minutes added to their timetable.

²⁰ This also applies to SAL pupils enrolled in a non-credit "K" course that is timetabled and appropriately staffed.

²¹ Pupils in SAL can earn credits through the following: day school courses (with a regular or modified schedule); online learning; and Cooperative Education. Please record pupil enrolment in these courses in the *Day School Register*. Pupils in SAL can earn a credit through Independent Study and would be funded accordingly. Please record this enrolment in *The Independent Study and Online Learning Register for Day School Pupils*.

For pupils who are participants in a SAL program, record their attendance in the Daily Attendance Record with “G” for the period when they are participating in the non-academic components of the SAL program.

All pupils in a SAL program have a primary contact at the school or school board. There must be successful two-way communication between the pupil and the primary contact *at least once every 30 calendar days*. Record the dates of contact with “C” in the pupil’s Daily Attendance Record.

Under an extended school closure, continued regular connection by the pupil’s SAL primary contact is important to support the pupil’s well-being and re-engagement in learning. Virtual/phone contact attempts with pupils in SAL should continue as best as possible as these can be some of the most vulnerable pupils. Primary contacts can make note of contacts with SAL pupils within their own records and share information electronically with the principal, etc.

If a pupil participating in a SAL program is enrolled in a day school course and is absent from the course for the equivalent of 15 consecutive scheduled days without appropriate supporting documentation, follow the procedures under “Absence from a Course for 15 Consecutive Scheduled Days.”

If a pupil stops participating in their SAL program activities and there is no successful two-way communication between the pupil and the primary contact (at least every 30 calendar days), follow the procedures under “Prolonged Absence.” Refer to the [Implementation and Monitoring section](#) of the Supervised Alternative Learning policy for further steps.

The principal or vice-principal must refer the case to the attendance counselor in writing between the 11 and 16 days of consecutive absences after the missed appointment with the primary contact. The principal’s or vice-principal’s referral must be retained in the pupil’s file for audit purposes.

If the principal or vice-principal indicates that a pupil in a SAL program is to be retired from the enrolment register, follow the instructions for recording retirements that are given under “Transfer and Retirement.”

For audit purposes, a list must be retained of all pupils participating in a SAL program. The list must include the date each pupil began to take part in the program, a signed copy of each pupil’s SALP, and documentation of the SAL Committee’s approval.

MAINTAINING THE ENROLMENT REGISTER AND ATTENDANCE RECORDS

Admission of a Pupil

Enter a pupil's name on the enrolment register on the day on which the pupil actually begins to attend classes for the current school year. Although pupils' names from the previous school year may be stored in a school's computerized system for administrative purposes, a pupil's name must not be entered into the current enrolment register until the pupil actually begins to attend classes. For clarity, even if the pupil provides medical documentation, other supporting documentation, or is excused and provided a program of study at the beginning of the new school year the pupil's name must not be entered into the enrolment register until the pupil actually begins to attend classes. Exceptions to this requirement are the following pupils, whose names may be entered on the enrolment register on the first day of school for the current school year, provided the relevant approvals and/or referrals occur in the same school board that they are being entered on the enrolment register:

- A pupil who is continuing in a Supervised Alternative Learning (SAL) program from the previous school year with the formal approval of the school board's SAL Committee.
- A pupil who is continuing to receive home instruction.
- A pupil who was referred to an attendance counsellor in the previous school year and whose attendance profile is still active²² (i.e., the student is still on a prolonged absence).
- A pupil who is participating in a CTEP.

In addition, under the following circumstances, a pupil can be placed on the enrolment register without attending in-person classes provided they meet the following:

- A pupil who is approved²³ in the current school year for a SAL program or home instruction provided the date of approval occurs before they are added to the enrolment register
- A pupil who is approved in the current school year for remote learning provided the date of approval occurs before they are added to the enrolment register
- A pupil who is enrolled and participating in remote learning, either at their home school board or a partner school board.

For periods of remote learning, school boards have the flexibility to determine what constitutes as participation on a daily basis (i.e., phone call, email to a teacher, handing in assigned work, etc.) to address the potential varying needs of their school community.

Along with the pupil's name, enter the pupil's Ontario Education Number (OEN), and grade in Enrolment Details (see the samples in Appendix A).

Age of Admission

A child may be enrolled to start Junior Kindergarten in September of the calendar year in which they turn four years of age. This means that a child may be enrolled to start Junior Kindergarten in September of 2025 as long as they turn four years old by December 31, 2025.

²² This exception applies to pupils who are still on a prolonged absence and does not apply to students with habitual absences (meaning frequent, but not consecutive).

²³ A pupil who has been pre-registered for school may be approved for programming such as SAL and home instruction.

Staggered Admission

Staggered admission is a practice implemented at the start of the school year, where pupils begin attending school in phased groups.

Do not enter the names of pupils in classes with staggered admission dates on the enrolment register until the first day each pupil begins to attend classes. After the first day that pupils begin to attend classes, record the days not scheduled with “G” (see “General Absence Days”).

Academic Assessment Services before School Begins

The name of a pupil who is provided with academic assessment services by the school board immediately before entering school may be entered on the enrolment register on the date that the assessment services began. Record enrolment during this assessment period with “N” (see “Non-instructional Days”).

Internal and External Admission

Enter the date of admission as either an “internal admission” or an “external admission.” See the definitions below. For examples, see pupils Akoodie, Mohammed and Caruso, Mary in Appendix A. For internal and external admissions, any relevant information should also be recorded.

Internal Admission

- A pupil whose name was on the roll of the same school on the last day of the previous school year.
- A pupil who was previously a full-time pupil but who has become a part-time pupil, or vice versa (example: a student moving from full-time to part-time on November 17 should be an internal admission on the part-time register).

External Admission

- A pupil who enrolls for the first time at a school.
- A pupil who re-enrolls at a school after having transferred or retired from that school.

Late Admission

For pupils who are admitted after the first day of school, the reason for late admission should be recorded. For all late admissions, enter the date of admission in Enrolment Details under “internal admissions” or “external admissions,” as appropriate (see pupils Hare, Diane and Christie, Dave in Appendix A). It should be noted that the date of readmission of pupils who re-enroll after having transferred or retired must be entered under “external admissions” (see pupil Trent, Nellie in Appendix A).

If a pupil is admitted to a classroom-delivered day school course or program after an enrolment-count date, his or her enrolment in that course or program **cannot** be recorded in the Independent Study and Online Learning Register for Day School Pupils or a continuing education enrolment register.

Pupils Who Are Not Pupils of the Board

Enter “OP” in the “OP” (“Other pupils”) column in Enrolment Details beside the names of pupils who are not pupils of the board (see pupil Nichols, Paul in Appendix A). Also, indicate who is responsible for the payment of each pupil’s tuition fee under the pupil’s name, and record any other relevant information on each pupil. Retain documentation for audit purposes.

Pupils Who Already Have Over 34 Credits

The principal will direct pupils who already have over 34 credits and who have no regular day school FTE either to the appropriate day school courses or to continuing education courses, in accordance with the school board's policy on admission of such pupils.

Adult Pupils

The principal will direct adult pupils – that is, pupils who are already twenty-one years of age or over or who will turn twenty-one on or before December 31, 2025 – either to the appropriate day school courses or to continuing education courses, in accordance with the school board's policy on admission of adult pupils.

The principal will ensure that only adult pupils who are included in the secondary school enrolment register are those who are enrolled in day school courses that are taught by teachers who are school board secondary school teachers and are not continuing education teachers.

Enter "A" in the "Adult" column beside the names of pupils who are twenty-one years of age or over as of December 31, 2025 (see pupil Ennis, Dawn in Appendix A).

Transfer and Retirement

Where a pupil transfers or retires from the school, the transfer or retirement date will be the day immediately after the last day in attendance. A pupil should not be added to an enrolment register of a new school until the pupil begins attending²⁴.

Where the principal becomes aware that a pupil has transferred or retired from the school prior to an absence of 15 consecutive school days, the transfer or retirement date will be the day immediately after the last day in attendance. When a pupil withdraws from a course, the retirement date from the course will be the day immediately after the last day in attendance.

Enter the date of a pupil's internal transfer, external transfer, or retirement in Enrolment Details. See the definitions below. (For examples, see Appendix A: for "internal transfer," see Urman, Mildred; for "external transfer," see Nichols, Paul; for "retirement," see Baker, Catherine.) Pupil transfers and retirements must be recorded on the enrolment register immediately. A pupil's destination will also be recorded.

Internal Transfer

- A pupil who was previously a full-time pupil but who has become a part-time pupil, or vice versa (example: a student moving from full-time to part-time on Nov 17 should be an internal transfer on the full-time register)
- A pupil who withdraws from a publicly funded school in Ontario and enrolls in another publicly funded school in the same school board in Ontario

²⁴ This includes pupils on a prolonged absence procedure. However, this doesn't preclude other measures to engage the pupil including engaging a new attendance counselor or discussing programs at a different school. Once they begin the new program and are added to the enrolment register of the new school, school boards must ensure that the sending school has demitted the pupil.

- A pupil whose name is taken off the roll of one organizational unit in a school and who becomes an internal admission in another organizational unit at the same school during the school year

External Transfer

- A pupil who withdraws from a publicly funded school in Ontario and enrolls in another publicly funded school in a different school board in Ontario
- A pupil who is transferred to an educational program in a care and treatment or correctional facility

Retirement

- A pupil who withdraws from a publicly funded school in Ontario and does not enroll in another publicly funded school in Ontario
- A secondary school pupil who leaves the school to take part in an approved educational exchange
- A pupil who has been expelled from school and who is not participating in a program for expelled pupils

For details on documentation that must be retained for audit purposes on internal transfer, external transfer, and retirement, see the chart under “Audits of Enrolment.”

Pupil Eligibility Attestation Form

When a pupil undergoes an internal transfer (i.e., withdraws from one publicly funded school to another publicly funded school within the same school board) a new attestation form is not required by the ministry.

When a pupil withdraws from one publicly funded school and transfers to another publicly funded school in a different school board, the school board admitting the pupil is required to complete a new attestation form unless the pupil has previously attended that school board in the same school year (e.g., returning to the board after attending an ECPP).

For pupils enrolled exclusively in a remote school of a school board outside of the jurisdiction in which they live because their local school board does not offer remote learning, the local school board or local school staff can complete the remote learning board’s Pupil Eligibility Attestation Form after reviewing the pupil’s documentation in person. A Supervisory Officer from the pupil’s school board (when a pupil registers at a school board office) or a principal of the local school (when a pupil registers at a school) must sign off on the form attesting to the pupil’s eligibility and residency in Ontario. This process can also be used to fulfil the annual requirement to review pupil residency documents of exclusively remote learners at the start of each school year.

Transfers That Occur around an Enrolment-Count Date

Transfers between Schools in the Same School Board

If a pupil transfers from one school before a particular enrolment-count date (the last school day of October or March, or the 16th day of a quadmester if applicable) and is not admitted to another school of the same school board until after that same enrolment-count date, the pupil is not enrolled in either school of the school board on the count date. If the transfer and the admission each occur within 15 school days of the enrolment-count date and the appropriate supporting documentation is retained, the transfer date (for the sending school) will be deemed to be the day immediately after the enrolment count date.

Transfers between Schools of Different School Boards

When a pupil transfers from a school just before an enrolment-count date but is not admitted to a school of *another* school board until just after the enrolment-count date, the result is that the pupil is not enrolled in either school board on the count date *the pupil will not be recognized for funding purposes by either school board*. Please note that if a Professional Activity (PA) is scheduled on an enrolment count date, that is considered a school day and there is no change to the count date.

In the event of a dispute/discrepancy in the pupil transfer date (i.e., the retirement date from the previous school board and start date with another school board overlap) and where the dispute impacts reporting for that pupil over the enrolment count date, the day the pupil begins attending the new school (the “start date”) shall be deemed to be the official start date for the purposes of funding, provided that attendance records document this accurately. The demit date from the previous school board shall be deemed to be the school day immediately preceding the start date.

Where a pupil begins attending a school of a new school board within 15 days of the enrolment count date, it may be best practice for the new school board to alert the sending school board of the pupil’s actual start date at the new school board.

Transferring Ontario Student Record When Pupils Enroll in a New School

The home school (where the Ontario Student Record (OSR) is held) keeps a pupil’s OSR until it receives a request for the OSR in writing from the new school. This is the official notification that the pupil has registered at another school. The new school will begin to put the pupil on their enrolment register on the day the pupil begins attending classes. For more information on the requirements for the transfer of an OSR, please refer to the OSR Guideline: [Ontario Student Record \(OSR\) guideline | ontario.ca](https://www.ontario.ca/govt/ontario-student-record-osr-guideline)

Daily Attendance Records

Use the following codes to indicate attendance in each pupil’s Daily Attendance Record. Indicate whether “A,” “L,” “G,” or “N” applies to the whole day or only to the morning or afternoon (see the model attendance record in Appendix B).

At the elementary level, the ministry expects that schools maintain morning and afternoon daily attendance records for pupils.

At the secondary level, the ministry expects that attendance is taken every period/class/course that appears on the pupil’s timetable. For cooperative education courses, attendance for pupils in the community placement component should be taken the same way as classroom attendance.

For online courses, where a pupil accesses an online course at any time during a week (Monday to Friday), the pupil will be marked present in the course for the entire week. Where a pupil does not participate in the course during a week (Monday to Friday), the pupil will be marked absent (“A”) in the pupil’s Daily Attendance Record in the course for the entire week.

For pupils who are engaged in remote learning courses, attendance should be taken according to the school’s daily protocol.

For dual credit courses, record pupil enrolment and FTEs on the enrolment register in the appropriate Enrolment Details Records and Enrolment Summaries. Record the attendance of pupils who are taking a dual credit course in the same way as the attendance of pupils who are taking a regular classroom course.

For explanations of when to use “A,” “G,” “N,” and “C,” refer to the specific sections indicated with each code. See also Appendix B for a model of a pupil’s Daily Attendance Record and for samples showing data required for specific types of absence.

Code	Description
(Leave blank)	Present all day
A	Absent
L	Late
G	General absence day
PA	Professional activity day
N	Non-instructional day
C	Indication of contact consisting of successful two-way communication with the pupil, the pupil’s parent/guardian (absentee or pupil in SAL program) Indication that the principal/vice principal referred the pupil to the attendance counsellor between the 11 th and 16 th day of absence
H	Statutory holiday
B	Holiday designated by school board
*	Not enrolled

Absences

There are different types of absence, all of which are discussed in this section. See Samples 1-3 in Appendix B and flow charts in Appendix C and D.

It is the principal’s responsibility to ensure that the school contacts the parent/guardian of a pupil or the pupil, if the pupil is an adult, when a pupil is absent. If an elementary or secondary pupil has been absent for 15 consecutive school days without appropriate supporting documentation, the principal should ensure that the procedure for prolonged absence is followed see “Prolonged Absence”. The school must retain a record of the contacts between the school board staff and the pupil’s parent/guardian, or the pupil (if the pupil is an adult). See “Audits of Enrolment” section.

Compulsory Attendance

Subsection 21(1) of the *Education Act* states that children aged 6-17 must attend school, unless excused. Pupils must continue to attend school until they reach the age of 18 or until they graduate.

