Improving School Attendance in Fairfax County: A Multi-Sector Action Plan

(The Attendance Action Plan)

Endorsed by the Fairfax County
Successful Children and Youth Policy Team
October 2016

Table of Contents

Introduction 2
Action Plan
Goal 1. Ensure a positive school climate, flexible instructional approaches, and supportive services to encourage school attendance and engagement. 4
Goal 2. Closely monitor absenteeism and student behavior to enable early detection and intervention. 7
Goal 3. Involve families, school staff, community service providers, and other key stakeholders in service planning and monitoring. 9
Goal 4. Develop tiered school- and community-based responses that prioritize comprehensive supportive services and reduce punishments. 10
Tier 1 11
Tier 2 11
Tier 3 12
The Diversion Process 13
Members of the Attendance Task Force 14
Members of the Successful Children and Youth Policy Team 16
Contact Information 17

Improving School Attendance in Fairfax County:
A Multi-Sector Action Plan

Introduction

In December 2014, the Fairfax County Successful Children and Youth Policy Team (SCYPT) endorsed holding a Community Dialogue on School Attendance. The purpose of the dialogue, which was held in September 2015, was to identify stakeholders' perceptions of factors impacting school attendance in Fairfax County and ideas for potential solutions. The SCYPT agreed to, upon learning the results of the dialogue, convene a task force to develop and oversee implementation of an action plan designed to decrease the incidence and negative impacts of school absenteeism in Fairfax.

The task force met over the winter and spring of 2016 and developed strategies to comprehensively address this issue of chronic absenteeism. The strategies were informed by community and stakeholder feedback at the Community Dialogue, as well as reviews of evidence-based and best practices in promoting school attendance – all of which was summarized in an interim report, "Improving School Attendance: Recommendations for Developing a Plan of Action," which can be found at http://bit.ly/ffxattends.

The strategies in this action plan are organized into four goals, aligned with the broad promising practices identified by the Vera Institute's Status Offense Reform Center in its "Tackling Truancy" infographic. The fourth of the promising practices – implementing a tiered system of interventions, is organized in the action plan based on the key strategies identified by Attendance Works: recognizing good and improved attendance, engaging students and parents, monitoring attendance data and practice; providing personalized early outreach, and developing programmatic responses to barriers.

When students are absent from school, there are consequences for the student, family, school, and community. Likewise, the responsibility to address school attendance and prevent chronic absenteeism is shared. Our community – the schools, courts, families, non-profit and faith-based organizations, government, and businesses – must work together to help children and youth succeed. And we must do so in a way that promotes equity, so that all children and youth have the opportunity to thrive. Therefore, this action plan is guided by three key principles:

1. The root causes of chronic absenteeism are many and complex. As desirable as it would be to eliminate those root causes, such an approach would have negligible short-term impact on attendance. Fairfax County (as a community, not simply the county government) is committed to promoting economic self-sufficiency, improving access to quality behavioral health services, and otherwise addressing the issues that underlie attendance problems. But a targeted approach to addressing school absenteeism is also necessary. This plan focuses on promoting attendance and, for students with attendance problems, understanding their individual circumstances and working to address their root causes.

2. School attendance is not simply a school-based issue. Effectively addressing it will require the coordinated and collaborative efforts of the entire community, and the many sectors that make it up. Businesses, community- and faith-based organizations, early care and education, government agencies, and families and youth themselves, all have important roles to play. For this plan to be effective, all will need to be engaged. But it is also important to note that, for the community to play a strong role in this work, a consistent approach across schools (in, for

example, how absences are defined as excused, and how schools work with students with attendance problems) is required.

3. A focus on equity needs to be a consistent part of this approach. All strategies must be developed and implemented through an "equity lens," to ensure they are helping to close the achievement gap and otherwise narrow the disparities in access and outcomes based on race, ethnicity, and other factors, and to ensure there are no unintended consequences that increase disparity. All strategies included in this action plan include specific guidance to ensure they are implemented with a focus on promoting equity.

Companion documents to this action plan will be developed to aid stakeholders in its implementation. Resource lists, with information on specific programs and services and how to access them; sector-specific implementation guides; templates; and tools and resources to promote cultural competency and language access will all be made available.

Action Plan

Goal 1. Ensure a positive school climate, flexible instructional approaches, and supportive services to encourage school attendance and engagement.

Strategy 1.1. Conduct an awareness campaign to educate students, parents, and community stakeholders about the importance and benefits of school attendance, and on policies and procedures regarding school attendance.

