

# EQUITY BEGINS WITH ACCESS

Hampton City Schools  
Attendance Systems and Best Practices

December 3, 2020



“Education is the Most  
Powerful weapon  
which you can use to  
change the world.”

*Nelson Mandela*





# ADAPTIVE AND TECHNICAL PRACTICES

- Culture of Shared Responsibility
- Systems Approach
  - Comprehensive System of Care
  - Division and School-level Protocols
  - Tiered Response System
- School-Community Partnerships
  - Collaboration to Address Barriers

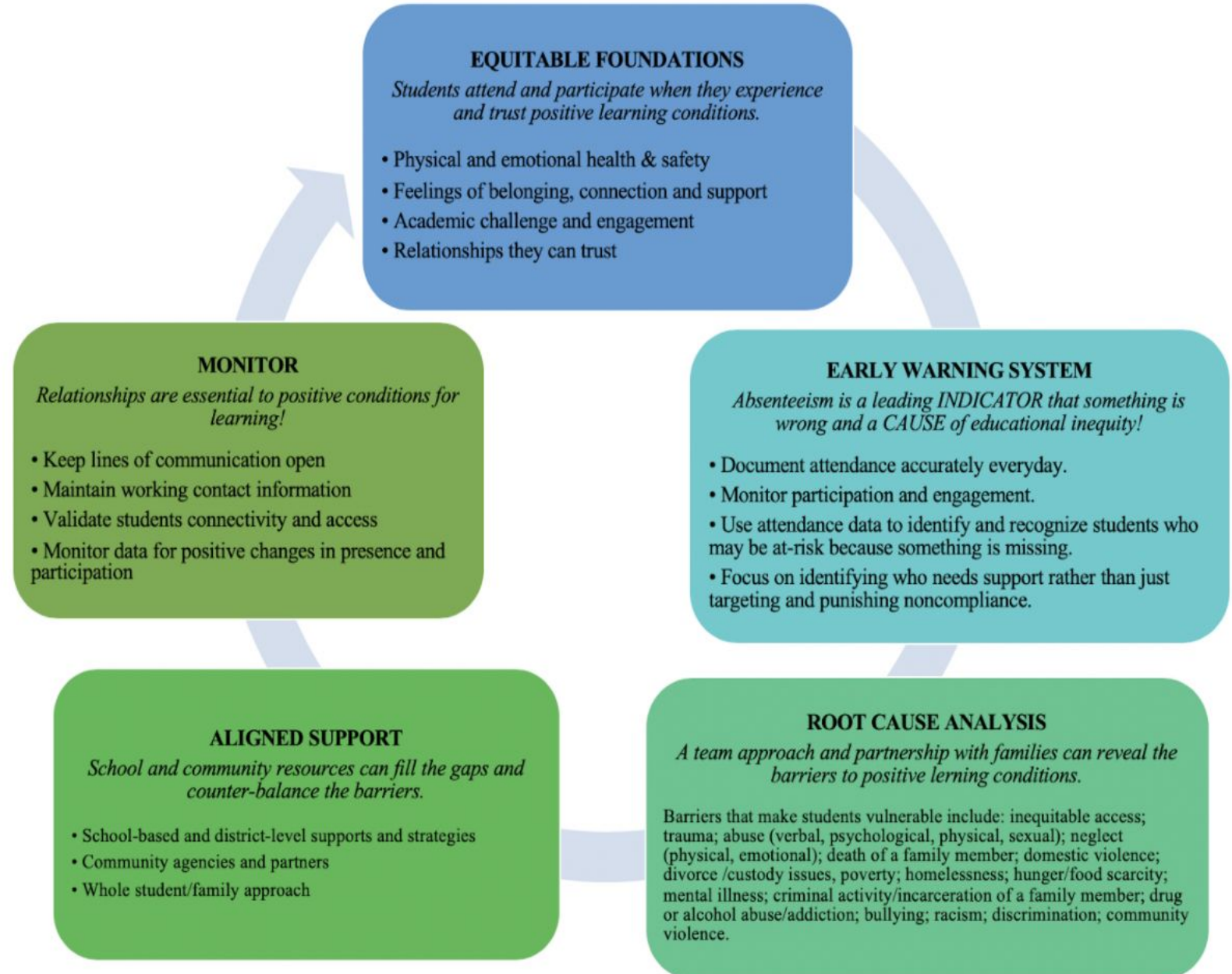
# ORGANIZATIONAL & SCHOOL CULTURE

- Common understanding about the significance of student attendance
- Commitment to Social Emotional Learning
- Shared responsibility to equity and access





# SYSTEMS APPROACH: COMPREHENSIVE SYSTEM OF CARE

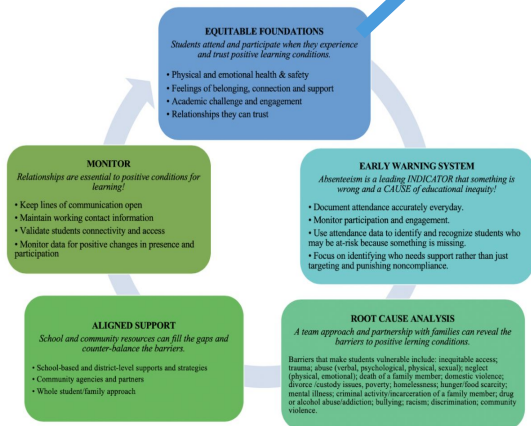


