FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

June 1, 2016, 10:00 a.m. – 12:30 p.m.
Gatehouse Administration Center, Room 3050

Agenda

1. Welcome and Introductions

2. Action Items

    a. Action 1: SCYPT Adoption of the School Year 2016-2017 SCYPT Meeting Schedule

    b. Action 2: SCYPT Endorsement of the School Attendance Action Plan

3. Overview of School Readiness Presentation to the Joint Board Meeting

4. Update on One Fairfax Equity Resolution

5. Opportunities for Action

    a. Expanding Internet Access

    b. Classrooms Not Courtrooms Institute

    c. School-Based Substance Abuse Counselors

6. Recap of New Action Steps or Assignments

7. Items and Announcements Presented by SCYPT Members

8. Adjourn

SCYPT Action Item A-1
June 1, 2016

ACTION ITEM A-1

TITLE:
Approval of a Meeting Schedule for School Year 2016-17.

ISSUE:
SCYPT approval of a SCYPT meeting schedule for School Year 2016-17.

RECOMMENDATION:
Staff recommend that the SCYPT approve the proposed meeting schedule for School Year 2016-17.

BACKGROUND:
All meetings would occur on Wednesdays from 10 a.m. to 12:30 p.m.

The following dates are proposed for next year's SCYPT meetings, tentatively to be held at the conference center at the Inova Center for Personalized Health:

    October 5, 2016
    December 7, 2016
    February 1, 2017
    April 19, 2017
    June 7, 2017

The following dates are proposed for next year's SCYPT Executive Committee meetings, tentatively to be held at the Fairfax County Government Center:

    September 14, 2016
    November 9, 2016
    January 11, 2017
    March 1, 2017
    May 3, 2017

ATTACHMENTS:
None.

STAFF:
Jesse Ellis, Department of Neighborhood and Community Services

SCYPT Action Item A-2
June 1, 2016

ACTION ITEM A-2

TITLE:
Endorsement of the Attendance Action Plan.

ISSUE:
SCYPT endorsement of the School Attendance Action Plan.

RECOMMENDATION:
The Attendance Task Force recommends the SCYPT:
1. Endorse the Action Plan, up through the Tier 2 interventions;
2. Direct implementation teams to return in the fall with specific resource needs to implement the Action Plan; and
3. Endorse the general direction of the Tier 3 interventions and direct a work group to more fully define how they will be implemented – to include a coordinated framework of team-based planning processes that provide a facilitated family meeting and wraparound and case management services to the student/family, and strategies to ensure family engagement – before returning in the fall with specific plans and resource needs for implementation.

BACKGROUND:
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 was presented to the SCYPT in November 2015.

The strategies in the action plan are organized into four goals, aligned with the broad promising practices identified by the Vera Institute's Status Offense Reform Center. 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.

SCYPT Action Item A-2
June 1, 2016

STAFF:
Kristen Brennan, Department of Neighborhood and Community Services
Chrissy Cunningham, Department of Neighborhood and Community Services
Cindy Dickinson, Fairfax County Public Schools, Student Safety and Wellness Office
Jesse Ellis, Department of Neighborhood and Community Services
Victoria Kairys, Department of Neighborhood and Community Services
Lauren Madigan, Juvenile and Domestic Relations District Court
Jonathan Melendez, Department of Neighborhood and Community Services
Carrie Mendelsohn, Fairfax County Public Schools, School Social Work Services

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

PRESENTATION TO THE SCYPT

JUNE 1, 2016

BY THE ATTENDANCE TASK FORCE STEERING COMMITTEE:

CINDY DICKINSON AND CARRIE MENDELSOHN, FCPS

LAUREN MADIGAN, JDRDC

KRISTEN BRENNAN, CHRISSY CUNNINGHAM, JESSE ELLIS, VICTORIA KAIRYS, AND JONATHAN MELENDEZ, NCS

Overview

School Attendance and Absenteeism

► Truancy exists in the context of interaction among child, community, family, and school domains.

► Truancy can lead to multiple poor outcomes for youth, including dropping out of school, low financial security, relationship problems, poor health, and delinquency. Additional negative outcomes affect schools, families, and communities.

► Fairfax County has had limited and inconsistent responses to truancy, but has begun to implement promising practices in schools, juvenile justice, and other settings.

Our Mandate

- December 2014 SCYPT Endorsement:
  - Community Dialogue on School Attendance (September 2015)
  - Attendance Task Force (Winter/Spring 2015-2016)
  - Action Plan Development

Target Population

▶ The plan includes universal and targeted strategies.

▶ Because the root causes of absenteeism are complex, there is no "typical" student who is chronically absent.

COMPLEX ROOT CAUSES

School-Specific
- School climate issues
- Inconsistent attendance policies
- Suspensions and expulsions
- Inflexibile teaching styles
- Inappropriate academic rigor
- Unengaging curriculum
- Fear of being bullied
- Teacher absenteeism

Student-Specific
- Mental health or substance use problems
- Poor self-esteem
- Learning disabilities
- Low reading and math levels
- Lack of positive peer relationships
- Language barriers
- Physical health

As the impacts of truancy extend beyond just the student, so do the causes.

Truancy is a complex behavior resulting from interacting student, school, family, and community-level factors.

Family-Specific
- Parental substance abuse
- Child abuse/neglect
- Lack of guidance or supervision
- Domestic violence
- Poverty
- Lack of knowledge about truancy
- Child stays home to care for family member

Community-Specific
- Peer influence
- Lack of support for school
- Lack of responsive community services
- Community upheaval and social change
- High incidence of substance abuse
- Crime or gang activity
- Inadequate transportation

From "Tackling Truancy" by the Status Offense Reform Center

http://www.statusoffensereform.org/wp-content/uploads/2015/12/SORC_Tackling-Truancy-Infographic.pdf
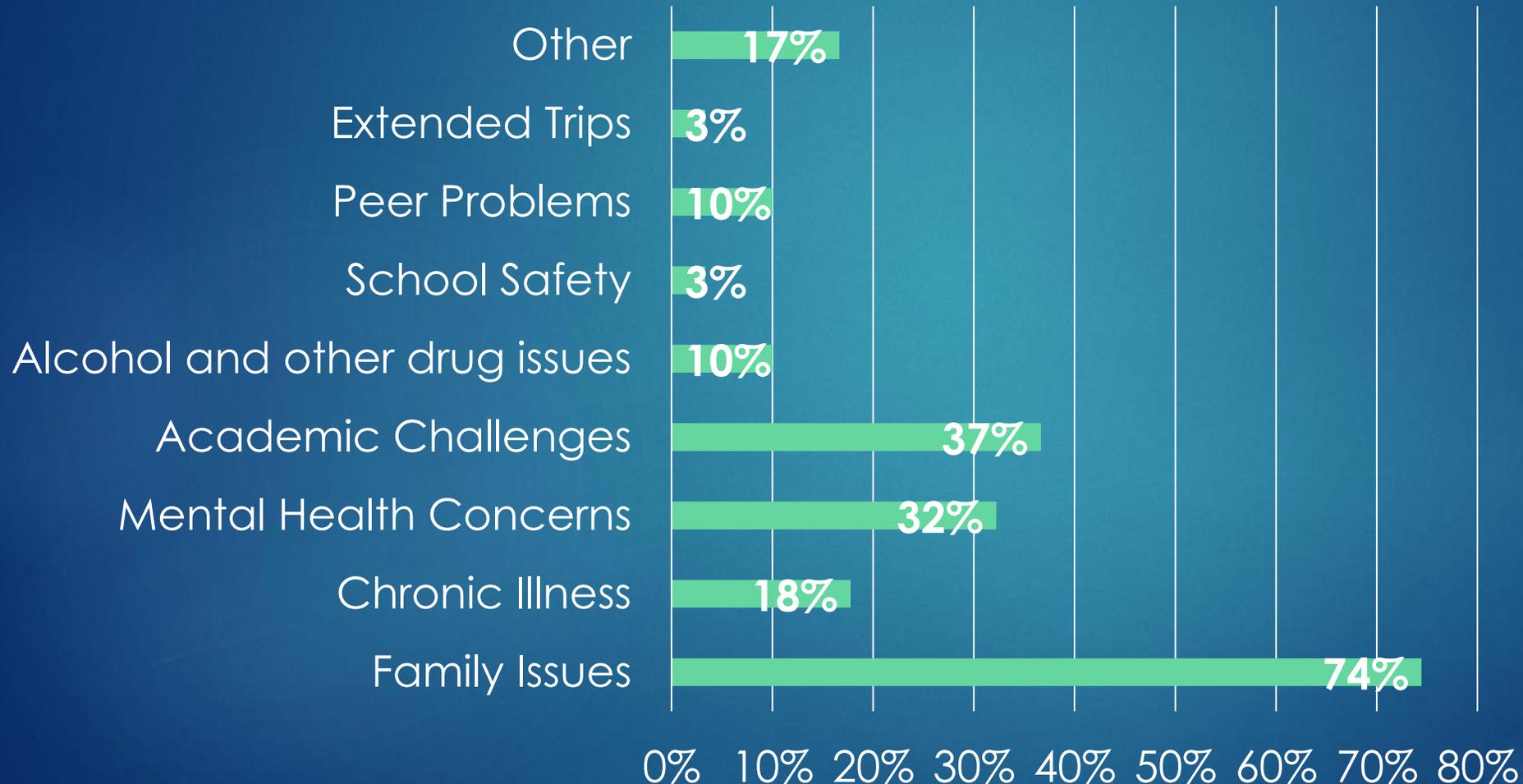
Outcomes and Indicators: How are our youth doing?

