

Hertford County Public Schools Attendance Procedure Manual



www.hertford.k12.nc.us



Message from District Leadership

Dear Parents, Guardians, and Caregivers,

At Hertford County Public Schools, we understand that consistent school attendance is essential for student achievement and long-term success. Regular attendance not only promotes academic progress but also fosters responsibility, perseverance, and strong connections within the school community. Therefore, we are dedicated to working with families to make sure every student is present, engaged, and ready to learn each day.

In accordance with North Carolina's Compulsory Attendance Law and district policy, students are expected to attend school daily unless they have an excused absence due to specific circumstances. While we recognize that occasional absences are unavoidable, frequent or unexcused absences can significantly affect a student's academic progress and overall well-being. Research consistently shows that students who miss significant instructional time are more likely to experience learning gaps, lower academic performance, and fewer opportunities for future success.

Our district uses a proactive and supportive approach to attendance with a Multi-Tiered System of Support (MTSS). This framework focuses on early intervention, clear communication, and teamwork with families to find and solve barriers to regular attendance. School attendance teams work hard to track attendance patterns, offer targeted support, and connect families with the right resources when problems occur.

We request your help in emphasizing daily attendance by:

- Ensuring your child arrives at school on time each day;
- Communicating promptly with the school regarding absences and providing appropriate documentation;
- Scheduling appointments, when possible, outside of instructional hours; and
- Collaborating with school staff if attendance concerns emerge.

Please be aware that continued unexcused absences may lead to formal interventions required by state law, including notifying legal authorities. However, our main goal is to work with families to prevent such outcomes and support every student in succeeding.

Together, we can build a culture where attendance is appreciated, and every student can succeed. We thank you for your ongoing support and dedication to your child's education.

Sincerely,

Dr. Jesse J. Pratt
Superintendent



Table of Contents

Introduction	2
Attendance Matters!.....	2
Absences.....	2
Excused/Lawful Absences	2
Pregnant & Parenting Students.....	3
School-Related Activities	3
Special Circumstances	4
Unexcused / Unlawful Absences.....	4
Make-Up Work and Learning.....	4
Short-Term Out-of-School Suspensions.....	5
Appealing Make-Up Opportunity	5
Attendance Definitions.....	5
Average Daily Attendance	5
Chronic Absence	5
Truancy	5
Attendance Law	5
North Carolina Compulsory Attendance Law.....	5
Attendance Teams & Attendance Improvement Plans	7
Designated Attendance Team.....	7
Key Responsibilities of the Attendance Team	7
School Attendance Team Members can include	7
Attendance Plans	7
Being Marked Present.....	8
Consequences for Not Attending School.....	8
District Attorney & Department of Social Services (DSS) Sanctions	8
Early Dismissals & Late Arrivals	9
Recording & Submitting Attendance	9
Recording and Submitting Daily Attendance	9
Reporting and Verifying Reasons for Absences.....	9
Documenting Attendance Improvement Efforts	9
Roles & Responsibilities for Improving Attendance: District Office & School Staff	10
District Office	10
School Staff.....	10
Attendance Supports & Interventions	11
School Climate & Culture	11
Student & Family Engagement.....	11
Tardiness	11
Student Absence Protocol	11
Climate Enhancing Strategies	13
Attendance Forms.....	13
Absence Protocol Flow Chart	14

Introduction

Hertford County Public Schools is dedicated to the academic success of all students, and daily school attendance is a crucial part of achieving that success. Students with strong attendance habits are more likely to have positive, long-term success in school, college, work, and life. Our district is focused on ensuring every student can attend school daily, arrive on time, and fully engage in a safe and supportive learning environment.

This Attendance Procedure Manual was developed to provide attendance guidance, instruction, and support to staff, students, families, and partners. It includes practices and procedures that focus on prevention, early intervention, and targeted support that help students, families, and schools overcome the barriers to daily school attendance.

Attendance Matters!