- Develop a consistent brand and slogan for use across all platforms and with all audiences.
- Ensure materials targeted to specific audiences.
- Consider products to include: website, PSAs, social media, print materials, and webinars.
- Engage multiple sectors, including the business community, in development and implementation.
- Include an action campaign to engage youth.
- Incorporate messaging into Back to School Nights and Kindergarten Registration.

- *Promoting Equity:* Ensure messages and resources are culturally competent and linguistically appropriate. Target implementation to communities with identified risk factors, and tailor messages to identified communities. Engage youth and families in the development and dissemination of messages.

Strategy 1.2. Ensure school attendance messaging is incorporated into school readiness initiatives.

- Include messaging as a part of Kindergarten Registration, Neighborhood School Readiness Teams, and other transition activities.
- Develop resources for Head Start and other pre-school providers to include messaging in their programs and services.
- Explore incorporating attendance-related components into the Office for Children's Institute for Early Learning trainings for child care providers

- *Promoting Equity*: Ensure messages and resources are culturally competent and linguistically appropriate. Ensure representation and participation from community organizations and programs that serve diverse communities in the development and dissemination of messages.

Strategy 1.3. Ensure messaging and information targeted to parents and families related to school attendance are accessible, relevant, and widely available. Information should particularly target children and youth transitioning education settings.

- Develop standard presentations on the importance of attendance, and on relevant policies and procedures for parents to know, for trainers from multiple sectors.
- Promote the "Getting to Know FCPS" orientation session for recently immigrated parents new to FCPS.
- Develop resources for teachers to incorporate the topic at parent-teacher conferences.
- Ensure information on policies and practices, and attendance-related tips and resources, are easily accessible online (on FCPS and relevant community-based sites).
- Explore developing a mobile app to simplify the process for parents to notify schools about student absences.

- *Promoting Equity:* Ensure messages and resources are culturally competent and linguistically appropriate. Target implementation to communities with identified risk factors, and tailor messages to identified communities. Engage youth and families in the development and dissemination of messages.

Strategy 1.4. Fully implement the Return to Learn protocol to support the transition back to school for students who miss significant time for any reason.

- Implement the Return to Learn protocol.
- Share the protocol with parents, doctors, partners, and other key stakeholders so they are aware of the protocol and how it is implemented.

- *Promoting Equity*: Regularly identify needed adaptations to ensure the protocol is culturally relevant. Monitor data to identify any disparities in implementation or outcome.

Strategy 1.5. Promote access to career and technical education, alternative schools, credit recovery and other Nontraditional School Programs, which allow for greater flexibility and individualization of instruction.

- Promote the programs and provide clear information for students, families, and school staff on how to access them.
- Identify gaps and examine opportunities to expand access, including a review of the impacts of eligibility criteria on English as a Second Language students and on students with past attendance issues.
- Collaborate with Skill Source and other community partners offering job training opportunities to promote services and prepare interested youth for local job opportunities.

- *Promoting Equity*: Ensure resources and program information culturally competent and linguistically appropriate. Regularly monitor admission data to identify any disparities in implementation or outcome.

Strategy 1.6. Increase school engagement and performance by promoting out of school time experiences that complement school curricula.

- Develop and promote resources and guidance to out of school time providers to implement project-based and problem-based learning experiences that complement what participants are learning in school.
- Develop and promote resources and guidance to out of school time providers to provide adequate and appropriate homework help and tutoring opportunities to students in need.
- Implement quality mentoring programs.

- *Promoting Equity*: Ensure messages and resources are culturally competent and linguistically appropriate. Ensure representation and participation from community organizations and programs that serve diverse communities in the development and dissemination of messages.

Strategy 1.7. Increase school engagement and performance through local business actions to promote school attendance.

- Identify work hours that should be restricted to older employees, and encourage businesses to implement the recommendations.

- Develop school-business partnerships to offer access to visits, internships, or job interviews to youth with good or improved attendance.
- Include recognition of good or improved school attendance in employee of the month and similar workplace awards.

- *Promoting Equity:* Ensure messages and resources are culturally competent and linguistically appropriate. Ensure businesses serving diverse communities are included and are engaging youth from those communities.

Strategy 1.8. Promote instructional practices to greater emphasize personalization in school day activities.

- Implement revised curricula, instructional standards, and problem/project-based learning opportunities, as identified in the FCPS Strategic Plan.
- Expand Responsive Instruction implementation, as identified in the FCPS Strategic Plan.
- Fully assess individual student progress, as identified in the FCPS Strategic Plan.

