

SOUTH CAROLINA DEPARTMENT OF EDUCATION
STUDENT CHECK-IN GUIDANCE FOR PRINCIPALS

- Ensure detailed documentation is logged for any action taken and all communication had with regard to each student and family.
 - Develop system for documenting these actions and communications which includes whether they were successful in making contact with the student and/or parent/legal guardian.
- Verify student still lives in district.
- Develop plan to keep consistent contact with students.
 - Weekly, biweekly, etc.
- Partner with faculty and staff to contact students.
 - If significant number of students, divide roster and assign specific amount of students per faculty or staff member.
- Attempt to contact parent/legal guardian or student through a variety of means. This may include:
 - Phone calls to parent/legal guardian or student
 - Email parent/legal guardian or student
 - Letter to parent/legal guardian
 - Social media message to parent/legal guardian
- If no response after contacted by principal, contact those listed as an emergency contact for student.
- If no response from emergency contact, turn names over to district's Department of Alternative Programs.
 - At this point, district personnel, social workers, school psychologists, and mental health workers may get involved. This would also be an appropriate time to contact local law enforcement or the Department of Social Services for additional support and resources.
 - This may include home visits by faculty, staff, social workers, etc.

Additional Resources:

- <https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance-Works-Finding-Unreachable-Students-Generic-051120.pdf>
- <https://www.npr.org/2020/04/16/833099546/to-stay-in-touch-with-students-teachers-bypass-computers-pick-up-phones>
- https://sc.edu/study/colleges_schools/law/centers/childrens_law/docs_general/ji_truancy_guide_sept2015.pdf (Truancy)
 - “It is not acceptable to make minimal efforts to contact the parents to set up a meeting. Every reasonable effort must be made to meet with the parents, including phone calls and home visits, both during and after normal business hours, as well as written messages and e-mails if necessary. Reg. 43-274(III)(B). When meeting with parents, it is important to treat them with respect and, until proven otherwise, it should be assumed that the parents want their child to be in school.” (pg. 9)
 - “Throughout the intervention process, school officials should carefully document all actions taken with and on behalf of the child and family.” (pg. 9)
 - “When meeting with parents, it is important to treat them with respect and, until proven otherwise, it should be assumed that the parents want their child to be in school. Parents should be approached in a way that creates an atmosphere of concern and shows a willingness on the part of the school to help. This will set the tone for future dealings with the family and will convey to the parents the message.” (pg. 22)