The Hertford County Board of Education policy and associated administrative regulations are designed to ensure that all students meet the requirements of the North Carolina Compulsory Attendance Statute, [G.S. 115C-378](#), and those of the school system. Regular attendance by every student is not only mandatory—it is essential to student success. Parents, custodians, and legal guardians ensure that students attend and remain at school daily. Principals will notify parents and students of the school’s attendance plan at the school opening.

The importance of daily school attendance cannot be overstated, and the success experienced by students who attend school regularly includes:

Early Literacy	Academic Performance	Graduation Rates	Future Opportunities
Students attending school regularly are more likely to read at grade level by the 3rd grade.	Regular school attendance leads to better performance on standardized tests.	Consistent school attendance increases the likelihood of students graduating from high school.	Students who attend school regularly have greater access to college and career opportunities.

Absences

Excused/Lawful Absences

When a student is absent from school, a parent, guardian, or custodian shall complete the [Student Absence Explanation Form](#) explaining why the student was absent. The form should be submitted to their child’s teacher or office staff at his/her school on the day the student returns to school. If the student’s absence complies with the list of excused absences defined in [Board Policy 4400](#), it will be marked excused.

Excused absences for educational reasons will be granted only if (1) the primary purpose of the trip is educational and (2) the event does not occur at another time (e.g., launching of space shuttle, presidential inauguration, etc.). Parents/guardians who wish to apply for an excused absence for educational reasons must complete the Request for [Excused Absence for Educational Reasons](#) form and submit the form to the building principal for approval **three weeks in advance of the event**.

Absences for the following reasons are excused:

- Personal illness or injury that makes the student physically unable to attend school.
- Isolation ordered by the local health officer or the State Board of Health or isolation or quarantine that is a required state or local control measure.
- Death in the immediate family.
- Medical or dental appointment.
- Attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness.
- A minimum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent or legal guardian.
- Participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal.
- Pregnancy and related conditions or parenting, when medically necessary.
- A minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian:
 - is an active duty or inactive member of the uniformed services as defined by [Policy 4050](#), Children of Military Families, and
 - has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.
- Any other reason as approved by the board in a board resolution.

Pregnant & Parenting Students

Pregnant or parenting students will be given excused absences from school for pregnancy and related conditions for the length of time the students' physicians find medically necessary and for absences due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent. Homework and make-up work will be made available to pregnant and parenting students in accordance with policies and practices governing make-up work in [Policy 4400](#) to ensure that they can keep current with assignments and avoid losing course credit because of their absence from school. To the extent necessary, a homebound teacher will be assigned.

School-Related Activities

While recognizing the importance of classroom learning, the board also acknowledges that out-of-classroom, school-related activities can provide students with valuable experiences not available in the classroom setting. The following school-related activities will not be counted as absences from either class or school:

- Field trips sponsored by the school.
- Job shadows and other work-based learning opportunities, as described in [G.S. 115C-47\(34a\)](#).
- School-initiated and scheduled activities.
- Athletic events that require early dismissal from school.
- Career and Technical Education student organization activities approved in advance by the principal.

In addition, students participating in disciplinary techniques categorized as in-school suspension will not be counted as absent.

Special Circumstances

- Students with chronic health problems; no penalties will be imposed for absences due to documented chronic health problems.
- Students experiencing homelessness, for students experiencing homelessness (see board policy [4125](#), Homeless Students), school officials must consider issues related to the student’s homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.
- Attendance Requirements for Extracurricular Activities, absences may impact eligibility for participation in extracurricular activities. Principals shall inform students and parents of the applicable attendance standards for the various types of extracurricular activities, including interscholastic athletics. See also policy [3620](#), Extracurricular Activities and Student Organizations.

Unexcused / Unlawful Absences

Absences for any reason other than for the [excused / lawful absences](#) listed above are considered unexcused absences and include:

- A student’s willful absence from school with or without the knowledge of the parent.
- A student’s absence from school for any reason other than those listed in [Board Policy 4400 Section C](#).
- When students are not permitted to attend school because they lack proper immunization.
- Code 2B in PowerSchool is suggested for immunization absence tracking.
- When students are not permitted to attend school for no health assessment, Code 2C in PowerSchool is suggested for no health assessment absence tracking.

