



Tatamagouche Regional Academy

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Principal: Jennifer MacDonald

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Student Attendance and Engagement Policy

The purpose of the *Student Attendance and Engagement Policy* recognizes that regular attendance at school supports greater student success and achievement. Regular attendance supports student learning and promotes a sense of responsibility that students will need as they transition from the school system to post-secondary studies and/or the workforce.

The policy will be applied in a fair and equitable way and is not intended to punish or marginalize students for circumstances beyond their control. Schools will work with the student and families to respond with the appropriate incentives and supports, and/or to develop accountability mechanisms that recognize the student's unique situation.

Responses to student absenteeism and chronic lateness will vary based on the age, grade, and development of the student, the professional judgment of teachers and principals, and the individual circumstances of the student. Responses include the following:

- **Universal/prevention strategies** will focus on promoting regular attendance for all students. This may include school-based use of incentives, as appropriate.
- **Increasing connections** will be made when the reason for an absence is not communicated to the school by the parent/guardian or when the frequency of total absences or chronic lateness has reached 10 per cent of class time.
- **Early intervention responses** will be used when an issue with attendance has been identified and/or the frequency of total absences or chronic lateness is between 10 and 15 per cent of class time, or earlier if advised by the student's teacher.
- **Targeted interventions** will be provided for students facing greater attendance challenges, often when the frequency of total absences or chronic lateness has gone over 15 per cent of class time.
- **Loss of credit for Grades 10 to 12:** In order to earn a course credit in high school, students are expected to be present for at least 80 percent of class time. A teacher can recommend loss of credit when a student has missed 20 per cent of class time due to any absences, and strong efforts have been made to improve the student's attendance, but no improvement has been demonstrated by the student.