Compulsory School Age for the Current School Year

If the pupil’s 18 th birthday occurs between:	The last compulsory school day is:
January 1 and June 30, 2026	The day before the pupil’s birthday
July 1 and August 31, 2025	June 30, 2025
September 1 and December 31, 2025	June 30, 2025

Regular Absence (“A”)

For a regular absence, enter “A” in a pupil’s Daily Attendance Record indicating “absent in morning”, “absent in afternoon”, or “absent all day”, as appropriate. Enter the reason in the school Daily Absence Report (Daily Telephone Contact List).

However, if a reason is provided by the parent/guardian (or if the pupil is an adult) that fulfills the criteria to use the “G” code, the “G” code may be used to record the absence.

Absence from an Examination

If a pupil is absent from a scheduled examination, enter “A” in the pupil’s Daily Attendance Record indicating “absent in morning,” “absent in afternoon,” or “absent all day,” as appropriate. Enter “absent from an examination” and the reason for missing the examination in the school Daily Absence Report (Daily Telephone Contact List). This includes a pupil missing the Ontario Secondary School Literacy Test (OSSLT) without supporting documentation.

Elementary School Pupils – Safe Arrivals

In an elementary school, when regular attendance-taking shows that a pupil is absent and that his or her parent/guardian has not informed the school of the absence, the principal, in accordance with policies established by the school board on safe arrivals, should ensure that the school immediately contacts the parent/guardian to find out if he or she is aware of the pupil’s absence. School boards are advised to review and update their Safe Arrivals procedures and processes to align with remote learning related measures put in place (which may include an adapted school day) and ensure changes are communicated to parents/guardians.

Secondary School Pupils

Where a secondary pupil has been absent for several consecutive school days without an acceptable explanation, it is recommended that this absence be reported to the vice-principal or principal.

If a pupil has been absent from a course for 15 consecutive scheduled days without appropriate supporting documentation, follow the procedures given under “Absence from a Course for 15 Consecutive Scheduled Days.”

General Absence Days (“G” Days)

Absence of All Pupils

Enter “G” for a general absence day and specify the reason for the absence (type of “G” day absence) in each pupil’s Daily Attendance Record. The date and the reason must also be entered in the Daily Absence Report (Daily Telephone Contact List) for the school.

The following are acceptable reasons for assigning a “G” day for all pupils:

- The school is closed under the *Health Protection and Promotion Act*.
- The day is a legally proclaimed municipal holiday.
- The day is a holy day.
- Inclement weather (e.g., a snowstorm) prevents the pupils from going to school, including pupils who take the school bus, who are driven to school, or who walk to school.
- The school heating plant breaks down or a failure of an essential utility or similar emergency.
- The school is closed due to an emergency for safety reasons.
- The school is closed for the day by the Lieutenant Governor in Council or the Minister.
- The school is closed because of a withdrawal of services by school board employees.

To increase the precision of the attendance data collected through OnSIS, school boards must separately track and report on the number of days that each pupil is absent as a result of a school closure during which no instruction is offered (i.e., remote learning is not provided).

If during any of the days listed above the school offers remote learning and the pupil participates, they should be marked present. School boards have the flexibility to determine what constitutes as participation (i.e., phone call, email to a teacher, handing in assigned work, etc.) to address the potential varying needs of their school community. If the pupil does not participate, they should be marked with the “G” code.

Absence of an Individual Pupil

Enter “G” for a general absence day and specify the reason for the absence (type of “G” day absence) in each pupil’s Daily Attendance Record. The date and the reason must also be entered in the Daily Absence Report (Daily Telephone Contact List) for the school. The following are acceptable reasons for assigning a “G” day for an individual pupil:

- The day is a holy day for the pupil.
- The day is a cultural day for the pupil.²⁵
- The pupil is under bereavement.²⁶
- The pupil is participating in the non-academic component of a Supervised Alternative Learning (SAL) program in accordance with Ontario Regulation 374/10.
- Inclement weather (e.g., a snowstorm) prevents the pupil from going to school, including a pupil who takes the school bus, who is driven to school, or who walks to school.
- The pupil is receiving private instruction in music for up to a half day in any week.
- The pupil is serving in the Ontario Legislature as a legislative page.
- The pupil is participating in Take Your Kids to Work day.
- The pupil is excused from class during a period of staggered admission (see “Staggered Admission”).
- The pupil is absent for reasons of safety during a period when services have been withdrawn by school board employees.
- The pupil is participating in a short-term educational exchange program (see “Short-Term Exchange (Less Than 5 Months)”).
- The pupil is unable to attend school because of a public transit strike.
- The pupil is absent or excused, as authorized under the *Education Act* and/or regulations made under the act.
- The pupil is not scheduled for an examination during the examination period.
- The pupil has been excused from writing the OSSLT.
- The pupil is under suspension.
- The pupil has provided supporting documentation that would change their absence from a “Regular Absence” to an excused “General Absence”. See “Excused Absence” section. The pupil is participating in a field trip or school orchestrated sports trip for classes/periods that are unrelated to the trip. For clarity, “G” day applies to the classes/periods that are not related to the field/school orchestrated sports trip.

Suspended Pupils

The absence of a suspended pupil is recorded with “G” on the enrolment register for the length of the suspension. The length of suspension should not be extended as a result of professional activity (PA) days or “G” days where all pupils are absent (e.g., inclement weather). In the event that the pupil does

²⁵ Given the undefined nature of “cultural” days, determining what is considered a cultural day is at the discretion of the school board.

²⁶ Determining what is considered an absence for bereavement, the length of absence, and what relationship to the deceased qualifies as a legitimate absence for bereavement purposes is at the discretion of the school board.

not attend school on the day following the last day of suspension the prolonged absence procedure should be followed.

Subsections 306(4) and 306(5) of the *Education Act* refer to the duration of a suspension and the assignment of a pupil to a program for suspended pupils. Suspensions can last for no less than one school day and no more than twenty school days. As per direction in Policy/Program Memorandum 141, if the suspension is less than six days, school boards should provide a homework package to help ensure the pupils do not fall behind in their schoolwork. The suspended pupil should be assigned a program for suspended pupils if the suspension is more than five school days. The principal will ensure that appropriate documentation of the suspension is retained and that the appropriate school staff are given the names of all pupils who have been suspended.

O. Reg. 440/20 (Suspension of Elementary School Pupils) removes the principal's discretion to suspend pupils in Junior Kindergarten to Grade 3 for activities listed in subsection 306(1) of the *Education Act*.

Where a principal is suspending a pupil for bullying under s. 310(1) 7.1, the requirement that "the pupil has previously been suspended for engaging in bullying" no longer applies to pupils in Junior Kindergarten to Grade 3. The remaining requirement, that "the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person" remains in effect. The regulation also requires principals to undertake an investigation into the allegations before a mandatory suspension can be imposed on pupils enrolled in Junior Kindergarten to Grade 3 for activities listed in subsection 310(1).

Excluded Pupils

Pupils excluded under clause 265(1)(m) of the *Education Act* should not be demitted from the enrolment register as the school board is actively working to re-integrate the pupil back into the education system.

During the exclusion period, the pupil's absence is recorded with a "G" on the Daily Attendance Record.

To increase the precision of the attendance data collected through OnSIS, school boards must separately track and report on the number of days and reason that each pupil is absent during the exclusion as defined under 265(1)(m) of the *Education Act*.

An excluded pupil can remain on the enrolment register until the end of the current school year if the school board is actively working to re-integrate the pupil back into the education system.

Retain the following for audit purposes:

- Documentation that shows the reason for the exclusion
- Documentation of successful notification of exclusion and the response between the school board and the pupil (if the pupil is an adult) or the pupil's parent/guardian
- Documentation of the plan (signed by the principal) to re-integrate the pupil into the education system
- Documentation of communication with other parties involved with re-engaging the pupil (e.g., social agencies)
- Data on the number of pupils who have been excluded during the school year (including the name of pupil, OEN, length of exclusion, and reason for exclusion)

Non-instructional Days ("N" Days)

Non-instructional, or "N," days are full days, mornings, or afternoons in the school calendar for which individual pupils are not scheduled for instruction. For secondary pupils, "N" days are full days, courses/classes for which individual pupils are not scheduled for instruction.

For funding purposes, the time recorded with “N” code is to be counted as 0 minutes of instruction on the pupil’s timetable.

For the purpose of keeping cumulative attendance records, “N” days are not regular days of absence (indicated with an “A”), nor are they General Absence (“G” days).

The following are examples of reasons for assigning a “N” day for an individual pupil:

- Part-Time pupils who are not scheduled for classes on certain full days, mornings, or afternoons in their school cycle (for example, a pupil on a part-time, modified schedule).
- The pupil is receiving private instruction in music exceeding half of a day in any week.
- The pupil is receiving private training/instruction in athletics.
- Pupils with autism spectrum disorder who are receiving Ministry of Children, Community and Social Services (MCCSS) or privately funded supports and services, regardless of the amount of classroom instructional time for which the pupil is registered.
- The pupil is attending Care and Treatment Education Programs (CTEP). The pupil has been provided with initial academic assessment services by the school board immediately prior to entering school.
- The pupil is starting after October 31 can be added to the enrolment register on October 30 with an “N” code and 0 minutes of instruction to ensure they are included in the OnSIS submission without generating ADE/funding before they begin attending school (i.e. pupils who begin in the second quadmester).

See “*Determining Pupils’ Enrolment Status*” section on the adjustments of a pupil’s status based on minutes of instruction.

See Sample 4 in Appendix B.

Excused Pupils

Pupils Excused under Subsection 23(3) of Regulation 298

Policies regarding excused pupils apply to all pupils (of compulsory and non-compulsory age) who are registered for classroom instruction and who are attending classes regularly.

Pupil attendance may be excused by the principal, in accordance with subsection 23(3) of Regulation 298, “Operation of Schools – General.” The parent/guardian of the pupil *or* the pupil (if the pupil is an adult) must submit a request in writing (email or letter) to the principal, requesting that the pupil be excused for a specified time frame (e.g., vacation, family obligation, mental health absences without appropriate supporting documentations, or other reason approved by the principal). The time frame can be greater than 15 days but must be explicitly stated and cannot be indefinite or until further notice²⁷. If the period of excusal exceeds 15 consecutive school days, the school must provide a program of study²⁸ in order for the pupil to remain on the enrolment register (see “Program of Study” section). Appropriate supporting documentation (i.e., the letter or email) and the certification by the principal that a program of study was assigned to the pupil must be retained on file for audit purposes. A referral to the attendance counsellor is not required.

²⁷ The pupil can be absent for more than 15 consecutive school days if they provide the appropriate supporting documentation with the time frame of their absence explicitly stated.

²⁸ School boards should determine an appropriate program of study for pupils. In general, a program of study should be an academic program to help the pupil fulfill curricular expectations during the period of absence and to ensure that pupil can complete all courses upon the return to school.

The pupil should be marked with a “G” on the student’s daily attendance for each day of the excusal period on the timetable they had prior to the excusal.

When the pupil returns to school on the date specified in the letter and begins to attend school regularly, record their attendance in the usual way.

If the pupil does not return to school on the date specified in the letter, mark their absence with an “A.”

If the pupil is absent for 15 consecutive school days, follow the procedures required for prolonged absence (see the “Prolonged Absence” section).

Program of Study

For excused pupils under subsection 23(3) of Regulation 298, in order for a student to remain on the enrolment register, the school must provide a program of study for pupils who have been excused from school for periods that exceed 15 consecutive school days (e.g., a vacation, family obligation, or mental health absences without appropriate supporting documentation).

A program of study is intended as a temporary measure, and there is an expectation that the pupil will return to school to complete all courses. The ministry’s expectation is that the educators determine the lesson work that will be missed while the pupil is away and assign an appropriate program of study. The program of study provided should be an academic program that follows the curriculum of the grade/course and include the necessary materials to ensure the pupil can successfully complete the course/grade upon the return to school.

A program of study could include participation in remote learning.

If the school does not provide a program of study and the pupil has been excused from school for a period of time exceeding 15 consecutive school days, the pupil should be retired from the enrolment register on the day immediately after the last day in attendance.

Medical Absence

In the case of a pupil who is unable to attend school for medical reasons, their absence must be excused under s. 21(2)(b) (“by reason of sickness or other unavoidable cause”) of the Education Act. The pupil’s name will be retained on the enrolment register either for the period of time specified on appropriate supporting documentation provided by a regulated health professional²⁹ or only up to the end of the current school year, whichever is applicable. Supporting documentation from a registered social worker in good standing with the Ontario College of Social Workers and Social Services Workers is also acceptable for a mental health absence. Appropriate documentation must be retained on file. A referral to an attendance counsellor is not required. (See Sample 3 in Appendix B.)

The pupil should be marked with a “G” on the enrolment register, when they are unable to attend, during the period of medical absence on the same timetable the student had prior to their medical absence.

Students excused for medical absences are not required to be provided a Program of Study. However, during a medical absence, the principal may make a teacher available to provide the pupil with Home Instruction. However, homework is not the same as Home Instruction. See “Home Instruction” for details.

²⁹ [List of regulated health professionals](#)

When the pupil returns to school on the date specified, record their attendance in the usual way.

If the pupil does not return to school on the date specified in the supporting documentation, mark their absence with an “A.” If the pupil is absent for fifteen (15) consecutive school days, follow the procedures required for prolonged absence (see “Prolonged Absence” section).

Mental Health Absence

The Ministry of Education’s [Policy/Program Memorandum \(PPM\) 169- Student Mental Health](#) states that if students are unable to attend school due to a mental health concern, their absence must be excused under s. 21(2)(b) “by reason of sickness or other unavoidable cause” of the *Education Act*.

Please see the “Medical Absences” section for documentation and other requirements relating to excusing these absences.

Should the pupil be unable to provide appropriate supporting documentation for the absence, a principal may still excuse the pupil from attendance at school with the written request of the parent or pupil where the pupil is an adult. Please see the “Pupils Excused under Subsection 23(3) of Regulation 298” and “Program of Study” sections for requirements relating to excusing these mental health absences.

To align with the expectations of the mental health absences requirement of PPM 169, school boards should be reviewing their protocols to ensure there are processes in place to connect students that have been absent for mental health and/or addiction related issues with appropriate supports. This is true whether the student is absent for an extended period or single day, or if the absence is not excused.

Depending on the scenario, there may be times when a student is experiencing mental health concerns but is able to attend programs, such as:

- Board remote learning programs;
- Remote learning through TVO/ILC or TFO/consortium;
- Adult learning; and/or
- Any other alternative program that the board may offer.

If the pupil participates in these programs, attendance should be taken in accordance with the program the pupil is attending. If excused by the principal for a mental health absence, the pupil should be marked with a G code in their existing classes, and participation in these programs would not increase the pupil’s FTE. Alternatively, instead of an excusal, the pupil could be transferred into the program and the FTE would be based on their new program/timetable.

Documentation of Excused Absences for Audit Purposes

Each school board is required to retain the following for audit purposes:

- The letter in which a parent/guardian of the pupil, or the pupil (if the pupil is an adult), requests that the pupil be excused for a specified period of absence under subsection 23(3) of Regulation 298
- The certification by the principal that a program of study was assigned to the pupil excused under s. 23(3) of Regulation 298
- The appropriate supporting documentation for a medical excusal

See also the list of required documentation under “Prolonged Absence” if the excused absence becomes an unexcused absence.

Prolonged Absence

For a pupil that has been absent for 15 consecutive school days without appropriate documentation to be excused, enter “A” for each day of absence. See the definitions below. For pupils who are absent for 15 consecutive days in *a course*, but attending others, please refer to the “Absence from a Course for 15 Consecutive Scheduled Days” section.