Make-Up Work and Learning

Make-up Work

A student who misses instruction, practice assignments, or assessments due to absences (excused or unexcused) will be offered a meaningful opportunity to make up learning and demonstrate proficiency in the missed content. The teacher will contact the student and parent/guardian to coordinate the make-up work process. While the make-up process is underway, the teacher will provide scaffolding and/or accommodation for the student to succeed in current teaching and learning.

Teachers, students, and parents/guardians should work together to assist students with make-up work within the number of days absent plus two additional days (e.g., for a **1 day absence**, the student will have **3 days** to make up the work, for **6 days of absence**, the student will have **8 days** to make up the work). For this section, “days” mean school days or, in the case of partial-day absences, class periods.

Make-Up Learning

A meaningful opportunity to make up the learning includes access to instructional activities on the missed content and an opportunity to practice. This may include access to another student’s notes but should also include additional instructional activities provided by the teacher. Where possible and necessary to overcome student transportation or connectivity obstacles, the make-up learning should occur during school hours without unduly interfering with the student’s or teacher’s other teaching and learning.

Short-Term Out-of-School Suspensions

In the case of excused absences, short-term out-of-school suspensions, and absences under [G.S. 130A-440](#) (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her missed work. (See also policies [4110](#), Immunization and Health Requirements for School Admission, and [4351](#), Short-Term Suspension.). Assignments missed due to participation in school-related activities are also eligible for make-up by the student. The student is responsible for finding out what assignments are due and completing them within the specified time period: ***the number of days missed plus 2 additional days (e.g., for 1 missed day, the student will have 3 days to make-up the work; for 2 missed days, the student will have 4 days to make-up the work)***. For this section, “days” means school days or, in the case of partial-day absences, class periods.

Appealing Make-Up Opportunity

Students or parents may appeal to the principal regarding the meaningfulness and reasonableness of the make-up opportunities provided. The appeal will be directed to the principal or principal designee, whose decision will be final.

Additional Support: In cases where medical or other conditions cannot be adequately supported through make-up learning, schools should consider whether additional support, such as 504 accommodations or home-hospital services, might be helpful.

Attendance Definitions

Average Daily Attendance

The average number of students present each day.

Chronic Absence

Missing at least 10 percent of days in a school year for any reason, including excused and unexcused absences.

Truancy

An absence from school for an unexcused reason as defined by State and school board policy.

Attendance Law

(See Student Absence Protocol for step-by-step guide)

North Carolina Compulsory Attendance Law

§ 115C-378: [Statute G.S. 115C-378](#) Children are required to attend.

- Every parent, guardian, or custodian in this State having charge or control of a child between the ages of seven and 16 years shall cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session. Every parent, guardian, or custodian in this State having charge or control of a child under age seven who is enrolled in a public school in grades kindergarten through two shall also cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session unless the child has withdrawn from school.
- No person shall encourage, entice, or counsel any student of compulsory school age to be unlawfully absent from school. The parent, guardian, or custodian of a child shall notify the school of the reason for each known absence of the child, in accordance with local school board policy.

- The principal, superintendent, or a designee of the principal or superintendent shall have the right to excuse a child temporarily from attendance on account of sickness or other unavoidable cause that does not constitute unlawful absence as defined by the State Board of Education. The term “school” as used in this section includes all public schools and any nonpublic schools which have teachers and curricula that are approved by the State Board of Education.
- All nonpublic schools receiving and instructing children of compulsory school age shall be required to make, maintain, and render attendance records of those children and maintain the minimum curriculum standards required of public schools. If a nonpublic school refuses or neglects to make, maintain, and render required attendance records, attendance at that school shall not be accepted in lieu of attendance at the public school of the district to which the child shall be assigned. Instruction in a nonpublic school shall not be regarded as meeting the requirements of the law unless the courses of instruction run concurrently with the term of the public school in the district and extend for at least as long a term.
- The principal or the principal’s designee shall notify the parent, guardian, or custodian of his or her child’s excessive absences after the child has accumulated three unexcused absences in a school year. After not more than six unexcused absences, the principal or the principal’s designee shall notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the State and local boards of education. Once the parents are notified, the school **attendance counselor** shall work with the child and the child’s family to analyze the causes of the absences and determine steps, including

adjustment of the school program or obtaining supplemental services, to eliminate the problem. The **attendance counselor** may request that a law enforcement officer accompany him or her if the **attendance counselor** believes that a home visit is necessary.

