



Cle Elum-Roslyn School District

October 12th 2026 Work Session

Date and Time

Monday October 12, 2026 at 6:00 PM PDT

Location

District Central Office
4244 Bullfrog Rd
Cle Elum, WA 98922

Agenda

I. Opening Items

A. Call the Meeting to Order

Pledge of Allegiance

B. Open Meeting

- Excuse Board Member Absence:
- Addition or Deletion to Agenda:
- Adopt Agenda

II. SUPERINTENDENT & WARRIOR COUNCIL REPORT

III. BOARD AWARDS

- With a 15 minute intermission for dessert.

IV. WORK STUDY- Discussion

- A.** Student Benchmark Data Presentations and School Improvement Plan Accomplishments 2025-2026 School Year

[Student Learning and MAP data link](#)

- B.** Enrollment & Class Size Overage Update

V. POLICIES

- A.** 1st Read Policies

VI. BOARD COMMENTS

VII. Closing Items

- A.** Adjourn Meeting

Next Meeting: Business - October 26th at 6:00pm in the District Central Office

Coversheet

Enrollment & Class Size Overage Update

Section: IV. WORK STUDY- Discussion
Item: B. Enrollment & Class Size Overage Update
Purpose:
Submitted by:
Related Material: Fall Secondary Overages 10.26.pdf

UPDATED 9-29-26	FALL Semester							
Teacher	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ALDRICH		TECH	ROBOTICS I/II 28	TECH/GAME 7	ROBOTICS 7 15	PREP	COMP REPAIR 16	INTRO COMP I/II 13
BELL		BIO-NAT RES (10) 27	PREP	INT SCI (SCI 9) 19	INT SCI (SCI 9) 23	ENV SCI 18	WARRIOR 103 25	INT SCI (SCI 9) 25
BEYER		ELA 9 26	ELA 9 23	ELA 9 12	B COM 26	ELA 10 25	PREP	ELA 10 29
BERGQUIST		HMR ENGLISH 9	HMR ENGLISH 11	CO-TEACH Williams	HMR MATH 17	HMR MATH 6	IEP WRITING	PREP
BLAZINA		PREP	CONST I 21	CO-TEACH Ramos	STEAM 7 16	SHOP 8 23	POWER 8 17	POWER MECH 20
BOWMAN		PHYSICS 21	BIO MED 29	BIO (SCI 10) 29	7/8 SCI HI-CAP 30	BIO (10) 21	SCI 7 21	CHEMISTRY 30
BRANDSOY		SELF CONTAINED	SELF CONTAINED	TRANSITIONS 22	SELF CONTAINED	TRANSITIONS 12	IEP WRITING	PREP
BROWITT		ELA 6 24	PREP	7/8 ELA HI-CAP 30	ELA 6 28	SS 6 30	ELA 6 13	SS 6 11
BUTORAC		PUBLISHING 15	PREP	INTRO BUS 15	DIGI DESIGN 6 10	DIGI DESIGN 6 23	DIGI DESIGN 6 27	PE 7 38
DRAVELING		MATH 6 9	MATH 7 14	PREP	READING 9	READING 12	IEP WRITING	MATH 8 11
FLESHMAN		WORLD (SS 10) 19	PREP	SOC 101 (CWP) 34	CIHST 143 (US) 28	US HISTORY 15	SOC 101 (CWP) 33	US HISTORY 28
HARPER		CWU ENG 101 22	CWU ENG 101 30	OUTDOOR 29	CWU ENG 105 25	BC ENG 244 20	THEATER ARTS 16	PREP
KELLER		PREP	UW CALC 124 10	UW PRECAL 120 25	MATH LAB Variable	ALG II 19	MATH LAB Variable	CWU Finite Math 15
KIRBY		0.8 RELEASE	SS 6 24	PREP	SPAN II 16	SPAN I 20	SPAN 8 20	SPAN II 19
LEAVITT	LEADERSHIP HS 14	ART I/II 28	PREP	ART APPR 103 18	WILDCAT WAY 14	CERAMICS I/II 22	CERAMICS I/II 23	ZERO PERIOD RELEASE
MEADOWS		ASL II 11	ASL II 27	PREP	ASL II 17	ASL MS 30	ASL I 30	ASL I 24
MONTEMAYOR		ELA 7 30	SS 7 32	ELA 7 21	ELA 8 21	PREP	SS 7 30	ELA 8 22
RAMOS	JAZZ 20	CONCERT BAND 43	CHOIR (7-12) 13	BAND 6 36	ZERO PERIOD RELEASE	BAND 7/8 41	PREP	BAND 6 18
ROWLAND		SCI 6 18	SCI 6 23	SCI 8 21	SCI 8 22	PREP	SCI 6 23	SCI 7 30
SCHMIDT		LIFE SKILLS 5	LIFE SKILLS 6	LIFE SKILLS 3	LIFE SKILLS 3	LIFE SKILLS 6	LIFE SKILLS 10	PREP
SIMPSON		MATH 6 14	MATH 6 18	PE 6 29	MATH 6 23	PREP	FINANCIAL 8 17	PE 6 35
SINGER		FIT TECH/YOGA 22	FIT TECH/YOGA 29	FIT TECH/YOGA 31	HEALTH 10 20	CHILD 19	HEALTH 10 30	PREP
TAYLOR		PE 8 28	PE 8 31	PE 7 30	PE 9 25	OUTDOOR ED 20	OUTDOOR ED 18	PREP
TIFFANY		PREP	WARRIOR 101 27	WARRIOR 101 14	BAKING 22	FOODS I/II 24	FOODS I/II 19	WARRIOR 101 15
TOMICH		MATH 7 32	MATH 7 16	GEO 8 22	GEO 20	PREP	PREP	MATH 8 28
WHITE		ALG I 20	ALG II 26	PREP	ALG II 21	ALG I 15	ALG I 28	ENGINEERING 15
WILLIAMS		SS 8 32	SS 8 30	WORLD (SS 10) 29	WORLD (SS 10) 27	PREP	PE 9 28	WEIGHTS 23