- *Promoting Equity:* Ensure cultural competence in curricula and projects. Assess progress towards reducing the achievement gap. Ensure access to appropriate technology for all students.

Goal 2. Closely monitor absenteeism and student behavior to enable early detection and intervention.

Strategy 2.1. Implement a standardized process for monitoring and acting on school attendance data.

- Develop system-wide definitions and standards for excused and unexcused absences and tardiness.
- Identify attendance leads at each school to serve as points of contact for tracking, monitoring, policy changes, etc. Provide regular training and follow-up.
- Tie the data system to the set of tiered interventions, to allow for simplified data analysis, and triggers to follow up with students.

- *Promoting Equity*: Ensure the process takes into account challenges staff in certain schools may face, especially when parents have communication challenges. Utilize parent liaisons and interpreters in parent outreach related to attendance issues. Partner with parent liaisons/interpreters in facilitating discussions about attendance concerns with parents.

Strategy 2.2. Utilize student data to increase effectiveness of school attendance teams in monitoring of individual student and school-wide trends.

- Develop and implement building-level monitoring processes and incorporate attendance into school improvement plans when necessary.
- Develop a set of regular reports at the school and system levels, including disaggregated data, so that trends can be evaluated.
- Develop procedures for school administrators and teams to review attendance data routinely for student absence patterns.
- Explore if data on trends in illness can be used to identify common root causes.
- Tie reviews to the set of tiered interventions, to allow for simplified data analysis, and triggers to follow up with students.

- *Promoting Equity*: Disaggregate data to identify disparities and population-specific risk factors.

Strategy 2.3. Revise position description and duties for School Probation Officers.

- Clarify the position's roles to include active support for students at risk for chronic absenteeism, to include a revised position description that emphasizes the skills necessary for such work.
- Include Check and Connect training in the School Probation Officer annual orientation.
- Include School Probation Officers on school attendance teams tasked with tracking attendance data at the school and student levels.

- *Promoting Equity*: Target students "at risk" for court involvement who show concerns in attendance, behavior, and or academics, as outlined in Check and Connect.

Strategy 2.4. Revise position description and duties for School Attendance Officers.

- Clarify the position's roles to include active support for students at risk for chronic absenteeism, to include a revised position description that emphasizes the skills necessary for such work.
- Include Check and Connect training in the School Attendance Officer annual orientation.
- Include School Attendance Officers on school attendance teams tasked with tracking attendance data at the school and student levels.
- Consider separating school district residency verification duties from those of School Attendance Officers.

- *Promoting Equity*: Target students “at risk” for court involvement who show concerns in attendance, behavior, and or academics, as outlined in Check and Connect.

Strategy 2.5. Ensure evaluations of school start time changes include impacts on attendance (to include tardiness).

- Review data for all grade levels.
- Develop recommendations based on data, if necessary.

- *Promoting Equity:* Monitor data to identify any disparities in implementation or outcome.

Goal 3. Involve families, school staff, community service providers, and other key stakeholders in service planning and monitoring.

Strategy 3.1. Establish consistent practices for child-, youth-, and family-service organizations to collaborate, consult, and share information.

- Implement and/or identify existing meetings of local or regional schools and youth-serving organizations convened to share information and resources and to collaborate on solutions to root causes of absenteeism (and other issues).
- Ensure service navigators, case managers, and other staff responsible for connecting families to resources are aware of available services and opportunities.
- Develop and implement agency- and school-level processes to report back on meaningful information from meetings.

- *Promoting Equity*: Ensure representation and participation on teams from community organizations and programs that serve diverse communities.

Strategy 3.2. Establish consistent practices for student-level information sharing among FCPS, County agencies, and community-based organizations.

- Develop and implement common release forms for the sharing of information across agencies.
- Explore opportunities to allow for shared access to data systems across agencies.
- Include language about FERPA, HIPAA, 45 CFR, and other relevant privacy laws in policies and procedures related to data and information sharing/release.

- *Promoting Equity*: Ensure forms are culturally competent and linguistically appropriate. Consider cultural practices and reading level in developing consent forms and engaging parents to sign them.

Strategy 3.3. Engage PTAs/PTOs and other family organizations in regular updates on trends and issues related to attendance, to promote collaborative approaches.

- Share data and discuss trends with family organizations on a regular basis.
- Develop and implement family-led outreach efforts to promote attendance.