- Average daily attendance is very high

- Elementary-all subgroups 96% or better

- Percent of secondary students in attendance each day varies slightly by subgroup

	Asian	Black	White	Hispanic	Free & Reduced Meals	Limited English Proficiency
Grade 8	97.4	96.5	95.7	95.3	95.5	95.4
Grade 12	93.3	93.2	92.5	91.8	91.9	90.7

2013-2014 School Year

Number of Students with Unexcused Absences by Grade, 2014-2015
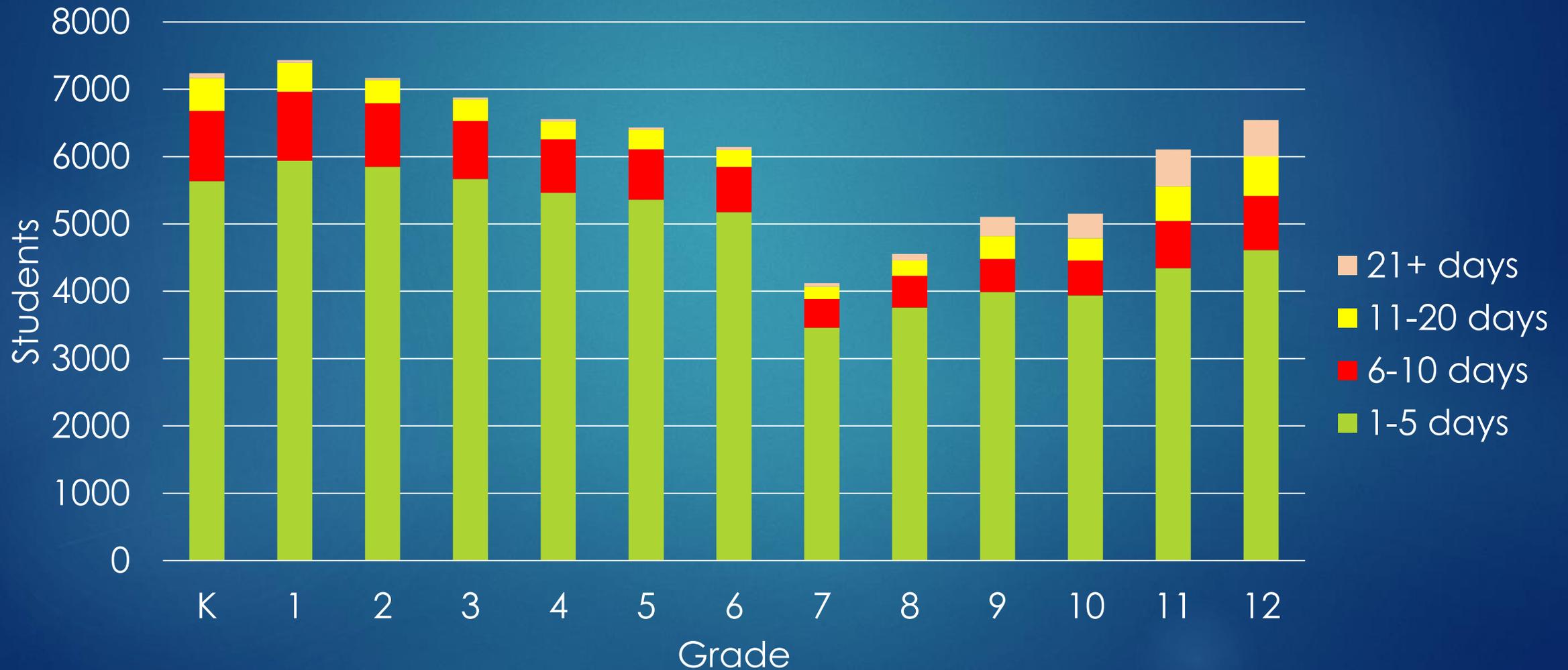
"Legal" Truancy: Absent more than 5 days
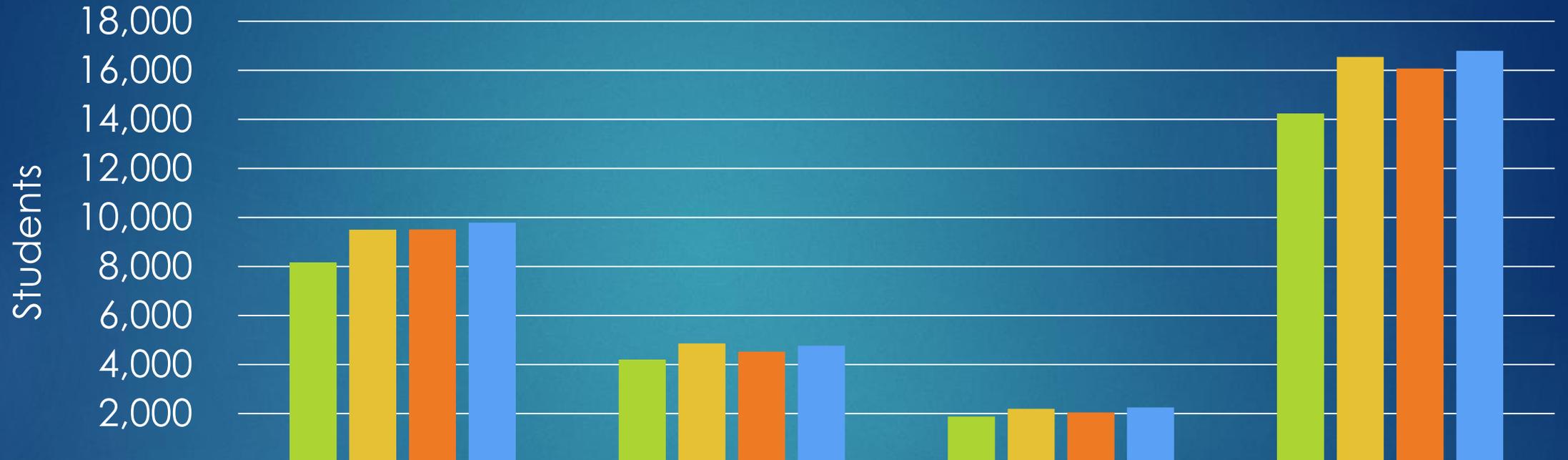
	6-10 days	11-20 days	21+ days	Total
2011-2012	8,168	4,198	1,874	14,240
2012-2013	9,500	4,862	2,188	16,550
2013-2014	9,505	4,521	2,046	16,072
2014-2015	9,782	4,767	2,243	16,792

Y-axis: Students (18,000 / 16,000 / 14,000 / 12,000 / 10,000 / 8,000 / 6,000 / 4,000 / 2,000 / -)

Outcomes and Indicators: How are our youth doing?