- After 10 accumulated unexcused absences in a school year, the principal or the principal’s designee shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student’s parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. If the principal or the principal’s designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the principal shall notify the district attorney and the director of social services of the county where the child resides. If the principal or the principal’s designee determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the principal may file a complaint with the **juvenile court counselor** pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse. Upon receiving notification by the principal or the principal’s designee, the director of social services shall determine whether to undertake an investigation under G.S.7B-302.
- Documentation that demonstrates that the parents, guardian, or custodian were notified and that the child has accumulated 10 absences which cannot be justified under the established attendance policies of the local board shall constitute prima facie evidence that the child’s parent, guardian, or custodian is responsible for the absences.

Attendance Teams & Attendance Improvement Plans

Designated Attendance Team

The principal of each school shall designate an attendance team composed of at least three individuals: a school administrator, a teacher, a social worker, and/or a counselor. The team’s goal is to create, implement, and monitor a comprehensive school-wide attendance improvement strategy. The team is dedicated to reducing chronic absence by implementing school-wide, Multi-Tiered Systems of Support.

Key Responsibilities of the Attendance Team

<p>Coordinate Multi-Tiered Systems of Support</p> <p>Collaborate to implement an evidence-based prevention and early intervention system of support to reduce chronic absence across the entire school community.</p>	<p>Match Support Strategies with Root Causes</p> <p>Use qualitative and quantitative data to tailor supports and interventions that directly address the unique needs of chronically absent students, student groups, and families.</p>	<p>Provide Triage Support</p> <p>Coordinate efforts between the school and broader community to ensure that students with urgent needs receive comprehensive support.</p>
--	--	--

School Attendance Team Roles Include

<p>Team Facilitator</p> <p>Guides the team’s preparations, discussions, and decision-making process.</p>	<p>Data Manager</p> <p>Manages, analyzes, and distributes attendance data to inform discussions and decisions.</p>	<p>Action-Keeper</p> <p>Records meeting minutes and action items to allow the team to track efforts.</p>
---	---	---

School Attendance Team Members can include

- | | | |
|---|--|--|
| <ul style="list-style-type: none">■ Principal/Administrator■ Social Worker■ Counselor | <ul style="list-style-type: none">■ Teacher■ Data Manager■ Community Partner | <ul style="list-style-type: none">■ Student■ Parent |
|---|--|--|

Attendance Plans

Based on guidance provided by the Student Services Division, each school shall have and annually update a written attendance plan that includes procedures for implementing the core attendance practices for the Multi-Tiered Systems of Support (MTSS). This plan includes tiering every enrolled student, communicating with and supporting families, mobilizing all support resources, monitoring students, keeping accurate attendance records, and developing incentives for perfect, good, and improved attendance. The school’s plan must include procedures and clearly defined responsibility for core, supplemental, and intensive support for the attendance component of the system of interventions.

Being Marked Present

To be counted present for the school day, a student must be in attendance for at least half of the instructional day.

Students are also counted as present for the school day if they are at a place other than the school with the approval of the appropriate school official to attend an authorized school activity. Such activities may include field trips, athletic contests, student conventions, musical festivals, college visits, or any similar approved activity with documentation of the event.

Consequences for Not Attending School

District Attorney & Department of Social Services (DSS) Sanctions

Educational neglect pertains to the failure of the parent/caretaker to meet the child's educational needs. Educational neglect may take the form of permitted chronic truancy, failure to enroll or provide alternative education, or inattention to special education needs.

