

# **ATTENDANCE PROCEDURES**



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## **INTRODUCTION**

This manual is intended to familiarize school staff and other district personnel with laws, policies and procedures for effective intervention in matters involving school attendance. Intervention in the initial stages of emerging poor attendance patterns is a key factor in promoting good attendance and preventing dropouts. It is vital that intervention be attempted early to avoid the problem of students missing too much time to receive credit for their classes.

Communication is an important aspect in the effort to improve attendance. Informing parents and students of policies and procedures is vital. Each school should place its plan for dealing with absences in its student handbook (if applicable) and communicate this plan to parents/guardians through newsletters or other means early in the school year. Daily contact with parents should be attempted when students are absent.

Communication between the attendance clerk, guidance department, teachers and administration is crucial. There must also be effective and timely communication between the school and the Attendance/Tuancy Supervisor to provide the most comprehensive intervention possible. While the attendance clerk is primarily responsible for attendance records, the process of reporting accurate attendance information actually begins with the classroom teacher. The teacher must accurately report the attendance status of each student in his/her class in Powerschool. The attendance clerk should ensure that the teacher's information is correctly entered into Powerschool. The attendance clerk and or principal's designee should periodically spot check Powerschool attendance reports to ensure accuracy.

Copies of the forms used in daily activities are also included herein. The forms are routinely reviewed and revised. Please be sure that the latest revised versions are in use.

## **ATTENDANCE POLICIES & RULES FOR SPARTANBURG SCHOOL DISTRICT SEVEN**

Regular school attendance is an essential part of a child's learning process and vital to graduating with a good education. Students who are frequently absent may be jeopardizing their futures by falling behind in academics and missing important socialization. Research shows that children who are in school most of the time do better on standardized tests, while those that are absent more often score lower. Furthermore, chronic absenteeism is a behavior that is strongly associated with dropping out of school, which will limit the student's earning potential in the future. Success in school is dependent upon having a solid educational background – one that can only be gained through regular school attendance.

Parents/Guardians have the legal responsibility of sending their children to school. In accordance with the South Carolina Compulsory School Attendance Law, the School District of Spartanburg County School District Seven has adopted uniform rules and policies to assure that students attend school regularly. Each day that students are not in school, they miss hours of valuable instruction and opportunities for learning that they will not have again.

### **Policy-Attendance**

In accordance with state law, all children between the ages of five (5) and seventeen (17), inclusive, must be enrolled in school. Parents/guardians may, however, waive the compulsory kindergarten attendance requirement for five-year-olds. It is expected that they be in regular attendance as well as enrolled. Regular attendance is necessary for the desired and expected academic and social progress to be made.

The school year consists of 180 school days. Students must attend 85 days of each 90-day semester course and 170 days of each 180-day year course to receive credit.

Attendance is the presence of a student on days when school is in session. Students may be counted present only when they are actually at school, on homebound instruction, or are present at a school activity which is authorized by the school. This may include field trips, athletic contests, music festivals, student conventions and similar activities.

### **Policy-Compulsory Attendance Ages**

All children between the ages of five (5) and seventeen (17), inclusive, are required to attend a public or private school or kindergarten. However, a parent or guardian whose child or ward is not six years of age on or before the first day of November of the school year may waive kindergarten attendance for their child. Parents who do not want their children to attend kindergarten will be allowed to sign a waiver form. The signed waiver will be retained and placed in each child's permanent record when he enters school. The maximum age for public school attendance is 21. However, a student who reaches his 21<sup>st</sup> birthday while enrolled as a high school senior and is a candidate for graduation may remain in school to complete that school year.

### **Policy-Entrance Age**

#### **PreK Programs**

At-Risk 4K— students will be allowed to preregister for the at-risk 4K program if they will attain the age of four on or before September 1 of the school year.

PreK Special Education Programs—students identified as being eligible for PreK special education programs will be allowed to begin no earlier than their third birthday or the date designated on the Individualized Education Program (IEP).

#### **Kindergarten**

Students will be allowed to enter kindergarten if they will attain the age of five on or before September 1 of the school year or if they have substantially initiated a public school kindergarten program in another state which has a different attendance age requirement.

#### **First Grade**

Students will be allowed to enter the first grade if they will attain the age of six on or before September 1 of the school year or if they have attended a public school kindergarten program for one full school year or have substantially initiated a first grade program in another state that has a different attendance age requirement.

The Board of Trustees will not waive the age requirements set forth in this policy.

## **Policy-Absences and Excuses**

Regular attendance at school is necessary in order for the student to reap the maximum benefit from the educational program and related educational experiences.

A student shall be expected to remain on the school campus for the entire school day unless he is dismissed because of illness, medical and dental appointments, work or educational experience approved by the principal, or an emergency.

A parent/guardian has option to provide school with a written excuse for five (5) days per semester, not to exceed ten (10) per year, for any reason. Any excuse submitted after the allotted number will be counted as unexcused.

## **Policy-Intervention**

### **INTERVENTION**

- (A) Attendance clerks shall make daily contact (phone, letter or e-mails) to the parent(s)/guardian(s) of students who are absent. Each school's attendance intervention plan team will assume the responsibility of intervention or attendance matters. Each team shall consist of Assistant Principal, Guidance Counselor, Powerschool Secretary, and Parent Involvement Facilitator, where applicable.
- (B) After a student has accumulated three (3) consecutive or a total of five (5) unexcused absences (TRUANT), the powerschool secretary or designee will submit an attendance printout, current grades, discipline, and dates of contact (phone calls/letter mailed) to the intervention plan team leader. The intervention team shall:
  - 1. Hold a conference with the parent(s) or guardian(s) and student if they are twelve years of age or older.
  - 2. Team will address reasons for the student's absences, grades, and discipline.
  - 3. Develop a plan in conjunction with the student and the parent(s)/guardian(s) to improve attendance, grades, and discipline.
  - 4. Apprise the parent(s)/guardian(s) of the South Carolina Compulsory Attendance Law, school district policy of failing, and consequences for discipline issues.
  - 5. Document the conference by having all appropriate conferees sign and date the Intervention Plan.
- (C) If the student accumulates 2 additional unexcused absences and a follow-up conference has been held, the powerschool secretary or the intervention plan team leader shall submit a Truancy Court Referral to Charles Spann, Attendance/Truancy Coordinator. See attached forms.
- (D) Upon receipt of a referral, the attendance/truancy coordinator shall immediately intervene to improve the student's attendance. Intervention shall include, but not be limited to:
  - 1. Notify the parent/guardian of the referral to court.
  - 2. Review the plan for improving attendance developed by the parent/guardian/student, and intervention team, and make adjustments as necessary.
  - 3. Follow-up on recommendations made by the intervention team.
  - 4. Review with the parent/guardian/student the South Carolina Compulsory School Attendance Law and give the parent/guardian/student a copy of the law.
  - 5. Inform the parent(s)/guardian(s) and student that any additional unexcused absence will result in referral to the appropriate agency.
  - 6. Document the conference by having the parent(s)/guardian(s) and student sign and date the Student Attendance Intervention Plan Form. Include your written findings on recommendations made by the intervention team.
- (E) Continuing contact, as needed, will be maintained between the referring school and the attendance/truancy coordinator.
- (F) After not more than nine (9) consecutive or total unexcused absences, the attendance/truancy coordinator shall make a determination whether the case is one of educational neglect or truancy. The case shall then be referred, in accordance with the district attendance procedures to the appropriate agency for disposition.

## **State Board Regulation: 43-274. Student Attendance**

### **I. Lawful and Unlawful Absences**

(A) *Lawful absences include but are not limited to:*

1. Absences caused by a student's own illness\* and whose attendance in school would endanger his or her health or the health of others.  
\*Verified by a statement from a physician within two (2) days of the student's return to school. Absences for CHRONIC or EXTENDED illness will be approved only when verified by a physician's statement.
2. Absences due to an illness or death in the student's immediate family verified by a statement from the parent within two (2) days of the student's return to school.
3. Absences due to a recognized religious holiday of the student's faith when approved in advance. Such requests must be made to the principal in writing.
4. Absences for students whose parents/guardians are experiencing a military deployment. A principal may grant up to five days of excused absences provided that 1) the absence is preapproved, 2) the student is in good standing, 3) the student has a prior record of good attendance, and 4) missed work is completed and turned in within the school's allotted time period.
5. Absences due to activities that are approved in advance by the principal. This would include absences for extreme hardships. Such approval should be prearranged when possible

(B) *Unlawful absences include but are not limited to:*

1. Absences of a student without the knowledge of his or her parents.
2. Absences of a student without acceptable cause with the knowledge of his or her parents.
3. Suspension is not to be counted as an unlawful absence for truancy purposes.