Attendance and Absenteeism

Community Outcomes and Indicators

Children Enter Kindergarten Ready to Succeed

Children and Youth Succeed Academically

Children and Youth are Healthy

Children and Youth are Safe and Free from Violence and Injury

Contextual Factors:
Poverty, Disability, Limited English, Safety, Immigration
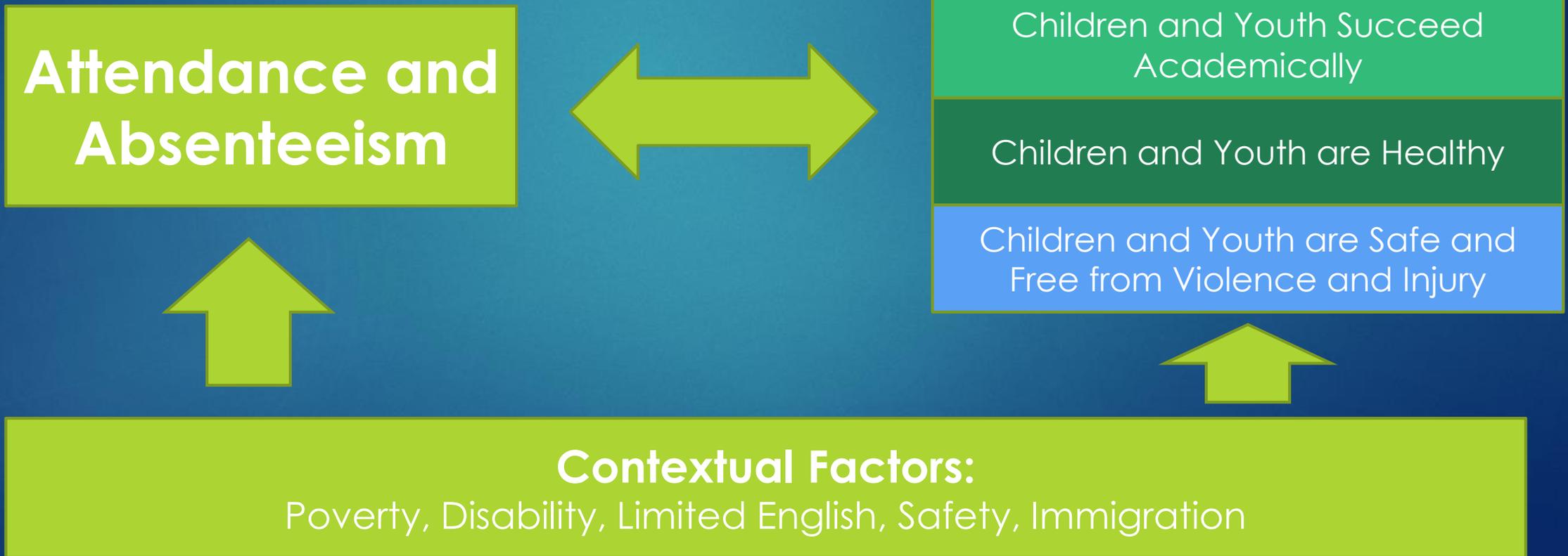
Connections

▶ This plan complements and supports others the SCYPT has endorsed/addressed:

  ▶ Behavioral Health System of Care

  ▶ School Readiness

  ▶ Equitable Growth Profile

  ▶ Disconnected Youth

  ▶ FCPS Strategic Plan and Portrait of a Graduate

  ▶ Strategic Plan to Facilitate Economic Success

Connections

- Examples of Specific Goals and Strategies Addressed in the Attendance Plan:
  - BHSOC Blueprint: overall access to BH services, coordinated data systems, system navigation, trauma-informed practices, service networks
  - School Readiness: Neighborhood School Readiness Teams
  - Equitable Growth Profile: immigrant integration, education and career pathways for youth
  - FCPS Strategic Plan: ELL practices and programming, pre-K, parent engagement, multiple pathways to a diploma, cultural competency, caring culture/welcoming schools
  - Economic Success Plan: workforce training programs, STEAM programming

The Services Landscape

Primary Service Providers and Opportunities

- Attendance has mostly been treated as a schools and courts issue.

- Other initiatives have attempted to address attendance from a more comprehensive approach, notably Community School-Linked Services and regional change teams/multi-agency resource-sharing groups. But they have not consistently been implemented to scale.

- A consistent approach across schools was often noted at the Dialogue and among Task Force members as necessary for effectiveness and broader community engagement.

Planning for Improvement

Coordinating the Initiative

- Multiple initiatives and organizations have been working on attendance. Examples include:
  - Return to Learn
  - Neighborhood Networks
  - Juvenile Diversion
  - Tiered Systems of Support within Schools
- Strategies and lessons learned from these have been incorporated into the plan.

Strategies for Improvement

Three key principles of the plan:

- ▶ The focus is on serving individuals, not on addressing root causes broadly.

- ▶ A community-wide multi-sector approach is necessary. This requires a consistent approach across schools.

- ▶ All strategies must be planned and implemented through an equity lens.

The Attendance Action Plan

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

▶ Awareness campaigns and messaging to parents

▶ Responsive and welcoming school environments and opportunities

▶ Connections to the community, especially through out-of-school time opportunities and the business sector

The Attendance Action Plan

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

- Standard attendance monitoring at the school and division levels

- Revised position descriptions for School Probation Officers and School Attendance Officers

The Attendance Action Plan

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

- Cross-agency collaboration, information sharing, and data sharing

- Family organization engagement

The Attendance Action Plan

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

- ▶ Resource guides
- ▶ Tiered system of interventions

Tier 1: School Attendance Plan

- Target group: Students who have missed 0-9% of school days
- Plan components:
  - School Attendance Team to monitor data
  - Positive behavior approaches and other strategies to welcome and engage students and families
  - Incentives for *good and improved* attendance
  - Personalized outreach to students and families
  - Removal of barriers to attendance

Tier 2: Student Attendance Plan

- Target group: Students who have missed 10-19% of school days, with an impact on grades and/or behavior
- Plan components:
  - Individual responsibility
  - Attendance-focused monitoring and intervention
  - Incentives for improved attendance
  - Exploration of non-traditional school programs and flexible scheduling options
  - Identification of and referral to additional services
- Engage information-sharing teams to problem solve and identify services, if necessary

Tier 3: Wraparound Approach

- ▶ Target group: Students who have missed at least 20% of school days, with an impact on grades and/or behavior

- ▶ Required components:

  - ▶ Review and revise attendance plan and ensure all Tier 2 options have been exhausted

  - ▶ Wraparound intervention

  - ▶ Continued incentives for improved attendance

  - ▶ Court referral for diversion **only if all other options have been exhausted and shown to be ineffective**

Policy Needs

- FCPS leadership commitment to consistent approaches:
  - Implementing the tiered system of interventions
  - Defining excused and unexcused absences
  - Revising position descriptions for SPOs (with JDRDC) and SAOs
  - Implementing data systems to report on attendance
- Review gaps and identify opportunities to expand access to nontraditional school programs
- Common referral forms and data-sharing agreements and systems

Resource Needs

- At this time, no specific resources are being requested. Most strategies, excluding Tier 3 interventions, can begin to be implemented immediately.
  - Many can be implemented at no to little cost
  - Some may require additional funding:
    - Messaging materials
    - Position description revisions/reclassifications

Next Steps

- ▶ Implementation teams developed
  - ▶ Maintain and increase multi-sectoral participation
  - ▶ Return to SCYPT in fall with specific resource needs
- ▶ Tier 3 workgroup convened
  - ▶ Fully develop the wraparound and case management approaches
  - ▶ Return to SCYPT in fall for endorsement of strategies and specific resource needs
- ▶ Develop resource lists, implementation guides, and templates to support implementation

Recommendations

The Attendance Task Force recommends the SCYPT:

- ▶ Endorse the Action Plan, up through the Tier 2 interventions

- ▶ Direct implementation teams to return in the fall with specific resource needs to implement the Action Plan

- ▶ Endorse the general direction of the Tier 3 interventions and direct a work group to more fully define how they will be implemented before returning in the fall with specific plans and resource needs for implementation

Contact Information

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

A Report to the Fairfax County
Successful Children and Youth Policy Team

June 1, 2016

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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.

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.
- Identify opportunities to increase school staffing (including but not limited to SOSAs, clinical staff, and counselors), in order to expand case management capacity.
- Identify opportunities to utilize or increase staffing in non-school settings to expand case management capacity. Explore using staff from JDRDC, DFS, NCS, and CSB, as well as community-based organizations.
- Ensure multi-sector and multi-disciplinary approach to all interventions when possible.

Tier 1
Purpose: To identify and recognize students whose good or improved attendance could be maintained and cultivated as long as prevention-oriented supports are in place.
Target Group: All students who have missed between 0- 9% of school days in a quarter or cumulatively in a school year.
Required Interventions: Create a school wide plan that promotes and supports good attendance and assesses individual students' risk factors that may cause entry into tier 2. The plan should include strategies under each of the five "required components" listed below.