- *Promoting Equity*: Provide language access. Ensure representation and participation on teams from community organizations and programs that serve diverse communities.

Goal 4. Develop tiered school- and community-based responses that prioritize comprehensive supportive services and reduce punishments.

Strategy 4.1. Develop a consistent list of programs, services, and other resources for youth and families that allows for localized (e.g., pyramid-level) services to be included, allowing for easy identification of opportunities for referral (and self-referral) and/or collaboration.

- Develop a pre-populated template for a resource list that schools and other organizations can tailor to their geographic area and easily post online. Ensure the inclusion of key services identified by the community as necessary to serve students with attendance issues: mentoring, peer support, prevention and out of school time programming, parenting programs, summer transition programs, behavioral health services, and transportation.
- Implement a consistent web presence across schools, so families and stakeholder can easily locate resources.
- Ensure postings from countywide points of access (e.g., county agency websites).
- Develop resources for social workers and other key staff (inside and out of schools) so they are aware of processes for making referrals to or otherwise collaborating with listed organizations and programs.
- Identify individuals responsible for maintaining each localized resource list.

- *Promoting Equity*: Highlight providers of culturally competent and linguistically appropriate services. Include interpreters and translators in lists. Engage with community providers and families to develop the lists.

Strategy 4.2. Identify and advocate for legislative changes that are needed to better serve students and families.

- Ensure an annual review of pending legislation and negative impacts of existing legislation.
- Coordinate approaches among FCPS and County to develop legislative package language.
- Identify private advocacy organizations to champion changes.

- *Promoting Equity*: Ensure an equity lens to all proposals, and highlight potential and existing unintended consequences.

Strategy 4.3. Implement a tiered system of interventions related to school attendance and absences, as listed below.

- Implement a one-year pilot with staff, under the revised School Attendance Officer job description, coordinating attendance-related initiatives and interventions within a designated school or pyramid.
- Develop and implement an outreach and recruitment plan to identify volunteer mentors and organizations to support and implement Check and Connect and Attendance Circle interventions in school and community settings.
- Develop and implement an evaluation plan that tracks the implementation of the various tiered interventions and their impacts on attendance behaviors. In addition to gauging effectiveness, the evaluation should assess the need for various Tier 2 and Tier 3 services, in order to address capacity and resource needs in the future.
- Enhance follow-up practices in Juvenile and Domestic Relations District Court's diversion program by requesting families to sign a release of information form allowing JDRDC to follow-

up directly with the Community Services Board and FCPS, in addition to with the family, to determine if families are receiving and benefitting from recommended services.

- Ensure wraparound service providers are tracking and addressing school attendance, through school records, assessments, or other mechanisms, to assess the impact of services on attendance for students with attendance problems.

Tier 1: Ensure the following are incorporated into Tier 1 of the academic, behavioral, and wellness RTI frameworks – targeting the general population of students (less than 10% of days absent), as appropriate:

1. School-level attendance data monitoring to identify school-wide trends and individual students at risk.
2. Positive behavior approaches (e.g., Positive Behavior Interventions and Supports, Responsive Classrooms).
3. Incentives for good and improved attendance.
4. Personalized outreach strategies to communicate with students and families. Very strongly recommended is the consistent-across-schools use of telephone and text alerts to notify parents and guardians of absences.

The following practices should also be considered for inclusion in Tier 1 frameworks as options schools should consider:

- Promote participation in prevention-focused programming such as Neighborhood and Community Services programming, the Middle School After-School program, parenting programs, and others.
- Host resource fairs and other events to expose families and students to school- and community-based services.
- Implement trauma-informed practices throughout the school.
- Provide families with information on other services, messaging on attendance, and resources to support school engagement at time of registration
- Encourage full utilization of free and reduced price meals for all eligible students and connect youth to out of school time programs that provide meals and snacks.
- Promote distribution of Fairfax Connector passes.
- Explore alternative or flexible school schedules for working students.
- Promote access to health and wellness screenings.

Tier 2: Include attendance triggers for when students have missed 10-19% of school days and ensure the following are incorporated into Tier 2 of the academic, behavioral, and wellness RTI frameworks, as appropriate:

1. Attendance plan, signed by parent and student, that includes acknowledgement of the importance of attendance; and individual/family responsibilities, such as setting alarms, consistent bedtimes, identification of neighbors who can provide rides if needed, visiting the doctor when sick, etc.
2. Attendance-focused group-level intervention that includes a monitoring component, such as Check and Connect and Attendance Circles.

