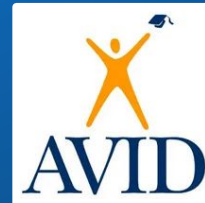




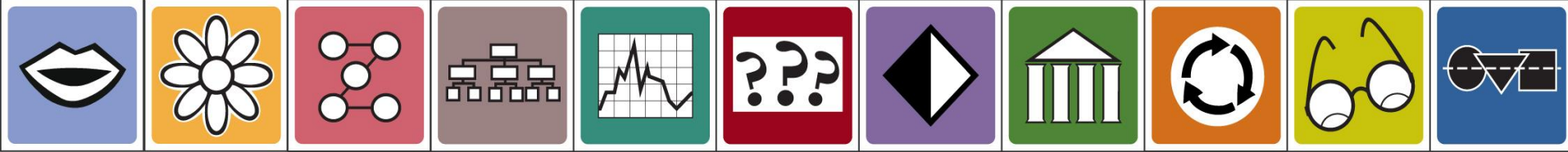
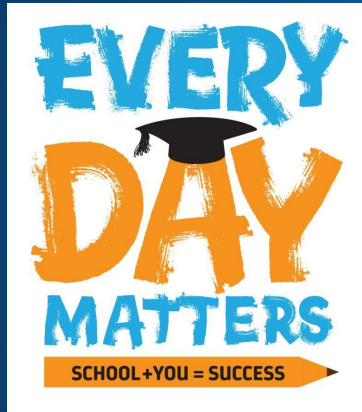
WELCOME

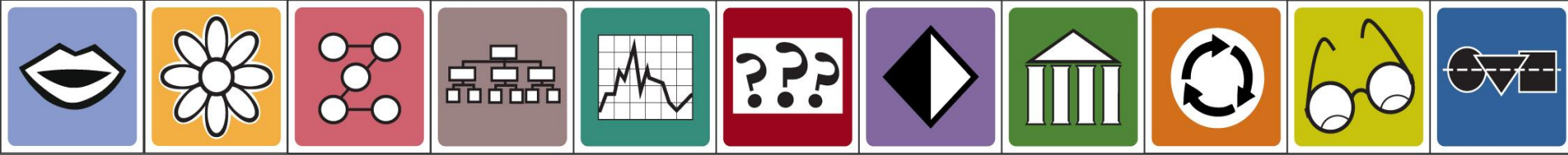
Coffee w/Principal Tardif

Monday, October 12, 2026



WHY Attendance Matters





When Do Absences Become a Problem?



CHRONIC ABSENCE
18 or more days

WARNING SIGNS
10 to 17 days

SATISFACTORY
9 or fewer absences

Chronic absenteeism is widely defined as missing 10 percent or more of school days in a school year for any reason, including excused and unexcused absences. This can translate into missing

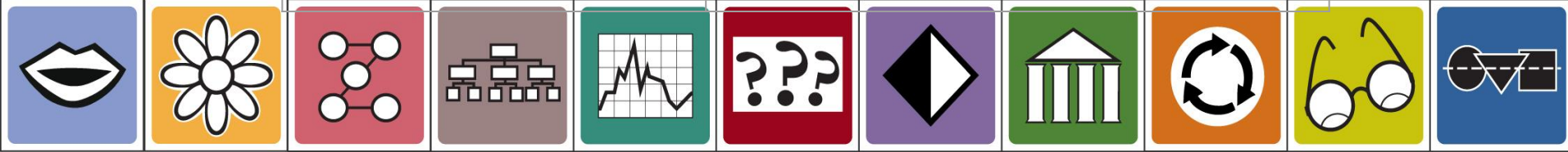
15 or more
days per year or 3 days per month.