Required components	Potential Interventions/Resources *(not an exhaustive list)*
Monitor data	• Implement a School Attendance Team to identify trends and students at risk. (See 2.2 for team roles.) *(recommended)* • Utilize homeroom* teachers to identify students at risk, based on daily observation, and to share information with the School Attendance Team. •
Engage students and parents	• Implement positive behavior approach strategies (e.g., Positive Behavior Interventions and Supports, Responsive Classroom) school-wide. *(recommended)* *Additional strategies may include:* • Utilize homeroom* teachers to reach out to students and parents following absences. • Utilize homeroom* teachers to contact students individually in the week before school begins. • Utilize parent liaisons and interpreters to contact families. • Utilize SROs to engage and connect with students. • 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 the Kids at Hope approach. • Engage the PTSA and other family organizations in school activities and events. • Implement trauma-informed practices throughout the school.
Recognize good and improved attendance	*Examples of strategies include:* • Incorporating good and improved attendance into behavior incentive plans. • Implement competitions and regular awards to recognize good and improved attendance. • Offer texts and teacher calls to recognize attendance improvement.
Provide personalized outreach	*Examples of strategies include:* • Use social media as a tool to reach individual students and families. • Promote parent use of SIS and report cards to track and monitor their students' attendance.

Remove barriers to attendance	*Implement services and strategies that universally help students or motivate students to attend school, and localize approaches where necessary. Examples of strategies include:* • Central registration that provides families with information on other services, messaging on attendance, and resources to support school engagement • Free and reduced price meals, and connections to out of school time programs that provide meals and snacks • Resource fairs for students and families • Fairfax Connector passes • Flexible schedule learning opportunities • Annual health and wellness assessments and screenings

*"Homeroom teachers" can refer to any teacher that has daily contact with a group of students. Some middle and high schools have daily (or every other day) intervention or check-in periods where a teacher might fit this description.

Tier 2

Purpose: To identify the root cause(s) of an individual's absenteeism and put into place a plan that includes services and supports to address the absenteeism and opportunities to reengage in school if necessary.

Target Group: Students who have missed 10-19% of school days in a quarter or cumulatively in a school year, and identified impact on grades and/or behavior.

Required Interventions: Continued building upon and exhausting required tier 1 interventions. Develop a student attendance plan with student and parent. Identify root causes of absenteeism and barriers to attendance and refer to services and monitoring/mentoring program. Convene with informal multi-agency team to discuss resources.

Required components		**Potential Interventions/Resources** *(not an exhaustive list)*
Develop, in collaboration with the student and his/her family, an individual attendance plan that includes the five listed components. Interpreters and parent liaisons should be engaged as necessary to support families.	1. Individual responsibility	*Elements could include:* • Acknowledgement of the importance of attendance • 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 monitoring and intervention	*Student should participate in a group-level intervention that includes a monitoring component. Recommended interventions include:* • Check and Connect • Attendance Circles
	3. Incentives for improved attendance	*In addition to Tier 1 incentives, possible options include:* • Reward/incentivize achievement of individual goals • Texts and teacher calls to recognize attendance improvement
	4. Exploration of non-traditional school programs and flexible scheduling options	*Present family with options and opportunities related to:* • Flexible scheduling • Career and technical education • Alternative schools • Other non-traditional programs
	5. Identification of and referral to additional services to support student and family	*At the plan development meeting, and throughout the intervention, identify resources to address identified barriers to attendance (e.g., physical or behavioral health problems, lack of transportation). (See 4.1.) If additional assessment or intensive intervention is required, move student to Tier 3.*
Engage team of local or regional schools and youth-serving organizations to problem solve and help identify solutions (if necessary)		*Examples of teams include:* • Regional Change Teams • Regional Provider Networks • School-Based Multi-Agency Teams • Neighborhood Networks

Tier 3

Purpose: To identify the root cause(s) and risk factors of an individual's absenteeism and put into place a plan that includes services and supports to address absenteeism and opportunities to reengage in school if necessary.

Target Group: Students who have missed 20% or more of school days in a quarter or cumulatively in a school year, and identified impact on grades and/or behavior, and/or face a risk factor (such as involvement in child welfare or juvenile justice system, homelessness, or having a parent who has been incarcerated).

Required Interventions: Update attendance plan with student, parents, school officials, and other relevant members of the multi-agency team, to ensure required Tier 2 interventions have been attempted and exhausted; ensure wraparound intervention has been completed prior to recommending/involving Court involvement.

Required components	Potential Interventions/Resources *(not an exhaustive list)*
Review and revise attendance plan. Ensure all appropriate Tier 2 options have been exhausted.	*Possible updates to the plan that may need to be considered include:* • IEP meeting if student receives or may qualify for special education; reexamine special education services. • Return to Learn
Wraparound intervention	*A coordinated framework must be developed to implement a team-based planning process that provides a facilitated family meeting and wraparound and case management services to the student/family. The framework should build on existing practices and services, such as Family Resource Meetings, Family Partnership Meetings, Neighborhood Networks, and Intensive Care Coordination.*
Continue to incentivize and reward improvement in attendance	• Texts and staff calls to recognize attendance improvement • Other rewards
Court referral – only if everything else doesn't work	• Student Attendance Officer refers student to court for diversion (see "The Diversion Process" for more information)

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.

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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.

THE PROBLEM
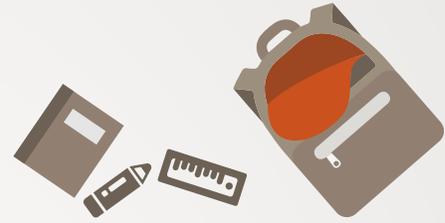
TRUANCY AND ITS IMPACTS

Each year, **millions of students**—disproportionately students of color and those from low-income families—are chronically absent from school nationwide.

Truancy (unexcused absences) is of particular concern. Research has shown that failure to address chronic truancy can result in severe consequences for childhood and adult outcomes, as well as for families and communities.

Truancy has been linked to:
• poor academic performance and school dropout
• drug and alcohol use
• poorer health outcomes
• lower paying jobs
• fighting, theft, and more serious delinquency
• a greater chance of incarceration within lifetime

COMPLEX ROOT CAUSES

School-Specific
• School climate issues
• Inconsistent attendance policies
• Suspensions and expulsions
• Inflexibile teaching styles
• Inappropriate academic rigor
• Unengaging curriculum
• Fear of being bullied
• Teacher absenteeism

Student-Specific
• Mental health or substance use problems
• Poor self-esteem
• Learning disabilities
• Low reading and math levels
• Lack of positive peer relationships
• Language barriers
• Physical health

As the impacts of truancy extend beyond just the student, so do the causes.

Truancy is a complex behavior resulting from interacting student, school, family, and community-level factors.

Family-Specific
• Parental substance abuse
• Child abuse/neglect
• Lack of guidance or supervision
• Domestic violence
• Poverty
• Lack of knowledge about truancy
• Child stays home to care for family member

Community-Specific
• Peer influence
• Lack of support for school
• Lack of responsive community services
• Community upheaval and social change
• High incidence of substance abuse
• Crime or gang activity
• Inadequate transportation

COMMON RESPONSES

Parents, schools, and courts are working to find effective responses to truancy. However, many local policies remain largely punitive.

In 2013, truancy cases constituted **over half of the 109,000 status offense cases filed** nationwide.

Truancy cases resulted in more adjudications, detainments, and out-of-home placements than any other type of status offense court case:

39%	31%	20%
Adjudicated	Detained	Placed out of home

■ truancy
■ runaway
■ liquor law
■ ungovernability
■ other
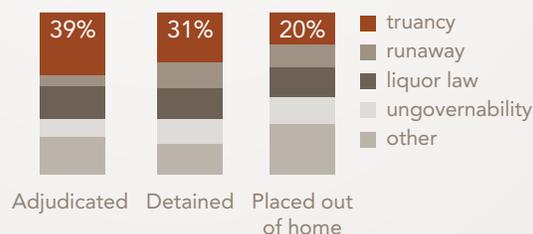
Pushing students toward court and system involvement exacerbates the very factors underlying truancy.

WHAT WORKS

PROMISING PRACTICES

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

Many students will not go to school to avoid unsafe, uncomfortable, or embarrassing situations—such as bullying or a lack of winter attire. A supportive school environment fosters student engagement, learning, and development.

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

Early warning systems that use clearly defined and up-to-date student attendance and performance data allow educators to swiftly identify and react appropriately to early patterns of absenteeism.

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

Multidisciplinary teams pool and capitalize on stakeholder resources and expertise. Family engagement helps ensure parental buy-in and provides important insight into the child's life, truancy issues, and experiences within the community.

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

Successful programs provide comprehensive school- and community-based supports that intensify according to the closely monitored needs of truant youth and their families.

JURISDICTIONS WITH WORKING STRATEGIES

Rapides Parish, LA reduced the number of school-initiated FINS (Families in Need of Services) referrals using a **school exhaustion form** that requires school officials to document a series of in-school intervention efforts that were made before turning to the court to address truancy.

