



## STUDENTS

### Attendance

#### Absence Definitions

##### Definition of Absence from In-Person Learning

[WAC 392-401A-015](#) states:

1. A student is absent from in-person learning when the student is:
  - a. Not physically present on school grounds; and
  - b. Not participating in the following activities at an approved location during a scheduled in-person learning day:
    - (i) Instruction; **or**
    - (ii) Any instruction-related activity; or
    - (iii) Any other district- or school-approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
2. A full day absence from in-person learning is when a student is absent for fifty percent or more of their scheduled day.

##### Definition of Absence from ~~Remote Learning~~ Synchronous and Asynchronous Instruction

1. A student is absent from ~~remote learning~~ **synchronous online instruction** when the student **is not participating in planned instructional activities on a scheduled remote learning day does not log in to the synchronous meeting/class.**
2. **A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity.**
32. Evidence of student participation in **asynchronous activities must occur daily, within a twenty-four (24) hour time frame of when the participation is planned or expected. remote learning may include, but is not limited to:**
  - a. Daily logins to learning management systems;**
  - b. Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or**
  - c. Evidence of participation in a task or assignment.**

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## Minimum Time for Being Considered Present

The district has authority to establish minimum thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The superintendent will develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

## Presence vs. Participation

Participation, such as turning video on and participating in discussion or chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

## Absence from Asynchronous Instruction

Similar to local determinations on what constitutes presence for synchronous online instruction, the superintendent will develop a consistent and equitable approach that establishes what constitutes “evidence of participation.” This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes “evidence of participation” should not be left to individual teachers.

## Tardies

The district has the flexibility to determine what constitutes a tardy in synchronous online settings. The district differentiates a tardy from an absence (where the student does not attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition.

## Daily attendance taking

The district will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.

## Excused and Unexcused Absences

### Excused Absences

Absences due to the following reasons must be excused:

1. Physical health or mental health symptoms. Illness, health condition or medical appointment ~~(including, but~~ for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible.

- A. **Extended illness or health condition.** If a student is confined to home or a facility for an extended period of time, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do their schoolwork, or if there are academic requirements of a particular course which cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.
- B. **Excused absence for chronic health condition.** Students with a chronic health condition that interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and the student's parent/guardian will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be reviewed and approved or denied by the principal. If the recommended limited program is denied, the principal will work with the student, their parent/guardian and medical advisor to revise the program for approval. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's/guardian's request.
2. **Family emergency** including, but not limited to, a death or illness in the family.
  3. **Religious or cultural purpose** including observance of a religious or cultural holiday or participation in religious or cultural instruction.
  4. **Court, judicial** proceeding, court-ordered activity, or jury service.
  5. **Post-secondary, technical school or apprenticeship program** visitation, or scholarship interview.
  6. **State-recognized search and rescue activities** consistent with [RCW 28A.225.055](#).
  7. Absence directly related to the student's **homeless or foster care/dependency** status.
  8. Absences related to **deployment activities of a parent or legal guardian** who is an active duty member consistent with [RCW 28A.705.010](#).
  9. Absences due to **suspensions, expulsions or emergency expulsions** imposed pursuant to [Chapter 392-400 WAC](#) if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in [WAC 392-121-107](#).  
  
As required by law, students who are removed from a class or classes as a disciplinary measure, or students who have been placed on short-term or long-term suspension, will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
  10. Absences due to student **safety concerns**, including absences related to threats, assaults, or bullying;
  11. Absences due to a student's **migrant status**;
  12. An approved activity that is consistent with district policy and is **mutually agreed upon** by the principal or designee and a parent/guardian or emancipated youth;

**13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.**

**In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:**

**1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;**

**2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;**

**3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and**

**4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.**

**13. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;**

**14. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;**

**15. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;**

**16. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;**

**17. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and**

**18. Other COVID-19 related circumstances as determined between the school and parent/guardian or emancipated youth.**

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.

With the exception of item 9, the parent/guardian is expected to contact their student's school attendance office in writing or by phone to provide an explanation for a student absence within thirty (30) calendar days from the date of the absence.

If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.

An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent/guardian or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen (13) and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen (14) and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

### **To Contact the School in Writing**

Parents/guardians may contact the school in writing to provide an explanation for a student absence. Such parent/guardian written contact can be in the form of a hand-written note, sent from the parent/guardian email address, or sent by fax. The written note should contain the following information:

- Student ID number and/or student name
- Date(s) of the absence
- Reason for the absence
- Parent/guardian name
- Parent/guardian signature (for hand-written notes)
- Parent/guardian phone number

### **To Contact the School by Phone**

Parents/guardians may contact the school by phone to provide an explanation for a student absence. Such parent/guardian contact will be recorded in writing by school office staff to excuse the absence. Parents/guardians needing language assistance to provide a written note may use the district's Communication Line for Non-English-Speaking Families by calling 425-385-4011.

