FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

June 2, 2021, 10 a.m. – 12:30 p.m.
https://us02web.zoom.us/j/81171167370
Password: SCYPTjun2#

Agenda

1. Welcome and Introductions

2. Administrative Item: Approval of a Meeting Schedule for School Year 2021-2022

3. Action Item: Endorsement of Community Schools Framework: Guidance for Implementing Community Schools in Fairfax County

4. Discussion Item: My Brother's Keeper

5. Recap of New Action Steps or Assignments

6. Items and Announcements Presented by SCYPT Members

7. Public Comment

8. Adjourn

ADMINISTRATIVE ITEM Ad-1

TITLE:
Approval of a Meeting Schedule for School Year 2021-22.

ISSUE:
SCYPT approval of a SCYPT meeting schedule for School Year 2021-22.

RECOMMENDATION:
Staff recommend that the SCYPT approve the proposed meeting schedule for School Year 2021-22.

BACKGROUND:
The following dates are proposed for next year's SCYPT meetings, to occur on Wednesdays from 10 a.m. to 12:30 p.m., at locations to be determined:

> October 6, 2021
> December 1, 2021
> February 2, 2022
> March 30, 2022
> June 1, 2022 (hold all day for a possible retreat)

The following dates are proposed for next year's SCYPT Executive Committee meetings, to occur on Wednesdays from 11 a.m. to 12:30 p.m., and tentatively to be held virtually:

> September 1, 2021
> November 10, 2021
> January 5, 2022
> March 2, 2022
> May 5, 2022

ATTACHMENTS:
None.

STAFF:
Jesse Ellis, Department of Neighborhood and Community Services

ACTION ITEM A-1

TITLE:
SCYPT Endorsement of the Community Schools Framework: Guidance for Implementing Community Schools in Fairfax County

RECOMMENDATION:
Staff recommend SCYPT endorse the Guidance for Implementing Community Schools in Fairfax County.

BACKGROUND:
The SCYPT first convened a committee in 2017 to recommend opportunities for implementing community schools in Fairfax County. Among other things, this was the result of a recommendation arising from a joint Board of Supervisors-School Board retreat in 2016. The committee was in the process of developing a set of recommendations when, in 2018, United Way of the National Capital Area approached Fairfax County Public Schools (FCPS) and Fairfax County Government about funding a community school in the county. The committee's work shifted to ensuring adequate support for the development and implementation of the site. There are now three community schools operating in Fairfax County:

- Mt. Vernon Woods Elementary School, funded by Fairfax County and coordinated by United Community;
- Whitman Middle School, funded by United Way of the National Capital Area and coordinated by United Community; and
- Glasgow Middle School, funded and coordinated by Communities in Schools of Northern Virginia.

The committee reconvened in 2019 to complete their recommendations, but work was stalled when team members were diverted to pandemic response. In the past several months, however, the committee met to finalize their set of recommendations, "Guidance for Implementing Community Schools in Fairfax County." The recommendations were developed after significant research on national and local best practices. The committee worked with the Coalition for Community Schools and United Way, attended countless webinars and a national conference, and conducted site visits in Alexandria, Washington, DC, and Montgomery County.

The recommended guidance serves as a framework for how community schools should operate in Fairfax County. They take into consideration that each site is different based on a number of factors, including the strengths and needs of the school and community, the presence of other programs and initiatives serving the school, the type of school, and requirements and expectations of funding organizations. Nonetheless, all community schools in Fairfax County should have common goals and a consistent approach. To that end, the recommended guidance includes the following components:

- Outcomes – Community schools are focused on achieving seven shared outcomes: improved school attendance (decreased chronic absenteeism); improved academic performance; improved student behavior; improved student health and resilience; increased school readiness;

increased family stability and engagement; and increased student connectedness to school and community.

- Assets/Needs Assessment and Annual Action Plan – Each year, each community school will conduct an assessment of assets and needs that will guide the development of an action plan to detail programs and initiatives for the coming year.

- Program Areas – Specific programs and services will vary across schools, but all community schools will offer/coordinate programs in the following areas: parent/family education and awareness activities; community engagement and leadership development; enrichment activities including those that occur during the school day, after school and summer (e.g., social-emotional learning, afterschool programs, mentoring, etc.; school readiness and early childhood education; family and student support services; and health services.

- Collaborative Leadership – Each site will have a community school coordinator, who will work with school administration and (when applicable) their employing agency to lead the effort at a particular school. Each school will also have an advisory council or group of partners and stakeholders to provide guidance and insight. At the systems level, the SCYPT will remain the policy-focused advisory body, while the SCYPT community schools committee will continue to develop and spearhead systemwide initiatives and move the effort forward. The Opportunity Neighborhoods Core Team, which already includes many key partners, will help identify and access resources in real time. The framework also envisions the creation of a program manager position within FCPS to help provide coordination to the effort and secure FCPS resources for site coordinators and schools.

- Community School Site Coordinator – While the site coordinator's actual job description may vary some based on the employing agency, there are some key characteristics that should be incorporated. The process of hiring the coordinator should engage key partners. And FCPS will be primarily responsible for helping to onboard coordinators, with a standard set of trainings.