## II. Truancy

The School District recognizes that truancy is primarily an educational issue and that all reasonable, educationally sound, corrective actions should be undertaken by the school district prior to resorting to the juvenile justice system. **EACH STUDENT IDENTIFIED AS "TRUANT" MUST HAVE AN INTERVENTION PLAN ON FILE.**

(C) *Truant*

A child ages 6 to 17 years meets the definition of a truant when the child has three consecutive unlawful absences or a total of five unlawful absences.

(B) *Habitual Truant*

A "habitual" truant is a child age 12 to 17 years who fails to comply with the intervention plan developed by the school, the child, and the parent(s) or guardian(s) and who accumulates two or more additional unlawful absences. This child may need court intervention and an initial truancy petition may be filed. The written intervention plan, and documentation of non-compliance, must be attached to the truancy petition asking for court intervention.

(C) *Chronic Truant*

A "chronic" truant is a child ages 12 to 17 years who has been through the school intervention process, has reached the level of a "habitual" truant, has been referred to Family Court and placed on an order to attend school, and continues to accumulate unlawful absences. Should other community alternatives and referrals fail to remedy the attendance problem, the "chronic" truant may be referred to the Family Court for violation of a previous court order. All school intervention plans existing to this point for this child and family must accompany the Contempt of Court petition as well as a written recommendation from the school to the court on action the court should take.

## III. Intervention Plans

- (A) Each district must develop a policy relating to requirements for intervention. The district plan for improving students' attendance must be in accordance with any applicable statutes.
- (B) Once a child is determined to be truant as defined in Section II (A), school officials must make every reasonable effort to meet with the parent(s) or guardian(s) to identify the reasons for the student's continued absence. These efforts should include telephone calls and home visits, both during and after normal business hours, as well as written messages and e-mails. School officials must develop a written "intervention plan" to address the student's continued absence in conjunction with the student and parent(s) or guardian(s).
- (C) The intervention plan must include but is not limited to
  - (1) Designation of a person to lead the intervention team. The team leader may be someone from another agency.
  - (2) Reasons for the unlawful absences.
  - (3) Actions to be taken by the parent(s) or guardian(s) and student to resolve the causes of the unlawful absences.

- (4) Documentation of referrals to appropriate service providers and, if available, alternative school and community-based programs.
- (5) Actions to be taken by intervention team members.
- (6) Actions to be taken in the event unlawful absences continue.
- (7) Signature of the parent(s) or guardian(s) or evidence that attempts were made to involve the parents(s) or guardian(s).
- (8) Documentation of involvement of team members.
- (9) Guidelines for making revisions to the plan.

(D) School officials may utilize a team intervention approach. Team members may include representatives from social services, community mental health, substance abuse, and prevention, and other persons the district deems appropriate to formulate the written intervention plans.

#### **IV. Referrals and Judicial Intervention**

At no time should a child ages 6 to 17 years be referred to the Family Court to be placed on an order to attend school prior to the written intervention planning being completed with the parent(s) or guardian(s) by the school. A consent order must not be used as an intervention plan from any local school or school district. Should the parent(s) or guardian(s) refuse to cooperate with the intervention planning to remedy the attendance problem, the school district has the authority to refer the student to Family Court in accordance with S.C. Code Ann. Section 59-65-50 (2004), and a report shall be filed against the parent(s) or guardian(s) with the Department of Social Services in compliance with S.C. Code Ann. Section 20-7-490(2)(Supp. 2002).

##### **(V) *Petition for a School Attendance Order***

If the intervention plan is not successful and further inquiry by school officials fails to cause the truant student and/or parent(s) or guardian(s) to comply with the written intervention plan or if the student and/or parent(s) or guardian(s) refuses to participate in intervention and the student accumulates two or more additional unlawful absences, the student is considered an “habitual” truant. Each referral must include a copy of the plan and specify any corrective action regarding the student and/or the parent(s) or guardian(s) that the district recommends that the court adopt as well as any other available programs or alternatives identified by the school district. The intervention plan must be attached to the petition to the Family Court and served on the student and the parent(s) or guardian(s).

##### **(B) *Petition for Contempt of Court***

Once a school attendance order has been issued by the Family Court and the student continues to accumulate unlawful absences, the student is considered to be a “chronic” truant and school officials may refer the case back to Family Court. The school and district must exhaust all reasonable alternatives prior to petitioning the Family Court to hold the student and/or the parent(s) or guardian(s) in contempt of court. Any petition for contempt of court must include a written report indicating the corrective actions that were attempted by the school district and what graduated sanctions or alternatives to incarceration are available to the court in the community. The school district must include in the written report its recommendation to the court should the student and/or parent(s) or guardian(s) be found in contempt of court.

#### **V. Coordination with the South Carolina Department of Juvenile Justice**

Each school district should coordinate with the local office of the South Carolina Department of Juvenile Justice to establish a system of graduated sanctions and alternatives to incarceration in truancy cases.

#### **VI. Transfer of Plans**

If a student transfers to another public school in South Carolina, intervention plans shall be forwarded to the receiving school. School officials will contact the parent(s) or guardian(s) and local team members to review the plan and revise as appropriate. Court ordered plans may be amended through application to the court.

#### **VII. Approval of Absences in Excess of Ten Days and Approval of Credit**

##### **(A) *Approval or Disapproval of Absences***

The district board of trustees, or its designee, shall approve or disapprove any student’s absence in excess of ten days, whether lawful, unlawful, or a combination thereof, for students in grades K-12. For the purpose of awarding credit for the year, school districts must approve or disapprove absences in excess of ten days regardless as to whether those absences are lawful, unlawful, or a combination of the two.

##### **(B) *High School Credit***

In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed, or must demonstrate proficiency as determined by the local school district. This exception to the

120-hour requirement is to be administered by local school districts on a case-by-case basis and only for students who have excessive absences that have been approved by the local school board. General request for proficiency-based credit must be made through the process described in Regulation 43-234. Students whose absences are approved should be allowed to make up any work missed in order to satisfy this requirement. Local school boards should develop policies governing student absences giving appropriate consideration to unique situations that may arise within their districts when students do not meet the minimum attendance requirements. Therefore, districts should allow students, whose excessive absences are approved in part 1 of this section, to make-up work missed to satisfy this requirement.

*(C). Procedures for Makeup Work*

(1) Provision for make-up of school work missed during excused absences shall be worked out with the teacher(s) concerned at the earliest time possible but should not exceed five (5) school days after the student returns to school.

(2) Make up of school work missed during unexcused absences may be approved only with permission of the principal after consultation with the teacher(s) concerned.

Examples of make-up work may include

- (1) after-school and/or weekend make-up programs that address both time and academic requirements of the course(s), or
- (2) extended-year programs that address both time and academic requirements of the course(s). All make-up time and work must be completed within thirty days from the last day of the course(s). The district board of trustees or its designee may extend the time for student's completion of the requirements due to extenuating circumstances that include but are not limited to the student's medical condition, family emergencies, and other student academic requirements that are considered to be a maximum load. Make-up requirements that extend beyond thirty days due to extenuating circumstances must be completed prior to the beginning of the subsequent new year.

**Permanent Early Dismissal From School**

Every school should provide a wide range of curriculum offerings in order that many opportunities for exploration as well as extension will be presented each student. The length of the school day is set to provide a maximum of options for the student. The school day should encourage students to have many in-school experiences which go beyond the meeting of minimum course requirements for graduation or only basic skills for a particular vocation. Students must be encouraged to take a long-range view of the educational process and not be unduly influenced to allow other activities to detract from giving the school program their major attention.

Work experiences outside the school have excellent values for many students, and circumstances often dictate that students contribute to the family income. The school day should be flexible enough to allow for early dismissal of some students for work under certain conditions. There may be other compelling reasons for granting early dismissal on a regular basis. The administration is directed to establish regulations and procedures for granting early dismissals on a regular basis. The early dismissal of students may not violate other policies of this board, policies established by the State Board of Education, standards of the Southern Association of Colleges and Schools, or any legal statutes.

