

New Germany Rural High School Attendance Policy

Student attendance requires a joint commitment from students, families, educators, and the community. Regular attendance at school has a direct correlation to student achievement. It is important that families communicate with the school, to ensure the most accurate tracking of attendance.

Reporting

To report an absence, late arrival or to notify the school that a student needs to leave early please call the school at 902-644-5000

Lateness

Students must report to the office to get a late slip if they are late for classes. Teachers will admit the student and record the time of arrival in Power School.

Students should:

- attend school regularly
- attend all classes on time and ready to learn
- speak to teachers when they have been absent so as not to fall behind
- speak to teachers prior to going away for an extended period of time to arrange to access work while away – teachers are not expected to provide work in advance of when it will be regularly taught
- seek support if they are experiencing difficulty attending
- must sign into the office and get a late slip if arriving late
- must sign out in the office if leaving early

Families should:

- encourage their child(ren) to attend school regularly
- call the school to communicate absences
- call the school to communicate late arrival
- call the school if there are extenuating circumstance that prevent students from attending
- try to arrange family trips outside of school time

Teachers and Administration will:

- Record attendance daily
- 5% - contact with home by teacher – call will be logged and teacher will notify administration (Early Interventions)
- 10% - administration will meet with student and meet with parent where possible (if not, phone contact) – contact will be logged (Early Interventions)
- 15% - administration will meet with student and parent and log contact (Targeted Interventions)
- 20% - Administration will meet with student at recommendation of teacher for potential loss of credit (Targeted Interventions)

Early Interventions:

- Up to 10-15% absenteeism

- Focus should be on developing relationships with students and families
- Phone calls home
- Outside agency supports
- Possible development of attendance plan or contract
- School based and board based supports (RCH, Student Services, Schools Plus, Psychologists, Mental health, etc.)
- Discuss the danger of losing the credit at high school level

Targeted Interventions:

- 15% absenteeism or higher
- Developing/amending student attendance plans/contracts
- Identify and connect student and family with new or additional school based, board based, or outside agency supports
- Restate the danger of losing credit in a course at the high school level
- Alternative programming or alternative educational settings, such as resource (if needed), the alternate school, or behavioral support

Loss of Credit:

- Grades 10-12
- At 20% absenteeism students may be at risk of losing their credit in that course.
- Teachers can recommend loss of credit for students
- Teachers and administration will use their professional judgment with regards to the reasons for absenteeism
- Principal will work in consultation with the teacher to make the final decision.
- Principal is ultimately responsible for the final decision
- Strong efforts to engage student and implement interventions should have been in place prior to loss of credit.
- School board cannot overturn the principal’s decision

Senior High Absences Chart:

Length of Classes	Total Possible # of Classes	5%	10%	15%	20%
Semestered	110	6	11	17	22
Full Year (1 credit)	110	6	11	17	22
Full Year (2credits)	220	11	22	33	44
Semestered Half Credit	55	3	6	8	11