Coversheet

1st Read Policies

Section:	V. POLICIES
Item:	A. 1st Read Policies
Purpose:	
Submitted by:	
Related Material:	5404 Family and Medical Leave Act (FMLA) CERSD old.pdf 5404-Family and Medical Leave- New .pdf 3122- Excused and Unexcused Absences Old CERSD.pdf 3122-Excused and Unexcused Absences NEW WSSDA.pdf

Cle Elum-Roslyn School District No. 404

Board Policy

Personnel

5404

Family and Medical Leave Act (FMLA)

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to:

- (a) Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child; or
- (b) Care for a spouse, parent or child of the employee who has a serious health condition, or the employee may obtain leave for a personal health condition if it renders the employee unable to perform his or her job.

Leave taken for newborn or adopted child care shall be completed within one year after the date of birth or placement for adoption. Family leave authorized under this policy must be taken full-time and consecutively unless an alternative schedule is approved by the superintendent or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20% of the number of working days in the period during which the leave would extend without the approval of the superintendent. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave, if such a position is available. An employee must have exhausted all sick and/or annual leave before applying for an FMLA absence.

A period of FMLA leave is in addition to any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth, pursuant to the Maternity Leave section of this policy. FMLA can only be taken when all sick leave has been exhausted. A waiver of this requirement may be submitted to the Board.

If both parents of a newborn or newly adopted child are employed by the school district, they shall be entitled to a total of twelve workweeks of family leave during any twelve month period, and leave shall be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.

The superintendent may require written verification from the employee's health care provider.

The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two

health care providers shall select a third provider, whose opinion, obtained at the employer's expense, shall be conclusive.

Return to work. Any employee returning from an authorized family leave shall be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.

Reinstatement of an employee returning from family leave need not occur if: a) the specific job is eliminated by a bona fide restructuring, or a reduction-in-force resulting from lack of funds or lack of work, b) an employee on family leave takes a position with another employer outside the home, or c) the employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave. If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave. Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:

- A) The employee began leave five or more weeks before the end of the semester, the leave is for more than three weeks, and the employee would otherwise return to work within three weeks of the end of the semester.
- B) The employee began family leave (except for a personal health condition) less than five weeks before the end of the semester, the leave is for more than two weeks, and the employee would otherwise return to work within two weeks of the end of the semester.
- C) The employee began family leave (except for a personal health condition) three or fewer weeks before the end of the semester and the period of leave is more than five working days.

Cross Reference: Board Policy 5021 Applicability of Personnel Policies

Legal References:	RCW 49.78	Family Leave
	WAC 296-134	Family Leave
	29 USC 2601-2654	Family and Medical Leave Act of 1993
	29 CFR 825.100-825.800	Family and Medical Leave Act of 1993

Adoption Date: 9/14/98

Revised: 6/28/2010

Cle Elum-Roslyn School District

Title: **Family and Medical Leave**

Code: 5404

Section: WSSDA Model Policies

Section: 5000 - Personnel

I. State Paid Family and Medical Leave

Paid Family and Medical Leave are benefits administered by the Washington State Employment Security Department (the "ESD"). Employees interested in applying for these benefits must follow the process described in chapter 192-610 WAC. Employees who have questions regarding the application process may contact the ESD or visit its website at paidleave.wa.gov. The district will post notices made available by the ESD that provide pertinent information regarding Paid Family and Medical Leave benefits and will comply with applicable provisions of the Paid Family and Medical Leave Act (PFMLA).