**Policy-Homeless Students**

The District shall provide homeless students in the district access to educational and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A homeless student is defined as an individual who lacks a fixed, regular and adequate nighttime residence in accordance with McKinney-Vento.

**Assignment**

The District will continue the homeless student's education in the school of origin for the duration of homelessness, or enroll the student in a school in the attendance area in which the student is actually living on the same basis as other students. The school of origin is defined as the school that the student attended when last permanently housed or the school where last enrolled.

**Enrollment**

The District will immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment such as academic records, medical records, proof of residency or other documentation. The District will contact the school last attended to obtain relevant academic records. If the student needs to obtain immunizations or medical records, the District will immediately refer the parent/legal guardian to the District Social Worker for assistance in obtaining immunizations or medical records. The District must maintain all records and make the records available to a student if that student enters a new school or another district.

**Enrollment Disputes**

If a dispute arises over school selection or enrollment, the student will be immediately admitted to the school requested pending resolution of the dispute. The parent/legal guardian of the student will be provided with a written explanation of the district's decision regarding the placement, including the rights of the parent/legal guardian or student to appeal the decision. The student or

parent/legal guardian will be referred to the Superintendent's designee who will ensure that the resolution process is carried out as expeditiously as possible.

### Services

Each homeless student will be provided the same educational services as similarly situated students that are not homeless. Homeless students shall be provided transportation to and from the school in his or her attendance area or the student's school of origin at the request of the parent/legal guardian

### Policy-Suspension

#### Limits on Suspension

Suspension is the exclusion of a student from school and school activities for a period of time not to exceed 10 school days for any one offense. The Board uses the word suspension in this policy to mean either suspension from school or in-school suspension as determined by the principal. The Board delegates the power of suspension to District administrators.

### Homebound & Extended Illness

Parents may request **Medical Homebound** services for their child in the event that the student is **unable to attend school for at least 10 days** due to a medical circumstance. A medical homebound form must be completed and signed by a medical doctor, indicating that the student is unable to attend school due to the medical condition, even with accommodations. The parent will sign the form and submit it to the school counseling office. Once the school receives the required forms, the designated homebound contact will submit to the Central Office for consideration of approval. If approved, the school homebound contact will assign a teacher to meet with the student. All requirements are included in the approval packet, which will be delivered to the parent by the homebound teacher.

In order to remain on homebound for the approved time period, the student must regularly meet with the assigned teacher for a minimum of 5 hours per week. In addition, regular study should occur and all assignments should be completed outside of the scheduled meeting time to the best of the student's ability. Medical homebound is not designed for long-term placement. If a student is likely to miss substantial time from school, other programs, such as virtual school should be considered. The goal of medical homebound program is to help the student successfully transition back to school.

When recommended and appropriate, Intermittent Homebound may be considered. These cases are evaluated on a case-by-case basis. Students on intermittent homebound attend school for the entire day, but may regularly miss school due to an ongoing medical condition.

### Absences Due To Illness (Fever, Diarrhea & Vomiting)

In an effort to decrease the spread of contagious illness at school:

- If a student has a **fever** of 100.4 or higher, they must be fever free for 24 hours before returning to school (this means without use of fever reducing medications).
- If a student has diarrhea, they must be **diarrhea** free for 24 hours before returning to school (this means without use of diarrhea suppressing medication). Diarrhea is defined as 3 or more episodes of loose stools in a 24 hour period.
- A student must not come to school if **vomiting** 2 or more times in a 24 hour period. A student should have 1 or 2 meals without vomiting before returning to school.
- If the student is sent home from the school for fever, diarrhea or vomiting, an absence the following day within a 24 hour period would be considered excused if a written excuse from the parent or doctor to is turned in to the attendance office.

### Tardiness/Early Dismissal

Punctuality is one of the most important skills that a person can learn. It is a skill that directly correlates to an individual's success in the business world. Late arrival (tardiness) and leaving early negatively impacts a child's learning. A student who is 10 minutes late each day and leaves 10 minutes early will miss 60 hours of instruction during the year. While students can copy notes or make up assignments, they can never get back what's most important: the discussions, the questions, the explanations by the teacher and the thinking that makes learning come alive.

Additionally, tardiness/early dismissals results in interruptions to the learning process not only for the tardy student, but for other students in the class as well. Parents should ensure that students arrive at school on time and complete a full day. Furthermore, secondary students are expected to be in their individual classes on time. Each school has guidelines for the disciplinary consequences for tardiness.

*Excessive days tardy and early dismissal will be handle by Attendance Intervention Plan Teams and are subjected to a referral to court if necessary.*



## Enrollment Criteria

### *Criteria for Kindergarten*

1. A pupil must be five (5) years of age on or before September 1 of the current school year in order to be admitted in a kindergarten program.
2. A pupil shall maintain membership in a minimum of 150 minutes of daily instruction or its equivalency for an annual accumulation of 27,000 minutes.

### *Criteria for Grades 1-12*

1. A pupil must be six (6) years of age on or before September 1 of the current school year in order to be admitted to the first grade.
2. A pupil shall maintain membership in a minimum of 200 minutes of daily instruction or its equivalency for an annual accumulation of 36,000 minutes. (R43-172)
3. Block Scheduling membership criteria must be commensurate with services provided. Example: A pupil completes an approved career and technology program in the first semester for a full year of credit. If the second semester curriculum is void of any vocational courses, the pupil's classification must be changed to High School or appropriate EFA classification.
4. It is important to note that, the first day of membership in a school cannot occur until the first day the pupil is present and receives services.

## Leave Codes

The following state defined leave codes are used in PowerSchool. Changes to these codes should not be made.

Code	Description
W10	Transfer/In-District
W20	Withdrawn/Unknown Status
W21	Graduated
W22	Transfer/Out of District
W23	Transfer/Adult Education (out of district)
W24	Moved Out of District/School Unknown
W25	Withdrawn/Home Schooled
W26	Withdrawn/Health or Pregnancy
W27	Withdrawn / Tech School
W28	Withdrawn/4-Year College
W29	Withdrawn/Work
W30	Withdrawn/Military
W31	Withdrawn/Juvenile Corrections
W32	Withdrawn/Adult Corrections

Code	Description
W33	Withdrawn/Expulsion
W34	Withdrawn/Charter School
W35	Deceased
W36	Dropout
W37	Dropout – Re-enroll Next School Year
W38	Adult Ed - Diploma Tracking (LLL Diploma & Satellite Diploma)
W39	Exceeded Maximum Age for Attendance
W40	Adult Ed - GED Tracking (LLL GED)
NS	No Show / Never Enrolled
GC	Grade Change Promotion
P	Promoted (for end of year process)
R	Retained (for end of year process)
EG	Early Graduate

## Ten Day Drop Rule

The S.C Department of Education Pupil Accounting Manual requires that “a pupil shall be dropped from membership on the day when the number of unlawful days absent exceeds ten (10) consecutive days (the 11th day) or when the pupil leaves school because of transfer, death, expulsion, graduation, legal withdrawal, or for any other reason. Notwithstanding any other provision, students with disabilities who have been recommended for expulsion and continue to receive educational services pursuant to Regulation 43-279 (Section V, Part D) shall not be dropped from membership, but should continue to be counted in their special education classification.”

**Each school is required to submit the Ten Day Drop Form for each student in grades 1-12. STUDENTS 6-17 years of age CANNOT BE DROPPED FOR NON-ATTENDANCE WITHOUT A REFERRAL TO TRUANCY COURT.** See attached.

## Home Schooling

Parents or guardians may choose to home school their children instead of enrolling them in a public, private, or parochial school. South Carolina statutes provide parents or guardians with three different options for home schooling their children. Option One allows the parents to home school their children under the auspices of a school district, if approved by the board of trustees. Under Option Two, parents may home school their children with the support of the South Carolina Association of Independent Home

Schools. In Option Three, parents may choose a home school association which has no fewer than fifty members and meets the home school requirements. The parents or guardians select the particular home schooling option that is best for the children. Each home school association listed on the South Carolina Department's website submits an Annual Standards Assurance form to ensure, at a minimum, that the association has met the requirements stated in S.C. Code Ann. §59-65-45 and 59-65-47. The South Carolina Department of Education does not accredit, approve, or endorse any of the home school associations listed on the website. Links to the home school associations listed on the South Carolina Department's website are provided below.