The prolonged absence procedure, outlined below, is divided into 15-day subsequent periods of consecutive absence (1-15, 16-30, 31-45, and 46-60 or more if applicable).

Prolonged Absence

“Prolonged absence” is defined as the absence of a pupil for 15 consecutive school days without appropriate supporting documentation. It is an unexcused absence. A “G” day, an “N” day, or a “PA” (professional activity) day occurring within an otherwise unbroken series of 15 school days of absence does not break or add to the series.

School Day

For the purposes of determining prolonged absences, a “school day” is defined as follows:

- *Elementary schools*: the entire instructional program
- *Secondary schools*: all scheduled classes in all courses in which a pupil is enrolled

Prolonged Absences at the Beginning/End of the School Year

A pupil that was on a prolonged absence at the end of the previous school year can continue the prolonged absence procedure into the next school year (if applicable). At the beginning of the next school year, the prolonged absence procedure should start at the first day of the 15-day series they were in the previous school year (e.g., if the last school day was consecutive absences 34, the next school year the prolonged absence procedure would be for absence of 31–45 days).

If a pupil aged 14-17 reached 60 days of the prolonged absence, they would have been removed from the enrolment register on the 61st day of absence in the previous school year and would not restart the prolonged absence procedure at the start of the school year.

Absence of 1–15 Consecutive School Days without Supporting Documentation

Determining whether this pupil should be shown as a retirement on the enrolment register (i.e., retired) depends on the age of the pupil (non-compulsory or compulsory age).

If the pupil is *not of compulsory school age*, a referral to the attendance counsellor³⁰ is not required.

- Retire the pupil from the enrolment register on the day immediately after the last day in attendance.

If the pupil *is of compulsory school age* and a referral is *not made* to the attendance counsellor between the 11th and 16th day³¹ of consecutive absence, proceed as follows:

- Retire the pupil from the enrolment register on the day immediately after the last day in attendance.

³⁰ For more information on the roles and responsibilities of an attendance counsellor refer to Section 25 of the *Education Act*.

³¹ If a referral is made to the attendance counsellor after the 16th day of consecutive absence, the pupil must be removed from the enrolment register the day after the last day in attendance and not put back on the enrolment register until they begin attending school again.

If the pupil *is of compulsory school age* and a referral is made to the attendance counsellor between the 11th and 16th day of consecutive absence (document the principal's or vice principal's referral in the pupil's file), the referral to the attendance counsellor allows the pupil to remain on the enrolment register for the first 15-day period of absence. Proceed as follows:

- Indicate the days of absence with an "A" on the pupil's Daily Attendance Record; and
- Indicate the referral with a "C" in the pupil's Daily Attendance Record between the 11th and 16th day.

If the pupil returns on the 16th day, after 15 consecutive absences, the pupil shall remain on the enrolment register without the referral to the attendance counsellor.

For secondary pupils, if a pupil starts to attend one of their courses during a prolonged absence, the consecutive absence streak will break and the prolonged absence procedure will no longer be applicable.³² Schools should then evaluate if a pupil is receiving a minimum average of 210 minutes of classroom instruction per day and adjust the pupil's status accordingly, (i.e. if the pupil is receiving less than 210 minutes of classroom instruction, the pupil must be moved to the part-time enrolment register). See Sample 1 or 2 in Appendix B.

Absence of 16–30 Consecutive School Days without Supporting Documentation

Determining whether this pupil is retired from the enrolment register depends on the following two conditions:

1. The attendance counsellor must acknowledge to the principal that they will take on the case (document in pupil's file); and
2. There must be successful two-way contact/communication between the attendance counsellor and the pupil (only if the pupil is 16 or 17 years old and withdrawn from parental control) or the pupil's parent/guardian (enter "C" in the pupil's Daily Attendance Record on the *actual day* contact is made with the pupil, within this period). See Sample 1 or 2.

If either condition is not met, the pupil must be retired from the enrolment register on the 16th day of absence.

The attendance counsellor referral period (between day 11 and 16) is to provide some flexibility to principals/vice principals in making a referral as a pupil approaches a prolonged absence in excess of 15 days. Attendance counsellor two-way contact before a 15-day prolonged absence does not allow a pupil to be retained on the enrolment register for days 16 to 30. To remain on the enrolment register for the 16-to-30-day period, the existing prolonged absence procedures must be followed. (See Appendix D page 63).

Absence of 31–45 and 46–60 Consecutive Days without Supporting Documentation

Determining whether this pupil is retired from the enrolment register depends on the following two conditions:

1. The principal must receive a report from the attendance counsellor indicating that the pupil's file is still active, sometime *within* each subsequent 15-day period (document in pupil's file); and
2. There must be successful two-way contact/communication between the attendance counsellor and the pupil (only if the pupil is 16 or 17 years old and withdrawn from parental control) or the pupil's parent/guardian (enter "C" in the pupil's Daily Attendance Record on the *actual day* contact is made with the pupil, within each subsequent 15-day period).

³² If the pupil does not provide supporting documentation for the other course(s) the pupil has not attended, the pupil must be demitted from those course(s) on the day following the last day of successful contact.

If either condition is not met, the pupil must be retired from the enrolment register on the day following the last 15-day period of non-attendance (the 31st day, the 46th day, or the 61st day). (See Sample 1 in Appendix B.)

Length of Time an Absent Pupil with an Active File May Remain on the Enrolment Register

A pupil with an active file may remain on the enrolment register:

- Indefinitely if the pupil is 6-13 years of age, provided that the procedures required for prolonged absence are followed.
- For a maximum of 60 consecutive school days if the pupil is 14-17 years of age (remove the pupil's name from enrolment register on the 61st day of absence).
- If a pupil turns 14 during the prolonged absence, the school board will have 60 more days to continue the prolonged absence procedures beginning on the pupil's 14th birthday, regardless of whether they are in the elementary or secondary panel.

For samples, see Appendix B, and for charts of the procedures described above see Appendix D.

Attendance Counsellor Confirms the Pupil's File Is Inactive

Where, for any reason, the attendance counsellor confirms that the pupil's file has become inactive during a subsequent 15-day period (from day 16-30; from day 31-45; day 46-60, and so on, if applicable), the pupil must be retired from the enrolment register on the day following the date of previous successful contact *prior* to the file being deemed inactive.

Expectations for Two-Way Communication³³:

- The attendance counsellor needs to make successful two-way communication with the pupil (if the pupil is 16 or 17 years old and withdrawn from parental control) or the pupil's parent/guardian every 15 day-period in order to keep the pupil on the enrolment register. To keep a pupil on the enrolment register, it must be the attendance counsellor regularly connecting with the pupil (if the pupil is 16 or 17 years old and withdrawn from parental control) or the pupil's parent/guardian. If the pupil is 16 or 17 years old and withdrawn from parental control, the attendance counsellor may use the pupil as the primary contact for two-way communication in the context of the prolonged absence procedure.
- If the attendance counsellor is unsuccessful in their attempts to communicate with the pupil and/or the pupil's parent/guardian, then the pupil is retired from the enrolment register on the day immediately after the last 15-day period of non-attendance if successful two-way contact was not made.
- If at any point the attendance counsellor confirms the file is no longer active, then the pupil is retired from the enrolment register on the last day in which successful two-way contact was made.
- After the pupil is removed from the enrolment register, the principal must still attempt to contact the pupil and/or the pupil's parent/guardian.

There may be times when a principal (or other staff) has been able to make contact with the family (when the attendance counsellor has been unable to). If the principal (or other staff) has made successful two-way communication and this has been communicated with the attendance counsellor, and they both feel that this is in the best interest of the student and support the coding of a C on the enrolment register, then it may be coded as a C.

³³ Please note that under subsection 26(4) of the *Education Act*, attendance counsellors must provide a written warning of the consequences of non-attendance to the parents/guardians.

Absence from a Course for 15 Consecutive Scheduled Days

In accordance with the definition of a “school day” above, if a secondary pupil is attending some courses but has been absent from a course (or period if the course is scheduled for more than one period) or in their MSIP for 15 consecutive scheduled classes/periods without supporting documentation, the pupil will be deemed, for funding purposes, to have withdrawn from the course/period on the day immediately after the last day in attendance.

This applies when a secondary pupil is absent from some courses, while attending others. If the pupil is absent from all scheduled courses, the prolonged absence procedure should be followed.

If the pupil returns on day 16, they can remain on the register in the class/course for the period of absence. If the pupil no longer qualifies to be a full-time pupil as a result of this withdrawal, the pupil’s enrolment status must be changed to part-time. The pupil’s change in status must be recorded on the enrolment register as an “internal transfer,” as outlined under “Transfer and Retirement.”

School Board and Principal Responsibilities after a Pupil’s Name Is Removed from the Enrolment Register

The removal of a pupil’s name from the enrolment register for absenteeism does not mean that the pupil need not attend school. Attendance for pupils of compulsory school age is required under the *Education Act*, and the principal must ensure that the attendance counsellor is advised of the removal of the names of all such pupils from the enrolment register. Even after removing pupils of compulsory age from the enrolment register, school boards and/or schools must continue to attempt to re-engage to these pupils.

- If it is determined that the pupil’s absence raises concerns relating to the pupil’s safety or well-being, the principal should contact the relevant social agency/emergency services to establish if there is any knowledge of the pupil’s whereabouts or to confirm a change of address for the pupil if the pupil is of compulsory school age. If the pupil in question is a child in care, then the principal should consult guidance outlined in the school board’s Joint Protocol for Student Achievement (JPSA) to confirm a safe transition with the local Children’s Aid Society. If the pupil is 6-13 years of age, the school or school board must continue to make successful two-way contact with the pupil or the pupil’s parent/guardian every 15 days.
- If the pupil is 14-17 years of age, the school or school board is expected to contact the parent/guardian of these youth at a minimum, before the start of every semester to encourage them to return to school.

Summary of Required Documentation of Unexcused Absences for Audit Purposes

Each school board is required to retain the following for audit purposes:

- The principal’s or vice principal’s written referral to the attendance counsellor between the 11th and 16th day of absence
- The attendance counsellor’s written acceptance/refusal of the principal’s or vice principal’s referral
- Documentation of successful two-way contact between the attendance counsellor (or other staff) and the pupil or pupil’s parent/guardian
- A list of non-attending pupils who are 6-13 years old and who have been removed from the enrolment register of any schools of the school board because their attendance file is no longer active
- A list of non-attending pupils who are 14-17 years old and who have been removed from the enrolment register of any of the schools of the school board

Attendance of Children and Youth in Care

Regular attendance at school is critical for the pupil's learning. Regulation 298 under the *Education Act* requires a pupil of a school board to attend classes punctually and regularly. School boards must ensure children and youth in care of children's aid societies (including Indigenous children's aid societies) continue to be enrolled and attending school when they may be experiencing other disruptions in their lives including changes in residency.

To encourage regular attendance by pupils, schools will ensure that children and youth in care, and their parents, guardians, or caregivers are informed about the school's policy on attendance. Guardians (including children's aid societies) are responsible for communicating planned pupil absences or lateness to the school on a timely basis. For pupils with identified/prior attendance concerns, school staff, the children's aid society and the pupil may consider developing a pupil attendance plan.

Schools may wish to consult their school board policies including guidelines in the school board's JPSA to determine ways to support pupils, including reviewing how attendance counsellors and/or graduation coaches may be used to further support pupil attendance, engagement and well-being. Where persistent challenges occur to communicate with a child and youth in care or their parent, guardian, or caregiver, the school could reach out to the society responsible for the pupil. Education liaisons, who work in children's aid societies to collaborate with school boards to support children and youth in care, may also be contacted to address attendance concerns.

Specific Programs

Pupils in Educational Exchange Programs

The criteria for reciprocal educational exchange programs are outlined in the ministry's memorandum "Educational Exchange Programs" (Memorandum No. 2004:SB7, April 23, 2004).

For audit purposes, retain copies of the pupil exchange agreements and documents that support reciprocity.

Tuition fees are waived for pupils participating in educational exchange programs.

Record the enrolment of pupils participating in educational exchange programs between school boards or other educational authorities, in accordance with clause 49(7)(a) of the *Education Act*, as described below.

Long-Term Exchange (5 Months or More)

Where the duration of an educational exchange program is five months or more, record pupil enrolment as follows:

- The pupil leaving to go on an exchange must be shown as a "retirement." The date of the retirement is the day after the last day on which the pupil attended his or her home school.
- The pupil admitted to the school must be enrolled as a regular "external admission," and is a pupil of the board for the duration of his or her stay at the Ontario school.

There must be pupil reciprocity – that is, an actual exchange of pupils. An exchange can occur in two separate school years.

Short-Term Exchange (Less Than 5 Months)

Where the duration of an educational exchange program is less than 5 months and each side of the exchange occurs within the same school year, the school principal, at his or her discretion, may record the pupils as follows:

- The pupil leaving the school to go on the exchange remains on the enrolment register for the duration of the exchange. The pupil's attendance would be recorded with "G" on the enrolment register.

The pupil admitted to the school is *not* entered into the enrolment register for the duration of the exchange.

Programs for Expelled Pupils

Record the enrolment of a pupil who is participating in a program for expelled pupils in either the part-time or the full-time enrolment register, whichever register the pupil was enrolled in prior to the suspension.

Record the attendance of the pupil in the same way as the attendance of pupils in regular classroom programs. If a pupil does not complete the program requirements and is to be retired from the enrolment register, follow the instructions for recording retirements that are given under "Transfer and Retirement." Participation in these programs is voluntary. Referral to an attendance counsellor is not required.

Pupils in Education and Community Partnership Programs (ECP), Section 68 School Authority Schools, or Provincial or Demonstration Schools

Pupils enrolled in an ECP, in schools operated by hospital boards (section 68 school authorities), in Provincial Schools for the deaf, blind, and deaf-blind, or in Demonstration Schools must not be included on the enrolment register for the period of time, including transition periods, that they are attending these programs/schools.³⁴

Pupils admitted to an ECP, in accordance with the ministry's *Directives for Education and Community Partnership Programs (ECP)*, 2025-26 are students who are court-ordered into a youth justice secure or open custody/detention facility, an adult custodial facility serving youth or the Syl Apps Youth Centre and for those attending the provincial Child and Parent Resource Institute (CPRI) program.

Pupils in Care and Treatment Education Programs (CTEP)

Pupils admitted to a CTEP, in accordance with the ministry's *Directives for Care and Treatment Education Programs (CTEP)*, 2025-26, are those who cannot attend school because of their primary need for care and/or treatment.

CTEP pupils can remain on the enrolment register as a pupil of the board (POB) for the period of time they are attending this program. During their participation in CTEP, including transition periods, school boards are to report these pupils as follows:

- Record the daily attendance with an "N" code on the enrolment register,
- Record the pupil status as 0.0 Full-Time Equivalent (FTE), and
- Record the pupil as a "shared pupil" with the CTEP BSID (see "shared pupil section").

Attendance while participating in the CTEP should only be tracked under the CTEP BSID. Upon a pupil's full transition back to their home school, normal attendance coding should resume. Funding for these

³⁴ Centre Jules-Léger Consortium (CJLC) is included under "Provincial and Demonstration Schools".

pupils would resume only once they are no longer participating in the CTEP. For example, if the pupil is continuing in an online course while participating in the CTEP, attendance in that online course would not be recorded on the register.