- Site Selection – Each year, staff will develop a prioritized list of schools to become community schools if and when resources become available. The nature of funding may necessitate selecting a site that isn't first on the list, though. For example, if funding becomes available through a grantor that funds middle schools, we would select the top middle school on the list, even if a number of elementary schools are higher on the list. The list will be based on a number of academic, community, and demographic indicators, and will incorporate qualitative considerations such as school and community readiness. The School Board and schools themselves will have opportunities to provide feedback.

- Communication – A detailed communication plan ensures relevant stakeholders are apprised of site selection, major events, and other key happenings. The plan also ensures shared responsibilities and acknowledgement among FCPS, County Government, funders, and partner organizations.

- Site Launch – Communications staff will develop a standard plan for "launching" a new community school, to include communications (e.g., press release, notifications to boards) and events (e.g., ribbon-cutting, open house).

- FCPS Responsibilities – Even when the site coordinator is employed by a community-based organization, FCPS commits to supporting a community school through office space, training, systems and data access, and more.

EQUITY:
Community schools are themselves a place-based equity strategy, designed to bring focused resources and coordination to identified communities experiencing disparate outcomes. They further help promote equity through an emphasis on community engagement, programs and services identified because they can help address disparities, and an annual assessment that reviews disparate outcomes at the school and community level.

ATTACHMENTS:
Guidance for Implementing Community Schools in Fairfax County

PRESENTERS:
Mary Jo Davis, Fairfax County Public Schools
Jesse Ellis, Fairfax County Department of Neighborhood and Community Services

GUIDANCE FOR IMPLEMENTING COMMUNITY SCHOOLS IN FAIRFAX COUNTY

SPRING 2021

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INTRODUCTION

Background

A community school is a public school that effectively benefits from partnerships with community resources. Its integrated focus on academics, health and social services, youth and community development, and community engagement leads to improved student learning, stronger families, and healthier communities. Community schools become centers of the community and are open to all.

Purpose

The community schools model recognizes that students are best positioned for success when they are supported in a holistic manner. School success is often dependent on student health, family stability, community safety, and many other factors often not considered as part of a school's traditional function. Fairfax County already emphasizes such an approach and supports a variety of programs and services in schools. Community schools are able to align existing services, develop partnerships to address identified gaps and barriers, and engage the local community to best articulate and address local assets and needs.

Community schools in Fairfax adhere to the following principles:
- a focus on equity of opportunity;
- the importance of a whole-child approach;
- improving access through location (e.g., co-location and the integration of services);
- services based on identified local community needs;
- shared accountability among school, FCPS, County, and partners; and
- the necessity of family and community engagement.

Basic Model

The basic model for implementing community schools in Fairfax, elaborated upon throughout this document, is the placement of a Community School Site Coordinator (site coordinator) in each community school. The site coordinator is a full-time staff person who is considered part of the leadership of the school. The site coordinator works with school, community, government, and other stakeholders and partners to assess assets and needs, develop an annual action plan, form partnerships, develop and align programs and services, and keep families and students engaged throughout.

The site coordinator may be an employee of FCPS, a community-based organization, or Fairfax County Government. Regardless, the site coordinator is based at the school and operates as a member of the school team.

Role of SCYPT and Opportunity Neighborhoods

Opportunity Neighborhoods is Fairfax County's place-based approach to improving outcomes for children, youth, and families in geographically-defined communities. Much of the work of Opportunity Neighborhoods is around identifying systems change approaches to increase access and opportunity, and aligning programs and services to best serve residents and have the greatest impact. Because community schools have similar goals, they are considered a key approach for use within Opportunity Neighborhoods. While not all community schools in Fairfax may be within Opportunity Neighborhoods, the community schools strategy will remain closely aligned with Opportunity Neighborhoods.

OUTCOMES

Fairfax County's community schools initiative is designed to achieve seven outcomes in our community schools:

1. Improved school attendance (decreased chronic absenteeism)
2. Improved academic performance
3. Improved student behavior
4. Improved student health and resilience
5. Increased school readiness
6. Increased family stability and engagement
7. Increased student connectedness to school and community

The implementation of community schools in Fairfax County is not a stand-alone effort. It is very much intended to be a key strategy to support the goals of multiple initiatives. For example, the FCPS Minority Student Achievement Oversight Committee has identified community schools as a promising strategy for reducing the achievement gap. And Healthy Minds Fairfax has worked with community schools to promote behavioral health and wellness for youth who tend to be underserved.

The outcomes identified above are consistent with those seen in other community schools initiatives across the country, and with those promoted by the Coalition for Community Schools. They are also consistent with those of the Fairfax County Successful Children and Youth Policy Team (SCYPT), which identified eight outcome areas to define what it means for children and youth to "thrive." An additional area of alignment is with Opportunity Neighborhoods, our place-based approach to promoting positive outcomes for children and youth in geographically-defined areas of Fairfax County. Community schools is a particularly relevant strategy under the Opportunity Neighborhoods umbrella.

The crosswalk on the following page shows how the desired outcomes associated with Opportunity Neighborhoods, the SCYPT, and the Coalition for Community Schools align with those of our community schools initiative.