II. Federal Family and Medical Leave

The district will grant employees leave in accordance with the Family and Medical Leave Act (FMLA).

FMLA provides eligible employees up to 12 weeks of unpaid, job-protected leave per 12-month period for qualifying family and medical reasons. Additionally, eligible employees may take up to 26 weeks of leave within a single 12-month period to care for a covered servicemember with a serious injury or illness.

For the purpose of tracking FMLA entitlement, the 12-month period is defined as a rolling 12-month period measured forward from the date an employee's first FMLA leave begins.

Use of Paid Leave

PFML and FMLA leave must run concurrently whenever an employee qualifies for both programs; consecutive use of these leave types is prohibited.

While receiving income protection benefits under PFML, a disability plan, or Workers' Compensation concurrent with FMLA, employees are exempt from any employer requirement to exhaust accrued paid leave (e.g., vacation, sick, or PTO).

Fitness-for-duty Certification

To be restored to work after taking FMLA leave, an employee who was out because of their own serious health condition must submit a fitness-for-duty certification stating that the employee is fit to resume work.

III. Pregnancy-Related Disability Leave

Leave may be granted to employees during any period of pregnancy-related disability. To support and authorize such leave, the District may require written certification from a healthcare provider verifying the medical necessity and expected timeframe of the disability.

Accumulated sick leave may be utilized for any period of pregnancy-related disability. Upon exhausting all available paid sick leave, the employee may apply for shared leave or be granted unpaid medical leave for the duration of the disability. Maintenance of health benefits during any period of unpaid leave is contingent upon the employee paying their required portion of benefit premiums.

Employees returning from pregnancy-related disability leave are entitled to immediate reinstatement to the same or an equivalent role with identical pay and status. Reinstatement will only be withheld if the company can demonstrate a bona fide business necessity, such as a company-wide reduction in force, that would have eliminated the position regardless of the leave.

Last Revised: **July 29, 2026**

Classification: **Critical**

Prior Revised Dates: **04.98; 04.09; 10.11; 12.11; 10/01/2019**

Legal References:

- [Title 50A RCW Family and Medical Leave](#)
- [WAC 162-30-020 Pregnancy, childbirth, and pregnancy related conditions](#)
- [Chapter 192-500 WAC Definitions](#)
- [Chapter 192-510 WAC Assessing and collecting premiums](#)
- [Chapter 192-540 WAC Employer responsibilities](#)
- [Chapter 192-550 WAC Penalties and audits](#)
- [Chapter 192-600 WAC Employee notice to employer](#)
- [Chapter 192-610 WAC Initial application for benefits](#)
- [Chapter 192-620 WAC Weekly benefits](#)
- [Chapter 192-630 WAC Claim determinations](#)
- [Chapter 192-700 WAC Employment restoration](#)
- [29 USC Sec 2601 Family and Medical Leave Act of 1993](#)
- [29 CFR Part 825 The Family and Medical Leave Act of 1993](#)

Management Resources:

- [2019 - October Policy Issue](#)
- [2011 - December Issue](#)
- [2011 - October Issue](#)
- [2009 - April Issue](#)

Cross References:

- [5021 - Conflicts Between Policy and Bargaining Agreements](#)

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Cle Elum-Roslyn School District No. 404

Board Policy

Policy: 3122
Section: 3000 - Students

Excused and Unexcused Absences

Definition of Absence

Absence from in-person learning

WAC 392-401-015 states the definition of an absence:

1. A student is absent from in-person instruction when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - 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.

Definition of absence from synchronous and asynchronous instruction

A student is absent from synchronous online instruction when the student 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. (3) Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.

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

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 each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this 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 and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student’s excused absences. The following principles will govern the development and administration of attendance procedures within the district:

- A. Absences due to the following reasons are excused:
 - 1. Physical health or mental health symptoms, illness, health condition or medical appointment 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);
 - 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;
 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; and
 13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.
- B. In the event of emergency school facility closure due to a public health or community emergency, 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 a public health or community emergency, communicable disease;
 2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to a public health or community emergency, 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.

The District may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.