A pupil who starts the school year participating in a CTEP may be added to the enrolment register at the start of the next school year (recorded with the “N” code, as 0.0 FTE, and recorded as “shared pupil”).

RECIPROCAL EDUCATION APPROACH

The Reciprocal Education Approach (REA) is a legislative framework that came into effect on September 1, 2019, and is designed to improve access to education for First Nation pupils by removing the requirement for First Nations and school boards to enter into an agreement for the base tuition fee.

When requirements and eligibility criteria are met, the REA requires that school boards:

- Admit First Nation pupils, who ordinarily reside on-reserve, to a school of the school board; or
- Provide funding support for pupils who would ordinarily be eligible to be pupils of the board to attend a First Nation/federally-operated school.

An overview of the REA reporting requirements is included below. For more details regarding REA requirements, please refer to the *REA Instructions for First Nations and School Boards*.

Existing Education Services Agreements and Reverse Education Services Agreements (ESAs/RESAs) between First Nations and school boards are still valid.

Registering with a School of a School Board

For a pupil residing off-reserve wishing to attend a First Nation/federally-operated school under the REA:

Written notice must be provided to the school of a school board at which the pupil is registered or will register (i.e., a school in the catchment area in which the pupil currently resides) to trigger the school board's obligations under the REA. Once this condition is met, school boards must verify the pupil's eligibility to be a pupil of the board in accordance with the ministry's enrolment policies as set out in this document.

A pupil who is currently enrolled at a school of a school board prior to delivering the written notice is only required to deliver a complete written notice to the school in which the pupil is currently enrolled. No further action is required from the school board, aside from removing the pupil from the day school enrolment register and placing the student on the Student Information Report. The pupil may begin attending the First Nation school, subject to that First Nation school's admission policies.

If the pupil is not currently registered as a pupil of the board, the school that receives the written notice must work with the pupil, the parents/guardians or another authorized person³⁵ to register with that school. It is the parent/guardian, the pupil or another authorized person's responsibility to provide supporting documentation to the school board demonstrating that the pupil is eligible to be enrolled as a pupil of the board, including:

- Their right to permanently remain in Canada (e.g., band membership, citizenship status); and
- Their home address(es)

³⁵ A person who is authorized in writing by the parent, guardian or student to provide the notice; a person who facilitates the student's access to education; or a person from the student's extended family, as defined in the *Child Youth and Family Services Act*, 2017.

If the pupil demonstrates that they are under the age of 21 years old by December 31 of the current school year, a resident of Ontario and eligible to be registered as a pupil of the board, and the written notice requirements have been met, the school board must enrol the pupil by including the pupil on the Student Information Report.

The pupil must be added to the Student Information Report which acts as an enrolment register for pupils eligible to attend a First Nation/federally-operated school under REA for the current school year. This report must be submitted to the ministry in order for the school board to receive funding for REA pupils. Please note that the ministry has provided an updated template for the Student Information Report for the 2024-25 school year. Instructions on the submission of these reports will be available in the *REA Instructions for First Nations and School Boards*.

These pupils must not be included on the Enrolment Register for Day School pupils. If the pupil was previously attending a school of the school board as a pupil of the board, that pupil must be removed from the enrolment register and placed on the Student Information Report when the above requirements have been met, and the pupil begins attending the First Nation/federally-operated school.

For a First Nation pupil residing on reserve wishing to attend a school of a school board:

Written notice must be delivered to the school of a school board at which the pupil is registered or will register in order to trigger the school board's obligations under the REA. A pupil is eligible to attend a school of a school board under the REA if:

- The pupil is eligible to receive funding for elementary or secondary education from the Federal Government, a band, a council of a band, or an education authority that is authorized by a band or a council of a band or by the Federal Government; and
- The pupil ordinarily resides on a reserve within the meaning of the *Indian Act* (Canada).

The eligibility requirements noted above will be demonstrated by way of the written notice form delivered to the school of a school board. No further eligibility requirements must be met (i.e., pupil is not required to meet eligibility criteria listed in the previous section demonstrating the pupil is eligible to be enrolled as a pupil of the board).

A pupil who is currently registered or attending a school of a school board is only required to deliver a valid written notice form to the school in which the pupil is currently registered or attending and will require no further action.

These pupils should be listed on the Enrolment Register for Day school pupils as "Other Pupils" with the appropriate school board residence status type.

Ontario Student Record (OSR) and Ontario Education Number (OEN) Requirements under REA:

OSR REQUIREMENTS

The written notice form submitted to a school of a school board includes key information and obligations in Section 1 to support the complete registration and transfer of a pupil, including:

- the pupil's OEN number, if available, and
- a commitment to, or a request from, the First Nation entity to transfer the pupil's OSR

It is not necessary to use the written notice form in order to request transfer of a pupil's OSR. Any written request that sets out the information needed as outlined in the OSR Guideline, should be acted upon.

If a pupil will be attending a school of a school board, the school board is encouraged to contact the First Nation entity to confirm if an OSR exists for the pupil in question and request the First Nation entity transfer the record if it exists.

If it has been ascertained that an OSR does not exist or is not available, then the school board should create an OSR for the pupil for its own records (pupil will be attending a school of the school board) or create and prioritize the transfer of the new OSR to the First Nation entity that operates the school the pupil intends to attend.

As detailed in the Ontario Student Record (OSR) Guideline, 2000 (revised 2020), First Nation/federally-operated schools may, but are not required to, establish and maintain an OSR for their pupils.

For more details regarding REA requirements, please refer to the *REA Instructions for First Nations and School Boards*.

OEN REQUIREMENTS

In the case where an OEN was not provided in the written notice form, it is recommended that the school board contact the respective First Nation/federally-operated school to confirm if an OEN exists for the pupil in question. If not, the school board should search the OEN Registry to verify that an OEN was never assigned to the pupil by another school. If it has been ascertained, from both sources, that an OEN was not previously provided, then the school board should assign an OEN to the pupil. The new OEN should then be shared with the First Nation entity that operates the school the pupil intends to attend.

School boards are encouraged to take the steps above for both pupils transferring from within the school board's jurisdiction, and those transferring from outside the school board's jurisdiction (i.e. First Nation/federally-operated schools), respectively.

THE INDEPENDENT STUDY AND ONLINE LEARNING REGISTER FOR DAY SCHOOL PUPILS

General Requirements

The principal must sign the completed Independent Study and Online Learning Register for Day School Pupils, certifying that the information given in the “Course Data” and “Pupil Data” sections are correct. The signature can be in electronic form.

As stated in the section “Reporting in the Ontario School Information System (OnSIS),” school boards will report pupil enrolment data only through OnSIS.

The principal must ensure that all teachers of pupils whose enrolment is recorded in the Independent Study and Online Learning Register for Day School Pupils are regular day school teachers employed by the school board or occasional teachers employed by the school board to teach as substitutes for teachers who are members of the school board’s regular day school teaching staff.

All pupils who are adults must be indicated with “A” in the “Adult” column on the enrolment register – that is, pupils who are already 21 years of age or over or who will turn 21 on or before December 31, 2025.

Pupil Eligibility

A pupil taking an independent study course must meet the following criteria:

- The pupil is a day school pupil.
- The pupil may be enrolled as a Full-Time day school pupil on the October and/or March enrolment-count dates. However, *these pupils are not eligible for funding* and their lessons/work units marked *must not* be included in the total number of lessons/work units submitted to OnSIS for funding purposes.
 - For pupils enrolled as FT on the October enrolment-count date, the number of lessons/work units marked must be subtracted from the total number of lessons/work units marked during the period September 1, 2025, to January 31, 2026. Likewise, for pupils enrolled as FT on the March enrolment-count date, the number of lessons/work units marked must be subtracted from the total number of lessons/work units marked during the period February 1, 2026, to June 30, 2026.
- The provisions regarding the OSR apply to the pupil.

Note that a pupil enrolled exclusively in courses taken through independent study will be included in this enrolment register.

Course Eligibility

An independent study course must meet the following criteria:

- The course is a credit course that meets ministry program and diploma requirements.
- The course is offered during the school year from September 2025 to June 2026.
- The course is divided into a number of specific units of work that are similar in value, and these units are used to measure the pupil’s progress.
- No part of the course is used as credit towards a course in which the pupil is enrolled as a Part-Time pupil.

Teacher Contact

The following requirements must be met:

- For a course with a credit value of 1, there must be a minimum of 10 scheduled teacher-contact sessions of at least one-half hour in duration each, and the total number of hours of such sessions must be at least 10 hours. These sessions must be scheduled to occur during the regular school day.
- For a course with a credit value greater than 1, a proportionate increase is required in the minimum number of teacher-contact sessions and the total number of session hours.
- Teacher-contact sessions that are missed must be rescheduled. Pupils who are not meeting the criterion of regular attendance must be retired from the enrolment register (see “Transfer and Retirement”).

Pupils with Over 34 Credits

The work units completed must be prorated between “regular” and “high-credit” based on the high-credit factor, and the totals must be indicated for pupils of the board. These data must be transferred to “Pupil Data” in the “Data Summary” section of the enrolment register.

Funding Considerations

Funding is generated based on work units completed. Work units do not have to be completed successfully to generate funding. The number of work units completed by a pupil must not exceed the number required to complete the course.

For example, if an independent study course is divided into 20 units of work, and the pupil completes 5 out of the 20 work units required to complete the course, the pupil would generate 0.25 of the total funding for that course. The maximum number of units per credit course would be capped at 20.

For funding purposes, units of work are reported through OnSIS on the October, March and June count dates.

Online Learning

Enrolment in online learning courses is normally recorded in the day school enrolment register in the same way as enrolment in courses delivered in the classroom.

The *only exception* is the recording of enrolment for pupils who decline to enrol in a school of the local district school board – usually pupils receiving home schooling or attending a private school. The enrolment of these pupils in an online learning course must be recorded in the Independent Study and Online Learning Register for Day School Pupils by the (out-of-district) school that is offering the online learning course. See also the section “Online Courses.”

COMPLETING THE SUMMARIES

Attendance Summaries

For each month, ensure that the computerized system has entered the following in the Daily Attendance Record for each pupil:

- The number of times the pupil was late
- The number of days the pupil was absent (“A”)
- The cumulative times late and days absent

At the end of the year, ensure that the system has entered the total number of times late and days absent under “Year Totals.”

“G” days, “PA” days, and “N” days must not also be counted as days of absence.

Enrolment Summaries

This section outlines the requirements related to all the components of the enrolment summaries:

- Enrolment Details Records (for Full-Time and Part-Time pupils)
- Monthly Enrolment Summaries (for Full-Time pupils)
- Enrolment Summaries (for Full-Time pupils who are under 21 years of age and for Part-Time pupils)

The principal must ensure that all enrolment summaries are reviewed for accuracy at the end of each month and retained for audit purposes for the current school year and the previous two school years.

All three enrolment summaries must be retained separately for *each* of the groups of pupils indicated in the chart below.

	Elementary	Secondary
Full-Time Pupils	<ul style="list-style-type: none">• Junior Kindergarten*• Kindergarten*• Grades 1 to 3*• Grades 4 to 8*	<ul style="list-style-type: none">• Grades 9 to 12, under age 21 on December 31, 2025• Grades 9 to 12, age 21 or over on December 31, 2025
Part-Time Pupils	<ul style="list-style-type: none">• Junior Kindergarten <i>and</i> Kindergarten (together)• Grades 1 to 3• Grades 4 to 8	<ul style="list-style-type: none">• Grades 9 to 12, under age 21 on December 31, 2025• Grades 9 to 12, age 21 or over on December 31, 2025

*Note that internal transfers during the school year between Junior Kindergarten and Kindergarten and between Grades 3 and 4 must be indicated in the Enrolment Details Records and the Monthly Enrolment Summaries.

See the chart “Data and Information Required for Audit Purposes” below for the content of all summaries. Samples are provided in Appendix A.

Calculating Net Enrolment for Monthly Enrolment Summaries

Begin with a “nil” enrolment in September. To calculate the net enrolment for September, take the sum of the admissions and subtract the sum of the transfers and retirements.

To calculate the net enrolment for all subsequent months, take the enrolment for the last school day of the previous month, add the sum of the admissions for the current month, and subtract the sum of the transfers and retirements for the current month.

Data and Information Required for Audit Purposes

The required data and the requirements for the summaries are listed in the chart that follows.

Enrolment Records and Summaries	Retention Rules
<p>Enrolment Details Records for Full-Time and Part-Time Pupils – must show the data and information listed below:</p> <ul style="list-style-type: none"> • Ontario Education Number (OEN) • Pupil name • Grade • Dates of admission, transfer, and retirement to date • “OP” for pupils who are not pupils of the board, and name of person or organization responsible for payment of fees • “A” in the “Adult” column for adult pupils • Internal transfers during the school year between JK and K and between Grades 3 and 4 	<p>Print out at the end of the school year in June and retain with principal’s certification if the school board does not have the capacity to store electronically.</p> <p>If stored electronically, show the enrolment-count dates and retain with the principal’s certification (paper or electronic).</p>
<p>Monthly Enrolment Summaries for Full-Time Pupils Only – must show the data and information listed below:</p> <ul style="list-style-type: none"> • All changes in enrolment during each month, including total number of admissions, transfers, and retirements • Internal transfers during the school year between JK and K and between Grades 3 and 4 <p><i>For October and March, enter at the bottom of the summary:</i></p> <ul style="list-style-type: none"> • Net enrolment on the last school day of the month • Total number of pupils of the board • Total number of other pupils 	<p>Print out for October and March count dates and at the end of school year in June and retain with principal’s certification.</p>
<p>Enrolment Summaries (for Full-Time and Part-Time secondary pupils who are under 21 years of age and for Part-Time elementary pupils) – must show the data and information listed below:</p> <ul style="list-style-type: none"> • Pupil name • “OP” for pupils who are not pupils of the board • Total number of minutes in cycle • Total number of pupils of the board and other pupils, separately • School Full-Time equivalency (FTE) data for <i>Part-Time pupils</i> of the school board and separately for other pupils for the months of October and March • “Regular” and “high-credit” minutes of instruction and Full-Time equivalency for <i>secondary pupils</i> (FTE) data on the October and March enrolment-count dates 	<p>Print out at the end of school year in June and retain with principal’s certification.</p>

APPENDICES

Appendix A: Samples of Enrolment Details Records and Enrolment Summaries

Samples for both elementary schools and secondary schools are provided on the following pages. They show the enrolment information that must be recorded and reported in accordance with the requirements outlined in this document. Note that the samples are not related to a particular school year.