Fairfax County Community Schools Outcomes	Opportunity Neighborhoods Outcomes	SCYPT Outcome Areas	Coalition for Community Schools Results Areas
Improved school attendance (decreased chronic absenteeism).	Academically successful youth. Healthy youth and stable families. Workforce ready youth.	Children and youth succeed academically. Children and youth are healthy. Youth enter the workforce ready to succeed.	Students attend school consistently.
Improved academic performance.	Academically successful youth. Workforce ready youth.	Children and youth succeed academically. Youth enter the workforce ready to succeed.	Students are actively involved in learning and their community. Students succeed academically.
Improved student behavior.	Healthy youth and stable families.	Children and youth are healthy.	Students are healthy.
Improved student health and resilience.	Healthy youth and stable families.	Children and youth are healthy.	Students are healthy.
Increased school readiness.	Kindergarten ready children.	Children get a healthy start in life. Children enter kindergarten ready to succeed.	Children are ready to enter school.
Increased family stability and engagement.	Healthy youth and stable families. Inclusive and connected community.	Children and youth are safe and free from violence and injury.	Families are increasingly involved in their children's education. Schools are engaged with families and communities. Students live and learn in a safe, supportive, and stable environment.
Increased student connectedness to school and community.	Inclusive and connected community.	Youth contribute to the betterment of their community.	Students are actively involved in learning and their community. Schools are engaged with families and communities. Communities are desirable places to live.

ASSETS/NEEDS ASSESSMENT AND ANNUAL ACTION PLAN

Each community school will conduct an annual assets and needs assessment to determine specific issues of focus for programming and services. The following data sources, among others, should be used to inform the assessment:

- Data gathered during the site selection process
- FCPS Equity Profile
- Fairfax County Youth Survey
- FCPS Family Engagement Survey
- Community Schools school staff survey
- Community Schools parent survey

Measures related to each of the outcome areas should be identified and included. And, where possible, data should be disaggregated at the school or pyramid level by race and ethnicity, gender, income, and disability.

The assessment should be completed each spring, to inform the development/updating of an annual school action plan for the following school year. Site coordinators are encouraged to consider the timing, however, so parents are not being asked to complete multiple surveys at the same time, for example.

The needs assessment process should be a collaborative effort. Site coordinators should engage not just their advisory council, but school faculty and staff, students, partner agencies and organizations, local stakeholders, PTAs and PTOs, and others as necessary and relevant. Partners can provide not just their input and perspective, but also other available data that can help inform the assessment.

The assessment will be used to guide the development of an annual action plan. The action plan will identify key goals for the upcoming year and the programs and services that will be put in place to achieve them.

Additional resources on accessing data and templates and other tools for developing the assessment and action plan, such as survey instruments, will be developed or identified and shared with site coordinators. A sample annual action plan template is included in the appendix.

PROGRAM AREAS

Programs in an individual school will vary, based on the community needs assessment, but can be grouped into the following four areas for planning and data collection purposes. These focal areas are consistent with four of the five Opportunity Neighborhoods focal areas.

1. **Family and Community Engagement**	A. Parent/family education and awareness activities
	B. Community engagement and leadership development
2. **Connected and Motivated Youth**	Enrichment activities including those that occur during the school day, after school and summer: Social-emotional learning, afterschool programs, mentoring, etc.
3. **School Readiness and Early Childhood Education**	Programming both to prepare children to enter school, and to be ready to learn on an ongoing basis at every grade level
4. **Family Wellness and Stability**	A. Family and student support services: Case management, social workers, parenting classes, food distribution, resource fairs, etc.
	B. Health services: Referrals and/or onsite health, behavioral health, dental and vision care, speech and hearing care

Programs and services are categorized in these four areas. But they should be intentionally developed and implemented through an equity lens and to include strategies that address root causes of poor outcomes.

Planning and implementation of programs and services require the engagement and participation of school-based, County government, and community providers. Robust health services, for example, should reflect a partnership with the school public health nurse, school health aide, and local providers such as a Federally Qualified Health Center or pediatrician's office, if applicable. Family engagement efforts should involve school parent liaisons and outreach staff from County agencies and local non-profits.

These program areas were developed specifically to align with the "focal areas" that guide the work of Opportunity Neighborhoods, as community schools are key strategies for supporting Opportunity Neighborhoods in Fairfax County. While developed specifically with Fairfax implementation in mind, these program areas still align with those being used by community schools across the country. The crosswalk below shows how they align with the Virginia Community Schools Framework "branches of support" and with the common program elements identified the Coalition for Community Schools community schools standards.

Fairfax County Community Schools Program Areas	Opportunity Neighborhoods Focal Areas	Virginia Community Schools Framework Branches of Support	Coalition for Community Schools Common Program Elements
Family and Community Engagement.	Inclusive and connected community.	Family and community engagement.	Family engagement. Community engagement.
Connected and Motivated Youth.	Connected and motivated youth. Workforce readiness, student career preparedness, and family literacy.	Students' emotional and mental health needs. Student engagement and motivation.	Student centered learning and development.
School Readiness and Early Childhood Education.	School readiness and early childhood education.		
Family Wellness and Stability.	Wellness and family stability. Workforce readiness, student career preparedness, and family literacy.	Students' basic needs. Students' emotional and mental health needs.	Health and social services and supports.

Community schools are more likely to make significant improvements in the lives of students by forming partnerships, building relationships, and accessing community resources than by working alone. A collaborative leadership structure will engage multiple stakeholders to inform and drive decisions around community school initiatives, programs, interventions, and resources.