More information on these and other promising models available at statusoffensereform.org

Maricopa County, AZ reduced court involvement among truant youth through **school attendance conferences**—where school and probation staff work together with youth and families to identify the causes of attendance problems and connect youth to extensive school-based services.

Clark County, WA's Truancy Project also reduced court involvement among truant youth through **workshops** that inform youth about the consequences of truancy, as well as a mix of **individual supervision and group activities** that aim to identify student-specific barriers to school attendance and help students better engage in the community.

MOVE YOUR JURSIDICTION IN THE RIGHT DIRECTION

The Status Offense Reform Center (SORC) provides policymakers and practitioners with tools and information to create effective, community-based responses for keeping young people who engage in noncriminal behavior out of the juvenile justice system.

**STATUS | REFORM
OFFENSE | CENTER**

For research on truancy and other status offenses, visit us at statusoffensereform.org.

How can BUSINESSES support the implementation of the school attendance action plan?

Promote messages that encourage school attendance.
- Work with schools and community partners to develop and frame messages and materials.
- Help implement the awareness campaign by promoting and displaying material and sharing messages at places of business, through social media, and elsewhere in the community.
- Encourage young customers to attend school and question young customers who enter your business during school hours.
- Partner with schools by donating incentives and prizes to recognize students with good and improved attendance.

Support schools in their educational mission by supporting youth and keeping them engaged.
- Partner with schools to offer access to visits, internships, interviews, jobs, and other workforce development activities.
- Volunteer to serve as an interpreter to support parent education and access to services.
- Partner with, and promote, Career and Technical Education programming.
- Partner with, and promote, out of school time programs that incorporate project-based and problem-based learning elements into their programs.
- Volunteer to serve as tutors and mentors in out of school time and mentoring programs.

Encourage good school attendance among teen employees.
- Assigning appropriate work hours that do not interfere with school and do not force teens to stay up too late.
- Recognize and incentivize good school attendance as a part of employee recognition activities.

How can COMMUNITY-BASED YOUTH-SERVING ORGANIZATIONS support the implementation of the school attendance action plan?

Promote messages that encourage school attendance.
- Work with schools and community partners to develop and frame messages and materials.
- Help implement the awareness campaign by promoting and displaying material and sharing messages at agency locations, through social media, and elsewhere in the community.
- Host parent workshops, and have staff trained to deliver presentations and facilitate workshops. Share information on attendance-related issues with parents.
- Partner with schools by donating incentives and prizes to recognize students with good and improved attendance, and by offering incentives and prizes to students who participate in your organization.

Support schools in their educational mission by supporting youth and keeping them engaged.
- Partner with, and promote, Career and Technical Education programming.
- Implement out of school time programs that incorporate project-based and problem-based learning elements, in addition to tutoring and homework help, into their programs.
- Implement quality mentoring and peer support programs.
- Implement positive youth development strategies that complement the schools' positive classroom management/school climate strategies (e.g., PBIS, Kids at Hope).

Ensure staff in schools and service-providing organizations, as well as students and families, have information about available services and how to access them.
- Work with community partners to 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.
- Participate in informational geography-based multi-agency team meetings, and ensure relevant information and resources are shared with the agency and staff.
- Implement common release forms, and encourage families to sign them so providers can share participant data to better plan and implement services.
- Provide screening, referral, and case management services for students in Tier 3.

Advocate for legislative changes that better support children and youth with or at risk for chronic absenteeism.

How can FAITH-BASED ORGANIZATIONS support the implementation of the school attendance action plan?

Promote messages that encourage school attendance.
- Work with schools and community partners to develop and frame messages and materials.
- Help implement the awareness campaign by promoting and displaying material and sharing messages at houses of worship, through social media, and elsewhere in the community.
- Host parent workshops, and have staff and volunteers trained to deliver presentations and facilitate workshops. Share information on attendance-related issues with parents.

Support schools in their educational mission by supporting youth and keeping them engaged.
- Volunteer to serve as an interpreter to support parent education and access to services.
- Partner with, promote, and/or implement out of school time programs that incorporate project-based and problem-based learning elements, in addition to tutoring and homework help, into their programs.
- Implement quality mentoring and peer support programs.
- Volunteer to serve as tutors and mentors in out of school time and mentoring programs.
- Implement positive youth development strategies that complement the schools' positive classroom management/school climate strategies (e.g., PBIS, Kids at Hope).

Ensure staff in schools and service-providing organizations, as well as students and families, have information about available services and how to access them.
- Participate in informational geography-based multi-agency team meetings, and ensure relevant information and resources are shared with the agency and staff.

How can EARLY CHILDHOOD PROGRAMS support the implementation of the school attendance action plan?

Promote messages that encourage school attendance.
- Work with schools and community partners to develop and frame messages and materials.
- Help implement the awareness campaign by promoting and displaying material and sharing messages at centers, through social media, and elsewhere in the community.
- Host parent workshops, and have staff and volunteers trained to deliver presentations and facilitate workshops. Share information on attendance-related issues with parents.
- Participate on Neighborhood School Readiness Teams and ensure attendance messaging is included in team actions.
- Add attendance-related components to Institute for Early Learning trainings.

How can PTAs, PTOs, AND OTHER FAMILY ORGANIZATIONS support the implementation of the school attendance action plan?

Promote messages that encourage school attendance.
- Work with schools and community partners to develop and frame messages and materials.
- Help implement the awareness campaign by promoting and displaying material and sharing messages at programs, through social media, and elsewhere in the community.
- Host parent workshops, and have staff and volunteers trained to deliver presentations and facilitate workshops. Share information on attendance-related issues with parents.
- Partner with schools by donating incentives and prizes to recognize students with good and improved attendance.

Support schools in their educational mission by supporting youth and keeping them engaged.
- Volunteer to serve as an interpreter to support parent education and access to services.
- Volunteer to serve as tutors and mentors in out of school time and mentoring programs.

Ensure staff in schools and service-providing organizations, as well as students and families, have information about available services and how to access them.
- Participate in informational geography-based multi-agency team meetings, and ensure relevant information and resources are shared with the agency and staff.

Advocate for legislative changes that better support children and youth with or at risk for chronic absenteeism.

How can COUNTY GOVERNMENT AGENCIES support the implementation of the school attendance action plan?

Promote messages that encourage school attendance.
- Work with schools and community partners to develop and frame messages and materials.
- Help implement the awareness campaign by promoting and displaying material and sharing messages at programs and county locations, through social media, and elsewhere in the community.
- Host parent workshops, and have staff and volunteers trained to deliver presentations and facilitate workshops. Share information on attendance-related issues with parents.

Support schools in their educational mission by supporting youth and keeping them engaged.
- Partner with, and promote, Career and Technical Education programming.
- Implement out of school time programs that incorporate project-based and problem-based learning elements, in addition to tutoring and homework help, into their programs.
- Implement quality mentoring and peer support programs.
- Implement positive youth development strategies that complement the schools' positive classroom management/school climate strategies (e.g., PBIS, Kids at Hope).
- Work with FCPS to revise the position description and duties for school probation officers.

Ensure staff in schools and service-providing organizations, as well as students and families, have information about available services and how to access them.
- Work with community partners to 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.
- Participate in informational geography-based multi-agency team meetings, and ensure relevant information and resources are shared with the agency and staff.
- Implement common release forms, and encourage families to sign them so providers can share participant data to better plan and implement services.
- Provide screening, referral, and case management services for students in Tier 3.

Advocate for legislative changes that better support children and youth with or at risk for chronic absenteeism.

How can the FAIRFAX COUNTY PUBLIC SCHOOLS DISTRICT support the implementation of the school attendance action plan?

Promote messages that encourage school attendance.
- Work with community partners to develop and frame messages and materials.
- Help implement the awareness campaign by promoting and displaying material and sharing messages at schools and other FCPS locations, through social media, and elsewhere in the community.
- Host parent workshops, and have staff and volunteers trained to deliver presentations and facilitate workshops. Share information on attendance-related issues with parents.

Implement quality programs that support students and keep them engaged in school.
- Promote access, and reduce barriers, to Career and Technical Education and other Nontraditional School Programs and flexible scheduling opportunities.
- Implement quality mentoring and peer support programs.
- Fully implement Return to Learn and ensure the protocol is shared with parents, partners, and others who should be aware of it.

Ensure consistent attendance-related policy, procedure, and personnel capacity across the system.
- Work with community partners to 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 standardized definitions and processes for monitoring attendance data.
- Develop system-level attendance data reports and a plan for regular review and analysis, to include the involvement of community-based partners.
- Work with JDRDC to revise the position description and duties for school probation officers.
- Revise the position description and duties for school attendance officers.
- Evaluate the impact of school start time schedule changes on attendance.
- Implement common release forms and explore opportunities to share participant data with community and County partners.
- Increase school staffing to expand case management capacity.