### **Perfect Attendance**

In order to qualify for 12-Year Perfect Attendance recognition from the South Carolina State Department of Education, a student must not have accumulated any absences—excused or unexcused—since being enrolled in a public school as a first-grade student. A student cannot have had any type of absence, including bereavement, medical, court order, etc., during the 12 years of public school attendance. The only exception to this would be a school sponsored Field Trip and/or a College Visit, both of which would be coordinated through the school with prior approval from appropriate school Administration.

#### ***Recognizing Perfect Attendance***

Below are some suggestions for recognizing perfect attendance:

Annual Recognition - Students that were present for each day of school for the entire year

- a. receive a perfect attendance certificate
- b. have their names announced at end-of-the year awards assembly
- c. receive a party or other incentives

It is inevitable that illnesses arise and a child may not be able to make it to school. Some children have medical conditions that will never permit them to be eligible for perfect attendance. Therefore, schools may consider recognizing students at the end-of- the year awards assembly with the following:

- a. Excellent Attendance: 1 day absent
- b. Great Attendance: 2-3 days absent

Quarterly Recognition - Students with perfect attendance for an entire grading period

- a. receive coupon for a free item from a local restaurant
- b. receive a certificate and/or a pencil or item from school store
- c. receive a free pass to a school dance or game

Monthly Recognition - Students with perfect attendance for an entire month

- a. have names posted on the school website
- b. have name entered in a drawing for an end-of-the year prize (each month with perfect attendance increases the student's chances of having their name drawn)

### **ATTENDANCE AWARENESS ACTIVITIES**

Attendance Works is a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success starting with school entry. Attendance Works has designated September as Attendance Awareness Month. During the month of September, schools are encouraged to promote good school attendance. Attendance awareness can be incorporated into the daily activities of your school. Make the activities the usual course of events, not something that stands out as being different. Students and faculty will become accustomed to hearing about attendance, discussing it, and participating in activities focusing on attendance. The objective is to make good attendance something that is valued. There are various ways to improve attendance awareness. The initial planning takes a little time, but once those plans are set into motion they require little effort to maintain. The time is well worth the end results of improvement in attendance and reduction in truancy. Some suggestions are listed below, but anything that works best in your school is appropriate. Teachers can use many of these same ideas in the individual classroom.

#### **I. AWARDS AND RECOGNITION**

An effective way of building attendance awareness throughout the school is to provide incentives and recognition for those who achieve attendance goals. Awards and prizes may be donated by the P.T.A., local community groups or businesses, and other interested parties. Fast food restaurants, skating rinks, and stores often give gift certificates or coupons for free items for such activities. Here are some suggestions on which to build.

1. Perfect attendance awards and almost perfect attendance awards can be simple things like buttons, badges, ribbons, certificates, small trophies, or plaques. They can be given for specified periods of perfect attendance such as for the month, grading period, semester, or year. It is best to present awards at a special assembly to give public recognition to the recipients.
2. Announce the recipients of perfect and almost perfect attendance awards in an article in the school newspaper. The article should stress the importance of school attendance as well.

3. Daily announcements over the school public address system can state the total number of students in attendance each day. Classes with 100% attendance for the day can be recognized through these announcements as well as.
4. A note from the principal on report cards is a good way to recognize perfect or improved attendance.
5. Average daily attendance for each classroom can be tabulated weekly or monthly. The class with the highest average will receive recognition through a banner, flag, poster, or ribbon placed on the classroom door, or a trophy kept inside. The award is passed to the class with the highest A.D.A. for each time period.
6. The class with the highest average daily attendance for a specified period can be rewarded with a party, an extra gym period, extra free time at recess, or other special treats and prizes. This may help build team spirit and cooperation as all students work together to reach a goal. Positive peer pressure from attending students applied to a habitually absent student might help improve attendance patterns.
7. Award raffle tickets to students for attendance. Students receive one ticket for each three weeks of perfect attendance. Hold a raffle each grading period and award special prizes and privileges. These could include prizes and certificates donated by local merchants, or privileges like a no homework coupon, free time in class, an early dismissal pass, free cafeteria lunch, or extra computer time. Prizes may even include a monetary prize or savings bond donated by businesses and service clubs within the community.
8. Plan a fun afternoon with special activities each grading period. An example would be a movie to show all students during which concessions, such as popcorn and soft drinks, are sold. Those with perfect attendance for the grading period receive coupons for free concessions during the movie.
9. To award an individual student for one semester of perfect attendance, give a free pass to all school activities such as sporting events, dances, and movies. The passes should be signed by the principal and numbered for careful monitoring.
10. Grading bonuses can also be used to recognize good attendance. After grades are figured, add a 10 point bonus for perfect attendance. This is a terrific incentive for the student who attends every day, and puts a lot of effort into class work, but is still receiving only an average grade. It communicates to students that just being there is important.

## **II. ATTENDANCE CHARTS AND BULLETIN BOARDS**

Charts posted in a prominent place in the school provide a constant reminder of the importance of attendance. They allow for regular monitoring of attendance levels by students, teachers, and administrators. A variety of charts can be used for this purpose.

1. Average daily attendance percentages can be charted or graphed.
2. A chart containing each class can be posted, with the chart divided into weekly segments. Each week a class has perfect attendance, a star is placed in the corresponding square. When a class accumulates a certain number of stars, rewards can be given to the class.
3. Make a large bulletin board announcing the names of all students and faculty with perfect attendance each grading period. A separate section can include those who have perfect attendance for the semester and year.
4. Chart the names of those students who have "almost perfect attendance". One or two days' absence is still worthy of recognition, and the attention may provide even more incentive for these students to strive for perfect attendance in the future.

## **III. TEACHER PARTICIPATION**

Students often look up to teachers and school administrators as role models. Teachers who are present at school every day help demonstrate the importance of school attendance to students. Getting teachers involved with planning attendance awareness activities and the monitoring of students' attendance patterns are necessary steps toward an effective attendance policy.

1. Implement a "Project Pal" program at your school. Team each staff member with a group of students to whom the staff person gives special attention and encouragement. This adult pal will serve as a contact for students who have problems and need someone to turn to. Sometimes having one adult who expresses care and concern for a student is enough to make them feel that they belong at school. The pal can also telephone members of the student group when they are absent to let them know they are missed, and to encourage their prompt return to school.
2. A wake-up service involving the principal, teachers, and volunteers can be used to prod habitually tardy or absent students out of bed and to school on time. A telephone call to the student in the morning may be all that is needed. If there is no phone in the student's household, consider purchasing an alarm clock for them. It is possible there is no parent or other adult at home to wake children and get them off to school on time.
3. Encourage students to participate in extra-curricular activities such as intramural sports, clubs, and student organizations. Such involvement builds a sense of belonging in students, and may help the socially isolated child gain acceptance and form positive peer relationships. Teachers who are club sponsors and coaches should consider scheduling practices and meetings in the

morning before school starts. One of the most common characteristics of truant students is a lack of extra-curricular involvement. Participation may help keep a student from dropping out of school.

4. Teachers and administrators planning special school activities such as assemblies and field trips should consider scheduling them on Monday or Friday. Absences are typically higher on these days, but a student wanting to participate in the activity may come to school when they would normally just stay home.

#### **IV. PARENT AND COMMUNITY AWARENESS**

Build support for your attendance policy and awareness activities among parents and in the community. Many times non-attending students are influenced by parents who don't realize the importance of being in school. These parents need to be made aware of the harm they are doing to their children. The community can be a valuable resource for prizes and money to award students for attendance. The attitude of the surrounding community toward the school can also affect attendance. Publicize the school's policies and activities to increase awareness of the need for attendance improvement.

1. Include articles on school attendance in school newsletters and bulletins that are sent to parents.
2. Write articles on attendance activities for publication in local newspapers.
3. Publicize the names of students receiving awards for perfect attendance in local newspapers.
4. Local radio stations might air public service announcements concerning the need for increased awareness of attendance issues.
5. Principals can send a letter to parents of students with perfect attendance thanking them for their efforts.
6. Phone parents to discuss a child who has excessive absences. Letters can also be sent after a student has accumulated a specified number of absences.
7. Consider a home visit with the parent of a truant student. The parent might be more willing to work with the school to correct their child's behavior if they feel the principal and teacher are genuinely concerned about the student.
8. Include a section on attendance in the school handbook given to each child at the beginning of the school year. Outline the school's attendance policy, and the responsibilities a parent has for their child's attendance.
9. Encourage parent volunteers to become involved in attendance awareness activities. They can be a great resource in the planning of events.