The allegation of permitted chronic truancy would apply after the inability of the school to engage the parent, guardian, or custodian in efforts to improve the child's attendance. [N.C.G.S. §115C-378](#) describes a school principal's responsibilities in relation to children who are repeatedly absent and sets out circumstances in which a principal must notify DSS regarding unlawful absences. After 10 accumulated unexcused absences in a school year, the counselor and social worker are required to confer with the student and the parent, guardian, or custodian to determine if a good faith effort has been made to comply with the compulsory school attendance law. If there is a determination that a good faith effort has not been made, the counselor can consider notifying the district attorney and DSS in the county where the child resides. Upon receiving notification by the counselor, DSS must determine whether to undertake an investigation under N.C.G.S. §7B-302. Intervention by DSS must occur only after the school's efforts have proven to be unable to ensure the child's attendance. However, the reporting of educational neglect by schools may also result in the reporting of other forms of abuse or neglect. School truancy, whether excessive, unexcused or not, may be an indicator of other forms of underlying abuse or neglect in the home. The allegation of permitted chronic truancy does not pertain to children who willfully refuse to attend school.

If the counselor determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the counselor may consider filing a complaint with the *juvenile court counselor* pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse.

Due diligence must be demonstrated before referrals to the state attorney, department of social services or juvenile court counselor can be made via the [Attendance Due Diligence Form](#) and by ensuring the Attendance Protocol for Legal Sanctions steps are followed (see [Student Attendance Court Process](#)).

In North Carolina, children between the ages of seven and sixteen must be enrolled in a public school or an equivalent or receive private instruction through home schooling. Educational neglect may take the form of failure to home school, to register, or to enroll a child of mandatory school age. North Carolina courts have consistently found that it is "fundamental that a child who receives proper care and supervision in modern times is provided a basic education" and that willful failure and refusal to send children to school or to provide children with an alternative education, constitutes neglect for improper care and injurious environment. *In re McMillan*, 30 N.C. App. 235 (1976).

Early Dismissals & Late Arrivals

Early Dismissals

If a student needs to leave school early, the student must bring a written note signed by a parent, guardian, or custodian citing:

- full name of the student.
- date, time, and explanation for the early dismissal .
- the name of the person picking the student up or notification that the student will drive home.
- a parent, guardian, or custodian contact phone number.

If the student does not bring in a note from a parent, guardian, or custodian, the parent, guardian, or custodian must come into the main office with photo identification and sign out the student. The student will then be called down from their class at that time.

Late Arrivals

If a student arrives at school late, the student must bring a written note signed by a parent, guardian, or custodian citing:

- full name of the student .
- the date of the late arrival and explanation for lateness.

If a student arrives at school late and does not have a note and a parent, guardian, or custodian does not come in, the student's late arrival will be marked unexcused.

Recording & Submitting Attendance

Recording and Submitting Daily Attendance

In elementary, middle, and high school, the teacher must record and submit student attendance during the first 15 minutes of class.

Substitute teachers should ensure attendance is recorded and submitted by the end of the class period in high school and by 9:00 am in elementary and middle school.

Reporting and Verifying Reasons for Absences

Parents, guardians, or custodians are responsible for notifying the school when their child is absent and informing their child's teacher or other designated staff person of the reason for the absence.

A doctor's note must accompany absences due to sickness after a student has been absent for **4 or more days due to illness**. The doctor's note must be submitted to the school **within 3 days of the student's return to school** for the absences to be marked excused.

Parents/guardians must complete and submit the [Student Absence Explanation Form](#) **within three days** of the student's return to school. Student Absence Explanation forms **will not be accepted after 3 days** of the student's return and the absence can be left as unexcused. The form should be submitted to the teacher or front office staff.

Documenting Attendance Improvement Efforts

All attendance efforts and activities targeting students in Tiers 1, 2, & 3 should be recorded on the Attendance Contact Log. All school staff involved with student engagement to improve attendance should have access to and utilize the contact log: [Attendance Contact Log](#).

