

PROPOSED REVISION



3122
Page 1 of 3

STUDENTS

Attendance

Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Life-long attendance behaviors begin with entry into school at the pre-school or kindergarten level, and continue through middle school and into high school until the student graduates. When students arrive in the classroom, it is expected that they will immediately begin to prepare for the start of the day or the period, and be ready to engage in the learning process when the school day or period officially begins.

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes or participate in all assigned remote instructional activities; **except when there are necessary reasons for students to be absent each day on time**. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of attendance expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents/guardians in correcting truancy. The district will make this information available online or, upon parent/guardian request, in writing. The district will make reasonable efforts to enable parents/guardians to request and receive this information in a language they can understand. Parents/guardians will be required to date and acknowledge review of this information either online or in writing at the time of enrollment and at the beginning of each school year.

It is recognized that there are rare occasions that necessitate a late arrival, early departure or legitimate excused student absence from in-person or remote learning. Teachers will keep a record of student absences and tardiness. Determination as to whether an absence is a tardy, excused or unexcused absence is made by the school in accordance with law and policy. The role of the parent or guardian is to ensure that their children attend school and to verify that the student's absence was for an excusable reason.

Tiered Response System for Student Absences

[WAC 392-401A-045](#) **states requires:**

School districts **must to** implement **minimum requirements of** a **multitiered response** system **of support for attendance to address barriers to student attendance, provide timely interventions and best practices** to reduce chronic absenteeism and **truancy. address barriers to student engagement in learning during the COVID epidemic. Tiered response** **Multitiered** systems **of support under this section must** include:

- a. Monitoring daily attendance data for all students who are absent **from remote learning**, whether **the absence is** excused or unexcused;
- b. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;

PROPOSED REVISION

3122

Page 2 of 3

- ~~e. Daily notification of absences to parents;~~
- ~~d. A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;~~
- ~~ce.~~ Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
- ~~d.~~ A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
 - (1) A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
 - (2) School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
 - (3) Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
 - (4) Referral to community-based organizations;
 - (5) Documentation of the attempts to reach student and family; and
 - (6) Follow the required steps to address unexcused absences in [Chapter 28A.225 RCW](#), including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.
- ~~f. When feasible and appropriate, transitioning the students to full time in-person learning or other program to accommodate the student's needs.~~

It shall be the responsibility of principals and certificated staff to enforce the district's attendance policies and procedures.

Cross references: [Board Policy 2340](#)
[Board Policy 3110](#)
[Board Policy 3112](#)
[Board Policy 3120](#)
[Board Policy 3121](#)
[Procedure 3122P](#)
[Board Policy 3230](#)
[Board Policy 3300](#)
[Board Policy 3441](#)
[Procedure 3441P](#)
[Board Policy 4218](#)

Religious-Related Activities and Practices
Age of Attendance
Withdrawal Prior to Graduation
Compulsory Attendance
Enrollment and Attendance Records
Attendance
Student Privacy
Student Discipline
Release of Student during the School Day
Release of Student during the School Day
Language Access Plan

PROPOSED REVISION

3122

Page 3 of 3

Legal references:	RCW 13.34.300	Relevance of failure to cause juvenile to attend school to neglect petition
	RCW 28A.150.220	Basic education—Minimum instructional requirements—Program accessibility—Rules
	Chapter 28A.225 RCW	Compulsory school attendance and admission
	Chapter 392-401A WAC	Statewide definition of absence for the 2020-21 school year.
	Chapter 392-401 WAC	Statewide definition of absence, excused and unexcused

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