1. 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.
2. 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 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 and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school 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 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.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in administrative procedure for an excused absence.
2. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent and that absence is not excused.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
4. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:
 - I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.
 - II. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
 - III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

6. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no earlier than the seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency removed 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. Course of study activities do not include sending homework packets home.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

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

Tiered response system for student absences

WAC 392-401A-045 requires:

School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

- (a) Monitoring daily attendance data for all students who are absent, 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;
- (c) 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:
 - (i) A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
 - (ii) School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
 - (iii) 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;
 - (iv) Referral to community-based organizations;
 - (v) Documentation of the attempts to reach student and family; and

(vi) 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.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, 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 representative or staff member must proactively support the student's management of their school work.

Migrant Students

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.

Cross References:

3120 - Enrollment
3230 - Searches of Students and Student Privacy
3241 - Student Discipline
4218 - Language Access

Legal References:

Chapter 28A.225 Compulsory school attendance and admission
RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
Chapter 392-401 WAC Statewide definition of absence for the 2020-21 school year

Management Resources:

2022 - June June
2020 - September Alert
2018 - August 2018 - August Policy Issue
2017 - July Policy Issue
2016 - July Issue
2015 - June Issue
2012 - December Issue
2011 - December Issue
Policy News, June 2001 More Tweaking of Becca Petitions

Last Revised: **July 24, 2023**

Last Revision CERSD: 11.25

Classification: Critical

Prior Revised Dates: **12.06; 06.11; 12.12; 06.15; 07.16; 07.17; 08/01/2018; 09/03/2020; 06/28/2021; 06/29/2022**

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Title: **Excused and Unexcused Absences**

Code: 3122

Section: WSSDA Model Policies

Section: 3000 - Students

Upon enrollment and at the beginning of each school year, the District shall inform students and their parents/guardians that students are expected to attend classes each day, 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 and guardians in correcting truancy.

The superintendent will enforce the District's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

The District will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent.

Parents will be required to date and acknowledge review of this information online or in writing.

The District Must Take Attendance Daily

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.

What Constitutes an Absence?

Absence Defined

Absence from in-person learning

A student is absent from in-person instruction when they are neither physically present on school grounds, nor participating in instruction, any

instruction-related activity or any other district or school approved activity that is regulated by an instructional or academic accountability system, such as participation in district-sponsored sports, at an approved location.

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.

Absence from Synchronous Online Instruction

A student is absent from synchronous online instruction when the student does not log in to the synchronous meeting or class.

Absence from Asynchronous Online Instruction

A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity. Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.

Students Must Be in Attendance for a 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.

Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent will develop a consistent and equitable approach to asynchronous online instruction 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.

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.

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. A school shall not convert or combine tardies into absences that contribute to a truancy petition.

When Is an Absence Excused?

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences.

Absences due to the following reasons are excused:

1. Physical health or mental health symptoms, illness, health condition or medical appointment 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);
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;
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; and
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 a global pandemic, 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 communicable disease;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to 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.

When Is an Absence Unexcused?

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it is for any reason identified as an excused absence above or in administrative procedure for an excused absence.

Disciplinary Actions

Students will not be counted absent for purposes of attendance or truancy when the student:

1.
 - a. Have been suspended, expelled, or emergency removed 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. Is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. Course of study activities do not include sending homework packets home.

Tiered response system for student absences

The District must maintain a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

- Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
- 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;
- 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
- 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:
 - A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
 - School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;

- 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;
- Referral to community-based organizations;
- Documentation of the attempts to reach student and family; and
- 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.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, 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 representative or staff member must proactively support the student's management of their school work.

Migrant Students

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.

Last Revised: **July 10, 2026**

Classification: **Critical**

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Legal References:

- [Chapter 28A.225 Compulsory school attendance and admission](#)
- [RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition](#)
- [Chapter 392-401 WAC Statewide definition of absence for the 2020-21 school year](#)

Management Resources:

- [2026 - July Issue](#)
- [2023 - July Issue](#)
- [2022 - June June](#)
- [2021 - June Issue](#)
- [2020 - September Alert](#)
- [2018 - August 2018 - August Policy Issue](#)
- [2017 - July Policy Issue](#)
- [2016 - July Issue](#)
- [2015 - June Issue](#)
- [2012 - December Issue](#)
- [2011 - December Issue](#)
- [2011 - June Issue](#)
- Policy News, June 2001 More Tweaking of Becca Petitions

Cross References:

- [3120 - Enrollment](#)
- [3230 - Searches of Students and Student Privacy](#)
- [3241 - Student Discipline](#)
- [4218 - Language Access](#)

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