

# Regina Public Schools



## HIGH SCHOOL ATTENDANCE STRATEGY AND INTERVENTION PLAN

2017-2018



REGINA PUBLIC SCHOOLS

## EXECUTIVE SUMMARY

### Regina Public High School Attendance Strategy and Intervention Plan

School attendance is both a right and a responsibility. School division teams actively partner with students and parents in the task of ensuring students meet or exceed the attendance requirements of Regina Public Schools and the Saskatchewan Education Act, 1995. RPS is committed to the full implementation of sections 156 to 162 of the Saskatchewan Education Act, which clearly defines student attendance as a responsibility that is shared among parents, students, teachers, principals and the Board of Education (refer to Appendix D).

Regina Public School staff recognize that consistent attendance, academic success, and school or grade completion have a positive correlation. The Attendance Strategy and Intervention Plan is not intended as a punitive measure. It aims to provide direction and to involve all stakeholders in achieving consistent attendance and therefore academic success for all students. Accurate course attendance records are imperative to the process.

The entire Regina Public High Schools Attendance Strategy and Intervention Plan will soon be available for review at [www.rbe.sk.ca](http://www.rbe.sk.ca).

### Student Attendance Incentive

Attendance Incentives are designed to recognize those students who have made efforts to attend classes regularly and punctually. The incentive that may be earned is as follows:

- The mark attained on the final assessment will not negatively impact the grade earned for that class.

Attendance Incentives are earned by students if the following criteria are satisfied:

- Students that have a total of seven or fewer absences in each individual class, per semester.
  - A student is deemed to be **present** when he or she physically attends his or her regularly scheduled course. (Absences include excused).
  - All curricular activities, as approved by the school administration, will be marked “office” and will not be considered one of the absences that would negatively impact the Attendance Incentive. These would include any transition activities with post-secondary institutions.
  - Students who participate in school organized extra-curricular activities (sports, music, SRC, etc.) will be marked “extra-curricular” and will be permitted an additional three absences in each individual class, per semester. These absences would not negatively impact the Attendance Incentive.

- All students who qualify for a national level event, and represent the province of Saskatchewan, will be marked “office” and will not be considered one of the absences that would negatively impact the Attendance Incentive.
- Students may have a total of three or fewer lates in each individual class, per semester.
  - A **late** is defined as any time a student is not present in his or her scheduled course before the bell sounds signifying the beginning of class.
- Students must have all assignments completed in a satisfactory manner (no zeros) with a maximum of three late assignments over the entire semester.
- Students must have a minimum of 50% in the selected course one week from the end of classes.
- Unexcused absences from Advisory will result in review by School Administration and possible suspension.

**Note:**

- Any unexcused absence or a school suspension (for current semester only) will lead to loss of Incentive. In addition, it is important that parents/guardians maintain accurate attendance records. Attendance should be reviewed on a weekly basis and any corrections must be made within five school days.
- There may be rare instances when a student has not received the Attendance Incentive due to extenuating circumstances. Students and parents may choose to appeal the decision by writing an email or letter to the home school principal explaining the situation. The information will be reviewed by a team of high school principals and a decision will be communicated by the home school principal.

### **RPS High School Attendance Protocols**

- After 5 unexcused course absences, the Advisory teacher will contact home to inform the parents/guardians. The student will meet with the Advisory teacher to discuss attendance.
- After 10 unexcused course absences, a designated administrator/ guidance counsellor/ indigenous advocate from the attendance team will contact the parents/guardians to discuss the student’s attendance. The student and his/her parents will meet with the attendance team to discuss attendance. A formal letter will be sent to the parents/guardians as a follow up to the attendance team meeting to indicate that the student is at risk of being withdrawn from the class.

- After 15 unexcused course absences, a designated administrator/ guidance counsellor/ indigenous advocate from the attendance team will contact the parents/guardians to discuss the student's attendance. The student and his/her parents will meet with the attendance team to discuss attendance. A formal letter will be sent to the parents/guardians as a follow up to the attendance team meeting to indicate that the student is at risk of being withdrawn from the class.
- After 20 unexcused course absences, the student will be withdrawn from the course. A standard letter of notification will be sent to the parents/guardians informing them that the student has been withdrawn from the course.
- After 20 **CONSECUTIVE** unexcused **DAYS** of school, the student will be withdrawn as per the Ministry of Education guidelines (refer to Appendix E).
- A student who has been withdrawn from a course may re-enrol in that course the next semester.
- Parents must be aware that, if they are giving permission for an absence for illness or any other circumstances for which the family considers to be sufficient, the parent/guardian also assumes responsibility for results of absences such as, lower or failing grades and an increased homework load.
- Despite being excused, students may still be withdrawn after 20 classes if they are not achieving 50% in the course.

## Learning and Re-Engagement Centre

The Learning and Re-Engagement Centre is located at Scott Collegiate and is part of the new Mâdawêyatitân Centre. The program is designed for students in grade 10 who are not achieving success in their home high school and are looking for a unique high school experience. It is designed to enable students to achieve success and independence through personalized learning experiences. The staff take a holistic approach to education, which accounts for the whole individual. Flexible, one-on-one or small group learning sessions replace traditional classroom structures. Emphasis on relationship building and high academic performance cultivates responsibility, ownership, and active learning. Individual attention and an open concept work environment create an inclusive learning community. Students interested in the Learning and Re-Engagement Centre must fill out an application form, which can be found at their home high school or at Scott Collegiate.