Roles & Responsibilities for Improving Attendance: District Office & School Staff

District Office

Attendance Team

A cross-departmental, cross-functional district-level attendance team should be created that includes district office and school-level staff and, at least one community partner. The team should meet at least once per month for a minimum of one hour. The [Standard Attendance Team Agenda](#) should be used for each meeting.

Attendance Reports

Produce and disseminate monthly chronic absence reports that provide aggregated data on district-level chronic absence patterns and trends.

Student, Family, & Community Engagement

Prioritize family and student engagement by creating and implementing an annual Community Care & Connections plan focused on building resources and relationships with the agencies, businesses, and institutions within the broader HCPS community.

School Staff

Attendance Team

Every school should have an attendance team that includes at minimum an administrator, a teacher, a counselor, and/or a social worker. Teams should meet a minimum of monthly for at least one hour and use the [Standard Attendance Team Agenda](#).

Attendance Reports

Data Manager should produce and disseminate biweekly chronic absence reports that highlight student absences using various data points: grade level, zip code, class, gender, etc. Data on late arrivals and early dismissals should also be collected and shared.

Student & Family Engagement

Prioritize student & family engagement by implementing and monitoring a Multi-Tiered Systems of Support focused on prevention, early intervention, targeted supports, and community connections.

Collecting/Updating Student Contact Information

Ensure student/family contact information: name, address, phone number, email address is collected biannually (two times per school year).

Nurse, Front Office, Other Support Staff

Facilitate tasks such as: make calls home, assist with the coordination of home visits, participate in family conferences, reinforce student/family attendance agreements, review attendance data, participate in and promote attendance improvement initiatives.

Cafeteria Team, Maintenance Team, Instructional Partners, Media Team, Support Staff

Participate in attendance initiatives, review attendance data, suggest support strategies during staff meetings, serve as an attendance buddy to a student struggling with attendance.

Attendance Supports & Interventions

School Climate & Culture

A positive, engaging, and supportive school climate is one of the most critical components of an effective attendance improvement plan. A positive school climate has been shown to reduce absenteeism and promote academic success. School climate is based on:

- Interpersonal connections between adults and students throughout the school building.
- School safety such as physical safety, mental health and well-being, emergency preparedness.
- Academic equity, such as a sense of fair treatment and accomplishment in school.
- School satisfaction such as personal contentment with studies and experiences.
- School connection, feeling a sense of belonging.

Student & Family Engagement

Student and family engagement is another critical component to improving student attendance and academic outcomes. Research has shown that providing a welcoming environment, supporting student learning, effectively communicating with stakeholders, and sharing power by engaging the community, leads to the achievement of targeted outcomes with students and families for both attendance and academics.

Tardiness

Good school attendance often starts with getting to school on time. Students who are chronically tardy are more likely to believe absences are acceptable. It is crucial for students and families to understand that showing up on time is just as important as showing up at all. Like student absences, tardiness is an indication that a student/family are experiencing barriers to prioritizing school timeliness and can also be supported with a Multi-Tiered Systems of Support.

Student Absence Protocol

- **1 Day:** After one absence
 - The **teacher** shall notify the parent, guardian, or custodian via robocall, robo-text message, and email **by noon on the day of absence**.
 - Action should be documented on the [Attendance Contact Tracker](#).
- **3 Days:** After three absences
 - The **teacher** shall contact the parent, guardian, or custodian via phone call to notify them of the 3rd absence.
 - The **teacher** shall request a parent/teacher conference.
 - Initial phone call should be made **by noon on the 3rd day of absence**.
 - Action should be documented on the [Attendance Contact Tracker](#).
- **6 Days:** After six absences
 - The **data manager** shall notify the parent, guardian, or custodian by mail that he/she may be in violation of the [Compulsory Attendance Law](#) and may be prosecuted if the absences cannot be justified under the established attendance policies of the State and local boards of education.
 - Once the parent, guardian or custodian are notified, the **counselor** shall contact the family by phone **no more than 4 days** after the data manager has mailed the violation of compulsory attendance letter. The counselor will work with the child and the child's family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the barrier to daily attendance.
 - The discussion, identified barriers, and action steps should be documented on the [Attendance Success Plan](#).