Elementary Schools

- Elementary School: Enrolment Details Records for Full-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Enrolment Details Records for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8
- Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8
- Elementary School: Enrolment Details Records for Part-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Enrolment Details Records for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8
- Elementary School: Enrolment Summaries for Part-Time Pupils in Junior Kindergarten and Kindergarten
- Elementary School: Enrolment Summaries for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Secondary Schools

- Secondary School: Enrolment Details Record for Full-Time Pupils
- Secondary School: Enrolment Summary with Regular and High-Credit Data for Full-Time Pupils Under 21 Years of Age
- Secondary School: Monthly Enrolment Summaries for Full-Time Pupils
- Secondary School: Enrolment Details Record for Part-Time Pupils
- Secondary School: Enrolment Summaries for Part-Time Pupils

Elementary School: Enrolment Details Records for Full-Time Pupils in Junior Kindergarten and Kindergarten

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Junior Kindergarten

OP	Pupil OEN*	Pupil Name	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	JK	Sep 07				
	021-533-286	Bibi, Zainab	JK	Sep 07				
	021-533-858	Blackwell, John	JK		Sep 07			
	021-533-062	Caruso, Mary	JK		Sep 13			
	036-992-472	Christie, Dave	JK		Oct 13			
	036-221-497	Ennis, Dawn	JK		Mar 04			
	021-533-005	Figueroa, Roberta	JK		Sep 09			
	021-533-096	Goiree, Atheel	JK		Sep 22			
	079-341-222	Javed, Asim	JK	Sep 07				
OP	005-005-005	Nichols, Paul	JK		Sep 15		Sep 29	
		Paid by Mnjikaning First Nation Education Authority						
	021-533-336	Scott, Kelly	JK	Sep 07				
	444-444-444	Tumminieri, Rosa	JK	Sep 07				
	021-453-245	Upton, Marie	JK	Oct 06				
	021-533-344	Vezina, Philip	JK	Sep 07				
	062-555-121	Wood, Susan	JK	Sep 07		Sep 24		
	072-413-521	Young, Malcolm	JK	Sep 07				Feb 04

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Kindergarten

OP	Pupil OEN*	Pupil Name	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-583	Akoodie, Mohammed	K	Sep 07				May 06
	021-533-617	Baker, Catherine	K	Sep 23				Sep 29
	021-533-039	Burntyk, Wayne	K	Sep 07		Sep 22		
	989-898-987	Dimson, Nicole	K		Sep 17			
	021-533-104	Ellis, Geoff	K	Sep 07				
	021-533-328	Hare, Diane	K	Sep 22				
	087-453-695	Jordan, Paul	K	Sep 07				
	021-533-419	McCormick, Peggy	K	Sep 17				
	777-777-772	Lei, Man Ying	K	Sep 07				
	021-533-575	Morin, Robert	K	Sep 07				
	021-533-427	Morris, Paul	K	Sep 07				
	021-533-591	Trent, Nellie	K	Sep 07	Jan 12			Sep 15
	021-533-435	Urman, Mildred	K	Sep 07		Oct 22		
	089-762-494	Vokey, Stanley	K	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	K		Oct 12			
OP	091-423-132	Xenos, Paul	K	Sep 15				
		Paid by parent living outside Ontario						
	083-364-972	Yee, Cho Chip	K		Sep 07			
	032-534-925	Zeppa, Roy	K	Sep 23				

*OEN = Ontario Education Number

Elementary School: Enrolment Details Records for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Grades 1 to 3

OP	Pupil OEN*	Pupil Name	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-583	Akoodie, Mohammed	01	Sep 07				May 12
	021-533-286	Bright, Andrew	03	Sep 07				
	021-533-858	Burtnyk, Wayne	02		Sep 07			
	021-533-104	Ellis, Geoff	02	Sep 07				
	021-533-096	Goiree, Atheel	03		Sep 21			
	021-533-328	Hare, Diane	03	Sep 22				
	021-533-419	McCormick, Peggy	02	Sep 27				
	021-533-427	Morris, Paul	01	Sep 07				
OP	005-005-005	Nichols, Paul	03		Sep 16		Sep 22	
		Paid by Mnjikaning First Nation Education Authority						
	021-453-245	Upton, Marie	03	Oct 06				
	021-533-435	Urman, Mildred	02	Sep 07		Oct 21		
	089-762-494	Vokey, Stanley	01	Sep 07			Oct 18	
	062-555-121	Wood, Susan	03	Sep 07		Sep 29		
	032-534-925	Zeppa, Roy	02	Sep 20				

Enrolment Details, [School Year] XYZ Elementary School Full-Time Pupils – Grades 4 to 8

OP	Pupil OEN*	Pupil Name	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	07	Sep 07				May 06
	021-533-617	Baker, Catherine	04	Sep 20				Sep 29
	021-533-039	Bulmer, Timothy	06	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	05		Sep 17			
	021-533-104	Ennis, Dawn	08	Sep 07				
	021-533-328	Figueroa, Roberta	07	Sep 22				
	087-453-695	Jordan, Paul	05	Sep 07				
	021-533-419	McCormick, Peggy	06	Sep 17				
	777-777-772	Lei, Man Ying	04	Sep 07				
	021-533-575	Morin, Robert	08	Sep 07				
	021-533-427	Scott, Kelly	07	Sep 07				
	021-533-591	Trent, Nellie	06	Sep 07	Jan 12			Sep 15
	021-533-435	Tumminieri, Rosa	05	Sep 07		Oct 22		
	089-762-494	Vezina, Philip	04	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	06		Oct 12			
OP	091-423-132	Xenos, Paul	08	Sep 15				
		Paid by parent living outside Ontario						
	083-364-972	Yee, Cho Chip	04		Sep 07			
	032-534-925	Young, Malcolm	06	Sep 23				

*OEN = Ontario Education Number

Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Junior Kindergarten and Kindergarten

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Junior Kindergarten

Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day	
September	Nil	8	5	1	1	0	11	
October	11	1	1	0	0	0	13	
November	13	0	0	0	0	0	13	Principal's certification
December	13	0	0	0	0	0	13	
January	13	0	0	0	0	0	13	
February	13	0	0	0	0	1	12	
March	12	0	1	0	0	0	13	
April	13	0	0	0	0	0	13	Principal's certification
May	13	0	0	0	0	0	13	
June	13	0	0	0	0	0	13	
Totals		9	7	1	1	1		Principal's certification

			October	March
Net last day			13	13
Pupils of the board			13	13
Other pupils			0	0

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Kindergarten

Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day	
September	Nil	15	2	1	0	2	14	
October	14	1	1	1	1	0	13	
November	13	0	0	0	0	0	13	Principal's certification
December	13	0	0	0	0	0	13	
January	13	1	0	0	0	0	14	
February	14	0	0	0	0	1	14	
March	14	0	1	0	0	0	14	
April	14	0	0	0	0	0	14	Principal's certification
May	14	0	0	0	0	1	13	
June	13	0	0	0	0	0	13	
Totals		17	2	2	1	3		Principal's certification

			October	March
Net last day			13	14
Pupils of the board			12	13
Other pupils			1	1

Elementary School: Monthly Enrolment Summaries for Full-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Grades 1 to 3

Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day	
September	Nil	10	3	1	1	0	11	
October	11	1	0	1	1	0	10	
November	10	0	0	0	0	0	10	Principal's certification
December	10	0	0	0	0	0	10	
January	10	0	0	0	0	0	10	
February	10	0	0	0	0	0	10	
March	10	0	0	0	0	0	10	
April	10	0	0	0	0	0	10	Principal's certification
May	10	0	0	0	0	1	9	
June	9	0	0	0	0	0	9	
Totals		11	3	2	2	1		Principal's certification
			October	March				
Net last day			10	10				
Pupils of the board			10	10				
Other pupils			0	0				

Monthly Enrolment Summary, [School Year] XYZ Elementary School Full-Time Pupils – Grades 4 to 8

Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day	
September	Nil	13	4	1	0	2	14	
October	14	0	2	0	0	0	16	
November	16	0	0	0	0	0	16	Principal's certification
December	16	0	0	0	0	0	16	
January	16	0	1	0	0	0	17	
February	17	0	0	0	0	1	16	
March	16	0	1	0	0	0	17	
April	17	0	0	0	0	0	17	Principal's certification
May	17	0	0	0	0	0	17	
June	17	0	0	0	0	0	17	
Totals		13	8	1	0	3		Principal's certification
			October	March				
Net last day			16	17				
Pupils of the board			15	16				
Other pupils			1	1				

Elementary School: Enrolment Details Records for Part-Time Pupils in Junior Kindergarten and Kindergarten

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Junior Kindergarten

OP	Pupil OEN*	Pupil Name	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	JK	Sep 07			Oct 13	
	021-533-286	Bibi, Zainab	JK	Sep 07				
	021-533-858	Blackwell, John	JK		Sep 07		Mar 08	
	021-533-062	Caruso, Mary	JK		Feb 16			
	036-992-472	Christie, Dave	JK		Oct 14			May 18
	036-221-497	Ennis, Dawn	JK		Mar 07			
	021-533-005	Figuroa, Roberta	JK		Sep 20			Apr 14
	021-533-096	Goiree, Atheel	JK		Sep 21			
	079-341-222	Javed, Asim	JK	Sep 07				Jun 08
OP	005-005-005	Nichols, Paul	JK		Sep 15		May 11	
		Paid by Mnjikaning First Nation Education Authority						
	021-533-336	Scott, Kelly	JK	Sep 07				
	444-444-444	Tumminieri, Rosa	JK	Sep 07			Mar 02	
	021-453-245	Upton, Marie	JK	Oct 05				
	021-533-344	Vezina, Philip	JK	Sep 07		Oct 07		
	062-555-121	Wood, Susan	JK	Sep 07		Sep 29		
	072-413-521	Young, Malcolm	JK	Sep 07				Feb 10

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Kindergarten

OP	Pupil OEN*	Pupil Name	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Akoodie, Mohammed	K	Sep 07				May 05
	021-533-617	Baker, Catherine	K	Sep 23				May 27
	021-533-039	Burtnyk, Wayne	K	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	K		Sep 09		Feb 16	
	021-533-104	Ellis, Geoff	K	Sep 07				
	021-533-328	Hare, Diane	K	Sep 22		Nov 12		
	087-453-695	Jordan, Paul	K	Sep 07				
	021-533-419	McCormick, Peggy	K	Sep 17				Oct 29
	777-777-772	Lei, Man Ying	K	Sep 07				
	021-533-575	Morin, Robert	K	Feb 08				
	021-533-427	Morris, Paul	K	Sep 07				
	021-533-591	Trent, Nellie	K	Apr 08				
	021-533-435	Urman, Mildred	K	Sep 07		Oct 21		
	089-762-494	Vokey, Stanley	K	Sep 07			Dec 09	
	032-517-339	Weller, Marlene	K		Oct 08			
OP	091-423-132	Xenos, Paul	K	Sep 16				
		Paid by parent living outside Ontario						
	083-364-972	Yee, Cho Chip	K		Sep 07		Jan 13	
	032-534-925	Young, Malcolm	K	Sep 21		Dec 15		

*OEN = Ontario Education Number

Elementary School: Enrolment Details Records for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Grades 1 to 3								
OP	Pupil OEN*	Pupil Name	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-583	Akoodie, Mohammed	01	Sep 07				May 04
	021-533-286	Bright, Andrew	03	Sep 07				
	021-533-858	Burtnyk, Wayne	02		Sep 07		Nov 17	
	021-533-104	Ellis, Geoff	02	Sep 07		Feb 02		
	021-533-096	Goiree, Atheel	03		Sep 23			
	021-533-328	Hare, Diane	03	Sep 22				Oct 28
	021-533-419	McCormick, Peggy	02	Sep 17				
	021-533-427	Morris, Paul	01	Sep 07		Mar 25		
OP	005-005-005	Nichols, Paul	03		Sep 11		Apr 21	
		Paid by Mnjikaning First Nation Education Authority						
	021-453-245	Upton, Marie	03	Oct 06				
	021-533-435	Urman, Mildred	02	Sep 07		Oct 27		
	089-762-494	Vokey, Stanley	01	Sep 07			Dec 16	
	062-555-121	Wood, Susan	03	Sep 07		Feb 03		
	032-534-925	Zeppa, Roy	02	Feb 22				

Enrolment Details, [School Year] XYZ Elementary School Part-Time Pupils – Grades 4 to 8								
OP	Pupil OEN*	Pupil Name	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion	07	Sep 07				May 06
	021-533-617	Baker, Catherine	04	Sep 20				Sep 29
	021-533-039	Bulmer, Timothy	06	Sep 07		Sep 22		
	021-533-062	Dimson, Nicole	05		Sep 17			
	021-533-104	Ennis, Dawn	08	Sep 07				
	021-533-328	Figueroa, Roberta	07	Sep 22				
	087-453-695	Jordan, Paul	05	Sep 07				
	021-533-419	McCormick, Peggy	06	Sep 17				
	777-777-772	Lei, Man Ying	04	Sep 07				
	021-533-575	Morin, Robert	08	Sep 07				
	021-533-427	Scott, Kelly	07	Sep 07				
	021-533-591	Trent, Nellie	06	Sep 07	Jan 12			Sep 15
	021-533-435	Tumminieri, Rosa	05	Sep 07		Oct 22		
	089-762-494	Vezina, Philip	04	Sep 07			Oct 19	
	032-517-339	Weller, Marlene	06		Oct 12			
OP	091-423-132	Xenos, Paul	08	Sep 15				
		Paid by parent living outside Ontario						
	083-364-972	Yee, Cho Chip	04		Sep 07			
	032-534-925	Young, Malcolm	06	Sep 23				

*OEN = Ontario Education Number

Elementary School: Enrolment Summaries for Part-Time Pupils in Junior Kindergarten and Kindergarten

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Junior Kindergarten

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Acton, Marion	0	0	0	0	1. Total number of minutes		
	Bright, Andrew	140	0.47	140	0.47	in cycle (1 x 300)	300	300
	Blackwell, John	70	0.23	0	0	2. Total number of pupils		
	Caruso, Mary	0	0	140	0.47	Pupils of the board	8	9
	Christie, Dave	0	0	70	0.23	Other pupils	1	1
	Ennis, Dawn	0	0	140	0.47	3. Pupil FTEs		
	Figuroa, Roberta	0	0	70	0.23	Pupils of the board	3.28	3.51
	Goiree, Atheel	140	0.47	140	0.47	Other pupils	0.23	0.47
	Javed, Asim	140	0.47	140	0.47			
	Nichols, Paul	70	0.23	140	0.47			
	Scott, Kelly	140	0.47	140	0.47			
	Tumminieri, Rosa	140	0.47	0	0			
	Upton, Marie	70	0.23	70	0.23			
	Vezina, Philip	0	0	0	0			
	Wood, Susan	0	0	0	0			
	Young, Malcolm	140	0.47	0	0			

Principal's certification _____ Date _____

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Kindergarten

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Akoodie, Mohammed	140	0.47	140	0.47	1. Total number of minutes		
	Baker, Catherine	70	0.23	70	0.23	in cycle (1 x 300)	300	300
	Burtnyk, Wayne	0	0	0	0	2. Total number of pupils		
	Dimson, Nicole	140	0.47	0	0	Pupils of the board	12	8
	Ellis, Geoff	140	0.47	140	0.47	Other pupils	1	1
	Hare, Diane	70	0.23	0	0	3. Pupil FTEs		
	Jordan, Paul	140	0.47	70	0.23	Pupils of the board	4.20	2.80
	McCormick, Peggy	0	0	0	0	Other pupils	0.47	0.47
	Lei, Man Ying	70	0.23	70	0.23			
	Morin, Robert	0	0	70	0.23			
	Morris, Paul	140	0.47	140	0.47			
	Trent, Nellie	0	0	0	0			
	Urman, Mildred	0	0	0	0			
	Vokey, Stanley	70	0.23	0	0			
	Weller, Marlene	140	0.47	140	0.47			
OP	Xenos, Paul	140	0.47	140	0.47			
	Yee, Cho Chip	70	0.23	0	0			
	Zeppa, Roy	70	0.23	0	0			

Principal's certification _____ Date _____

Elementary School: Enrolment Summaries for Part-Time Pupils in Grades 1 to 3 and Grades 4 to 8