Community schools are planned, implemented, and maintained by the members of active, coordinated partnerships dedicated to improving student achievement, health, and well-being. Each partnership will establish a shared vision for its work on jointly agreed-upon goals and shared decision-making. When a lead-partner model of community schools is used, a single community organization is recognized by school administrators and other partners as the agency that deals directly and daily with school leadership and shares in the responsibility to meet program objectives. The lead partner plays the coordinator role in ensuring collaborative leadership mechanisms are created, implemented, and measured. Community schools employ structures that share responsibility and decision-making within school buildings and across relevant sectors that pertain to children's well-being. Collaborative leadership and practices build a culture of professional learning, collective trust, and shared responsibility.

Community Schools Program Manager

FCPS should develop a program manager position, reporting to the School Social Work Coordinator, to provide coordination and support to the community schools. This position does not supervise or manage the community school site coordinators. Position responsibilities would include coordinating training for site coordinators, obtaining FCPS resources for site coordinators (e.g., system access, computer), connecting sites with resources and initiatives, recommending programs, sharing ideas and resources across community school sites, etc. The program manager works across organizational units of FCPS to ensure participation and coordination. Additionally, the program manager helps identify and secure funding for program expansion. The program manager also works with each community school to provide relevant FCPS system and school-level data to guide and inform decision-making, planning, and reporting.

Guiding Principles of Collaborative Leadership

Community school partnerships should take the time to build meaningful relationships with students and families to ensure there are structures in place to have their voices heard and to provide leadership. Establishing trusting relationships throughout the entire process will provide stability and buy-in throughout the process, resulting in a shared responsibility to achieve the Community Schools' goals.

Wherever possible, the use of existing collaborative leadership structures and systems connected to community schools should be leveraged (i.e., don't create a new team if an existing one will suffice).

Stakeholder collaborative leadership should take place at the policy, initiative, and school site level. Shared planning, priority setting and measuring progress is imperative for successfully meeting community schools goals.

Policy Level Team

At the policy level, the Successful Children and Youth Policy Team (SCYPT) will be used to develop the Community School vision, ensure policy coordination and alignment, make resource recommendations, and support community engagement at the policy level.

Initiative Level Teams

At the initiative level, two teams are needed. The first team will serve as a Community Schools Advisory Committee. This team will serve as an advisory group to the entire community schools initiative. This group looks to ensure there is shared ownership and accountability and provide community insight and leadership to guide initiative level policy, planning and implementation of identified community schools goals that impact the entire initiative. Member selection should be purposeful and considerate of the identified issues being targeted. This group will focus on overarching policy, practices, and system connection for community schools.

The second team will focus on resource coordination and policy development to ensure consistent and common practices are used throughout the Community Schools initiative. The existing Opportunity Neighborhoods Core Team will serve this purpose. This cross-system group will explore trends and service delivery gaps and find system level solutions. This group will explore partnerships, resource allocation and functions necessary to ensure that services are developed across the entire initiative. This team will also provide and coordinate technical assistance to schools and community-based organizations. Lastly, this team will look at data, trends, available resources, and best practices to ensure support for Community Schools.

The two initiative level teams will collaborate and inform each other.

Community School Site Level Team

According to each school's needs, a team or advisory group is needed to bring to bring all partners into regular and active communication, giving voice to all perspectives. The purpose of this team is to coordinate site level needs and serve as an advisory group to inform programming. This team helps to ensure shared ownership and accountability. This group will provide community insight and leadership to guide site level policy, planning, and implementation of identified community school programming. Member selection should be purposeful and considerate of the identified issues being targeted. The school leadership team and community leaders should collaborate on identifying potential members for this team. Shared leadership includes the voices of community, families, and student stakeholders. This group will focus on action planning and implementation to successfully meet the community school's goals. This group will liaison with other groups and contribute information and planning with initiative and policy level decisions. On major decisions, this group will provide meaningful consultation with the broader community.

Where applicable, it is recommended to have each group develop a Charter and/or a Memorandum of Understanding/Agreement. Technical assistance and support for team development will be provided by the Opportunity Neighborhood Core Team. A template for a team charter will be shared with site coordinators.

The membership for the site level and initiative level teams should include membership as identified on the chart on the following page (SCYPT and ON Core teams are already established). Other members can be added as necessary. It is critical that groups be developed to reflect the racial and social diversity of the school (for site teams) and the county (for the advisory committee).

	School Site Level Team	Initiative Level Advisory Committee
Required	• Site coordinator (convener) • Principal or AP • DSS, school social worker, psychologist, and/or counselor • School public health nurse • Parents • Teachers • Students (middle and high school) • Staff from relevant in-school services (e.g., Middle School After-School, SACC, Neighborhood Networks)	• Program manager (convener) • Community schools provider organizations and site coordinators • Neighborhood and Community Services/Opportunity Neighborhoods • Family Services/CYF • Health Department/School Health • FCPS Social Work • FCPS Family Engagement • FCPS Instructional Services • FCPS Middle School After School Program • Teacher representatives • Parent representatives and/or FCCPTA
Recommended	• Students (elementary school) • Key business partners • Key service provider partners • Key county staff partners • Other key community stakeholders • Parent group (e.g., PTA, PTO, PTSO, boosters, other unaffiliated parent group) • Parent liaison	• Key stakeholder groups with countywide interest • Key business partners • Key service provider partners • Students • Funders