Advocate for legislative changes that better support children and youth with or at risk for chronic absenteeism.

How can the SCHOOLS support the implementation of the school attendance action plan?

Promote messages that encourage school attendance.
- Help implement the awareness campaign by promoting and displaying material and sharing messages at schools, through social media, and elsewhere in the community.
- Host parent workshops, and have staff and volunteers trained to deliver presentations and facilitate workshops. Share information on attendance-related issues with parents.

Ensure staff in schools and service-providing organizations, as well as students and families, have information about available services and how to access them.
- Work with community partners to 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.
- Participate in informational geography-based multi-agency team meetings, and ensure relevant information and resources are shared with the agency and staff. Share common issues or difficult cases with the team to problem solve.
- Implement common release forms, and encourage families to sign them so providers can share participant data to better plan and implement services.
- Provide screening, referral, and case management services for students in Tier 3.

Develop and implement a school attendance plan (Tier 1) that includes the following components:
1. The implementation of a School Attendance Team to regularly review and analyze student attendance data and identify trends and needs.
2. Positive classroom management/school climate strategies (e.g., PBIS) and other strategies to engage students and parents, such as partnering with and promoting out of school time programs that incorporate project-based and problem-based learning elements and tutoring/homework help.
3. Incentives for good and improved attendance.
4. Personalized outreach to connect students and families with their attendance data and to promote attendance, such as resources for teachers to incorporate attendance into parent-teacher conferences.
5. Ensuring students and families are aware of programs and services that can help mitigate barriers to attendance.

Develop and implement individual attendance plans for students missing 10-19% of school days (Tier 2) that include the following components:
1. Individual/family responsibilities, such as acknowledgement of the importance of attendance and consistent bedtimes.
2. An attendance-focused intervention that includes a monitoring component, such as Check and Connect or Attendance Circles.
3. Incentives for improved attendance.
4. Exploration of non-traditional school programs and flexible scheduling options.
5. Identification of and referral to additional services as needed.

Implement higher level interventions for students missing 20% or more of school days (Tier 3), to include:
1. Review and revise attendance plan.
2. Continue incentives for improved attendance.
3. Reexamine special education services if necessary, and implement Return to Learn if necessary.
4. Conduct a Family Resource Meeting to assess the student's and family's strengths and needs and provide access to services to address root causes of the student's absenteeism.
5. Refer the student to Juvenile and Domestic Relations District Court only if the above interventions have not been successful.

Resource Categories Template 5-26-16

Resource Areas	Service Categories
Cultural Support and Language Assistance	- ESOL Classes - Immigration - Cultural/Ethnic Organizations - Reunification - Translation Services
Economic Stability, Emergency Assistance and Basic Needs	- Baby Items - Clothing - Employment - Financial Assistance - Food - Household Goods - Housing - Hygiene Products - School Supplies - Shelter - Transportation
Safety	- Bullying - Domestic and dating violence - Gangs - Child Abuse, Neglect, and Maltreatment - Online Safety - Sex Trafficking
Community Connections	- Mentoring - Peer Support – Mothers, Fathers, Kinship, Peer Mentoring - Recreation
Educational Support	- Tutoring - Summer Transitions - Access to Academic Enrichment, Advanced Academics
Guidance and Supervision	- Child Care - Parenting Classes - After-school/Out-of-school/Camps
Disabilities/Inclusion	- Intellectual Disabilities - Learning Disabilities - Developmental Disabilities - Physical Disabilities - Visual/Auditory Language Access
Health, Mental Health, Substance Abuse	- Dental Care - Medical Care - Mental and Behavioral Health Care - Substance Abuse
Other	- Legal Assistance - Veterans - Tax Return Preparation - Service Navigation

Resource Categories Template 5-26-16

The Successful Children and Youth Policy Team recommends to the Fairfax County Board of Supervisors and School Board:

RESOLUTION

"One Fairfax"

Whereas, Fairfax County takes pride as a great place to live, learn, work, and play; and,

Whereas, Fairfax County is the largest and strongest economy in the Washington Metropolitan area and one of the strongest in the nation; and,

Whereas, county and school leaders and staff are committed to providing excellent services for every resident of Fairfax; and,

Whereas, Fairfax County government has established a vision of Safe and Caring Communities, Livable Spaces, Connected People and Places, Healthy Economies, Environmental Stewardship, Culture of Engagement and Corporate Stewardship; and Fairfax County Public Schools has established goals of Student Success, a Caring Culture, a Premier Workforce, and Resource Stewardship; and,

Whereas, Fairfax County embraces its growing diverse population and recognizes it as a tremendous economic asset but recognizes that racial and social inequities still exist; and,

Whereas, achieving racial and social equity are integral to Fairfax County's future economic success, as illustrated in the Equitable Growth Profile and highlighted as a goal in the Strategic Plan to Facilitate the Economic Success of Fairfax County; and,

Whereas, we define **Racial Equity** as the development of policies, practices and strategic investments to reverse racial disparity trends, eliminate institutional racism, and ensure that outcomes and opportunities for all people are no longer predictable by race; and

Whereas, **Social Equity** provides a broader context to both understand and address key societal issues such as poverty, English as a second language, disability, etc. and the intersection and compounding effects of race and ethnicity; and,

Whereas, it is essential to identify and address institutional and systemic barriers that exist and understand that these barriers may impede access to opportunities for achieving the visions and goals set forth by county leaders; and,

Whereas, an extensive body of research has established that a community's access to an interconnected web of opportunities shapes the quality of life for all; and,

Whereas, to truly create opportunity, we need to understand and improve our work through a racial and social equity lens from the very core of the organization outward, focusing intentionally and deliberately towards sustainable structural changes; and,

Whereas, a growing number of local jurisdictions across the United States are adopting intentional equity strategies and see equity as an economic growth model;

NOW, THEREFORE, BE IT RESOLVED BY THE FAIRFAX COUNTY BOARD OF SUPERVISORS AND THE FAIRFAX COUNTY SCHOOL BOARD that:

The time is now to move beyond embracing diversity as an asset and implement a new growth model driven by equity — just and fair inclusion into "One Fairfax," a community in which everyone can participate and prosper.

"One Fairfax" can only be realized with an intentional racial and social equity policy at its core for all publicly delivered services. A racial and social equity policy provides both the direction and means to eliminate disparities, and work together to build a vibrant and opportunity-rich society for all.

In June, 2016, the Fairfax Board of Supervisors and School Board joins in this resolution and directs the development of a racial and social equity policy for adoption and strategic actions to advance opportunities and achieve equity that includes intentional collective leadership, community engagement, equity tools and infrastructure to support and sustain systemic changes, and shared accountability so collectively, we will realize "One Fairfax," a community where everyone can participate and prosper.

<u>FCPS ACCESS FOR ALL</u>
June 1, 2016

Fairfax County Public Schools (FCPS) is the 10th largest school district in the United States. The total enrollment as of September, 2015, was 186,714. While Fairfax County is viewed as a wealthy county, over 56,000, or 28%, of the students who attend FCPS are eligible for free or reduced price lunches. That number of students alone would be the fifth largest school district in the Commonwealth. Additionally, there are over 28,000 students who are non-native English speakers and are enrolled in English for Speakers of Other Languages (ESOL) classes. That number of students is greater than all but seven other school districts in Virginia.

It is estimated that more than 14,900 FCPS families do not have access to internet services in their homes. As more of the instructional content becomes digitized, the use of the FCPS 24/7 learning platform becomes an important tool for students outside of school. Additionally, without access to other educational resources available on the internet, the students who are not connected at home are at a disadvantage.

FCPS' adoption of the strategic plan, *Ignite,* will address this issue. This plan has four goals that define the role of all staff in their commitment to the students and community. Those goals are: Student Success, Caring Culture, Premier Workforce, and Resource Stewardship. One of the desired outcomes for Student Success is that "teachers, students and parents will have access to contemporary and effective technology resources." An action necessary to help meet this goal is to "achieve goal of one electronic device per student." This is referred to as the 1:1 program, or by the program name *FCPSOn.*

In order for the *FCPSOn* program to work effectively, students will be able to take their devices home with them in the evenings. However, for those 14,900 families without Internet access at home, the device may be of limited use. There are resources in the community where free Internet access is available, but the ability for school-aged children to access these resources when needed may be limited. The Chantilly High School Pyramid has been chosen to pilot this program, and it is estimated that there are over 300 students in this pyramid alone without access to the Internet from home.