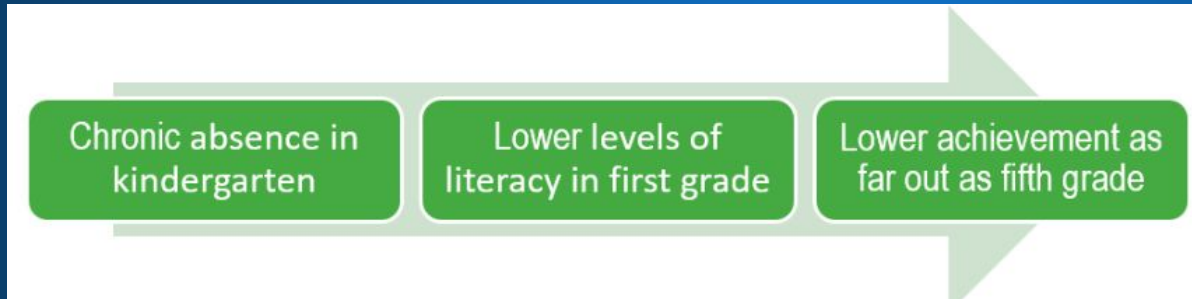
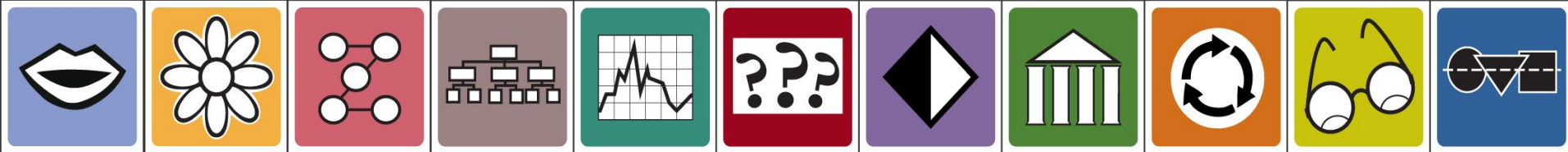
Did You Know?

Tardies and/or Early Out

- When your child arrives late to school, or leaves early, s/he misses instruction and or support of a lesson.
- Frequent tardies or early outs can add up to a considerable amount of learning lost, and can seriously disadvantage your child.

Minutes Tardy or Leaving Early	Days worth of teaching LOST in a School year
5 minutes	3.4 days
10 minutes	6.9 days
15 minutes	10.3 days
20 minutes	13.8 days
30 minutes	20.7 days





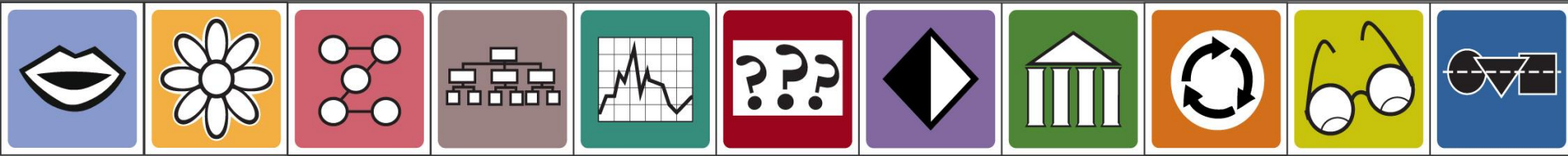
Who Can Read on Grade Level After 3rd Grade?³

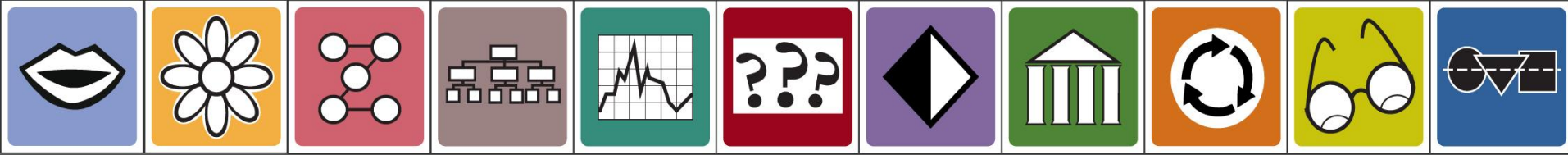


Impact on Learning

Make Attendance a

- Establish **routines** for bedtime, waking up, and leaving for School.
- Lay out clothes and pack backpacks the **night before**.
- Develop **back-up plans** for getting your child to School.
- When School is in session, **avoid** extended family vacations or **non-urgent** appointments.
- Continue to engage in **learning** if absent and at **home** by **reading**, **writing**, and **working** on assignments.





School Goal: 98% or higher each week

Weekly Drawing for Perfect Attendance (no Absences, Tardies, or Early Outs)

Monthly Class Top % Attendance = 15 minutes extra recess

★★★Still encouraging parents to keep sick kids home

Attendance Goal & Rewards



Absences & Excuses

BP 5113(a)

Students

ABSENCES AND EXCUSES

The Governing Board believes that regular attendance plays an important role in achievement.

