

### **Vision**

Our Vision for ISGR/IHGR is to be a leading international educator with a community of passionate life-long learners, inspiring, global citizens to embrace diversity and explore the world.

### **Mission**

ISGR/IHGR is an international school with students aged from 5 to 19, which fosters a culture of learning with respect and open mindedness. Based on IB world and Swedish national standards, we tailor our curriculum to provide students with the tools to be life-long learners in a stimulating and nurturing environment. We value authentic learning experiences with a global perspective. We learn together for the future.

## **Attendance policy**

There is a clear correlation between high and consistent attendance and good academic results. In the International High School, the student's attendance is checked regularly in the common system for registration, Vklass<sup>1</sup>. Only legal guardians can register the absence of their child before they turn 18. After the first initial weeks of school, the school counsellor contacts students who have high absences in order to establish good relations with the student and explains the advantages of maintaining good routines. The counsellor also lectures about the consequences of absenteeism and truancy, connected to the study allowance, CSN<sup>2</sup>, during mentor time at the beginning of each new academic year.

All class mentors at the International High School are responsible for following up on academic results and the attendance of each student in their class. Mentors can grant a student a leave of absence of up to 3 days; longer leaves can only be approved by the principal. If the student starts showing a pattern of inconsistent presence in school, the mentor will initiate actions in accordance to the procedures stated below.

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<sup>1</sup> [www.vklass.se](http://www.vklass.se) accessed 28 October 2023

<sup>2</sup> Swedish Board of Student Finance

### **STEP 1 – Mentor contacts student**

The mentor receives a summary of the attendance of their mentor class, on a weekly basis (via Vklass). At least once a month, the mentor should evaluate the summarised report of the student. When a student has more than 10% absence over two weeks in the weekly attendance summary, the mentor needs to have a talk with the student as soon as possible.<sup>3</sup> It is important that the mentors of the first graders keep a close eye on their students and address any worries to the Student Health Team.

If the student has a good explanation for the high absence, the mentor waits another 2 weeks to see if there is an improvement. The mentor documents the meeting with the student. If the absence changes for the better, no further actions are necessary.

If there is a more urgent concern about the student, the mentor must address the student case to the programme coordinators as well as contact the guardians of the student (pursue with step 2).

### **STEP 2 – Mentor contacts guardian and informs the programme coordinator**

If there is not an improvement in the attendance, the guardians are informed by the mentor and the coordinator brings up the case in the Student Health team. If the student has turned 18 and has verified that the guardians are not to be contacted (this is done in VKlass by the student), the mentor can only speak to the student. If there are grounds for further evaluation, the mentor will initiate the form A<sup>4</sup>, prior to the meeting with the student and the guardian.

### **STEP 3- Meeting with student+guardian (if the student is under 18)**

The mentor calls the student and the guardian to a formal meeting together with the program coordinator (some cases may require other members of the Student Health team to join). The mentor goes through the absence report, the form A, and listens to the reasons as to why the student has been struggling with the attendance. The purpose of the meeting is to have a transparent communication with the student and the guardian, and find ways to encourage the student to improve his/her/their attendance in school as the grades most likely have been negatively affected by the high absence. Any relevant information that needs to be communicated with the student's teachers, will be conveyed by the mentor or the coordinator. All documentation will be saved.

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<sup>3</sup> See appendix 1 for guiding questions

<sup>4</sup> See appendix 2 and appendix 3

#### **STEP 4 - The Student Health team takes over**

If there is not an improvement in attendance despite the conversation the mentor has had with the student and the guardians, the Student Health team evaluates whether or not a letter, signed by the principal, should be sent home to the student. Students who are residents in Sweden and entitled to CSN, will be notified that they may lose their CSN if their attendance does not improve. The letter specifies that absences need to be validated by any health documentation the student might have in order to be accepted as reasons as to why the student has been absent.

#### **STEP 5 – Student Health Team**

The programme coordinator and the mentor will have a follow up meeting approximately 2-4 weeks after the warning letter has been sent home to the student. A final decision is then made by the school whether the student should be reported to the Swedish Board of Student Finance, consequently losing their CSN. The administrator records and reports the administrative parts of the process.