Any FCPS solution to the issue of providing students with home internet access must comply with the regulations of the Children's Internet Protection Act (CIPA). CIPA requires filtering of Internet services provided for students in order to eliminate inappropriate content. This requirement limits the number of possible internet access solutions for FCPS families.

Some of the programs that FCPS has examined include:

- Kajeet – This service (mobile hotspot) is CIPA compliant and would allow FCPS to filter content and control the hours of use. This program uses either Sprint or Verizon hotspots to deliver wi-fi signal, and each hotspot can handle up-to five devices.
- AT&T Velocity – This service (mobile hotspot) is CIPA compliant and would allow FCPS to filter content and control the hours of use. This program uses AT&T hotspots to deliver wi-fi signal, and each hotspot can handle up-to ten devices.

- Connect to Compete or Internet Essentials – These services are provided by Cox and Comcast and they charge $9.99 per month. Compliance with CIPA cannot be guaranteed. This service is currently available to families in Fairfax County, and there are a limited number of subscribers to these programs. Due to restrictions required to subscribe to these programs, numbers are low. There are no stand-alone filtering features for these programs. Any filtering would be done on the consumer side.
- Albemarle County ConnectEd – Albemarle County Public Schools and area public safety agencies partnered together to build at LTE network to provide coverage to remote areas of Albemarle County. This is done using the 2.5GHz Educational Broadband Spectrum (EBS). The area that Albemarle provides service to is geographically limited, and there is no other commercial service available in these areas. There are currently no EBS licenses available in the Washington Metropolitan Region. If bandwidth were available, an LTE network that would span the 400 square miles of Fairfax County would be required to reach all families in need of Internet Access. Albemarle County partnered with Airspan for this service. Airspan was very cooperative in discussions with FCPS, however, without EBS licenses they can't provide their services.
- Sprint ConnectED – This is a venture run by Sprint where grants are provided to school districts to provide Internet access to families. Sprint issues licenses to school districts for a four-year period and there is a limit to the amount of data that can be used per month. Filtering would need to be done on the end-user side.

FCPS does have 224 Kajeet MiFi hotspots distributed throughout the school system for student use. However, this small number barely scratches the surface of the actual need.

Follow-up conversations with Albemarle County have taken place, and they are currently providing service into one mobile home park. Each dwelling must have a hotspot-type device in order to receive the LTE signal. Additionally, many installations require a receiver be mounted on the outside of the dwelling.

As a result of discussions related to the Albemarle ConnectEd program, an examination of FCC licenses for the Metropolitan Washington Region ensued. While some of the Education Broadband Service (EBS) licenses appear to be held by institutions such as the George Mason University Instructional Foundation, The University of Maryland, or the Commonwealth Public Broadcasting Corporation, many are listed as being leased to commercial ventures such as Sprint. The EBS system was formerly the Instructional Fixed Television Service (ITFS). A large number of educational institutions hold licenses under the ITFS and were granted licenses under EBS. Many institutions who have EBS licenses lease them to commercial providers as a means to generate income. However, a major stumbling block appears to be the lack of 2.5GHz EBS licenses in the Washington, DC area.

Recently, representatives from both the Fairfax County Public Schools and the Fairfax County Government Information Technology departments met to discuss options for providing access to students. Based upon this meeting, along with subsequent discussions, the team determined the most effective solution would be a commercial 4G LTE hotspot. The compelling factors leading

to this decision were cost, both initial and recurring, along with the flexibility and expediency to expand and contract the solution based upon need.

Initial discussions with AT&T have taken place to learn more about their solution. FCPS IT plans to continue discussions and obtain trial units to assess the solution to determine if the product meets FCPS requirements.

The cost summary of these two solutions is below.

Kajeet mobile hotspot:
One-time purchase for 14,900 students, $139.99 per device: $2,085,851
Recurring annual charges: $3,129,000

AT&T mobile hotspot:
One-time purchase for 14,900 students, $.99 per device: $14,751
Recurring annual charges: $3,397,200

Further cost savings may be obtained through discussions and negotiations with these two vendors.

FCPS ACCESS FOR ALL

WI-FI ACCESS AT HOME

June 1, 2016

Strategic Plan *Ignite*

OVERARCHING Strategy 1

2015-16

Enhance **instructional practices** to ensure that all students receive an education in a **dynamic environment** designed to foster **life-long learning** and support them in achieving their **full potential**

DESIRED OUTCOME:

Teachers, students and parents will have access to contemporary and effective technology resources

Current State

- FCPS Enrollment (Sept. 2015): 186,714 students
  - 92% of families have Internet access at home (2014-2015)
  - Approximately 14,900 FCPS Households without Internet
- FCPS Bring Your Own Device (BYOD)
  - 100% School Participation
- Student Computer Checkout
  - 89 Participating Schools
- Cox and Comcast Internet-at-home Programs for Eligible Families
  - 946 Cox and 158 Comcast families being served
- MiFi Checkout (Kajeet)
  - Minimum of 2 Devices
    - All High Schools, Middle Schools, Secondary Schools, ALC, IAS, & Transitional
  - Minimum of 1 Device
    - 8 Elementary Schools
- Extended FCPS Library Hours: 80 Schools

FCPS FAIRFAX COUNTY PUBLIC SCHOOLS

Programs Reviewed

PROGRAM NAME	KAJEET	AT&T	CONNECT-TO-COMPETE (Cox)	INTERNET ESSENTIALS (Comcast)	ALBEMARLE CONNECTED
TYPE	MOBILE HOTSPOT - 4G LTE	MOBILE HOTSPOT - 4G LTE	WIRED INTERNET w/wireless router	WIRED INTERNET w/wireless router	4G LTE w/on premises user equipment
INTERNET FILTERING	YES	Available as service	NO	NO	YES
FCPS FUNDED	YES	N/A	NO	NO	N/A
CURRENT NUMBER	224	0	946	158	Approximately 100 students
COST	$139.99 – for device @$210 for Data Plan Additional years will just incur data charges (Sprint)	- 1 to 5,000 = $20 monthly - 5,000 to 10,000 = $19 monthly - 10,000 + = $18 monthly - $1 per user for content filtering - .99 cents per MiFi device	$9.99/MONTH (paid by consumer)	$9.99/MONTH (paid by consumer)	$540,000 - 1st Year Serves about 100 Students $361,000 2nd and 3rd years
PROS	- Data can be pooled and does not expire. Data is purchased in large quantities and refreshed when needed. - Scalable - Flexible for mobility - No cabling or equipment other than MiFi - Currently in use by FCPS - Devices are managed by FCPS IT Service Desk - CIPA compliant filtering is included	- Established network coverage in the County has proven reliable - Serves a majority of the Public Safety MCTS - SLA's exist for support - Portal for device management - Volume pricing negotiable - Contract mechanism is in place - Scalable to include devices such as tablets if needed - County-wide coverage with NO capital investment - Pooled plan	- Priced reasonably - No coverage concerns High-speed - No monthly data limits	- Priced reasonably - No coverage concerns - High-speed - No monthly data limits	- Good solution for rural implementation without commercial solutions
CONS	- Sprint has known coverage issues in County, however, none reported on Kajeet devices. Verizon hotspots and data plans are available if problems are experienced.	- Better pricing achieved with greater volume	- Requires consumer has satisfactory billing status - Requires cabling in each home for cable services - Lacks mobility and flexibility for student	- Requires consumer has satisfactory billing status - Requires cabling in each home for cable services - Lacks mobility and flexibility for student	- FCC license is required, however, they are currently unobtainable - Cost to deploy in dense suburban County is not cost effective - Cost per student served is high - Large capital investment required - FirstNET business model will allow for this in the future - Long-term support costly - estimated cost is 5M yearly for full implementation - Equipment Life Cycle will need to be considered in future budgets - Does not move easily with child, if living conditions change

FC PS FAIRFAX COUNTY PUBLIC SCHOOLS

Albemarle ConnectED

- ▶ Areas of the county do not have Wi-Fi access or cell service

- ▶ ACPS and local public safety partnered to design and construct a 4G LTE network

- ▶ Educational Broadband Service (EBS) licenses were available in this region and were obtained from the FCC

- ▶ Combination of macro and micro antennas mounted on tower and on masts at schools

- ▶ Network is back-hauled to ACPS

- ▶ Filtering for CIPA is accomplished through the ACPS network

- ▶ No EBS licenses are currently available for the DC Metro Region. GMU Educational Foundation, University of Maryland, and others hold licenses and lease them to commercial services.