Fairfax County Community Schools Collaborative Leadership and Governance Structure
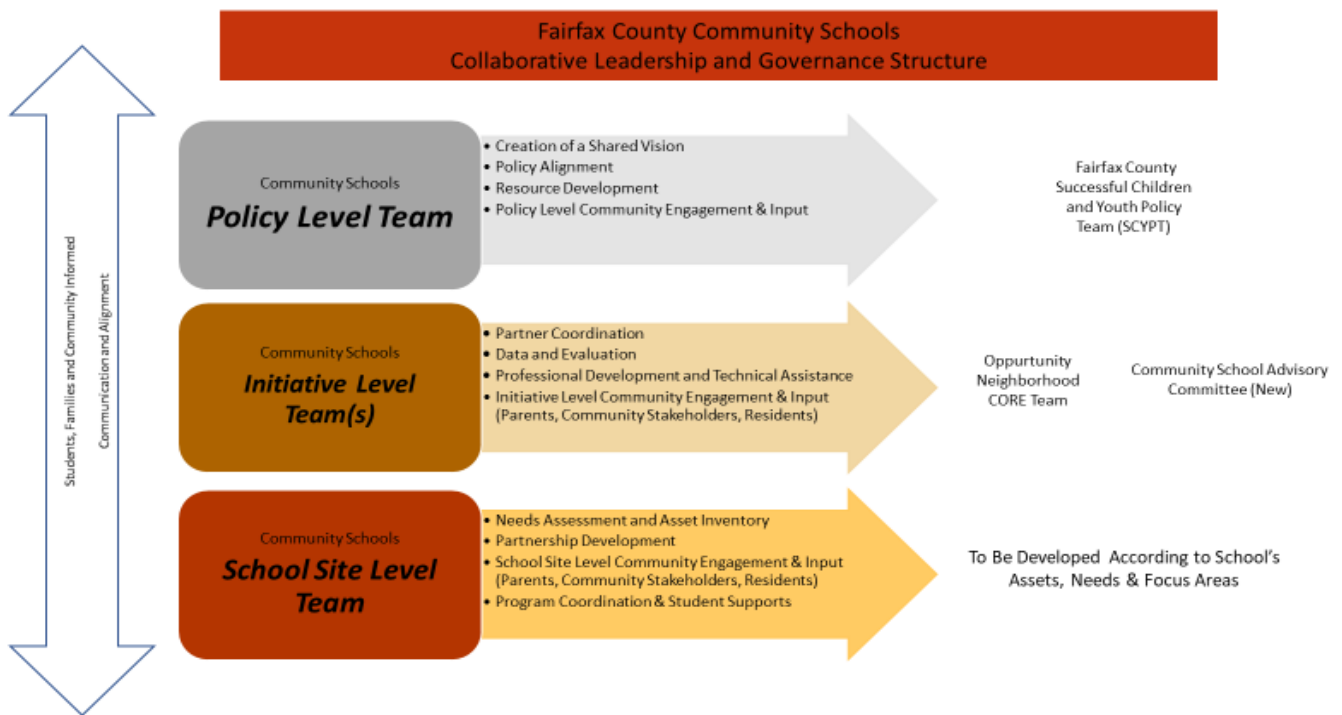
COMMUNITY SCHOOL SITE COORDINATOR

Community Schools Site Coordinator Job Description Guidelines

Hiring organizations may use their preferred/required position description and position announcement templates. If the recommended information below cannot be incorporated into the hiring organization's template, the position description/announcement should direct people to a website (hosted by the hiring organization) with the applicable information.

Position descriptions/announcements should include the following, to be developed in consultation with school staff:

- o Program and position overview, including:
  - o Program vision/purpose (*in development*)
  - o Program outcomes
  - o Basic statement of the position:

    The Community School Coordinator is responsible for the implementation, integration, alignment and coordination of the community school strategy at the school level. The Community School Coordinator is a 12-month, full time, salaried position, employed by XXX and housed at XXX School. This position reports to the XXX and the XXX School Principal.

    The Community School Coordinator works collaboratively with the school principal and other school support staff to design, develop, and/or implement community school programming including:
    - o Program components

    [note that the position is a 12-month, full time position]
    [other information that is unique to the school may be listed]

- o Job duties, including:
  - o Coordinate the initial and subsequent annual needs assessment of the XXX School community.
  - o Coordinate and increase the array of support services provided to the school by community partners, as expressed in the needs assessment. Assist with the implementation of these services and activities.
  - o Recruit, train and manage volunteers in support of Community School efforts.
  - o Recruit support from local businesses and sponsors in the form of volunteers, financial and in-kind support of the school.
  - o Work with the school team to support students with needs related to chronic absences, behavior, course performance or other needs.
  - o Engage parents/guardians as full partners in the school and community by collaborating with the school team to provide parent education opportunities and empowering parents to be a part of changes they envision for their community.
  - o Work with the principal to establish and coordinate an Advisory Council of school staff, parents and community partners to advise on Community School efforts.

    [other duties that are unique to the school may be listed]

- Preferred qualifications, including:
  - Level of Education – Bachelor's Degree in social work, education, or a related field, with at least three (3) years of relevant experience in an educational or nonprofit setting working with youth and/or their families
  - Ability to communicate effectively with clients, program staff and others in the agency to accurately reflect the desired message and effectively express information.
  - Bi-lingual in English and Spanish [or another primary language, based on school/community population. This may be a required qualification, based on need.]
  - Excellent interpersonal, verbal and written communication skills with the ability to build relationships with a range of stakeholders and people from diverse life experiences.
  - Ability to manage multiple projects simultaneously.
  - Willingness to work a flexible schedule, including some evenings and weekends.