#### **V. POSITIVE PEER INFLUENCES**

Students can often exert positive peer pressure over one another. A student who has excessive days absent might be induced to attend regularly if encouraged by classmates to do so. It will also help an isolated child form friendships with peers and develop social skills.

#### **VI. INCENTIVE IDEAS**

Free dance admission  
free hamburger and french-fries certificates  
football tickets  
homecoming dance tickets  
gift certificates for sporting goods  
movie passes  
bowling passes  
homework passes  
t-shirts, backpack, windbreaker with school logo  
stuff animals  
pencils  
certificates  
computer time  
coupons for free items from restaurant

10 gallons of gas  
free oil change  
bumper stickers with school logo  
watch  
hair dyer  
free car wash  
gift certificate for records or tapes  
digital clock  
calculator  
free time in gym  
name in newsletter  
name on bulletin board  
name called during announcements

## **SOUTH CAROLINA CODE OF LAWS – COMPULSORY ATTENDANCE**

### **SECTION 59-63-20. Age of attendance.**

It is not lawful for any person who is less than five or more than twenty-one years of age to attend any of the public schools of this State, including kindergarten, except that:

- (1) Persons over twenty-one years of age may attend night schools;
- (2) When a pupil is in the graduating class and becomes twenty-one years of age before graduation, he is permitted to complete the term if otherwise qualified to do so;
- (3) Students may enter kindergarten in the public schools of this State if they will attain the age of five on or before September first of the applicable school year or have substantially initiated a public school kindergarten program in another state that has a different attendance age requirement from South Carolina;
- (4) Students may not enter the first grade in the public schools of this State unless they will attain the age of six on or before September first of the applicable school year or have substantially initiated a first grade program in another state that has a different attendance age requirement from South Carolina or have attended a public school kindergarten program for one full school year;
- (5) The restrictions in this section may be waived by the local board of school trustees in any proper case. However, that if the provisions of items (3) and (4) of this section are not complied with, the school district is not entitled to receive any state aid for any students who fail to meet these requirements;
- (6) Four-year-olds may attend optional child development programs and all three-year-old, four-year-old, and five-year-old children with disabilities in accordance with their individual education program, may participate in any public education preschool program, including optional child development programs. Children with disabilities served in four-year-old optional child development programs may be counted for funding under both funding sources.

### **SECTION 59-65-10. Responsibility of parent or guardian;**

(A) All parents or guardians shall cause their children or wards to attend regularly a public or private school or kindergarten of this State which has been approved by the State Board of Education or a member school of the South Carolina Independent Schools' Association or some similar organization, or a parochial, denominational, or church-related school, or other programs which have been approved by the State Board of Education from the school year in which the child or ward is five years of age before September first until the child or ward attains his seventeenth birthday or graduates from high school. A parent or guardian whose child or ward is not six years of age on or before the first day of September of a particular school year may elect for their child or ward not to attend kindergarten. For this purpose, the parent or guardian shall sign a written document making the election with the governing body of the school district in which the parent or guardian resides. The form of this written document must be prescribed by regulation of the Department of Education. Upon the written election being executed, that child or ward may not be required to attend kindergarten.

### **SECTION 59-65-20. Penalty for failure to enroll or cause child to attend school.**

Any parent or guardian who neglects to enroll his child or ward or refuses to make such child or ward attend school shall, upon conviction, be fined not more than fifty dollars or be imprisoned not more than thirty days; each day's absence shall constitute a separate offense; provided, the court may in its discretion suspend the sentence of anyone convicted of the provisions of this article.

### **SECTION 59-65-30. Exceptions.**

- (a) A child who has been graduated from high school or has received the equivalent of a high school education from a school approved by the State Board of Education, or member school of South Carolina Independent Schools' Association, or a private school in existence at the time of the passage of this article;
- (b) A child who obtains a certificate from a psychologist certified by the State Department of Education or from a licensed physician stating that he is unable to attend school because of a physical or mental disability, provided there are no suitable special classes available for such child in the school district where he resides;
- (c) A child who has completed the eighth grade and who is determined by the court to be legally and gainfully employed whose employment is further determined by such court to be necessary for the maintenance of his home;
- (d) [Reserved]
- (e) A student who has a child and who is granted a temporary waiver from attendance by the district's attendance supervisor or his designee. The district attendance supervisor may grant a temporary waiver only if he determines that suitable day care is unavailable. The student must consult with the district supervisor or his designee in a timely manner to consider all available day care options or the district shall consider the student to be in violation of this chapter.
- (f) A child who has reached the age of sixteen years and whose further attendance in school, vocational school, or available special classes is determined by a court of competent jurisdiction to be disruptive to the educational program of the school, unproductive of further learning, or not in the best interest of the child, and who is authorized by the court to enter into suitable gainful employment under the supervision of the court until age seventeen is attained. However, prior to being exempted from the provisions of this article, the court may first require that the child concerned be examined physically and tested mentally to assist the court to determine whether or not gainful employment would be more suitable for the child than continued attendance in school. The examination and testing must be conducted by the Department of Youth Services or by any local agency which the court determines to be appropriate. The court shall revoke the exemption provided in this item upon a finding that the child fails to continue in his employment until reaching the age of seventeen years.

### **SECTION 59-65-40. Home schooling programs. (OPTION 1)**

(A) Parents or guardians may teach their children at home if the instruction is approved by the district board of trustees of the district in which the children reside. A district board of trustees shall approve home schooling programs which meet the following standards:

- (1) the parent:
    - (a) holds at least a high school diploma or the equivalent general educational development (GED) certificate and, beginning in the 1989-90 school year, attains a passing score on the basic skills examination developed pursuant to Section 59-26-20(b)(1) after the State Department of Education has validated the test for use with home schooling parents; or
    - (b) has earned a baccalaureate degree;
  - (2) the instructional day is at least four and one-half hours, excluding lunch and recesses, and the instructional year is at least one hundred eighty days;
  - (3) the curriculum includes, but is not limited to, the basic instructional areas of reading, writing, mathematics, science, and social studies and in grades seven through twelve, composition and literature;
  - (4) as evidence that a student is receiving regular instruction, the parent shall present a system for maintaining and maintain the following records for inspection upon reasonable notice by a representative of the school district:
    - (a) a plan book, diary, or other written record indicating subjects taught and activities in which the student and parent engage;
    - (b) a portfolio of samples of the student's academic work; and
    - (c) a record of evaluations of the student's academic progress. A semiannual progress report including attendance records and individualized assessments of the student's academic progress in each of the basic instructional areas specified in item (3) must be submitted to the school district.
  - (5) students must have access to library facilities;
  - (6) students must participate in the annual statewide testing program and the Basic Skills Assessment Program approved by the State Board of Education for their appropriate grade level. The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the test administrator if the test is administered at the student's home; and
  - (7) parents must agree in writing to hold the district, the district board of trustees and the district's employees harmless for any educational deficiencies of the student sustained as a result of home instruction. At any time the school district determines that the parent is not maintaining the home school program in keeping with the standards specified in this section the district board of trustees shall notify the parent to correct the deficiencies within thirty days. If the deficiencies are not corrected within thirty days, the district board of trustees may withdraw its approval.
- (B) The district board of trustees shall provide for an application process which elicits the information necessary for processing the home schooling request, including a description of the program, the texts and materials to be used, the methods of program evaluation, and the place of instruction. Parents must be notified in advance of the date, place, and time of the meeting at which the application is considered by the board and parents may be heard at the meeting.
- (C) Within the first fifteen instructional days of the public school year, students participating in home instruction and eligible for enrollment in the first grade of the public schools must be tested to determine their readiness for the first grade using the readiness instrument approved by the State Board of Education for public school students. If a student is determined to be "not ready" or is determined to lack the necessary emotional maturity, the parent must be advised by appropriate school district personnel whether a kindergarten or a first grade curriculum should be used for the child. Nothing in this section may be interpreted to conflict with a parent's right to exempt his child from kindergarten as provided in Section 59-65-10(A).
- (D) Should a student in a home schooling program score below the test requirements of the promotion standard prescribed for public school students by the State Board of Education for one year, the district board of trustees shall decide whether or not the student shall receive appropriate instructional placement in the public school, special services as a handicapped student, or home schooling with an instructional support system at parental expense. The right of a parent to enroll his child in a private or parochial school as provided in Section 59-65-10(A) is unaffected by this provision.
- (E) If a parent is denied permission to begin or continue home schooling by a district board of trustees, the decision of the district board of trustees may be appealed, within ten days, to the State Board of Education. Any appeal from the decision of the State Board of Education must be taken, within thirty days, to the family court.