- A written copy of the plan should be mailed to the student's home.
 - Action steps should be followed up on by the **Counselor** within the specified timeline and documented on the [Attendance Contact Tracker](#).
- **8 Days:** After eight absences
- The **counselor** will notify the **social worker** when a child has accumulated eight absences to request a home visit.
 - Home visits should be conducted within *three-days of the eighth absence*
 - Social Worker will inform the family of the Compulsory Attendance Law and discuss the continued barriers to daily school attendance.
 - Social Worker may request that a law enforcement officer accompany them if they believe additional safety support will be needed.
 - This action should be documented on the [Attendance Contact Tracker](#).
- **10 Days:** Within three days of the 10th unexcused absence
- The **counselor** and **social worker** will review the student's contact tracker, **social worker** will transfer information onto the [Due Diligence Form](#).
 - **The counselor** will also connect with the student's teacher(s) to get additional information on the student to determine if a referral to the Department of Social Services and District Attorney under the [Compulsory Attendance Law](#) should be filed.
 - The **social worker** shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether they have received notification pursuant to this section and made a good faith effort to comply with the law.
 - If the **social worker** determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, he/she may notify the district attorney and the director of social services of the county where the child resides.
 - If the **social worker** determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, he/she may file a complaint with the juvenile court counselor pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse.
- **12 DAYS:** After 12 accumulated unexcused absences
- Upon receiving notification by the **social worker**, the director of social services shall determine whether to investigate under G.S. 7B-302.
 - The **social worker** should contact parents via phone call, email and text to notify them whether or not they will be referred to the department of social services and district attorney as well as the next steps to support the family with daily attendance.
 - The **counselor** will mail a certified letter detailing the decision and next steps to student's home and place it in the student's record within 3 days of the notification to the family.
 - This action should be documented on the [Attendance Contact Tracker](#).
 - The **principal** shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification and made a good faith effort to comply with the law.
 - A request for a second home visit to the student's home should be made to the **social worker**, the home visit must occur *within 3 days of the 12th absence*.
 - If the **principal** determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the **principal** shall notify the district attorney and the director of social services. [Compulsory Attendance Law](#) of the county where the child resides.
 - If the **principal** determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the **principal** shall file a complaint with the

juvenile court counselor pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse.

- Upon receiving notification by the **principal** the director of social services shall determine whether to undertake an investigation under [G.S. 7B-302](#).
- Documentation demonstrating that the parents, guardian, or custodian were notified and that the child has accumulated 12 absences which cannot be justified under the established attendance policies of the local board shall constitute prima facie

evidence that the child’s parent, guardian, or custodian is responsible for the absences.

- This action should be documented on the [Attendance Contact Tracker](#).
- **13+ Days:**
- **Principal** shall monitor the filing of the violation of the attendance compulsory law made to the department of social services and adhere to all—if any—stipulations outlined.
 - Students should continue to receive Multi-Tiered Systems of Support to mitigate barriers to daily school attendance as per the attendance procedure manual.

Climate Enhancing Strategies: [Here](#)