Community School Site Coordinator Hiring Process

Prior to interviews, the hiring agency, County partners, and the school should meet to discuss what they are looking for in an ideal candidate for that specific school. Based on these conversations, the hiring agency can review submitted resumes.

Phone Interview: Hiring Agency

First In-Person Interview: The interview panel should include, at a minimum, representatives from FCPS, Fairfax County Government, and the hiring agency. Possible panel members include:

- Hiring agency
  - Opportunity Neighborhood Strategy Manager (if Community School is in an Opportunity Neighborhood)
  - Other relevant staff as identified
- FCPS
  - Principal (or administrative team designee)
  - School Social Worker
  - Parent Liaison (optional; though they should be part of the initial conversation)
  - Middle School After School Specialists (optional; for middle schools, specialists should at minimum, be a part of the conversations. Those middle schools that are also a 21st Century Community Learning Center should include their specialist on the panel, as they are not only responsible for family/community engagement, but work closely with local non-profits)
- Fairfax County Government
  - Neighborhood and Community Services (NCS) Prevention Unit*
  - NCS Community Developer*
  - NCS Regional Manager*
  - Department of Family Services staff (If the school is a Neighborhood Networks school, a representative should be a part of the interview panel.)
    *NCS staff should consult with the Coordinated Services Planning regional manager specific to the Community School location.
- If other community partners that may have insight to what is needed, they should be a part of the conversations and an option to serve on the panel.

Second in Person Interview: The interview panel should include, at a minimum, individuals most responsible for supervising/managing the site coordinator. Possible panel members include:

- FCPS
    - o Principal
- Hiring agency
    - o Direct supervisor
    - o Agency director (or administrative team designee)

Community School Site Coordinator Training

The Site Coordinator should participate in a formal onboarding process that includes trainings on the following topics:

- FCPS Policies and Procedures
- FCPS Programs and Services
- Equity and Cultural Responsiveness
- Fairfax County Government Programs and Services
- Local Community Programs and Services
- FCPS and Fairfax County Governance and Structure
- Community Schools Concepts and Foundations
- Trauma Awareness
- Accessing and navigating key local services (more detailed than the broad overview of available services)
- Mentoring best practices (if running a mentoring program)

New site coordinators should also visit other community schools in Fairfax to see first-hand how they operate.

Onboarding at the site level should also include discussion on key elements of school culture and operations to ensure a smooth transition and fit.

SITE SELECTION

Selection of school sites and implementation of *Community Schools* should be informed by data which indicates suboptimal functioning on selected community and school outcomes and indicators that are likely to be responsive to a *Community School* strategy.

In addition, at times there may be grant or other funding opportunities where the requirements or eligibility considerations of the funder must also be considered and addressed.

Therefore, it is recognized that the site selection <u>cannot be a simple formula-driven process</u>, but rather must look at the intersection of <u>need and opportunity</u>. However, it is important to ground the prioritization and selection in data, including disaggregated data when available.

Overview

Each year, a prioritized list of schools will be developed. When resources become available, sites will be selected based on the list. The first school on the list will not always be the first school funded, however. For example, if a funding opportunity arises for middle schools only, the first middle school on the would be selected, even if the first school on the list is an elementary school.

The following is a condensed outline of the site selection process, which will be managed by a site selection committee. Each step is elaborated on in the sections below.

1. *Initial Considerations*
   a. A beginning list of schools will be generated based on rates of low income students, building capacity, and building renovation plans.
   b. A number of academic, community, and service level indicators will be used to narrow or prioritize the list based on school and community need.
2. *Additional Considerations:* The list will further be prioritized based on a set of mostly qualitative indicators, such as school and community readiness and geographical access and barriers.
3. *External Feedback:*
   a. Schools on the list will be contacted to provide feedback and begin sharing the potential opportunity with staff and stakeholders.
   b. The School Board and Board of Supervisors will be contacted to provide feedback.
4. *List Finalization:* The committee will finalize the list and share it with relevant stakeholders.

Initial Considerations

As one starting point, it is recommended that the community school committee annually request from FCPS facilities a list of the 20 schools within FCPS with the highest rates of free/reduced price meals (as a proxy indicator of poverty) and their current building capacity status, 5-year capacity status, and renovation status. This information may be particularly useful in selecting schools for future community school implementation which are just starting renovation planning, to work within that process to design space for community school personnel and activities. (See chart 1 for 2018-2019.)

Other data points to consider:
- Whether the school is a Neighborhood Networks site (selected based on poverty and CPS data, and provides an existing service to build on);

- chronic absenteeism;
- percent of 3rd graders reading on grade level (for elementary schools, and pyramid data for middle and high schools) and percent of 7th and 10th grade students passing SOLs for middle and high schools, respectively;
- percent of students with at least 2 Ds or Fs;
- percent of students with one or more referral for disruptive behavior;
- Accepted Child Protective Services (CPS) referrals;
- Basic needs requests from Coordinated Services Planning (CSP);
- mobility rate;
- high school dropout rate;
- Walkability/proximity to neighborhoods, services, and transportation;
- Neighborhood-level indices of community opportunity and vulnerability; and
- health indicators (specific indicators could include a school health risk assessment score being developed by the Health Department, BMI data, and number of students with health issues).

As Fairfax's experience with the community schools model grows, it is possible that additional data points about factors which are highly responsive to this strategy will be added for consideration.