# EQUITABLE FOUNDATIONS

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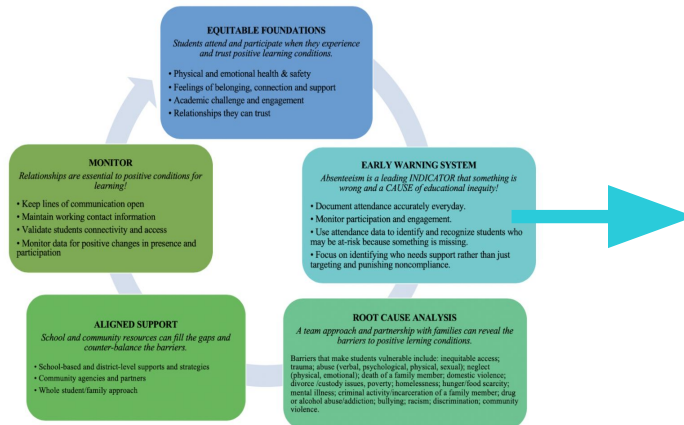
*Students attend and participate when they experience and trust positive learning conditions.*

- Physical and emotional health & safety
- Feelings of belonging, connection and support
- Academic challenge and engagement
- Relationships they can trust





# EARLY WARNING SYSTEM



## EARLY WARNING SYSTEM

*Absenteeism is a leading INDICATOR that something is wrong and a CAUSE of educational inequity!*

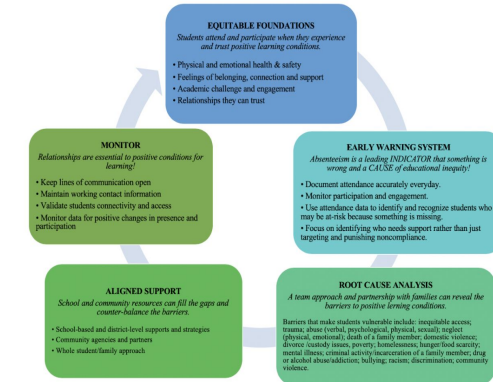
- Document attendance accurately everyday.
- Monitor participation and engagement.
- Use attendance data to identify and recognize students who may be at-risk because something is missing.
- Focus on identifying who needs support rather than just targeting and punishing noncompliance.