**SECTION 59-65-45.** Alternative home schooling requirements. (OPTION 2)

In lieu of the requirements of Section 59-65-40, parents or guardians may teach their children at home if the instruction is conducted under the auspices of the South Carolina Association of Independent Home Schools. Bona fide membership and continuing compliance with the academic standards of South Carolina Association of Independent Home Schools exempts the home school from the further requirements of Section 59-65-40.

The State Department of Education shall conduct annually a review of the association standards to insure that requirements of the association, at a minimum, include:

- (A) a parent must hold at least a high school diploma or the equivalent general educational development (GED) certificate;
- (B) the instructional year is at least one hundred eighty days; and
- (C) the curriculum includes, but is not limited to, the basic instructional areas of reading, writing, mathematics, science, and social studies, and in grades seven through twelve, composition and literature. By January thirtieth of each year, the South Carolina Association of Independent Home Schools shall report the number and grade level of children home schooled through the association to the children's respective school districts.

**SECTION 59-65-46.** Home schooling of foster child.

A foster parent may teach a foster child at home as provided in Sections 59-65-40, 59-65-45, or any other provision of law, if, in addition to any other requirements, home schooling of the child has been approved by the Department of Social Services or other agency having custody of the child.

**SECTION 59-65-47.** Associations for home schools; requirements. (OPTION 3)

In lieu of the requirements of Section 59-65-40 or Section 59-65-45, parents or guardians may teach their children at home if the instruction is conducted under the auspices of an association for home schools which has no fewer than fifty members and meets the requirements of this section. Bona fide membership and continuing compliance with the academic standards of the associations exempts the home school from the further requirements of Section 59-65-40 or Section 59-65-45.

The State Department of Education shall conduct annually a review of the association standards to ensure that requirements of the association, at a minimum, include:

- (A) a parent must hold at least a high school diploma or the equivalent general educational development (GED) certificate;
- (B) the instructional year is at least one hundred eighty days;
- (C) the curriculum includes, but is not limited to, the basic instructional areas of reading, writing, mathematics, science, and social studies, and in grades seven through twelve, composition and literature; and
- (D) educational records shall be maintained by the parent-teacher and include:
  - (1) a plan book, diary, or other record indicating subjects taught and activities in which the student and parent-teacher engage;
  - (2) a portfolio of samples of the student's academic work; and

(3) a semiannual progress report including attendance records and individualized documentation of the student's academic progress in each of the basic instructional areas specified in item (c) above.

By January thirtieth of each year, all associations shall report the number and grade level of children home schooled through the association to the children's respective school districts.

**SECTION 59-65-50.** Nonattendance reported to court having jurisdiction of juveniles.

If the board of trustees of a school district or its designee is unable to obtain the school attendance of a child in the age group specified in Section 59-65-10, the board or its designee shall report such nonattendance in writing to the juvenile court or such other court in the county as may have jurisdiction of juveniles but exclusive of magistrate's courts notwithstanding the provisions of Section 22-3-540; provided, that no one except the board of trustees or its designee shall have the authority to institute the proceedings herein.

**SECTION 59-65-60.** Procedure upon receipt by court of report of nonattendance.

(a) Upon receipt of such report, the court may forthwith order the appearance before such court of the responsible parent or guardian and if it deems necessary, the minor involved, for such action as the court may deem necessary to carry out the provisions of this article.

(b) The court may, after hearing upon ten days notice, order such parent or guardian to require such child to attend school and upon failure of such parent to comply with such order may punish such parent or guardian as by contempt, provided, that punishment for such contempt cannot exceed fifty dollars or thirty days imprisonment for each offense. The procedure herein provided shall be alternative to the penalties provided in Section 59-65-20.

**SECTION 59-65-90.** Court empowered to declare child delinquent. [SC ST SEC 59-65-70]

If the court determines that the reported absence occurred without the knowledge, consent or connivance of the responsible parent or guardian or that a bona fide attempt has been made to control and keep the child in school, the court may declare such child to be a delinquent and subject to the provisions of law in such cases.

**SECTION 59-65-90.** Rules and regulations.

The State Board of Education shall establish regulations defining lawful and unlawful absences beyond those specifically named in this article and additional regulations as are necessary for the orderly enrollment of pupils so as to provide for uniform dates of entrance. These regulations shall require: (1) that school officials shall immediately intervene to encourage the student's future attendance when the student has three consecutive unlawful absences or a total of five unlawful absences and (2) that the district board of trustees or its designee shall promptly approve or disapprove any student absence in excess of ten days. As used in this section, "intervene" means to identify the reasons for the child's continued absence and to develop a plan in conjunction with the student and his parent or guardian to improve his future attendance. Provided, however, that nothing within this section shall interfere with the Board's authority to at any time refer a child to a truancy prevention program or to the court pursuant to Section 59-65-50.





## 10 Day Drop Form

School: _____
Child's Name: _____ Sex: _____ Race: _____
Date of Birth: _____ Age: _____ SS#: _____

**[ ] ALL MUST BE ATTEMPTED AND RECORDED PRIOR TO DROPPING A STUDENT FOR NON-ATTENDANCE**

Effort		Date	By Whom?	Result
Call to Home	<b>1<sup>st</sup></b> Attempt (3 Days Absent)			
	<b>2<sup>nd</sup></b> Attempt (5 Days Absent)			
	<b>3<sup>rd</sup></b> Attempt (7 Days Absent)			
Home Visit	<b>1<sup>st</sup></b> Attempt (5 Days Absent)			
	<b>2<sup>nd</sup></b> Attempt (7 Days Absent)			
Letter to Home	<b>1<sup>st</sup></b> Attempt (3 Days Absent)			
	<b>2<sup>nd</sup></b> Attempt (5 Days Absent)			
	<b>3<sup>rd</sup></b> Attempt (7 Days Absent)			

Date: \_\_\_\_\_

Preparer's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Attendance Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_





SPARTANBURG COUNTY SCHOOL DISTRICT SEVEN ATTENDANCE INTERVENTION PLAN

Things to bring:

- Copy of Attendance
- Copy of Grades – Improvement Plan if applicable
- Copy of Discipline Record – Improvement Plan if applicable

STUDENT INFORMATION

Student's Name: \_\_\_\_\_ Sex: \_\_\_\_ Race: \_\_\_\_  
 Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Date of Intervention Plan Conference: \_\_\_\_\_

Conference Start Time: \_\_\_\_\_ Conference End Time: \_\_\_\_\_

Please select offense

- Truancy                      This Year Unlawful \_\_\_\_ Last Year Unlawful \_\_\_\_
- Tardiness                      This Year Unlawful \_\_\_\_ Last Year Unlawful \_\_\_\_
- Early Dismissal              This Year Unlawful \_\_\_\_ Last Year Unlawful \_\_\_\_
- Total absence Excused + Unexcused \_\_\_\_\_

Program student is currently attending? \_\_\_\_\_

Program student attended last year? \_\_\_\_\_

School/Intervention Team Officials Present: \_\_\_\_\_

Family Members Present (in addition to student): \_\_\_\_\_

Who lives in the home? \_\_\_\_\_

Official Designated as Team Leader: \_\_\_\_\_

Has student been seen in truancy court before? If yes, when? \_\_\_\_\_

**1.** List the reasons for the student's unlawful occurrences. (NOTE: The problem(s) must be identified at the source. "He does not want to go" or "She will not get up" are not sufficient. Please explain why (e.g.: home issue, social issue, safety issue, health issue, etc.). Interview student and family members separately, if necessary.

Reason #1:

Reason #2 (if applicable):

Reason #3 (if applicable):

*use back if necessary*

**2.** What specific action(s) will the student and/or his/her family members take to address:

Reason #1?