Additional Considerations

Responses to the following questions should be considered in addition to those above:
- Is there data to support general need – sub-optimal school and community indicators such as: high basic need requests, and low utilization of/barriers to available county services?
- Is this school/neighborhood part of Opportunity Neighborhoods (note that being part of an ON is not required, but should be considered)
- What is the student mobility rate? What is the local rental burden?
- Are any new low or moderate income housing projects in process or planned in the neighborhood?
- Is the school geographically within walking distance or easy transportation access to neighborhoods with greatest barriers to access? Please note, this could include neighborhoods which are not within the school boundary, but are physically close to the school. Do the school's attendance boundaries create barriers to access (or facilitate access) to school- and community-based services?
    - Based on resource mapping, are needed resources are already geographically accessible or there are barriers to access to determine if *Community Schools* is appropriate strategy?
- Is there existing space within the building which can be used during school hours or after school hours?
    - Is the school due for renovation, and could planning for space for a *Community School* be part of that process? See chart 1, Renovation Schedule for Schools
    - Is there another location (community room in housing complex, church building…) which could be used as a temporary location while renovation is planned and completed?
    - Has the school recently been renovated, and does it have open space to use for this project?
- Is there readiness on the part of the community?
    - What are the primary issues that families identify as impacting their children's performance at school, and is *Community Schools* an appropriate strategy to address those issues?
    - Do they want to use the school to access services, or do residents have concerns about bringing government agencies into the school?
    - Can partners who have the capacity to authentically engage in communication with hard to reach communities be identified?
    - Are there community (non-profit, etc.) partners who are active in the community?

- - Are there existing place-focused initiatives or collective impact efforts that should be considered, and included in the planning process? (Examples include Opportunity Neighborhoods, Neighborhood Initiatives, Neighborhood School Readiness Teams, Neighborhood Networks, etc.)
- Is there readiness/capacity on part of the school? The buy-in and readiness of the school leadership, are significant considerations for the potential success of the proposed community school. In addition to the initial consideration of community need, the prior initiation of strategies and programs to better serve the students, families and community, is a critical indicator of potential success. This prior commitment and initiative could consist of working with staff, parents, students and community leaders to address the origins of non-academic factors that challenge student performance. In addition, the school may have set out strategic goals to raise student achievement that require additional support and funding.
  - Is there room in the school for proposed staff, parent involvement and potential service delivery?
  - What other grants or new initiatives is the school administration implementing?
  - Has the school been identified as needing support to meet Standards of Accreditation?
  - Would *Community Schools* offer services which would complement and enhance those initiatives or focus on other outcomes?
  - Can the PTA/PTO be engaged in planning and implementation?
  - Does the principal have the support of the Regional Assistant Superintendent to participate in the *Community Schools* effort?

Prioritization and Selection

It is recommended that prioritization and selection of schools for the *Community Schools* model be the responsibility of the Community Schools Prioritization Committee.
- Membership on this committee would include the FCPS director of Intervention and Prevention Services, the NCS Deputy Director, the Opportunity Neighborhoods Coordinator (Prevention Coordination Specialist), FCPS Coordinator of Student Safety and Wellness, the FCPS Coordinator of School Social Work Services, the FCPS Family and School Partnerships Coordinator, a community-based representative from the Opportunity Neighborhoods Management Team, a representative from DFS, a Health Department epidemiologist, and Health Department Patient Care Services representative.
- This team includes the individuals who will be working closely with principals of the schools and supervising contracts with the lead community-based partners who will be hiring the site coordinator, etc. By including members of the ON Core team as well as representatives from DFS and HD, the team can use the selection criteria to identify expansion schools, the selection can be made within the context of broader ON needs and programs.
- This committee would meet annually to review data and the other factors listed above, with the possibility of meeting again on an ad hoc basis as various funding opportunities present themselves.
  - Select schools for consideration in next fiscal year
  - Select schools that are early in renovation planning and create structures for input into the planning process to include space for *Community School* activities.

It is recognized that at some future time it is possible that a community school might be located outside a designated Opportunity Neighborhood, especially where a school may have high concentration of families in poverty, but surrounding schools/neighborhoods may not have that profile. It is the recommendation of the committee that the selection process still be overseen by the Opportunity Neighborhood core team, as this

group, who also make recommendations for the "next" Opportunity Neighborhood will have a broad view of data elements and extenuating factors across the county

It is also recognized that factors such as unused space within a school may create an opportunity to provide services to families who experience barriers correlated with poverty within a school community where most of the families do not experience those barriers. Services available at this type of site will likely vary by site and may change over time.

Before finalizing the list for the year, the committee should engage with the principals of schools on the list to inform them that they are on the consideration list and to let their staff know of the possibility. (Sample wording can be provided that explains the process and any anticipated funding opportunities.) Feedback from the schools should be incorporated when considering the school readiness criteria listed above.

Similarly, the committee should share the list with the School Board and Board of Supervisors (through methods to be determined by the boards and senior staff) to inform them of schools on the list and how they were selected. Feedback from board members should be incorporated when considering the school and community readiness criteria listed above.

See the Communications section for more details on communicating about the selection of community school sites.