### **Unexcused Absences from In-Person Learning**

Any absence from in-person learning is unexcused unless it meets one of the criteria provided in [WAC 392-401A-020](#).

A student will receive an unexcused absence when:

1. The parent/guardian or adult student submits an excuse statement that does not constitute an excused absence as set forth above;

2. The parent/guardian or adult student fails to submit any type of excuse statement, whether by phone, fax, email or in writing, for an absence; or
3. The parent/guardian or adult student submits an excuse statement more than thirty (30) calendar days after the absence.

## **Unexcused Absences from Remote Learning**

**Absences from remote learning must be marked as a “nontruancy remote learning absence” until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in [WAC 392-401A-020](#).**

## **Length of Absence**

The length of a student’s daily absence per the definitions below determines if the absence will be recorded as a tardy, a partial day absence or a full day absence.

### **Tardy**

Students are expected to be in their classrooms, in their seats, and ready to participate at the beginning of each class. Students are tardy if they arrive after the published start time or leave before the published end time for school or class. A student who is marked tardy to class is not absent unless the student otherwise meets the criteria for an absence.

Tardies shall not be converted or combined into absences that contribute to a truancy petition.

## **Partial Day or Period Absence**

### **Elementary (Kindergarten through Fifth Grade)**

At the elementary level, a *tardy* becomes a *partial day absence* if the student has missed more than thirty (30) minutes and less than 50% of their school day.

### **Secondary (Middle and High Schools)**

At the secondary level, if the student arrives late to class or leaves early they will be marked as tardy. A *tardy* becomes a *period absence* if the student has missed 50% or more of the instructional minutes of the period.

## **Full Day Absence**

A full day absence is defined as a student missing 50% or more of their scheduled school day.

### **Elementary**

At the elementary level, a student’s attendance will be recorded as a full day absence when the student has missed 50% or more of their scheduled school day. On a regularly scheduled school day, there are 6.5 total hours per day.

## Secondary

At the secondary level, a student's attendance will be recorded as a full day absence when the student has missed 50% or more of their scheduled periods for that school day. On a regularly scheduled school day, there are seven (7) periods in middle school and six (6) periods in high school.

### **Prearranged Absences for Vacations or Travel**

Families should not schedule vacations or travel while school is in session. If a family vacation or travel must occur while school is in session, it must be prearranged prior to the absence and approved by the principal or designee pursuant to item 12 above. The principal or designee may excuse up to five (5) school days for a prearranged absence per student each school year.

Assignments requested for a prearranged absence will be provided to the student or parent/guardian if requested five (5) school days prior to the absence.

### **Response to Student's Failure to Attend School**

#### **A. Notice to Parent/Guardian**

If a student fails to attend school, the student's parent/guardian will be informed by a notice in writing or by telephone whenever the child has failed to attend school after one (1) unexcused absence within any month during the current school year. The school shall inform the parent/guardian of the potential consequences of additional unexcused absences. If the parent/guardian is not fluent in English, the school must make reasonable efforts to provide this information in a language in which the parent/guardian is fluent.

#### **B. Required Conference for Elementary School Students**

In the event that a student in elementary school is required to attend school under [RCW 28A.225.010](#) or [RCW 28A.225.015](#)(1) and has **five (5) or more excused absences in a single month** during the current school year, or ten (10) or more excused absences in the current school year, the district shall schedule a conference or conferences with the parent/guardian and student at a reasonably convenient time for all persons included for the purpose of identifying barriers to the student's regular attendance and the supports and resources that may be made available to the family so that the student may regularly attend school.

The conference must include at least one (1) district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program (IEP) or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

A conference is not required if:

- (a) Written notice of the prearranged excused absence was provided to the principal or designee; or
- (b) If a doctor's note was provided and an academic plan was in place to ensure the student did not fall behind while absent.

If a regularly scheduled parent-teacher conference day is to take place within thirty days (30) of the absences, the district may schedule the conference on that day.

## C. Required Conferences for All Students relating to Unexcused Absences

After one unexcused absence within any month during the current school year, the school shall inform the student's parent/guardian by a notice in writing or by telephone whenever the student has failed to attend school and of the potential consequences of additional unexcused absences. If the parent/guardian is not fluent in English, the school must make reasonable efforts to provide this information in a language in which the parent/guardian is fluent.

**After three (3) unexcused absences within any month of the current school year**, the school shall hold a conference with the principal or designee, parent/guardian, and student to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty (30) calendar days of the third unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the school may hold the conference with the student and principal. However, the school shall notify the parent/guardian of the steps to eliminate or reduce the student's absences.

**At some point after the second and before the seventh unexcused absence**, the district will take data-informed steps to eliminate or reduce the student's absences. In middle school and high school, these steps must include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.

For any student with an existing IEP or 504 plan, these steps must include convening the student's IEP team or 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent/guardian gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior.

For any student who does not have an IEP or 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent/guardian to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services.