Reason #2 (if applicable)?

Reason #3 (if applicable)?

**3.** What service providers, alternative schools/placements, and/or community-based programs could assist the student and his/her family in taking the above action(s) or in receiving appropriate education or treatment?

If applicable, have the student and his/her family members been informed of these programs?

If applicable, will the student and his/her family members pursue any of these programs? If so, which one(s)?

**4.** What specific action(s) will the school/intervention team take to address:

Reason #1?

Reason #2 (if applicable)?

Reason #3 (if applicable)?

5. What action(s) will the student and his/her family members take if the unlawful occurrences continue?  
  
What action(s) will school officials take if the unlawful occurrences continue?

6. What are the students current grades? Are they in danger of failing? If so, what is the plan to improve to prevent failure?  
  
What resources are available to prevent student from failing? I.E. afterschool programs, tutoring, etc.  
  
Has the parent/student been informed of these resources? Attach the improvement plan.

7. Does the student have any behavior or discipline issues?  
  
Is a behavior contract needed? Attach the behavior contract.

**FOLLOW UP:**  
  
In 7-10 days, on (date) \_\_\_\_\_ at (time) \_\_\_\_\_, the student and a family member will contact the team leader (**circle one**) in person / by telephone to discuss how the plan is working and if minor revisions should be made.  
  
In 45-90 days, on (date) \_\_\_\_\_ at (time) \_\_\_\_\_, a second conference will be held to review the entire plan.

*I HAVE REVIEWED THIS PLAN AND WILL, IN GOOD FAITH, COMPLY WITH IT. I UNDERSTAND THAT, IF I HAVE TWO (2) MORE UNLAWFUL ABSENCES, OR (5) MORE ADDITIONAL DAYS TARDY I MAY BE REFERRED TO THE COURT SYSTEM FOR DELINQUENCY.*

\_\_\_\_\_  
**School Official**

\_\_\_\_\_  
**Parent/Guardian**

\_\_\_\_\_  
**School Official**

\_\_\_\_\_  
**Parent/Guardian**

\_\_\_\_\_  
**Student (13 years of age or older)**

# REFERRAL WITHOUT INTERVENTION PLAN

## STUDENT/PARENT INFORMATION

Child's Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

The following efforts to schedule an intervention plan conference with the child's parent(s) or guardian(s) have failed. (NOTE: ALL MUST BE ATTEMPTED.)

Effort	Date	Time	Number called	By Whom?	Result
Daytime Call to Home					
Evening Call to Home					
Call to Workplace					
Call to Emergency Contacts					
Letter to Home					
Home Visit No. 1					
Home Visit No. 2					

An intervention plan conference was held. However, the student and/or family member(s) did not cooperate, and the child has accumulated three (3) or more unlawful absences OR days tardy/early dismissal since the conference date. The details are as follows:

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Date: \_\_\_\_\_ Representative's Signature: \_\_\_\_\_

**RECOMMENDATIONS AND ALTERNATIVES**

TRUANT/PARENT INFORMATION

Child's Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Recommendations

In addition to an Order to Attend, the school district respectfully requests the child and/or family is subject to the following measures:

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Alternatives

In conduction with or in place of the normal curriculum, the following programs or alternatives may be beneficial to the child:

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Date: \_\_\_\_\_ Representative's Signature: \_\_\_\_\_

**Student Attendance Intervention Follow-up  
7 – 10 Day Parent Contact**

Name of Student \_\_\_\_\_ School \_\_\_\_\_

Date of parent contact \_\_\_\_\_ Conference \_\_\_\_\_ Telephone \_\_\_\_\_

Total Absences \_\_\_\_\_ Excused \_\_\_\_\_ Unexcused \_\_\_\_\_

**Results of interventions by parents and school to resolve unexcused absences:**

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**Reasons given by parent for any additional unexcused absences (specify date and reason for each additional unexcused absence):**

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**Additional actions to be taken by Parent(s)/Guardian(s) and student to resolve causes of any continued unexcused absences:**

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**Any additional actions needed by School Personnel:**

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**Other Comments:** \_\_\_\_\_

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\_\_\_\_\_  
School Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**Intervention Plan Follow-Up (45 – 90 Day Parent Conference)**

Name of Student \_\_\_\_\_

School \_\_\_\_\_

Date of parent contact \_\_\_\_\_ Conference \_\_\_\_\_ Telephone \_\_\_\_\_

**Documentation of Student Attendance since Initial Intervention Plan Conference**

(Review the plan and include any court action, progress in student’s attendance, community resources that student/family may be receiving, etc.)

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\_\_\_\_\_

School Official

\_\_\_\_\_

Date

\_\_\_\_\_

Parent/Guardian

\_\_\_\_\_

Date

\_\_\_\_\_

Student

\_\_\_\_\_

Date

**SPARTANBURG SCHOOL DISTRICT SEVEN  
ADMINISTRATORS CHECKLIST FOR TRUANCY REFERRALS/INTERVENTION  
PLAN**

**Instructions:** Please submit all information identified in this checklist to refer a student to Truancy Court. Send the completed packet to the attention of Charles Spann to David Houston Center.

Student \_\_\_\_\_ Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_

School \_\_\_\_\_ Principal \_\_\_\_\_

Program student is currently attending \_\_\_\_\_

- \_\_\_ 1. Spartanburg County Truancy Referral (Form TR-0) – Print from PowerSchool
- \_\_\_ 2. Spartanburg County Truancy Intervention Plan (Form TR-1) - Typed
- \_\_\_ 3. **OR** Truancy Referral Without Intervention Plan (Form TR-2) – Typed
- \_\_\_ 4. Recommendations and Alternatives (Form TR-3) - Typed
- \_\_\_ 5. \*7-10 Day Intervention Follow Up (TR-11) - Typed
- \_\_\_ 6. \*45-90 Day Intervention Follow Up (TR-12) - Typed
- \_\_\_ 7. \*Teacher Information Form (TR-16) - Typed
- \_\_\_ 8. Individualized Graduation Plan (9<sup>th</sup> and 10<sup>th</sup> grades only)
- \_\_\_ 9. Copies of Letters Mailed To the Home
- \_\_\_ 10. Documentation of Phone Calls – Satisfied through the TR-2/Separate sheet with the TR-1
- \_\_\_ 11. Documentation of Home Visits – Satisfied through the TR-2/Separate sheet with the TR-1
- \_\_\_ 12. PowerSchool Data
  - \_\_\_ Current Attendance Record
  - \_\_\_ Current Discipline Record
  - \_\_\_ Current Grades
  - \_\_\_ Demographics Page
- \_\_\_ 13. \*Other Pertinent Information (Last Year Attendance Info)

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Preparer's Signature \_\_\_\_\_

Date \_\_\_\_\_





## CONTACT LOG

### Student/Parent

List all Truant\*/Tardiness/Early Dismissals\*\* students and the contact made.

Date	Call	Letter	Home visit	AIP/TIP	Results

\*Any student with 3 consecutive unexcused absences or 5 or more unexcused absences.

\*\*Any student with EXCESSIVE unexcused days tardy OR early dismissals.

**Teacher Comment Form for Court Information**

**Student:**

**Number of days missed:**

**Number of days tardy:**

**Teacher's Name:**

**Subject(s) Teacher Has Student For:**

**Academic Performance:**

**At Grade level:**

**Below Grade Level:**

**Description of Academic Performance: (reference Classroom, DRA, MAP and/or PASS performance)**

**Other: (Information that is relevant to this case)**

# TRUANCY REFERRAL FLOWCHART

## TRUANT

Student accumulates 3 consecutive unlawful absences or a total of 5 unlawful absences. A disciplinary referral and a written intervention plan must be completed with the parent. Student is coded as 151-Truant in PowerSchool Log entries and has a disposition code of TRU-1

Student fails to comply with intervention plan and accumulates 2 more unlawful absences. School official submits referral to court to attendance officer.

Intervention activities succeed, maintain monitoring of intervention plan.

## HABITUAL TRUANT

Student is coded as 152-Truant and TRU-2. Attendance Officer reviews plan and makes contact with parent/guardian. Level of severity is determined and referred to proper authorities, ie DSS, Family Court, or Truancy Court.

Student attends school with no further unlawful absences.