3. Additional incentives for improved attendance.
4. Exploration of non-traditional school programs and flexible scheduling options.

Tier 3: Include attendance triggers for when students have missed 20% or more of school days, and ensure the following are incorporated into Tier 3 of the academic, behavioral, and wellness RTI frameworks, as appropriate:

1. Review IEP for potential revisions, if applicable.
2. Return to Learn, if applicable.
3. Available wraparound interventions, such as:
    a. Family Resource Meetings
    b. Family Partnership Meetings
    c. Wraparound Fairfax
    d. Neighborhood Networks
4. Court referral – only if all other interventions have not worked.

NOTE: In all tiered systems of support there are multiple interventions offered to youth according to their needs. All youth participate in instructional opportunities at tier 1. Some youth may require tier 2 or 3 services for a variety of reasons, and, while certain concerns will automatically "trigger" a referral to tier 2 or 3 services, other issues and circumstances may also indicate the need for more intensive intervention. For example, while missing 10-20% of school days by the end of 1st quarter (4-9 days out) would automatically trigger a referral to tier 2, another youth might be referred after missing only 3 days, if this was a continuing pattern from the previous year and the student's grades were poor.

The Diversion Process

Requests for Truancy petitions are submitted to Juvenile Intake by the School Attendance Officer (SAO) after the school has exhausted interventions/services to address the juvenile's attendance issues. Upon receipt, the Monitored Diversion (MD) Counselor/Intake Officer reviews the SAO's affidavit to determine if there is enough information (probable cause) to move forward with the case and to ensure that all possible interventions have been attempted. Once that determination has been made, the MD Counselor will schedule an appointment to meet with the juvenile and his/her parent(s) to place the juvenile on Monitored Diversion. During the first couple of appointments a risk assessment is completed. The risk assessment helps the MD Counselor, juvenile, and family collaboratively create a case plan that will be utilized through the duration of the diversion period, 90 days, to work on the specific needs areas that brought the juvenile to the attention of the Court and work towards connecting the juvenile and family to appropriate services. If the juvenile is non-compliant with the case plan and continues to be truant from school, the case would be closed unsuccessfully and a petition may be issued, sending the case before the Court for a judge to hear.

The goals and action steps in the case plan are based on the specific needs identified in the risk assessment (e.g., school behavior, community/peer relations, substance use, mental health, aggression/violence). The MD Counselor talks with the juvenile and parent about the identified need and asks them what they think they could use work on so that they are addressing that need. For example, a goal to improve attendance might be supported with action steps such as setting the alarm daily, waking up 30 minutes earlier, attending counseling to address anxiety, seeing a doctor to address medical issues, etc. Action steps are designed to be measurable so the MD Counselor can follow up on them and work with the family to ensure they are doing what they can to address the underlying needs.

Members of the Attendance Task Force

Lora Adams, Lake Braddock Secondary School
Shannon Anderson, Stuart High School
Lorrie Appleton, Lake Braddock Secondary School
Ned Barnes, Fairfax County Neighborhood and Community Services
Monica Bentley, Annandale High School
Allen Berenson, Fairfax-Falls Church Community Services Board
Melissa Brady, Stuart High School
Kristen Brennan, Fairfax County Neighborhood and Community Services*
Alan Brody, Fairfax County Public Schools
Alejandra Cabellero, Fairfax County Neighborhood and Community Services
JD Call, Fairfax County Public Schools
Lindsay Cao, Fairfax County Public Schools
Cathy Cooper, Fairfax County Department of Family Services
Nick Corsi, McLean High School
Chrissy Cunningham, Fairfax County Neighborhood and Community Services*
Cindy Dickinson, Fairfax County Public Schools - Crisis Intervention*
Mary Jo Davis, Fairfax County Public Schools – School Social Work
Nancy Dolan, Edison High School
Keesha Edwards, Fairfax County Department of Family Services - Protection & Preservation Services
John Ellenberger, Robinson Secondary School
Jesse Ellis, Fairfax County Neighborhood and Community Services*
Jeanne Frost, Fairfax County Health Department
AJ Fuller, Fairfax County Neighborhood and Community Services
Sarah Galvan, Boys Town Washington DC
Brett Garner, Lake Braddock Secondary School
Carmen Gill Bailey, Fairfax County Health Department
Jim Gogan, Fairfax County Department of Family Services - Child Protective Services
Rob Grape, Fairfax County Neighborhood and Community Services
Keith Grupposo, Fairfax County Juvenile and Domestic Relations District Court
Mike Hanpeter, Poe Middle School
Angelina Harris, Dominion Hospital
Kelly Henderson, Formed Families Forward
Stephen Howes, Luther Jackson Middle School
Jessica Jackson, Fairfax-Falls Church Community Services Board
Nadeah Johnson, Fairfax County Juvenile and Domestic Relations District Court
LaTanja Jones, Fairfax County Neighborhood and Community Services
Victoria Kairys, Fairfax County Neighborhood and Community Services*
LeAnne Kannapell, Oakton High School
Darryl Leedom, Wesley Housing
Marilyn Liciaga, Fairfax County Department of Family Services - Prevention
Lauren Madigan, Fairfax County Juvenile and Domestic Relations District Court*
Katina Matthews, Fairfax County Neighborhood and Community Services
Heather Mattus, Fairfax County Juvenile and Domestic Relations District Court
Whitney McDonough, Fairfax County Public Schools
Chris McKinney, Fairfax County Public Schools - Interagency Alternative Schools
Zion McKinney, Fairfax County Public Schools