This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

The district will designate a staff member to apply WARNS and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:



1. Adjusting the student's school, program or course assignments;
2. Providing the student more individualized or remedial instruction;
3. Providing appropriate vocational courses or work experience;
4. Requiring the student to attend an alternative school or program;
5. Assisting the student or parent/guardian to obtain supplementary services that might eliminate or ameliorate the causes of absence; or
6. Referring the student to a community truancy engagement board.

D. After Seven (7) Unexcused Absences

**Not later than a student's seventh unexcused absence in a month**, the district will:

1. Enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
2. Refer the student to a community engagement board; or
3. File a petition with juvenile court (see below).

**Tiered Response System for Student Absent from Remote Learning**

Students who are marked absent from remote learning will receive interventions and services consistent with the tiered response system for student absences implemented by the district pursuant to [WAC 392-401-045](#). Under the tiered response system, the district will:

- Monitor daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- Make multiple attempts to contact the families regarding student absences using multiple modalities and in the parent's home language;
- Provide daily notification of absences to parents;
- Provide outreach from the student's school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- Provide differentiated supports to students that address the barriers to attendance and participation, including universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- When feasible and appropriate, transition students to full-time in-person learning or other program to accommodate the student's needs.

E. Petition to Juvenile Court

For students under the age of seventeen (17), **no later than the seventh (7th) unexcused absence within any month during the current school year, and no later than the fifteenth unexcused absence during the current school year**, the district will file a petition and supporting affidavit for a civil action in juvenile court alleging violation of the State's school attendance laws.

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year;
2. An attestation that actions taken by the district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the district to reduce the student's absences from school;
4. A statement that [RCW 28A.225.010](#) has been violated by the parent/guardian, student or parent/guardian and student;
5. The petition will include the student's name, date of birth, school, address, gender, race, and ethnicity, and the names and addresses of the student's parents/guardians, the languages in which the student and parent/guardian are fluent, whether there is an existing individualized education program (IEP), and the student's current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school/district, the history of approved best practices or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document provided to the parent/guardian;
7. Facts that support the above allegations; and
8. The relief requested.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court grants the petition and enters an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district shall periodically report to the court any additional unexcused absences of the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

### **Students Found Dependent Pursuant to [Chapter 13.34 RCW](#)**

A district representative or staff member will review unexpected or excessive absences with a student who has been found dependent under the [Juvenile Court Act](#) and the adults involved with that student. Adults include the student's caseworker, educational liaison, attorney if one is appointed, parents/guardians, foster parents or the person providing placement for the student.

The purpose of the review is to determine the cause(s) of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The district representative or staff member must proactively support the student's management of their school work so the student does not fall behind and to avoid suspension or expulsion based on truancy.

## **Migrant Students**

If necessary, the district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

## **Students Six or Seven Years Old**

Students six (6) or seven (7) years of age, who have been enrolled in the district, are required to attend school and their parents/guardians are responsible for ensuring that they attend. Parents/guardians who wish to withdraw their children before the age of eight (8), and against whom no truancy petition has been filed, may withdraw the students from school. When a six (6) or seven (7)-year-old student has unexcused absences, the district will follow the steps described above under Response to Student's Failure to Attend School.

## **Discipline and Corrective Action**

1. Students shall not be absent if:
  - a. They have been suspended, expelled, or emergency expelled pursuant to [Chapter 392-400 WAC](#);
  - b. Are receiving educational services as required by [RCW 28A.600.015](#) and [Chapter 392-400 WAC](#); and
  - c. The student is enrolled in qualifying "course of study" activities as defined in [WAC 392-121-107](#).
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Any student who presents false evidence, with or without the consent of their parent/guardian, in order to wrongfully qualify for an excused absence will be subject to the same corrective action that would have occurred had the false excuse not been used.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action.

## **Student Transfers**

In the case of a student who transfers from one district to another during the school year, the receiving district will include the unexcused absences accumulated at the previous district. The sending district will provide this truancy information for the current school year to the receiving district, together with a copy of the WARNS assessment, any truancy documentation previously provided to the parent/guardian, and any other truancy interventions previously provided to the student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

## **Community Engagement Board**

A “community engagement board” means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the district and composed of members of the local community in which the student attends school.

The district will designate and identify to the juvenile court and to the Office of the Superintendent of Public Instruction a staff member to assist in the recruitment of community engagement board members, coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, establishing protocols and procedures with the court, coordinating training for members of the community engagement board, and sharing evidence-based and culturally appropriate promising practices. The district will also identify a person at each school to serve as a contact regarding excessive absenteeism and truancy.

Cross references:	<a href="#">Board Policy 3122</a>	Attendance
	<a href="#">Board Policy 3441</a>	Release of Student during the School Day
	<a href="#">Procedure 3441P</a>	Release of Student during the School Day
	<a href="#">Comprehensive Education Data and Research System (CEDARS) Data Manual</a>	

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