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Grades 1 to 3

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Akoodie, Mohammed	150	0.50	150	0.50	1. Total number of minutes		
	Bright, Andrew	200	0.67	200	0.67	in cycle (1 x 300)	300	300
	Burntyk, Wayne	150	0.50	0	0	2. Total number of pupils		
	Ellis, Geoff	75	0.25	0	0	Pupils of the board	10	6
	Goiree, Atheel	150	0.50	200	0.67	Other pupils	1	1
	Hare, Diane	0	0	0	0	3. Pupil FTEs		
	McCormick, Peggy	150	0.50	150	0.50	Pupils of the board	5.01	3.51
	Morris, Paul	200	0.67	0	0	Other pupils	0.50	0.50
OP	Nichols, Paul	150	0.50	150	0.50			
	Upton, Marie	75	0.25	200	0.67			
	Urman, Mildred	0	0	0	0			
	Vokey, Stanley	150	0.50	0	0			
	Wood, Susan	200	0.67	0	0			
	Zeppa, Roy	0	0	150	0.50			

Principal's certification _____ Date _____

Enrolment Summary, [School Year] XYZ Elementary School Part-Time Pupils – Grades 4 to 8

Minutes of instruction in cycle on last school day
in October and March, with pupil FTEs

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Acton, Marion	75	0.25	150	0.50	1. Total number of minutes		
	Baker, Catherine	150	0.50	150	0.50	in cycle (1 x 300)	300	300
	Bulmer, Timothy	0	0	0	0	2. Total number of pupils		
	Caruso, Mary	200	0.67	200	0.67	Pupils of the board	16	11
	Christie, Dave	150	0.50	0	0	Other pupils	1	0
	Dimson, Nicole	0	0	200	0.67	3. Pupil FTEs		
	Ennis, Dawn	0	0	150	0.50	Pupils of the board	7.93	6.18
	Figueroa, Roberta	200	0.67	200	0.67	Other pupils	0.50	0
	Javed, Asim	150	0.50	0	0			
	Jordan, Paul	150	0.50	150	0.50			
	Lei, Man Ying	200	0.67	0	0			
	Morin, Robert	150	0.50	150	0.50			
	Scott, Kelly	150	0.50	0	0			
	Trent, Nellie	75	0.25	0	0			
	Tumminieri, Rosa	200	0.67	200	0.67			
	Vezina, Philip	150	0.50	150	0.50			
	Weller, Marlene	75	0.25	0	0			
OP	Xenos, Paul	150	0.50	0	0			
	Yee, Cho Chip	150	0.50	0	0			
	Young, Malcolm	150	0.50	150	0.50			

Principal's certification _____ Date _____

Secondary School: Enrolment Details Record for Full-Time Pupils

Enrolment Details, [School Year] XYZ Secondary School Full-Time Pupils

OP	Pupil OEN*	Pupil Name	Adult	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
	021-533-260	Acton, Marion		10	Sep 07				
	021-533-583	Akoodie, Mohammed		12	Sep 07				May 12
	021-533-617	Baker, Catherine		11	Sep 20				Sep 23
	021-533-286	Bright, Andrew		10	Sep 07				
	021-533-858	Blackwell, John		09		Sep 07			
	021-533-039	Burntyk, Wayne		11	Sep 07		Sep 22		
	021-533-062	Caruso, Mary	A	11		Sep 10			
	036-992-472	Christie, Dave		12		Oct 07			
	989-898-987	Dimson, Nicole		09		Sep 16			
	021-533-104	Ellis, Geoff		12	Sep 07				
	036-221-497	Ennis, Dawn	A	12		Mar 03			
	021-533-005	Figueroa, Roberta		12		Sep 16			
	021-533-096	Goiree, Atheel		10		Sep 22			
	021-533-328	Hare, Diane		09	Sep 22				
	079-341-222	Javed, Asim		11	Sep 07				
	087-453-695	Jordan, Paul		10	Sep 07				
	021-533-419	McCormick, Peggy	A	12	Sep 16				
	777-777-772	Lei, Man Ying		11	Sep 07				
	021-533-575	Morin, Robert		10	Sep 07				
	021-533-427	Morris, Paul		10	Sep 07				
OP	005-005-005	Nichols, Paul		10		Sep 15		Sep 23	
		Paid by Mnjikaning First Nation Education Authority							
	021-533-336	Scott, Kelly	A	12	Sep 07				
	021-533-591	Trent, Nellie		10	Sep 07	Jan 13			Sep 23
	444-444-444	Tumminieri, Rosa		09	Sep 07				
	021-453-245	Upton, Marie		10	Oct 01				
	021-533-435	Urman, Mildred	A	11	Sep 07		Oct 23		
	021-533-344	Vezina, Philip		12	Sep 07				
	089-762-494	Vokey, Stanley		12	Sep 07			Oct 07	
	032-517-339	Weller, Marlene		12		Oct 01			
	062-555-121	Wood, Susan		11	Sep 07		Sep 24		
OP	091-423-132	Xenos, Paul		12	Sep 20				
		Paid by parent living outside Ontario							
	083-364-972	Yee, Cho Chip		09		Sep 07			
	072-413-521	Young, Malcolm	A	11	Sep 07				Feb 10
	032-534-925	Zeppa, Roy		10	Sep 23				

Principal's certification: _____

Secondary School: Enrolment Summary with Regular and High-Credit Data for Full-Time Pupils Under 21 Years of Age

Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils Under 21 Years of Age

Regular and high-credit minutes of instruction in cycle on last school day in October and March, with regular and high-credit pupil FTEs.

OP	Name of Pupil	October				March			
		Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs	Regular Minutes	High-Credit Minutes	Regular Pupil FTEs	High-Credit Pupil FTEs
	Acton, Marion	300	0	1.00	0	300	0	1.00	0
	Akoodie, Mohammed	150	150	0.50	0.50	0	225	0	1.00
	Baker, Catherine	0	0	0	0	0	0	0	0
	Bright, Andrew	300	0	1.00	0	300	0	1.00	0
	Blackwell, John	300	0	1.00	0	300	0	1.00	0
	Burntyk, Wayne	0	0	0	0	0	0	0	0
	Christie, Dave	300	0	1.00	0	225	0	1.00	0
	Dimson, Nicole	300	0	1.00	0	300	0	1.00	0
	Ellis, Geoff	225	0	1.00	0	150	75	0.50	0.50
	Figueroa, Roberta	300	0	1.00	0	75	150	0.25	0.75
	Goiree, Atheel	300	0	1.00	0	300	0	1.00	0
	Hare, Diane	300	0	1.00	0	300	0	1.00	0
	Javed, Asim	300	0	1.00	0	300	0	1.00	0
	Jordan, Paul	300	0	1.00	0	300	0	1.00	0
	Lei, Man Ying	300	0	1.00	0	300	0	1.00	0
	Morin, Robert	300	0	1.00	0	300	0	1.00	0
	Morris, Paul	300	0	1.00	0	300	0	1.00	0
	Nichols, Paul	0	0	0	0	0	0	0	0
	Trent, Nellie	0	0	0	0	300	0	1.00	0
	Tumminieri, Rosa	300	0	1.00	0	300	0	1.00	0
	Upton, Marie	300	0	1.00	0	300	0	1.00	0
	Vezina, Philip	300	0	1.00	0	300	0	1.00	0
	Vokey, Stanley	0	0	0	0	0	0	0	0
	Weller, Marlene	225	75	1.00	0	0	225	0	1.00
	Wood, Susan	0	0	0	0	0	0	0	0
	Xenos, Paul	300	0	1.00	0	225	0	1.00	0
	Yee, Cho Chip	300	0	1.00	0	300	0	1.00	0
	Zeppa, Roy	300	0	1.00	0	300	0	1.00	0

Enrolment Summary

October

March

1. Total number of minutes in cycle (1 x 300)

300

300

2. Total number of pupils

Pupils of the board

21

22

Other pupils

1

1

3. Pupil FTEs

Pupils of the board

Regular

20.5

18.75

High-credit

0.50

3.25

Other pupils

Regular

1.00

1.00

Principal's certification _____ Date _____

Secondary School: Monthly Enrolment Summaries for Full-Time Pupils

Monthly Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils Under 21 Years of Age							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	18	7	2	1	2	20
October	20	1	2	0	1	0	22
November	22	0	0	0	0	0	22
December	22	0	0	0	0	0	22
January	22	0	1	0	0	0	23
February	23	0	0	0	0	0	23
March	23	0	0	0	0	0	23
April	23	0	0	0	0	0	23
May	23	0	0	0	0	1	22
June	22	0	0	0	0	0	22
Totals		19	10	2	2	3	
		October	March				
Net last day		22	23				
Pupils of the board		21	22				
Other pupils		1	1				

Monthly Enrolment Summary, [School Year] XYZ Secondary School Full-Time Pupils 21 Years of Age or Over							
Month	Previous	Int. Adm.	Ext. Adm.	Int. Trans.	Ext. Trans.	Retirement	Net Last Day
September	Nil	4	1	0	0	0	5
October	5	0	0	1	0	0	4
November	4	0	0	0	0	0	4
December	4	0	0	0	0	0	4
January	4	0	0	0	0	0	4
February	4	0	0	0	0	1	3
March	3	0	1	0	0	0	4
April	4	0	0	0	0	0	4
May	4	0	0	0	0	0	4
June	4	0	0	0	0	0	4
Totals		4	2	1	0	1	
		October	March				
Net last day		4	4				
Pupils of the board		4	4				
Other pupils		0	0				

Secondary School: Enrolment Details Record for Part-Time Pupils

Enrolment Details, [School Year] XYZ Secondary School Part-Time Pupils

OP	Pupil OEN*	Pupil Name	Adult	Grade	Int. Ad.	Ext. Ad.	Int. Tr.	Ext. Tr.	Retirement
OP	021-533-260	Ahmed, Aziz		10	Sep 07		Oct 19		
		Paid by parent, Aftab Ahmed							
OP	005-005-005	Austin, Richard		10	Oct 07				
		Paid by Mnjikaning First Nation Education Authority							
	021-533-583	Brant, Kelley	A	10	Sep 07				
OP	021-533-617	Chan, Rita		11	Sep 07				
		Paid by parent, Joseph Chan							
	021-533-286	Doran, Gayle		09	Sep 07				Jan 13
	021-533-858	Engel, Marion	A	10	Sep 07				
	021-533-039	Fiske, Beverly		11	Sep 07				Jun 16
	021-453-145	Forbes, Lloyd		09	Oct 18				
	021-533-062	Garry, Dale	A	11	Sep 07				
	021-533-344	Tripathi, Raj		12		Jan 12			
	032-517-339	Wilson, Susan		12		Feb 23			

Principal's certification: _____

Secondary School: Enrolment Summaries for Part-Time Pupils

Enrolment Details, [School Year] XYZ Secondary School Part-Time Pupils Under 21 Years of Age

Regular and high-credit minutes of instruction in cycle on last school day in October and March, with regular and high-credit pupil FTEs

OP	Name of Pupil	Regular Minutes	October		High-Credit Pupil FTEs	High-Credit Pupil FTEs	Regular Minutes	High-Credit Minutes	March		Regular Pupil FTEs	High-Credit Pupil FTEs
			High-Credit Minutes	Regular Pupil FTEs					Regular Pupil FTEs	High-Credit Pupil FTEs		
OP	Ahmed, Aziz	0	0	0	0	0	0	0	0	0	0	0
OP	Austin, Richard	150	0	0.50	0	75	0	0	0.25	0	0	0
OP	Chan, Rita	75	0	0.25	0	150	0	0	0.50	0	0	0
	Doran, Gayle	150	0	0.50	0	0	0	0	0	0	0	0
	Fiske, Beverly	150	0	0.50	0	150	0	0	0.50	0	0	0
	Forbes, Lloyd	75	0	0.25	0	75	0	0	0.25	0	0	0
	Tripathi, Raj	0	0	0	0	75	75	0.25	0.25	0.25	0.25	0.25
	Wilson, Susan	0	0	0	0	0	75	0	0	0.25	0.25	0.25

Enrolment Summary

October

March

1. Total number of minutes in cycle (1 x 300)	300	300
2. Total number of pupils		
Pupils of the board	3	4
Other pupils	2	2
3. Pupil FTEs		
<i>Pupils of the board</i>		
Regular	1.25	1.00
High-credit	0	0.50
<i>Other pupils</i>		
Regular	0.75	0.75

Principal's certification _____ Date _____

Enrolment Details, [School Year] XYZ Secondary School Part-Time Pupils Under 21 Years of Age

OP	Name of pupil	October	Pupil FTEs	March	Pupil FTEs	Enrolment Summary	October	March
	Brant, Kelley	75	0.25	150	0.50	1. Total number of minutes in cycle (1 x 300)	300	300
	Engel, Marion	150	0.50	150	0.50	2. Total number of pupils		
	Garry, Dale	75	0.25	75	0.25	Pupils of the board	3	3
						Other pupils	0	0
						3. Pupil FTEs		
						Pupils of the board	1.00	1.25
						Other pupils	0	0

Principal's certification _____ Date _____

Appendix B: Model of a Daily Attendance Record, with Samples

The model provided below shows all required elements for a Daily Attendance Record for a pupil. It is set up in a format that resembles a computer screen or printout. Note that the model is not related to a particular school year.

In the samples that follow, the calendar only shows the months under discussion.