The Student Health team are responsible for documenting the plan of action and decisions made in a secured system called PMO<sup>5</sup>.

Should a student at the National Programme be absent for more than one month straight, a final letter will be sent home indicating that the student will be signed out if they do not contact the school immediately.

Last updated 30 October 2023

**Appendix 1:** Guiding questions for mentor meeting student

**Appendix 2:** Guiding questions for mentor/coordinator meeting student+guardian

**Appendix 3:** Form A (Student Information and Pedagogical Evaluation)

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<sup>5</sup> ProfDoc Medical Office

## **Appendix 1: Guiding questions for mentor meeting student**

Inform the student about the study allowance, (CSN) and how it is linked to the attendance.

### **Health**

- How well do you eat?
- How well do you sleep?
- Do you have any health issues?
- Is there anything that is bothering/stressing you?

### **Academic**

- Are you keeping up with your studies? If not, which subjects are hard to keep up with?
- Do you receive clear instructions in your courses?
- Do you feel confident discussing issues with your teacher?  
Do you think you might need additional support in order to keep up with schoolwork?

### **Social**

- Do you enjoy being in school?
- Do you have friends in school/in class
- Do you have someone among the staff you can speak to if needed?

### **Attendance**

- What can the school do for increased attendance?
- What can you do for increased attendance?

### **Appendix 3: Guiding questions for mentor/coordinator meeting student+guardian**

Inform guardians about the study allowance, (CSN) and how it is linked to the attendance.

- Are there any health related issues the school needs to be aware of? (Eat/Sleep/Stress)
- Does the student have challenges academically? (Schedule/Keeping up with school work/Need more support)
- Have you noticed that your child does not seem to have a social network in school?(Friends/enjoy being in school/good relationship to your teachers and/or other staff)
- What can the guardian/-s do to help improve the student's attendance?
- What do the guardian/-s suggest the school can do to improve the student's attendance?

### Appendix 3: Form A (Student Information and Pedagogical Evaluation)

**Student Name:**

**Class:**

Reason(s) for concern:

Action(s) already taken by mentor:

Teachers concerned -

Name of teacher	Done?

Name of teacher	Done?

Comments from staff members

Subject:	Description of student	+	-
Comments:	Relate to previously learned concepts		
	Oral instructions		
	Written instructions		
	Focus		
	Planning		
	Finish assignments		
	Responsibility		
	Cooperation		
	Conflicts		
Routines			

Subject:	Description of student	+	-
Comments:	Relate to previously learned concepts		
	Oral instructions		
	Written instructions		
	Focus		
	Planning		
	Finish assignments		
	Responsibility		
	Cooperation		
	Conflicts		
	Routines		

Subject:	Description of student	+	-
Comments:	Relate to previously learned concepts		
	Oral instructions		
	Written instructions		
	Focus		
	Planning		
	Finish assignments		
	Responsibility		
	Cooperation		
	Conflicts		
	Routines		

Subject:	Description of student	+	-
Comments:	Relate to previously learned concepts		
	Oral instructions		
	Written instructions		
	Focus		
	Planning		
	Finish assignments		

	Responsibility		
	Cooperation		
	Conflicts		
	Routines		

Subject:	Description of student	+	-
Comments:	Relate to previously learned concepts		
	Oral instructions		
	Written instructions		
	Focus		
	Planning		
	Finish assignments		
	Responsibility		
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Subject:	Description of student	+	-
Comments:	Relate to previously learned concepts		
	Oral instructions		
	Written instructions		
	Focus		
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	Finish assignments		
	Responsibility		
	Cooperation		
	Conflicts		
	Routines		

Subject:	Description of student	+	-
Comments:	Relate to previously learned concepts		



	Oral instructions		
	Written instructions		
	Focus		
	Planning		
	Finish assignments		
	Responsibility		
	Cooperation		
	Conflicts		
	Routines		

Subject:	Description of student	+	-
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	Cooperation		
	Conflicts		
	Routines		

Actions/decisions:

Additional information:

Date for follow up meeting:

**Form completed by:**

**Date:**