The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

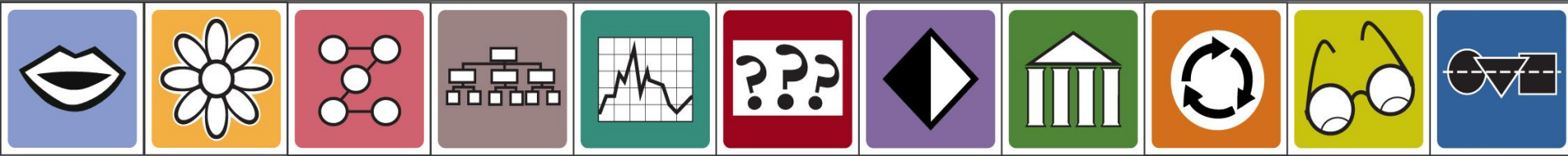
Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted bylaw, Board policy, and administrative regulation. (Education Code 48205)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

Inasmuch as school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)





BP 5113.1(a)

Students

CHRONIC ABSENCE AND TRUANCY

The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, letters alerting parents/guardians to the value of regular school attendance, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a truancy approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

Truancy Vs. Chronic Absence

TRUANCY

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal & administrative solutions

Vs.

CHRONIC ABSENCE

- Counts all absences: excused, unexcused & suspensions
- Emphasizes academic impact of missed days
- Uses community-based, positive strategies



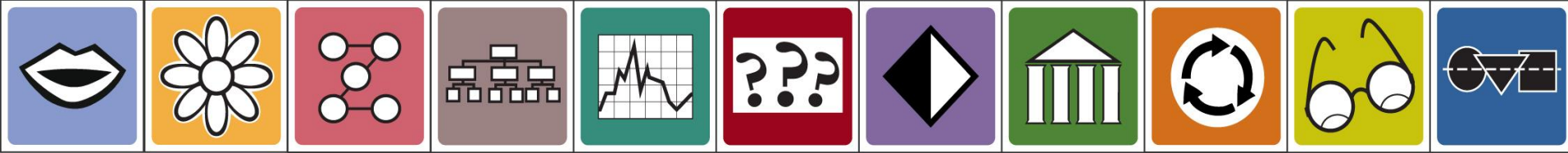
Chronic Absence & Truancy

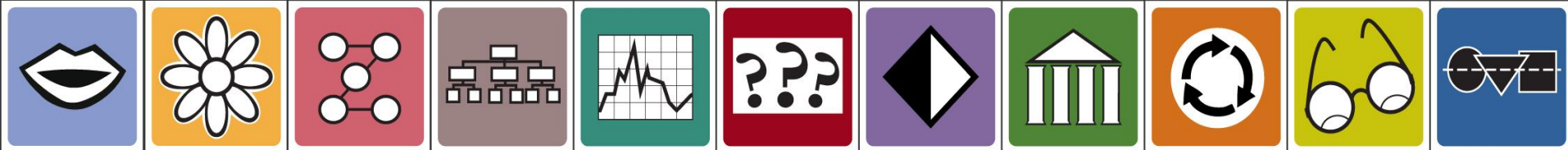
Saturday Academy

Clear ONE Absence each
Saturday

8:00am - 12:15pm

October 24, December 5, January 23,
March 20, April 24, May 8





Westminster School District
Master Independent Study Agreement
 Board Policy 6158

Student's Name: _____ ID: _____
 School: _____ Grade: _____
 Term of Program (Dates): _____ to _____ Number of School Days: _____
 Reason for Independent Study: _____
 Independent Study Program: _____ Short Term (1-15 days) _____ Long Term (16 days up to 1 school year)

Agreement:

- Students may participate in Short Term Independent Study program for a minimum of three consecutive days and a maximum of 15 consecutive days. Students may participate in the Long Term Independent Study program for a maximum of one school year; agreement can be renewed the following school year.
- Subject to be taught: Language Arts, Math, Science, Social Studies, Physical Education, Special Programs, and the Arts, with the goal of meeting or exceeding California State Standards for the grade level.
- The Assignment Cover Sheet details the course description, objectives, study methods, evaluation methods, and resources covered by this Agreement. With the support of the parent, guardian, or caregiver, students will submit assignments on or before the due date and manner specified in Assignment Cover Sheet. Students will complete all assigned work in a satisfactory manner. Incomplete work or unacceptable work will not be accepted for credit.
- According to Board Policy 6158, for grades 7K through 8th, the maximum length of time allowed between the assignment and the date the assignment is due is one week. If the student is not making satisfactory educational progress as determined by the general supervising teacher using the measures prescribed in accordance with paragraph (2) of subdivision (b) of Education Code Section 51747, an evaluation will be made to determine whether independent study is an appropriate strategy for this pupil. Students will complete and return the assigned work within one week of the child's return to school.
- Long Term IS students in grade kindergarten and grades 1 to 8, must participate in weekly teacher check-ins. Teachers will communicate to students and parent/guardian their student's academic progress in-person.
- Traditional Long Term IS students (16 or more consecutive days, not to exceed 1 school year) in grade kindergarten and grades 1 to 8, may participate in the program due to student needing alternative program due to illness, extended travel, or temporary education. Assigned teacher will assign classwork and communicate how often work is returned during participation in program.
- WSD will provide access to connectivity and devices adequate for participation and completion of work.
- Academic and other supports (academic intervention, additional teacher meetings, required in-person learning, and/or counseling) may be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or 504 plan, pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
- Independent Study is an optional educational alternative in which students are not required to participate. While the student is engaged in the District's Independent Study Program, the parent or guardian assumes all responsibility for the student's educational activities. If course objectives are not met, this agreement becomes null and void and the student may not receive credit for subjects missed. The parent or guardian assumes all liability for the safety and welfare of the student while on Independent Study.