Model of a Daily Attendance Record

Daily Attendance Record, [School Year] XYZ School																														
Pupil's OEN*		Pupil's name and address					Form/Grade		Gender		Birth date		Home phone		Board pupil/OP															
Parent/guardian names					Bus. Phone					Home-room teacher																				
1 st week					2 nd week					3 rd week					4 th week					5 th week					Days absent	Cumulative days absent	Times late	Cumulative times late		
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
September	am			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30					
	pm						H	H																						
October	am				01		04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29				
	pm											H	H																	
November	am	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30							
	pm																													
December	am			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31				
	pm																B	B	B	B	B	B	B	B	B	B				
January	am	03	04	05	06	07	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31								
	pm																													
February	am		01	02	03	04	07	08	09	10	11	14	15	16	17	18	21	22	23	24	25	28								
	pm																H	H												
March	am		01	02	03	04	07	08	09	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31					
	pm											B	B	B	B	B	B	B	B	B	B									
April	am				01		04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29				
	pm																			H	H	H	H							
May	am	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31							
	pm																H	H												
June	am		01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30						
	pm																													
Year Totals																														
Blank A	Present all day Absent	L G	Late G day	H B	Statutory holiday Holiday designated by board	PA N	Professional activity day Non-instructional day	C	Contact with pupil (absentee or in a SAL program) and principal referral to attendance counsellor**																					

**See "Prolonged Absence" for details.

**Daily Attendance Record, [School Year]
XYZ School**

Pupil's OEN*	Pupil's name and address		Form/Grade		Birth date		Home phone		Board pupil/OP																				
Parent/guardian names			Bus. Phone		Home-room teacher																								
		1 st week		2 nd week		3 rd week		4 th week		5 th week		Days absent	Cumulative days absent	Times late	Cumulative times late														
		M	T	W	T	F	M	T	W	T	F					M	T	W	T	F	M	T	W	T	F				
September	am			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30				
	pm						H																						
October	am					01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			
	pm											H																	
November	am	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30						
	pm																												
December	am			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31			
	pm																B	B	B	B	B	B	B	B	B	B	B	B	
January	am	03	04	05	06	07	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31							
	pm																												
February	am		01	02	03	04	07	08	09	10	11	14	15	16	17	18	21	22	23	24	25	28							
	pm																H												
March	am		01	02	03	04	07	08	09	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31				
	pm											B	B	B	B	B													
April	am					01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			
	pm																			H	H	H							
May	am	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31						
	pm																H												
June	am			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30				
	pm																												
Year Totals																													
Blank	Present all day	L	Late	H	Statutory holiday	PA	Professional activity day	C	Contact with pupil (absentee or in a SAL program) and principal referral to attendance counsellor**																				
A	Absent	G	G day	B	Holiday designated by board	N	Non-instructional day																						

Sample 1: Prolonged Absence – Pupil Absent for 60 Days, with an Active File and Consistent Contact with the Attendance Counsellor

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 A ¹	18 A ²	19 A ³	22 A ⁴	23 A ⁵	24 A ⁶	25 A ⁷	26 A ⁸	29 A ⁹	30 A ¹⁰			
October		01 A ¹¹	02 A ¹²	03 A ¹³		06 A ¹⁴	07 A ¹⁵	08 C ¹⁶	09 A ¹⁷	10 A ¹⁸	13 H	14 A ¹⁹	15 A ²⁰	16 A ²¹	17 C ²²	20 A ²³	21 A ²⁴	22 A ²⁵	23 A ²⁶	24 A ²⁷	27 A ²⁸	28 A ²⁹	29 A ³⁰	30 A ³¹	31 A ³²
November	03 A ³³	04 A ³⁴	05 A ³⁵	06 A ³⁶	07 A ³⁷	10 A ³⁸	11 A ³⁹	12 C ⁴⁰	13 A ⁴¹	14 A ⁴²	17 A ⁴³	18 A ⁴⁴	19 A ⁴⁵	20 A ⁴⁶	21 PA	24 A ⁴⁷	25 A ⁴⁸	26 A ⁴⁹	27 A ⁵⁰	28 A ⁵¹					
December	01 A ⁵²	02 A ⁵³	03 A ⁵⁴	04 C ⁵⁵	05 A ⁵⁶	08 A ⁵⁷	09 A ⁵⁸	10 A ⁵⁹	11 A ⁶⁰	12 X ⁶¹	15	16	17	18	19	22	23	24	25	26	29	30	31		
January			01	02		05	06	07	08	09	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April		01	02	03		06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
May			01	04		05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

- Nick is 17 years of age and has been absent for fifteen (15) consecutive school days from September 17 to October 7 without appropriate supporting documentation. Enter “A” for each day of absence in Nick’s Daily Attendance Record. (Note that the superscript numbers above are provided only for purposes of reference to the instructions below. They are not entered in the pupil’s attendance record.)
- The principal referred the case in writing to the attendance counsellor on Nick’s 16th consecutive day of absence. This referral allows Nick to remain on the enrolment register for the first 15-day period of absence (see September 17 = A¹ to October 7 = A¹⁵). To indicate this referral, enter “C” in Nick’s Daily Attendance Record on the 16th day of absence (see October 8 = C¹⁶).
- Nick remains on the enrolment register from day 16 to day 30, because both of the following two conditions have been met:
 - The attendance counsellor acknowledged to the principal that he or she would take the case (acceptance document must be retained in Nick’s file).
 - There was successful two-way contact between the attendance counsellor and Nick or Nick’s parent or guardian. (To indicate this contact, enter “C” in Nick’s Daily Attendance Record on the actual day contact is made with Nick – see October 17 = C²².)
- Nick remains on the enrolment register from day 31 to day 45 and day 46 to day 60 because both of the following two conditions have been met within both 15-day periods:
 - The principal received a report from the attendance counsellor, at some point within each 15-day period, indicating that Nick’s file was still active (the reports must be retained in Nick’s file).
 - There was successful two-way contact between the attendance counsellor and Nick or Nick’s parent or guardian. (To indicate this contact, enter “C” in Nick’s Daily Attendance Record on the actual day contact was made with Nick, within each of these 15-day periods (see November 12 = C⁴⁰ for days 31-45 and December 4 = C⁵⁵ for days 46-60).
- Although Nick has an active file, he is 17 and is only eligible to remain on the enrolment register for a maximum of 60 consecutive school days of absence. Nick must be removed from the enrolment register on the 61st day of absence (see Dec 12 = X⁶¹). (Note that the “X” is used in this sample only to indicate the date that Nick must be removed from the enrolment register. “X” is not entered in Nick’s Daily Attendance Record.)

6. Since Nick is 17 years of age, his name should be added to the board's list of non-attending pupils who are 14-17 years old and who have been removed from the enrolment register of any of its schools.
7. The school or the board is expected to contact Nick, at a minimum, before the start of every semester to encourage him to return to school.

Sample 2: Prolonged Absence – Pupil whose File Becomes Inactive

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 A ¹	18 A ²	19 A ³	22 A ⁴	23 A ⁵	24 A ⁶	25 A ⁷	26 A ⁸	29 A ⁹	30 A ¹⁰			
October			01 A ¹¹	02 A ¹²	03 A ¹³	06 A ¹⁴	07 A ¹⁵	08 C ¹⁶	09 A ¹⁷	10 A ¹⁸	13 H	14 A ¹⁹	15 A ²⁰	16 A ²¹	17 C ²²	20 A ²³	21 A ²⁴	22 A ²⁵	23 A ²⁶	24 A ²⁷	27 A ²⁸	28 A ²⁹	29 A ³⁰	30 C ³¹	31 X ³²
November	03 A ³³	04 A ³⁴	05 A ³⁵	06 A ³⁶	07 A ³⁷	10 A ³⁸	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
December	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
January				01	02	05	06	07	08	09	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
May				01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

1. Lloyd is 16 years of age and has been absent for 15 consecutive school days from September 17 to October 7 without appropriate supporting documentation. Enter "A" for each day of absence in Lloyd's Daily Attendance Record. (Note that the superscript numbers above are provided only for purposes of reference to the instructions below. They are not entered in the pupil's attendance record.)
2. The principal referred the case in writing to the attendance counsellor on Lloyd's 16th consecutive day of absence. This referral allows Lloyd to remain on the enrolment register for the first 15-day period of absence (see September 17 = A¹ to October 7 = A¹⁵). (To indicate this referral, enter "C" in Lloyd's Daily Attendance Record on the 16th day of absence – see October 8 = C¹⁶.)
3. Lloyd remains on the enrolment register from day 16 to 30, because both of the following two conditions have been met:
 - a. The attendance counsellor acknowledged to the principal that he or she would take the case (acceptance document must be retained in Lloyd's file).
 - b. There was successful two-way contact between the attendance counsellor and Lloyd or Lloyd's parent or guardian. (To indicate this contact, enter "C" in Lloyd's Daily Attendance Record on the actual day contact is made with Lloyd – see October = C²².)
4. Lloyd *may* remain on the enrolment register from day 31 to day 45 because both of the following two conditions have been met within this 15-day period:
 - a. The principal received a report from the attendance counsellor, at some point within this 15-day period, indicating that Lloyd's file was still active (the report must be retained in Lloyd's file).

- b. There was successful two-way contact between the attendance counsellor and Lloyd or Lloyd's parent or guardian. (To indicate this contact, enter "C" in Lloyd's Daily Attendance Record on the actual day contact was made with Lloyd, within this 15-day period. See October 30 = C³¹ for days 31-45.)
5. However, on November 10 = A³⁸, the attendance counsellor informed the principal that Lloyd's file became inactive (the document must be retained in Lloyd's file). Lloyd therefore must be removed from the enrolment register on the day after the last day on which successful contact occurred (see October 31 = X³²). (Note that the "X" is used in this sample only to indicate the date that Lloyd must be removed from the enrolment register. "X" is not entered in Lloyd's Daily Attendance Record.)
6. Since Lloyd is 16 years of age, his name should be added to the board's list of non-attending pupils who are 14-17 years old and who have been removed from the enrolment register of any of its schools.
7. The school or the board is expected to contact Lloyd, at a minimum, before the start of every semester to encourage him to return to school.

Sample 3: Medical Absence

	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	01 H	02	03	04	05	08	09	10	11	12	15	16	17 G ¹	18 G ²	19 G ³	22 G ⁴	23 G ⁵	24 G ⁶	25 G ⁷	26 G ⁸	29 G ⁹	30 G ¹⁰			
October			01 G ¹¹	02 G ¹²	03 G ¹³	06 G ¹⁴	07 G ¹⁵	08 G ¹⁶	09 G ¹⁷	10 G ¹⁸	13 H	14 G ¹⁹	15 G ²⁰	16 G ²¹	17	20	21	22	23	24	27	28	29	30	31
November	03	04	05	06	07	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
December	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
January				01	02	05	06	07	08	09	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March	02	03	04	05	06	09	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April			01	02	03	06	07	08	09	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
May				01	04	05	06	07	08	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

1. Alice is 14 years of age and is unable to attend school on a regular basis for medical reasons.
2. There is appropriate supporting documentation on file that states that Alice will be unable to attend school from September 17th until October 16th. She is absent for 21 consecutive school days.
3. Since the school has not provided a study program for Alice, record her absence with "G" in her Daily Attendance Record for the period of medical absence.
4. Although Alice has exceeded 15 days of absence, her appropriate supporting documentation allows her name to remain on the enrolment register for the period of time specified in the documentation. If the date was not specified in her documentation, her name could remain on the enrolment register *only* up to the end of the current school year.
5. Alice's case does not need to be referred to the attendance counsellor.

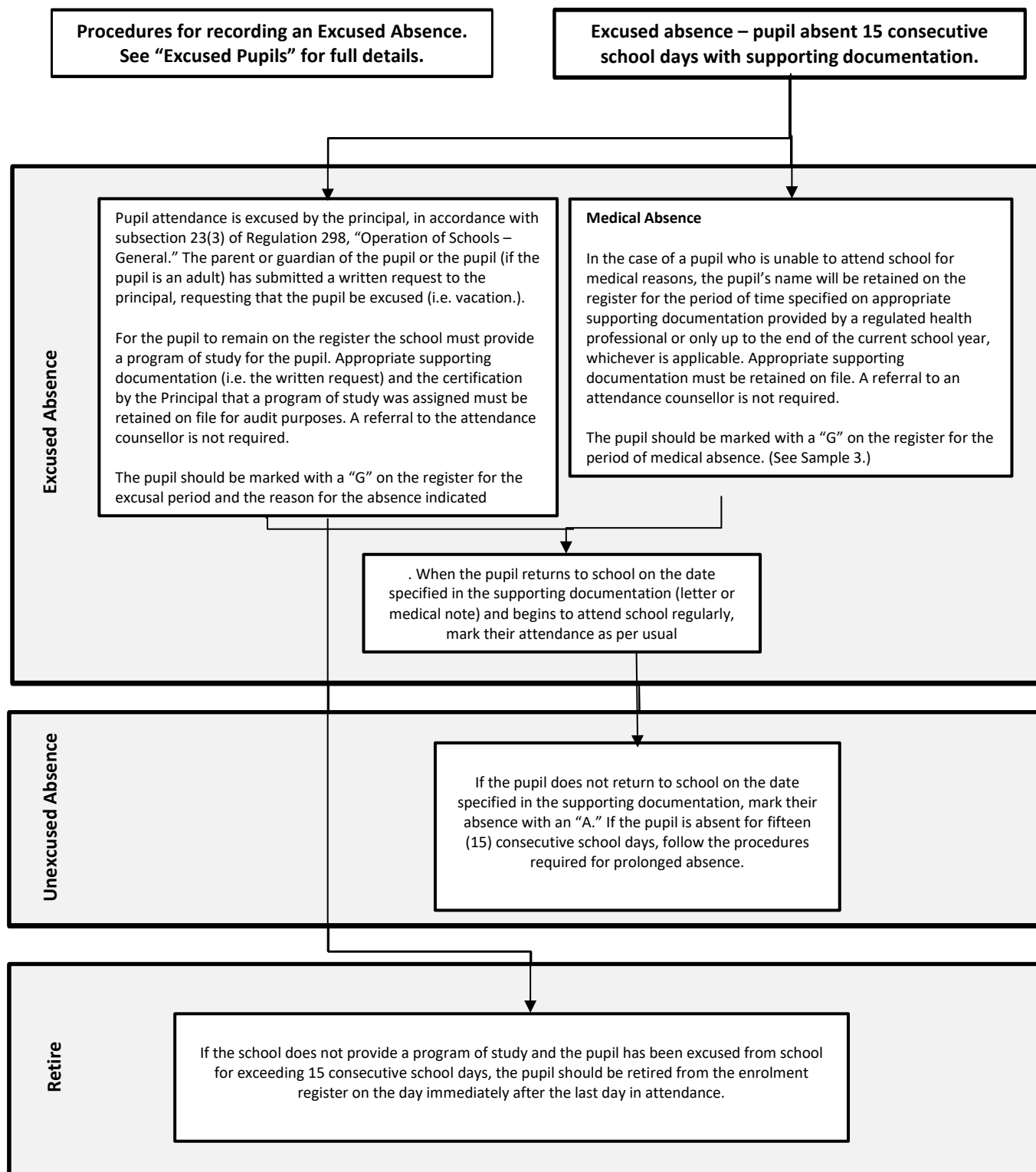
6. Alice returned to school on October 17th and began to attend regularly. Record her subsequent attendance in the usual way.