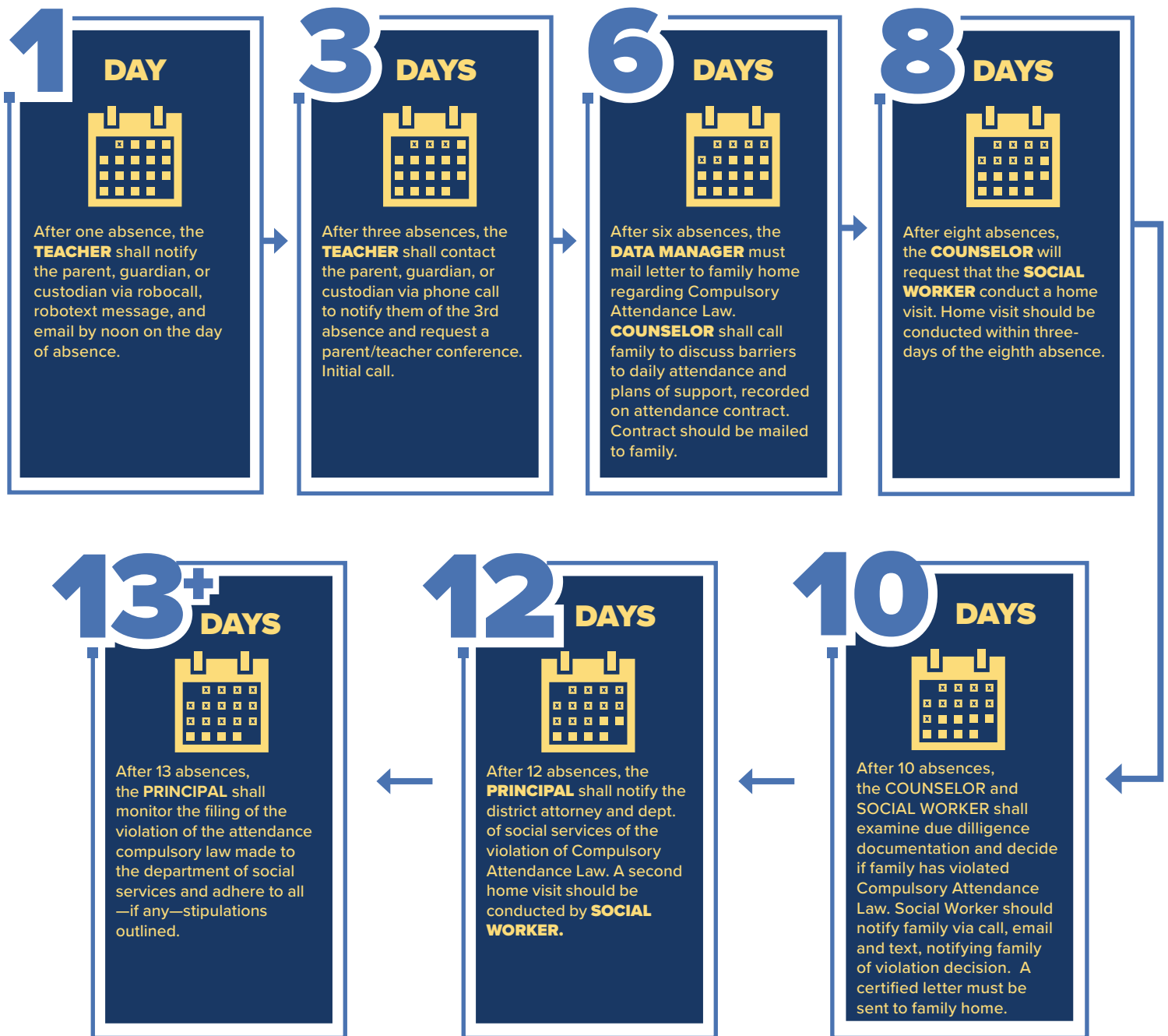
Attendance Forms

- [Absence Explanation Form](#)
- [Absence Protocol Flowchart](#)
- [Attendance Contact Tracker](#)

- [Attendance Due Diligence Form](#)
- [Attendance Protocol for Legal Sanctions](#)

- [Attendance Success Plan](#)
- [Attendance Team Standard Agenda](#)
- [Attendance Tiered Worksheet](#)

Absence Protocol Flow Chart





701 N. Martin Street • Winton, NC 27986
(252) 358-1761 – Telephone
www.hertford.k12.nc.us



www.facebook.com/HCPS01/



@ hertford_co_public_schools



@HCPS01



@hcpsyoutube3840

In compliance with federal laws, Hertford County Public Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination-Free Environment Policy AC for a complete statement. Inquiries or complaints should be directed to the Hertford County Public Schools Chief of Human Resources,