I understand and agree to these provisions:

	Signatures	Date
Parent / Guardian:	_____	_____
Student:	_____	_____
Teacher:	_____	_____
Principal:	_____	_____

Short Term IS: Agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study (ISC 51747(g)(9)).
Long Term IS: Agreement shall be signed before the commencement of independent study (ISC 51747(g)(9)).

Complete upon evaluation of assignment(s).
 Certify that the above-named student has met the particular objectives for the given assignment(s) and completed all work in a satisfactory manner.

Teacher Signature: _____ Date: _____

Rev. 8/2025 PP-58

● Students may participate in WSD's Short Term Independent Study program for 1-15 consecutive days or Long Term Independent Study for more than 16 days.

● See the Front Office for more info!

Independent Study



Monthly Scholarly Traits



October
SCHOLARLY TRAIT

RESPONSIBILITY

Practice self-control

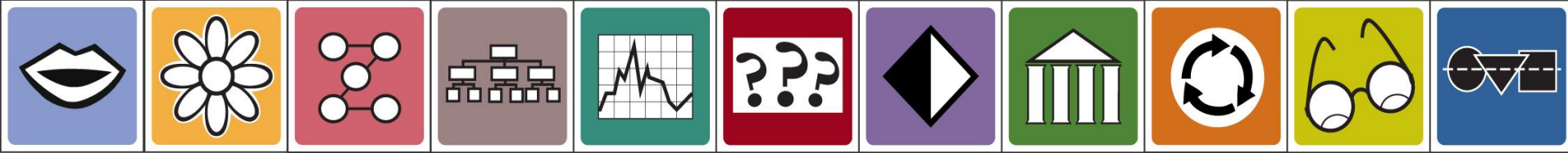
BE ACCOUNTABLE OF YOUR CHOICES

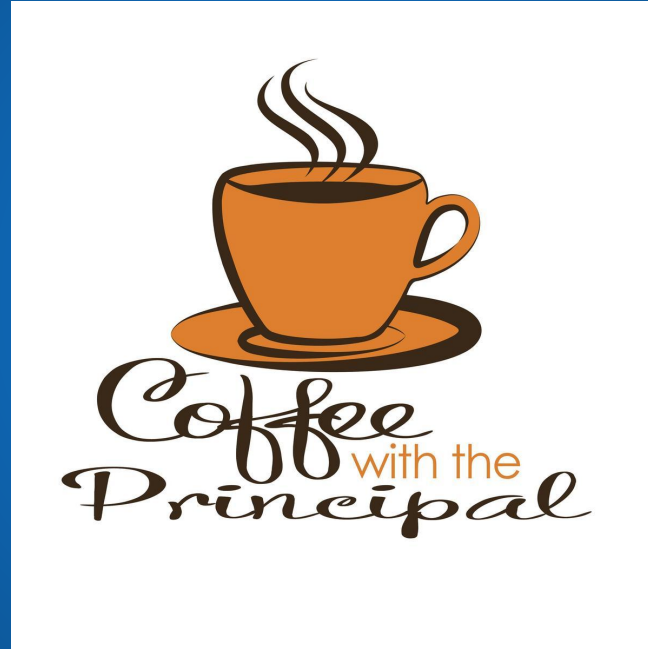
Finish what you start

November
SCHOLARLY TRAIT

GRATITUDE

is the best attitude.





January 25, 2027 8:20am in MPR



HAVE A GREAT DAY!



 ParentSquare



THANK YOU *for coming!*

Principal Tardif
atardif@wsdk8.us
(714) 894-7271