Sample 4: Pupil of Non-compulsory School Age with Modified Schedule (“N” Days)

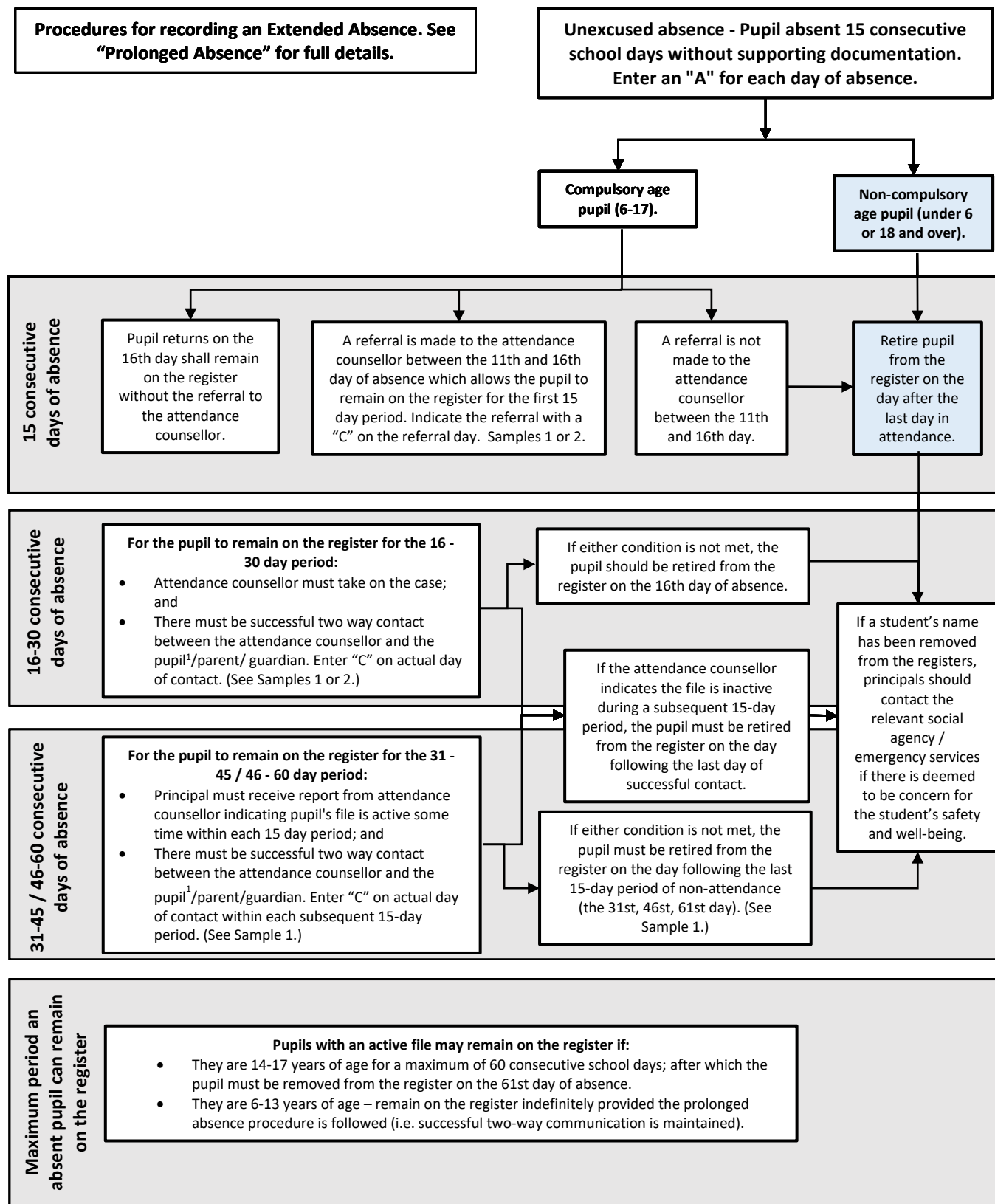
	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September					01 H	04	05	06	07 N	08 N	11	12	13	14 N	15 N	18	19	20	21 N	22 N	25	26	27	28 N	29 N
October	02	03	04	05 N	06 N	09	10	11	12 N	13 H	16	17	18	19 N	20 N	23	24	25	26 N	27 N	28	29	30	31 N	
November	03	04	05	06 N	07 N	10	11	12	13 N	14 N	17	18	19	20 N	21 PA	24	25	26	27 N	28 N					
December	01	02	03	04 N	05 N	08	09	10	11 N	12 N	15	16	17	18 N	19 N	22	23	24	25 B	26 B	29 B	30 B	31 B		
January				01 H	02 B	05	06	07	08 N	09 N	12	13	14	15 N	16 N	19	20	21	22 N	23 N	26	27	28	29 N	30 PA
February	02	03	04	05 N	06 N	09	10	11	12 N	13 N	16	17	18	19 PA	20 N	23	24	25	26 N	27 N					
March	02	03	04	05 N	06 N	09	10	11	12 N	13 N	16	17	18 B	19 B	20 B	23	24	25	26 N	27 N	30	31 X			
April				01 N		04 A ¹	05 A ²	06 A ³	07 N	08 H	11 H	12 A ⁴	13 A ⁵	14 N	15 N	18 A ⁶	19 A ⁷	20 A ⁸	21 N	22 N	25 A ⁹	26 A ¹⁰	27 A ¹¹	28 N	29 N
May	02 A ¹²	03 A ¹³	04 A ¹⁴	05 N	06 N	09 A ¹⁵	10	11	12	13	16	17	18	19	20	23	24	25	26	27	28	29	30	31	
June	01	02	03	04	05	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

- Mary is in Junior Kindergarten and is attending her local public school 3 days a week on Monday, Tuesday, and Wednesday and is attending a private Montessori school on Thursday and Friday.
- Indicate that Mary is not scheduled for instruction on Thursday and Friday with “N” in her Daily Attendance Record.
- Mary is absent for 15 consecutive days (see April 4 = A¹ to May 9 = A¹⁵). Record these days of absence with “A” in her Daily Attendance Record (the 15th consecutive day of absence from scheduled instructional time is May 9th = A¹⁵).
- Since Mary is not of compulsory age, she must be removed from the enrolment register on the day following her last day in attendance (see March 31 = X). (Note that the “X” is used in this sample only to indicate the date that Mary must be removed from the enrolment register. “X” is not entered in Mary’s Daily Attendance Record.)
- Mary’s case does not need to be referred to the attendance counsellor.

Appendix C: Procedures of Excused Pupils



Appendix D: Procedures for Prolonged Absences



1. If the pupil is 16 or 17 years old and has withdrawn from parental control, the attendance counsellor may use the pupil as the primary contact for two-way communication in the context of the prolonged absence procedure and boards should keep confirmation from student they have withdrawn.

Appendix E: Sample Pupil Eligibility Attestation Form

PUPIL ELIGIBILITY ATTESTATION FORM

School Student Enrolling At: _____

The following form will be used by school staff members to collect information to allow the Ministry to conduct audits. The principal purpose for the collection of this information is to provide confirmation of Pupil Eligibility for English as a Second Language (ESL)/English Literacy Development (ELD) and Programme d'appui aux nouveaux arrivants (PANA), residency and the right to attend without paying tuition fees. The board can retain the attestation form in a way that meets the boards own unique needs, however the board needs to be able to produce the relevant documentation for auditing purposes.

Important: Any section of form which is not completed, will not be considered supporting documentation and will make the form null and void.

STUDENT INFORMATION

PROVINCIAL OEN #: _____		STUDENT #: _____	
Legal Last Name: _____	Usual Last Name: _____		
Legal First Name: _____	Preferred First Name: _____		
Legal Middle Name: _____	Date of Birth: _____	(DD-MMM-YYYY)	
Gender Identity: <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Prefer Not to Disclose <input type="radio"/> Prefer to Specify: _____			
Home Phone #: (____) _____ - _____ Unlisted <input type="radio"/> Yes <input type="radio"/> No			
Enrolment Date: _____		For Grade: _____	
(DD-MMM-YYYY)			
Admission Status: <input type="radio"/> Pupil of the Board <input type="radio"/> Other Pupil			

STUDENT ADDRESS

Home Address: _____			
Street #	Street Name	Apt. #	
City/Town/Municipality	Name of Township	Postal Code	
Mailing Address: <input type="radio"/> Same as Home Address			
Street #	Street Name	Apt. #	
City/Town/Municipality	Name of Township	Postal Code	
Proof of Date of Birth: <input type="radio"/> Birth Certificate <input type="radio"/> Other: _____ <small>* For a list of acceptable documents please refer to the Ontario Government List of Acceptable Identity Documents (www.ontario.ca/page/acceptable-identity-documents).</small>		Current Proof of Address: <input type="radio"/> Agreement of Purchase and Sale <input type="radio"/> Utility Bill <input type="radio"/> Property Tax Bill <input type="radio"/> Home Phone/Cable/Internet Bill (not cellphone) <input type="radio"/> Current lease agreement <input type="radio"/> Other: please specify * _____ <small>Note: * Driver's license and cell phone bills are not acceptable for audit purposes.</small>	

PREVIOUS SCHOOL INFORMATION

Previous School Board: _____	If outside of province , please indicate province or country and language of instruction:
Previous School: _____	
Address: _____	Province/Country: _____
Last Day of Attendance: _____	Language of Instruction: _____
(DD-MMM-YYYY)	

CITIZENSHIP/IMMIGRATION INFORMATION

Parent must present proof of child's entry into Canada. Date of entry is the date that the student enters Canada to live, not a short-term visit/vacation in Canada taken beforehand. Check off the document presented, and the date on the document (should match the date of entry). **Only one document is required.**

Right to Remain in Canada:

☐ Canadian Citizen

City of Birth: _____

Province: _____

☐ Permanent Resident (please fill out Permanent Resident section below)

☐ First Nation (Please proceed directly to the PARENT /LEGAL GUARDIAN INFORMATION section)

☐ Métis (Please proceed directly to the PARENT /LEGAL GUARDIAN INFORMATION section)

☐ Inuit (Please proceed directly to the PARENT /LEGAL GUARDIAN INFORMATION section)

Permanent Resident (check one):

☐ Parent/Guardian ☐ Student (if an adult) Date became a permanent resident: _____
(DD-MMM-YYYY)

☐ Documentation from Immigration, Refugees and Citizenship Canada (IRCC) confirming approval in principle (specify below type of document with date)

Type of Document Reviewed: _____

Date: _____
(DD-MMM-YYYY)

Exchange Student: Attending Host school (N/A for First Nations students on a REA/ESA)

☐ Exchange Agreement

Agency: _____

Duration of Exchange: _____ to _____
(DD-MMM-YYYY) (DD-MMM-YYYY)

Name of Reciprocal Student: _____ Country of Reciprocal Student: _____

Refugee Status:

☐ Name of document reviewed _____

Date of Entry (stamped date on document): _____
(DD-MMM-YYYY)

Parent/Guardian's Study Permit:

☐ Parent's Acceptance Letter confirming the parent will be a full-time student at a qualified university, college or institution in Ontario

☐ Parent Study Permit

Parent's Study Permit valid from: _____ to _____
(DD-MMM-YYYY) (DD-MMM-YYYY)

Verify below that the parent is a full-time student enrolled in a degree, diploma, or certificate program. For a certificate program it must consist of 600 hours or classroom instructions**. Check one below:

☐ Certificate

☐ Diploma

☐ Degree

Note: **If the parent/guardian is enrolled in a full-time program that leads to graduation with a postsecondary degree, diploma or certificate, but requires English-as-a -second language (ESL) program as a prerequisite, their child(ren) may qualify for tuition exemption if they have a conditional letter of acceptance from a qualified post-secondary institution. Certificate programs are recognized for funding purposes if they meet the Certificate III requirements within the Ontario Qualifications Framework.

Parent/Guardian's Work Permit	
<input type="radio"/> Documentation from IRCC confirming for a Work Permit <input type="radio"/> Parent Work Permit <input type="radio"/> Other Documentation _____ Work Permit valid from: _____ to _____	
Other:	
<input type="radio"/> Diplomat Status/Minister's Permit <input type="radio"/> Temporary Resident Permit <input type="radio"/> Authorized Religious Worker <input type="radio"/> Other exemptions (under O.Reg. 20/10): Valid from: _____ to _____ <input type="radio"/> Persons unlawfully in Canada (section 49.1 of the Education Act) *** *** School boards should have policies and procedures on unlawful students.	

Confirmation of Documentation and Student Eligibility for ESL/ELD and PANA Funding	
Country of Birth: _____ Citizen of: _____ Original Date of First Entry into Canada to Reside: _____ (DD-MMM-YYYY) <input type="radio"/> Verified Date of Entry of pupil born in a qualifying country <input type="radio"/> Confirmation of Permanent Residence <input type="radio"/> Permanent Resident Card (original date of entry) <input type="radio"/> Consideration of Eligibility - Convention Refugees - Date stamped	

PARENT /LEGAL GUARDIAN INFORMATION	
The definition of a "guardian" is outlined in section 18 of the Education Act	
Custody Information****: <input type="radio"/> Both Parents <input type="radio"/> Mother Only <input type="radio"/> Father Only <input type="radio"/> Shared <input type="radio"/> Joint <input type="radio"/> Guardian <input type="radio"/> C.A.S.	
Living With: <input type="radio"/> Both Parents <input type="radio"/> Mother Only <input type="radio"/> Father Only <input type="radio"/> Guardian <input type="radio"/> Other <input type="radio"/> C.A.S.	
Guardianship:	
<input type="radio"/> Custody Agreement reviewed (N/A for First Nations students on a REA/ESA) If there is no Custody Agreement, then all the following criteria must be met (check Yes or No) in order for the child to attend school without the payment of a tuition fee:	
<input type="radio"/> Yes <input type="radio"/> No	1) The student is a Canadian citizen or a permanent resident of Canada. <input type="radio"/> Yes <input type="radio"/> No 2) The guardian is a member of the student's immediate family and resides in Ontario in the school board jurisdiction in which the student wants to attend school. Immediate Family Relationship (please specify): _____ <input type="radio"/> Yes <input type="radio"/> No 3) The guardian is assuming full responsibility for the care and well-being of the student, and the student is residing with the guardian throughout the custody period. <input type="radio"/> Yes <input type="radio"/> No 4) A written agreement is in place between the parents of the student and the guardian that sets out all of the above, as well as the respective responsibilities of the parents and the guardian.
Mother/Legal Parent/Guardian 1:	
<input type="radio"/> Emergency Contact <input type="radio"/> Living With <input type="radio"/> Legal Guardian <input type="radio"/> Legal Custody <input type="radio"/> Volunteer	
First Name _____	Last name _____
Home Address (if different from student) _____	
(_____) _____	(_____) _____
Home Phone # (area code) _____	Cell Phone # (area code) _____
Employer _____	Work Phone # (area code & ext.) _____
Email Address _____	Language (other than English) _____

Father/Legal Parent/Guardian 2:

☐ Emergency Contact ☐ Living With ☐ Legal Guardian ☐ Legal Custody ☐ Volunteer

First Name

Last name

Home Address (if different from student)

()

()

Home Phone # (area code)

Cell Phone # (area code)

Employer

Work Phone # (area code & ext.)

Email Address

Language (other than English)

Other (please specify): _____

☐ Emergency Contact ☐ Living With ☐ Legal Guardian ☐ Legal Custody ☐ Volunteer

First Name

Last name

Home Address (if different from student)

()

()

Home Phone # (area code)

Cell Phone # (area code)

Employer

Work Phone # (area code & ext.)

Email Address

Language (other than English)

Fee Paying Students**Student Study Permit for Visa Student:**

Study Permit valid from: _____ to _____
(DD-MMM-YYYY) (DD-MMM-YYYY)

☐ Student Visa

Total Tuition Fee Paid: \$ _____

Fee Payment Date: _____
(DD-MMM-YYYY)**Visitor Record:**

Visitor Record valid from: _____ to _____
(DD-MMM-YYYY) (DD-MMM-YYYY)

☐ Visitor Visa

Total Tuition Fee Paid: \$ _____

Fee Payment Date: _____
(DD-MMM-YYYY)**Attestation of Pupil Eligibility:**

I certify that the information contained on this form is accurate and that I have examined and verified the applicable information as indicated. This personal information will be maintained in keeping with applicable freedom of information and protection of privacy legislation.

Pursuant to the Education Act, the Minister may require school boards to disclose personal information for the purpose of ensuring compliance with the Act, its regulations, policies and guidelines. The principal purpose for the collection of this information is to provide confirmation of Pupil Eligibility for ESL/ELD and PANA, residency and the right to attend without paying tuition fees. The board can retain the attestation form in a way that meets the boards own unique needs, however the board needs to be able to produce the attestation form for auditing purposes.

Parent/Legal Guardian/Custodian:

Name: _____

Relationship to Student: _____

Signature: _____

Date: _____
(DD-MMM-YYYY)

Principal:****

Name: _____

Date: _____
(DD-MMM-YYYY)

Signature: _____

Office Administrator:****

Name: _____

Date: _____
(DD-MMM-YYYY)

Signature: _____

**** For exclusively remote learners where remote learning is offered outside of the local school board's jurisdiction: This form must be signed by a Supervisory Officer (where a pupil registers at a school board office) or a principal (where a pupil registers at a school), attesting to the pupil's eligibility and residency in Ontario.