# ROOT CAUSE ANALYSIS & ALIGNED SUPPORT

## ROOT CAUSE ANALYSIS

*A team approach and partnership with families can reveal the barriers to positive learning conditions.*

Barriers that make students vulnerable include: inequitable access; trauma; abuse (verbal, psychological, physical, sexual); neglect (physical, emotional); death of a family member; domestic violence; divorce /custody issues, poverty; homelessness; hunger/food scarcity; mental illness; criminal activity/incarceration of a family member; drug or alcohol abuse/addiction; bullying; racism; discrimination; community violence.



## ALIGNED SUPPORT

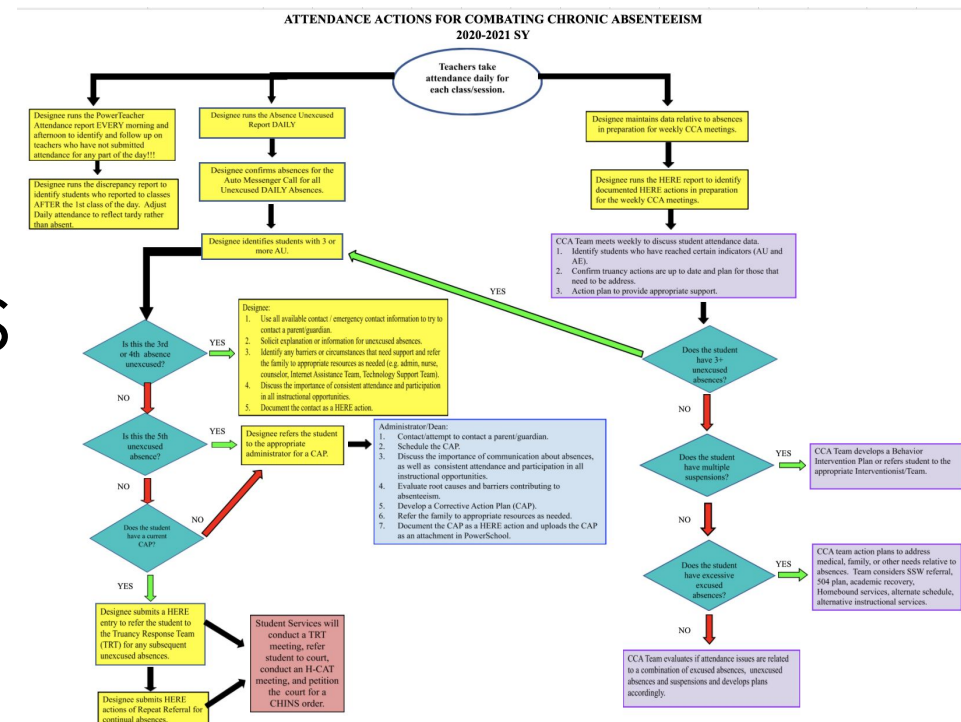
*School and community resources can fill the gaps and counter-balance the barriers.*

- School-based and district-level supports and strategies
- Community agencies and partners
- Whole student/family approach



# SYSTEMS APPROACH: DIVISION & SCHOOL PROTOCOLS

- Attendance Workflow
- CCA Teams & Designated Roles
- Data Collection & Analysis