Kathy McQuillan, Fairfax County Public Schools
Jonathan Melendez, Fairfax County Neighborhood and Community Services*
Carrie Mendelson, Fairfax County Public Schools - Social Work Services*
Laura Moore, West Potomac High School
Lisa Morton, Fairfax County System of Care Office
Monica Perez, Fairfax County Juvenile and Domestic Relations District Court
Marcy Pronovost, Annandale High School
Jennifer Rogin-Marks, Lee High School
Heather Sarmiento, Fairfax County Office for Women and Domestic and Sexual Violence Services
Jen Savory, Sunrise Elementary School
Erin Smith, Fairfax County Health Department
Claudia Thomas, Fairfax County Public Schools - Family and School Partnerships
Devin Thornton, Fairfax County Neighborhood and Community Services
Jeanne Vogt, Fairfax County Health Department
Lindsey Wilson, Stuart High School
Donya Wright, Parklawn Elementary School
Janet Young, Fairfax County Neighborhood and Community Services
Barbara Yow, Fairfax County Health Department

* Steering Committee Member

Members of the Successful Children and Youth Policy Team

Fairfax County Public Schools Members
Tamara Derenak Kaufax, School Board Member, Lee District**
Megan McLaughlin, School Board Member, Braddock District*
Steven Lockard, Deputy Superintendent
Francisco Durán, Chief Academic Officer
Douglas Tyson, Assistant Superintendent, Region 1
Jeffrey Platenberg, Assistant Superintendent, Facilities and Transportation Services
Jane Lipp, Assistant Superintendent, Special Services
Mary Ann Panarelli, Director, Intervention and Prevention Services

Fairfax County Government Members
Cathy Hudgins, Board of Supervisors, Hunter Mill District**
Jeff McKay, Board of Supervisors, Hunter Mill District*
Pat Harrison, Deputy County Executive
Dave Rohrer, Deputy County Executive
Tisha Deeghan, Executive Director, Community Services Board
Nannette Bowler, Director, Department of Family Services
Gloria Addo-Ayensu, Director, Department of Health
Bob Bermingham, Director, Court Services, Juvenile & Domestic Relations District Court
Chris Leonard, Director, Neighborhood and Community Services
Edwin Roessler Jr., Chief, Police Department

Community Members
Jack Dobbyn, Fairfax County Human Services Council*
George Becerra, FCPS Minority Student Achievement Oversight Committee
Fahemeh Pirzadeh, Executive Director, Reston Children's Center
Darrell White, Senior Pastor, Bethlehem Baptist Church
Jessie Georges, Family Representative, Fairfax-Falls Church Community Policy and Management Team (through September 2016)
Kelly Henderson, Family Representative, Fairfax-Falls Church Community Policy and Management Team (as of October 2016)
Rick Leichtweis, Senior Director, Kellar Center, Inova Health System
Judith Dittman, Executive Director, Alternative House**
Eileen Ellsworth, President, Community Foundation for Northern Virginia
Dana Kauffman, Director of Government Affairs and Community Relations, Northern Virginia Community College

* Co-chair through June 2016
**Co-chair as of October 2016

Contact Information

For more information on the Attendance Action Plan, visit http://bit.ly/ffxattends or contact the Fairfax County Department of Neighborhood and Community Services Prevention Unit at ncs-prevention@fairfaxcounty.gov.