

OALCF Task Cover Sheet

Task Title: School Attendance Line - Reporting Child's Absence from School

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment ___ Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ✓	
Task Description: In this task set, a learner is asked to report their child's absence from school using the automated School Attendance phone line. School Attendance lines are common in many schools in Ontario.	
Competencies: A Find and Use Information B Communicate Ideas and Information	Task Group(s): A1 Read continuous text B1 Interact with others B2 Write continuous text
Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information B1.1: Participate in brief interactions to exchange information with one other person B2.1: Write brief texts to convey simple ideas and factual information	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Question or Task Sheet• School Attendance Line Information Sheet – can be modified to use local school information	

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Look at the School Attendance Line Information Sheet.

Task 1: What is the phone and extension number for the School Attendance Line?

Task 2: What time during the day should you report your child's absence or lateness?

Task 3: Name four of the seven key pieces of information that you should include in the message.

Task 4: a) Write out a message including all the key pieces of information required to report your child's absence.

b) Tell it to your instructor or another learner as if you were reporting it to the Attendance Line.

Task 5: What will the school attempt to do if a child is absent and the school has not received a message from a parent?

Task 6: What type of form will parents need to sign if their child is to be away from school three or more days?

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School Attendance Line Information Sheet

Anywhere Elementary School
123 Every Street
Happyville, ON
X0X 0X0

Attendance Line: 519-987-6543 ext. 3522

Please report if your child will be absent or late for school. Parents can leave a message on the Attendance Line voice mail.

Parents are asked to telephone the Attendance Line before 8:15 am on school days. The message should contain the following information: date, time, student's name, grade, homeroom or advisor teacher name, reason for being late/absent and the estimated period of time that the student will be away.

Our staff attempts to make sure that we know where all of our students are every day. The school will attempt to telephone all parents who have not informed the school of their child's absence.

Parents are required to sign a form accepting responsibility for schooling during an absence if a student is to be away for three or more days for reasons other than illness or injury.

Answer Sheet

Task 1: What is the phone and extension number for the School Attendance Line?
519-987-6543 ext. 3522

Task 2: What time during the day should you report your child's absence or lateness?
Before 8:15 a.m.

Task 3: Name four of the seven key pieces of information that you should include in the message.
Any four of the following: date, time, student's name, grade, homeroom or advisor teacher name, reason for being late/absent, and the estimated period of time that the student will be away

Task 4: a) Write out a message including all the key pieces of information required to report your child's absence.
b) Tell it to your instructor or another learner as if you were reporting it to the Attendance Line.
Answers will vary learner by learner.

Task 5: What will the school attempt to do if a child is absent and the school has not received a message from a parent?
Phone the parents

Task 6: What type of form will parents need to sign if their child is to be away from school three or more days?
A form accepting responsibility for schooling.

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> reads short texts to locate a single piece of information 			
	<ul style="list-style-type: none"> decodes words and makes meaning of sentences in a single text 			
	<ul style="list-style-type: none"> follows the sequence of events in straightforward chronological texts 			
	<ul style="list-style-type: none"> follow simple, straightforward instructional texts 			
	<ul style="list-style-type: none"> identifies the main idea in brief texts 			
A1.2	<ul style="list-style-type: none"> scans text to locate information 			
	<ul style="list-style-type: none"> locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> makes low-level inferences 			
	<ul style="list-style-type: none"> makes connections between sentences and between paragraphs in a single text 			
	<ul style="list-style-type: none"> reads more complex texts to locate a single piece of information 			
	<ul style="list-style-type: none"> follows the main events of descriptive, narrative and informational texts 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			
B1.1	<ul style="list-style-type: none"> conveys information on familiar topics 			
	<ul style="list-style-type: none"> shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others 			
	<ul style="list-style-type: none"> chooses appropriate language in exchanges with clearly defined purposes 			
	<ul style="list-style-type: none"> participates in short, simple exchanges 			

	<ul style="list-style-type: none"> gives short, straightforward instructions or directions 			
	<ul style="list-style-type: none"> speaks or signs clearly in a focused and organized way 			
	<ul style="list-style-type: none"> repeats or questions to confirm understanding 			
	<ul style="list-style-type: none"> uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) 			
B2.1	<ul style="list-style-type: none"> writes simple texts to request, remind or inform 			
	<ul style="list-style-type: none"> conveys simple ideas and factual information 			
	<ul style="list-style-type: none"> demonstrates a limited understanding of sequence 			
	<ul style="list-style-type: none"> uses sentence structure, upper and lower case and basic punctuation 			
	<ul style="list-style-type: none"> uses highly familiar vocabulary 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Instructor (print)

Learner Signature