# SYSTEMS APPROACH: TIERED RESPONSE SYSTEM

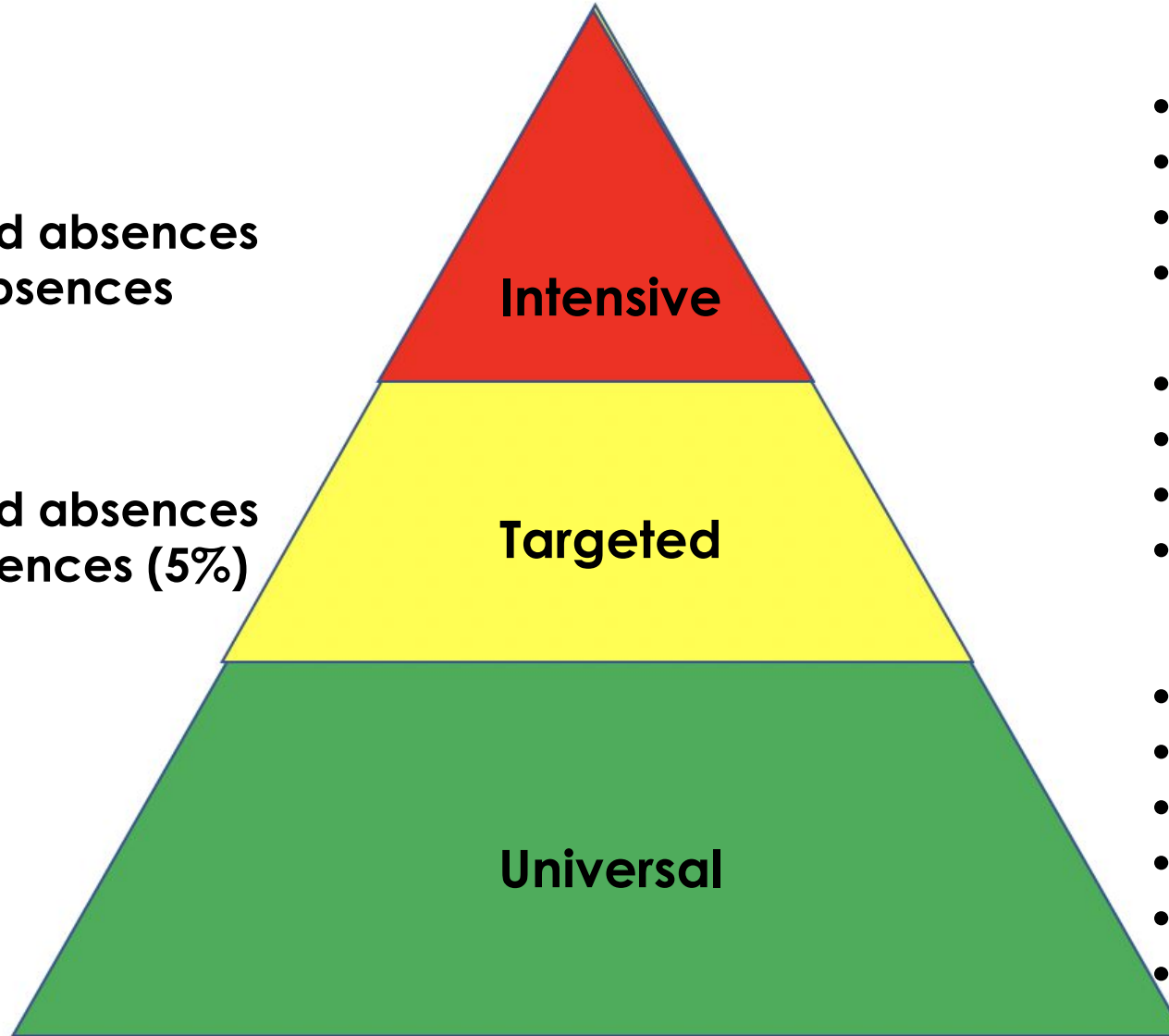
Students with:

> 6 unexcused absences  
≥ 10% total absences

Students with:

≥ 3 unexcused absences  
≥ 10 total absences (5%)

All students



**Intensive**

- Truancy Response Team
- Social Work referral
- Corrective Action Plan
- Behavior Intervention Plan

**Targeted**

- Personalized outreach
- Home visit
- Parent workshop
- Attendance recovery

**Universal**

- Attendance Contract
- Parent resources and videos
- Automated attendance calls
- Culture of shared responsibility
- Welcoming environment
- Social Emotional Learning