FC PS **FAIRFAX COUNTY PUBLIC SCHOOLS**

Recommendation

▶ Use of commercial carrier 4G LTE Hotspot solution

  ▶ NO Capital Investment

  ▶ NO reoccurring equipment maintenance costs

  ▶ NO equipment lifecycle budgeting required

  ▶ Future proof as technologies change

  ▶ Scalable – Program can **expand** and **contract** based on needs and fiscal years

  ▶ Flexibility to serve students County-wide

    ▶ Ease to allow students to transition home or school locations if they move

    ▶ Mobility for student to use MiFi in other locations

  ▶ Flexible pricing plans based on volume can be negotiated

    ▶ Flexible data rate may be negotiated based on volume

    ▶ Mobile device management inherent if device is lost or stolen

  ▶ Costs for Kajeet mobile hotspot solution

    ▶ One-time purchase for 14,900 students, $139.99 per device: $2,085,851

    ▶ Recurring annual charges: $3,129,000

  ▶ Costs for AT&T mobile hotspot solution

    ▶ One-time purchase for 14,900 students, $.99 per device: $14,751

    ▶ Recurring annual charges: $3,397,200
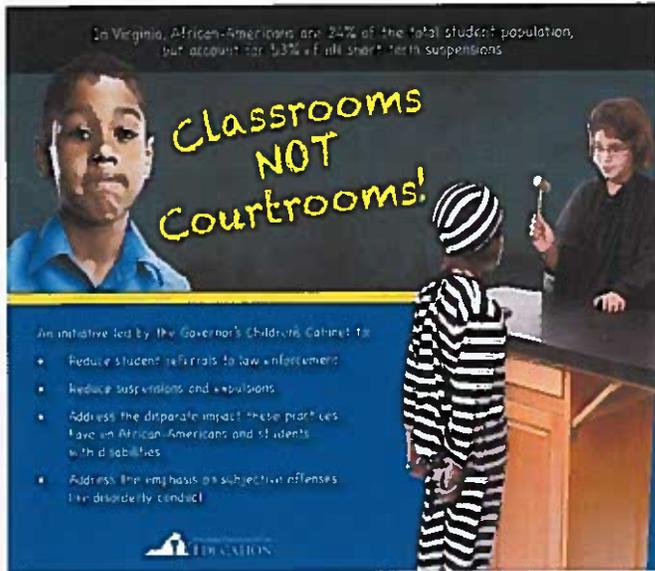
Save the Date

July 27-28, 2016

For

Classrooms Not Courtrooms: School Discipline and the Achievement Gap Institute

Focus: Key Elements of Policies to Address Discipline Disproportionality

Where: Greater Richmond Convention Center, Richmond, VA

Keynote Presenter: Ken McIntosh, Associate Director of Education and Community Supports, University of Oregon

Audience: Teams of up to five can register. The team must include a Superintendent and School Board Member. Other team members could include Court Services Director, Disciplinary Hearing Officer, Judges, Lead Student Resource Officers, Director of Student Services, Principal, or Virginia Tiered Systems of Support – Positive Behavioral and Interventions Support Coordinator

Cost: The institute is free of charge and includes lodging. Lunches will be provided and an early evening recognition reception will be held.

More information will be coming soon via a Superintendent's e-mail

The following registration link will be activated soon!
https://redcap.vcu.edu/surveys/index.php?s=RKCF3LMK8A

The Virginia Department of Education would like to acknowledge the Governor's Children's Cabinet, the Virginia School Board Association, the Virginia Association of Secondary Principals, the Virginia Association of Elementary Principals and the Virginia Association of Superintendents as critical partners in supporting this institute.

Please contact Joseph Wharff or Jo Ann Burkholder for more information at (804) 225-2071 or 804-225-2910.

PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include engaging instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

The recommendations and guides are available at:
http://www.pbis.org/school/equity-pbis.

Introduction

The purpose of this guide is to provide resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline. The guide will describe and provide examples of key elements for policy and their application in schools. It also provides a process and tool for assessing aspects of policies to enhance equitable discipline.

Audience

This guide is designed primarily for use by district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS. It provides examples of content that could be included in board policies or district administrative rules and regulations. School teams may also use this guide in developing school-specific policies and procedures. This guide is not intended to replace legal counsel for policies required by local, state, and federal legislation.

Table 1 — *The Seven Elements and Their Critical Features*

Key Element	Critical Features
1. Specific Commitment to Equity	• Specific language that expresses a commitment to equity (e.g., racial, cultural, ability) • Inclusion of equity in district mission statements • Explicit language related to the improvement or maintenance of equity in key documents (e.g., newsletters, proposals, school improvement plans) • Hiring preferences for equitable outcomes
2. Family Partnerships in Policy Development	• Commitment to regularly seeking and using input from a range of families • Recruiting family leaders and including them in school and district decisions • Provision of information on school and district policies and procedures • Regular evaluation of effectiveness of family engagement programs
3. Focus on Implementing Positive, Proactive Behavior Support Practices	• Adoption of behavior prevention models with instructional foci • Definition and regular teaching of positive behaviors for students and staff • Focus on creating support structures for effective implementation
4. Clear, Objective Discipline Procedures	• Rights and responsibilities for adults and students are defined • Prosocial behaviors are operationally defined • Problem behaviors are operationally defined • Clear delineations between major and minor behavior incidents
5. Removal or Reduction of Exclusionary Practices	• Clear communication that suspension or expulsion is limited to behavior incidents that pose a serious and credible threat to the safety of students and staff • Descriptions of and guidelines for using alternatives to suspension • Removal of zero-tolerance or other automatic
6. Graduated Discipline Systems with Instructional Alternatives to Exclusion	• Descriptions of the processes for determining appropriate responses to behavior incidents • Commitment to use instructional responses in place of punitive responses • Lists of possible instructional responses to student behavior • Inclusion of a process for assessing academic support needs as part of determining responses to behavior incidents
7. Procedures with Accountability for Equitable Student Outcomes	• Ongoing collection of disaggregated data • Data analysis through regular team meetings • Decision making based on data • Ongoing action planning • Regular data sharing with stakeholders

In the following sections, we provide critical features, examples, and non-examples for each of the seven elements. The examples are meant to illustrate the elements and are not recommendations for exact policy language. Additional legislation or other policies may need to be considered.

CLERK'S BOARD SUMMARY
REPORT OF ACTIONS OF THE FAIRFAX COUNTY BOARD OF SUPERVISORS
Tuesday, May 17, 2016

RESOLUTION TO CONSIDER PUTTING DRUG COUNSELORS BACK IN THE SCHOOLS
(11:32 a.m.)

Supervisor Herrity said that earlier this month he and Chairman Bulova participated in his Heroin and Prescription Drug Abuse Town Hall. At this town hall, they learned about this growing threat, what is being done to combat it, and what the County needs to do moving forward. The Board is receiving notification reports of overdoses from the Police Department on a near-weekly basis. The problem is real and the Board needs to ensure that it does whatever it takes to address it in the County.

The County is seeing a disturbing trend: opioid abusers are becoming younger and younger. In fact, a majority of the overdoses seen in the County in the past couple of months have involved 16-25 year olds. This problem needs to be combatted not only at home, but in the schools. Three years ago, the Board took drug counselors out of the public schools during a reorganization. The feedback from principals, then and again now, is that this had a huge negative impact on high school staff and that current programs have not been as effective.

As an example, Supervisor Herrity stated that he equates this need to the impact of having police school resource officers (SROs) in the schools rather than at the station. SROs are much more effective when they are in the schools, working hands-on with children – ensuring the students and SROs have easy access to one-another for following up on a case. The same can be said about drug counselors. This is a problem growing among some of the County's most vulnerable citizens and he stated his belief that the Board must work to put drug counselors back into the schools. Following the town hall meeting, the school system and the Community Services Board (CSB) started a discussion and are supportive of the idea. The issue likely will be funding.

Therefore, Supervisor Herrity moved that the Board direct the County Executive to work with the CSB and schools to evaluate the feasibility of returning drug counselors to the schools and to prepare a discussion for an upcoming Human Services Committee meeting. Supervisor Cook seconded the motion.

Supervisor Hudgins asked to amend the motion to include collaboration with the Successful Children and Youth Policy Team (SCYPT) Committee. This was accepted.

Following discussion regarding the motion, Chairman Bulova announced that the SCYPT Committee and its work will be on the agenda for the joint Board of Supervisors/School Board retreat on June 14, 2016.

Supervisor K. Smith asked unanimous consent that the Board direct staff to circulate upcoming meetings of the SCYPT Committee. Without objection, it was so ordered.

The question was called on the motion, as amended, and it was carried by unanimous vote.

from http://www.fairfaxcounty.gov/bosclerk/summary/