## TRUANCY COURT APPEARANCE

Student and family is placed under Truancy Court Order To Attend (OTA). The order is placed on intervention plan to be monitored. Student and family meet with school officials to review the TC-OTA and expectations.

Student fails to comply with OTA and intervention plan requirements.

## CHRONIC TRUANT

Student accumulates more unlawful absences. All alternatives in community exhausted. Student classified as "chronic truant." Truancy Court Contempt of Court petition may be filed with Family Court. Written report indicating alternatives available in community as well as ongoing intervention activities with parent and child must be attached to petition. Student is coded as 153- Chronic Truant and TRU-3

## INITIAL FAMILY COURT APPEARANCE

Student appears in Family Court for initial truancy violation. Student is placed on FC-OTA and parent/guardian is made a party to the order, until the student's 17<sup>th</sup> birthday. Failure to comply could result is child being removed from the home and/or parent/guardian charged and fined/jailed for educational neglect.

### Failure To Comply

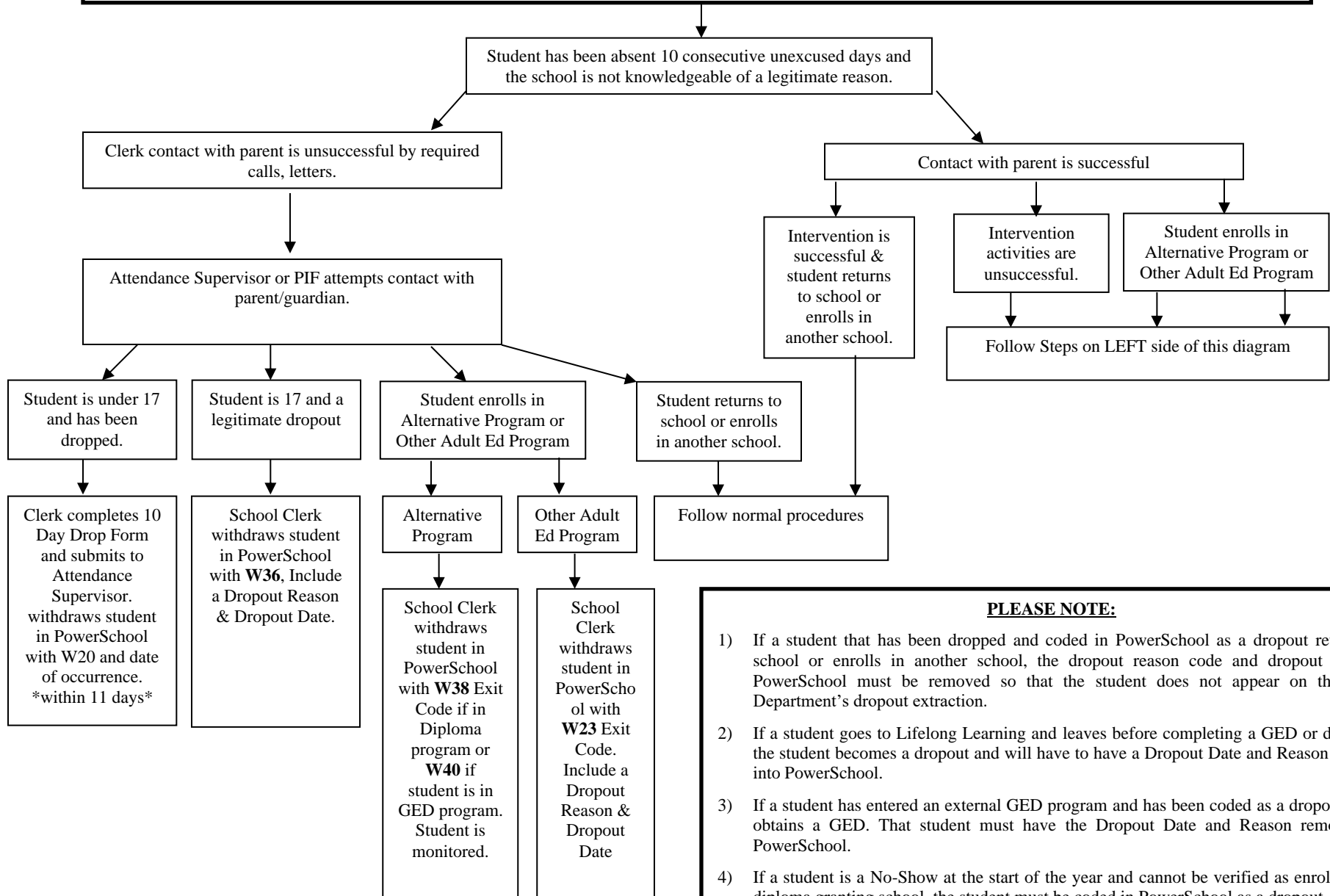
Contempt of FC-OTA is filed. Action could result in child being removed from the home and/or parent/guardian charged and fined/jailed for educational neglect.

### Compliance With FC-OTA

Student attends school with no further unlawful absences.

# DROPOUT/WHEREABOUTS UNKNOWN PROCEDURES

**NOTE:** NO student, grades 1-12 should be dropped from enrollment without an attempt to contact the parent/guardian and notifying the Attendance Supervisor PRIOR to the student being absent for 10 consecutive days.



### PLEASE NOTE:

- 1) If a student that has been dropped and coded in PowerSchool as a dropout returns to school or enrolls in another school, the dropout reason code and dropout date in PowerSchool must be removed so that the student does not appear on the State Department's dropout extraction.
- 2) If a student goes to Lifelong Learning and leaves before completing a GED or diploma, the student becomes a dropout and will have to have a Dropout Date and Reason entered into PowerSchool.
- 3) If a student has entered an external GED program and has been coded as a dropout, later obtains a GED. That student must have the Dropout Date and Reason removed in PowerSchool.
- 4) If a student is a No-Show at the start of the year and cannot be verified as enrolled in a diploma granting school, the student must be coded in PowerSchool as a dropout.
- 5) Only students in grades 7 and above are coded as dropouts.

## D7 Truancy Procedures

Position	Identification Process	Referral Process
<p style="text-align: center;"><b>Secretary</b></p> <p><u>1<sup>st</sup> Contact</u></p>	<ul style="list-style-type: none"> <li>▪ <u>Identify</u> (pull report on Monday or designated day)</li> <li>▪ <u>Call and mail</u> letter to parent requesting excuses (3-in-1 letter) (allow 2 days to return).</li> <li>▪ SCHEDULE intervention meeting</li> <li>▪ <u>Code</u> truant in PS if excuses not received</li> <li>▪ <u>Log</u> results in PS</li> <li>▪ Enter excuses as they come in.</li> <li>▪ <u>DELETE</u> truant entry after excuses have been turned in and student is no longer truant.</li> <li>▪ Pass info to PIF or AIP Team member of any parent unable to contact.</li> <li>▪ Request Spann/PIF to do home visit if unable to contact parent.</li> <li>▪ Log AIP results from AP/GC and log in PS</li> </ul>	<ul style="list-style-type: none"> <li>▪ All contact attempts concerning a truant student should be logged in PS under Log Entries.</li> </ul> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;"><b>WITHOUT A PIF</b></p> <ul style="list-style-type: none"> <li>▪ AIP should take place <u>no later than 7 days</u> from being identified.</li> <li>▪ Put referral package together</li> <li>▪ Forward completed package to Spann</li> </ul>
<p style="text-align: center;"><b>Parent Involvement Facilitator (PIF)</b> CMS/MHW/CLE</p>	<ul style="list-style-type: none"> <li>▪ Do home visit for parents who haven't responded to calls or letters.</li> <li>▪ Participate in intervention meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ AIP should take place <u>no later than 7 days</u> from being identified.</li> <li>▪ Put referral package together</li> <li>▪ Forward completed package to Spann</li> <li>▪ Attend Truancy Court if needed</li> <li>▪ Participate in AIP/TIP meetings as liason</li> </ul>
<p style="text-align: center;"><b>Guidance/ Assistant Principal/Designee</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Conduct/participate</u> in AIP/TIP meetings</li> <li>▪ Counsel student, log info in Powerschool</li> <li>▪ Pass AIP results to secretary to be logged</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attend Truancy court if asked or needed</li> <li>▪ Assist with completing referral package together</li> <li>▪ <b>AIP should take place <u>no later than 7 days</u> from being identified.</b></li> </ul>