# SYSTEMS APPROACH:

## HERE! Protocol

### Hampton City Schools HERE! Protocol

# UA	SCHOOL and DIVISION ACTIONS & CODES	DOCUMENT Actions in PowerSchool
1 <sup>st</sup> & 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Send an automated call to the parent/guardian.</li> </ul>	
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Make a personal call to the parent/guardian. Inquire about reasons for absences. Send email if email address is available.</li> <li>Suggest resources and share information about HERE! Workshops.</li> </ul>	Truancy Contact
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>Make parent contact - explain the truancy process.</li> <li>Send a truancy letter if phone and email efforts are unsuccessful.</li> <li>Consider a Home Visit if the parent is not responsive to phone/email.</li> </ul>	Truancy Contact
5 <sup>th</sup> & 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>Make a personal contact to conduct or schedule a CAP meeting.</li> <li>Conduct the CAP meeting - document if parent attends in person, by phone, via Zoom, etc.</li> <li>Attach the CAP document in PowerSchool.</li> <li>Make a 2nd attempt if the parent is nonresponsive to the first attempt.</li> <li>If the parent does not respond, document as a CAP-No.</li> </ul>	CAP Meeting Held  CAP - NO
7 <sup>th</sup> +	<ul style="list-style-type: none"> <li>Continue to attempt contact parent/guardian contact to review CAP.</li> </ul>	Truancy Contact
	<ul style="list-style-type: none"> <li>If a student continues to have 2+ unexcused absences after the CAP is completed/attempted, refer to TRT for continued unexcused absences.</li> </ul>	Refer to Division Attend Coord (TRT)
	<ul style="list-style-type: none"> <li><i>Hampton Sheriff delivers notice to the parent to attend a TRT meeting.</i></li> </ul>	Truancy Letter Sent by Student Services
	<ul style="list-style-type: none"> <li><i>Parent/guardian and student meet with Truancy Response Team (TRT).</i></li> </ul>	Truancy Response Team
	<ul style="list-style-type: none"> <li><i>TRT refers student and family to court.</i></li> </ul>	Refer to Court Liaison (CHINS Petition)
	<ul style="list-style-type: none"> <li><i>Family and student attend court. Court mandates family to participate in H-CAT.</i></li> </ul>	Court Update
	<ul style="list-style-type: none"> <li>If UAs continue after court appearance, refer to Court Services via PowerSchool.</li> </ul>	Repeat Referral – Continuous Absences
	<ul style="list-style-type: none"> <li><i>Family meets with H-CAT team.</i></li> </ul>	Truancy Conference
	<ul style="list-style-type: none"> <li><i>Family returns to court for CHINS disposition.</i></li> </ul>	Court Update
	<ul style="list-style-type: none"> <li>Submit Repeat Referrals if unexcused absences continue.</li> </ul>	Repeat Referral – Continuous Absences
	<ul style="list-style-type: none"> <li><i>Additional violations may result in court charges against the parent/guardian.</i></li> </ul>	Court Update





# COMMUNITY PARTNERSHIPS

- Multi-agency Intervention Teams
  - Truancy Response Team
  - Hampton Community Assessment Team
- Parent Workshops
- Stakeholder's Team



# DIVISION SUPPORT

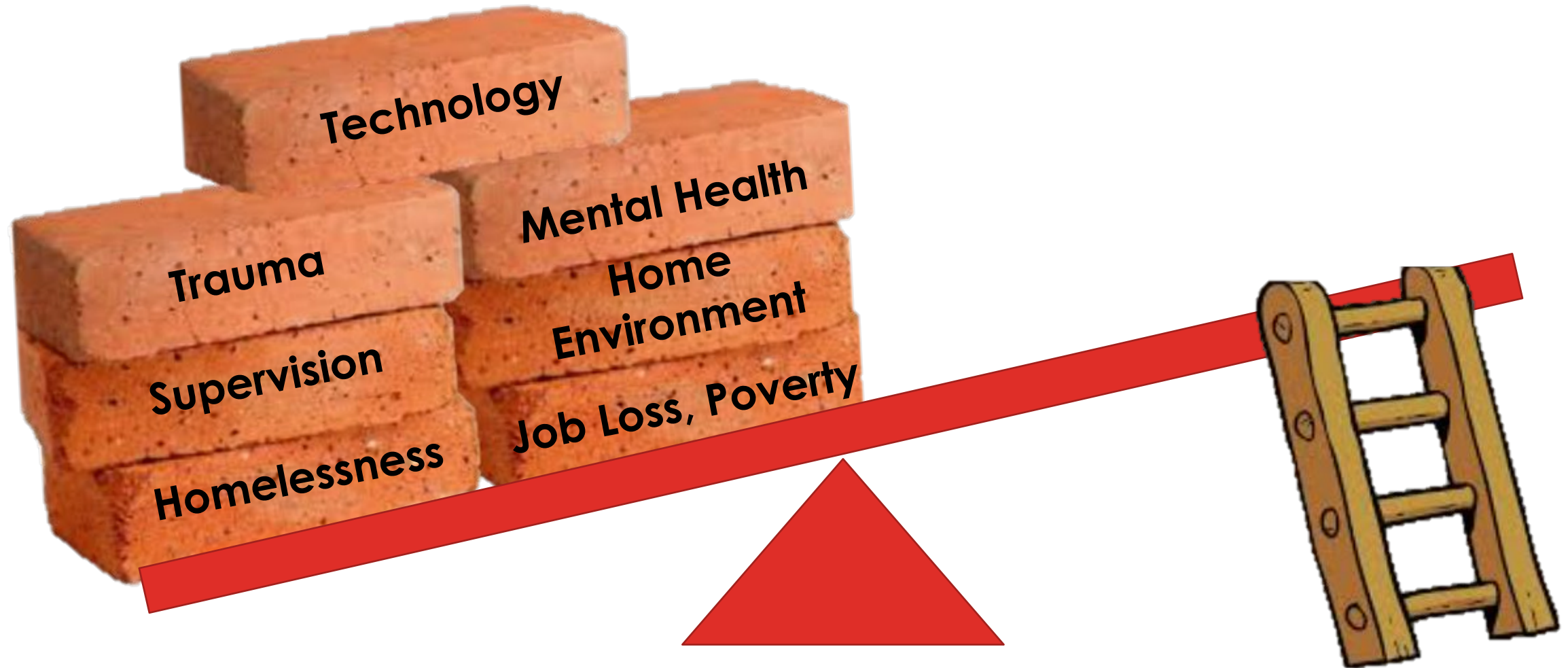
## ***Information and Training***

- Attendance procedures for 100% virtual and hybrid models
- School protocols
- Data analysis and tracking
- Reflective guides
- Root cause analysis
- Corrective Action Plan

## ***On-going Support***

- Corrective Action Plan feedback
- Biweekly attendance audits and updates
- Monthly exit reports
- Collective efforts to locate every exited student

# BARRIERS INTENSIFIED BY COVID





# MITIGATING COVID-RELATED BARRIERS

- **One to One Technology**
  - Chromebook for every K-12 student
- **Technology Assistance Team**
  - Cox 2 Connect –reduced and free internet access; Mifi devices
- **Home Visits**
  - Administrators, School Resource Officers, Graduate Specialists, Counselors, School Social Workers, Family Engagement Specialists, BASE Workers
- **Wake-up Calls, Weekly Check-ins, Mentoring**
  - Instructional staff, School Security Officers, Instructional Assistants, Transportation, and Food Service
- **Meal Sites and Meal Delivery**
  - Food Services
- **Community Agency Connections**
  - Streamlined referrals to Community Services Board
  - Community Mental Health and Family Resource list
- **Clothing closets**
- **McKinney-Vento**
  - Laundry cards
  - School site access
- **Digital Enrollment System**



# SPECIAL THANKS



- Dr. Jeffery Smith, Hampton City Schools Superintendent
- Trena Hatcher, Hampton City Schools Executive Director of Student Support
- Quyen Duong, VDOE Student Services Specialist
- Regional Collaboration Team

Please contact us for resources or to share ideas.

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