Example/Template of Chart with Highest FARM Rates and Capacity/Renovation Information

School Name	Location/ Pyramid	% Fee Waiver - Free or Reduced Fees	% Program Capacity SY 2018-19	% Program Capacity SY 2023-24	Renovation - Project Status
Hybla Valley ES	Alexandria WPHS	88%	116%	95%	Planning Funded
Hutchison ES	Herndon Herndon HS	81%	103%	108%	-
Lynbrook ES	Springfield Lee HS	81%	80%	76%	-
Graham Road ES	Falls Church FCHS	81%	86%	78%	-
Annandale Terrace ES	Annandale AHS	80%	83%	81%	In Construction
Braddock ES	Annandale AHS	79%	91%	100%	Planning Funded
Mount Vernon Woods ES	Alexandria MVHS	78%	81%	84%	In Construction
Weyanoke ES	Annandale AHS	78%	90%	87%	-
Baileys Upper ES	Falls Church Justice HS	76%	77%	68%	-
Mount Eagle ES	Alexandria Edison HS	75%	82%	70%	-
Dogwood ES	Reston SLHS	75%	92%	89%	-

COMMUNICATIONS

Communicating Community School Site Selection

A committee will meet annually to update a prioritized list of sites for potential community schools. When funding becomes available, sites will be selected from that list. Please note that a selected site may not always be the top school on the list, as funding requirements or other factors may prevent the top school from being selected. (For example, a grant may require a school to be a middle school.) For more details on this process, see the Site Selection Process section.

The FCPS Department of Special Services will coordinate these communications, to ensure each message is delivered appropriately.

During the Site Prioritization Process

> The committee will reach out to principals, School Board members, and Board of Supervisors members for input on the schools under consideration. This will most often occur by email or phone conversation.

After Site Prioritization

> After the annual site prioritization process, the committee will submit a memo with the results to the Successful Children and Youth Policy Team (SCYPT), copying the full School Board and Board of Supervisors. The memo should also be forwarded to principals on the list, and their Regional Assistant Superintendents. The memo will reiterate the process for prioritization and that actual site selection is dependent on available resources and funder requirements/considerations.

After Site Selection

> At the time schools are selected as community school sites (either because funding is available or because the schools are being included in a grant proposal), the committee will notify the following by email:
> - Relevant School Board and Board of Supervisor members (including at-large members);
> - The FCPS Superintendent and the County Executive;
> - Relevant Regional Assistant Superintendents and principals;
> - The FCPS and Fairfax County Public Information Officers; and
> - The SCYPT.
>
> The announcement should also include the reasoning (if applicable) why a top prioritized school was not selected.
>
> Updates, such as an announcement of grant funding (or non-funding), should be shared with the same group.
>
> The messages should also be shared with relevant community-based organizations that may be responsible for, or have the opportunity to, be involved (e.g., an Opportunity Neighborhoods lead organization for a community where a prioritized school is located).

Once funding is awarded/approved, FCPS will issue a press release, noting the role of Fairfax County Government, the funder (if applicable), and other partners (if known and applicable).

Basic Information

Basic information on community schools can be found at https://www.fcps.edu/node/38351. This page will serve as the "home page" for the community schools effort. Additional material, such as brochures, can be developed based on the information here. This site will link to each community school, which will maintain info about their specific school's services on their own site. Partner sites (e.g., County Government) may have a short overview on community schools, but will link to the FCPS site for more detailed (and regularly maintained) information.

Incident Notifications

When/if an incident is reported at any of our Community School programs, the issue will follow the Fairfax County Public Schools' incident reporting procedures. Upon receiving notice of an incident, the FCPS media contact will provide notice to all participating organizations for the Community School in question by contacting their designated media contact or designee. Each media contact will be responsible for informing the appropriate staff in their respective organizations. FCPS will take the lead with providing any necessary communications to families, and will share any such messages with all participating organizations through their designated media contacts. Additionally, for more serious incidents, FCPS will lead in coordinating appropriate messaging with Community Schools partners and any other necessary organizations (e.g. Public Safety agencies).

Special Event Notification Guidelines

Community Schools host numerous events. Some are programmatic in nature which may qualify as routine (e.g. classes, activities, etc.), other events are more official/formal (e.g. ribbon cuttings, press conferences, the introduction of a major new program/initiative, milestone events and visits by elected officials).

All official/formal events should be coordinated through the media contacts (or designees) of each of the participating agencies. Each media contact would be responsible for providing appropriate notification/invitations to their organizations as well as to all appropriate dignitaries (including elected officials and organizational officers). Any coordination to notify officials outside of the partnering organizations' structure (such as state or federal leaders) will be undertaken by the media contacts.

Media Relations & Coordination

Media inquiries can enter the Community Schools network through a variety of connections depending on the contact information obtained, the nature of the inquiry and so forth. The following guidance is intended to ensure a consistent and coordinated outreach and responses to all media inquiries received by participating organizations in the Fairfax County Community Schools initiative.

Incoming Media Request Guidelines

1. All media requests received by partnering organizations will be directed to their identified media contact (or designee) – see list provided under "Media Contacts."
2. Upon receipt of a request, the media contact will make an initial call (as soon as possible that same day) to the reporter to ascertain the nature of the request, deadline and other related details. This information will be shared as soon as possible with the partnering organizations' media contacts in order that they may begin to inform the appropriate staff in their respective organizations.
3. The media contact who made the initial call to the reporter will be responsible for taking the lead in working with other media contacts in fulfilling the request and be the main point of contact for the reporter to ensure they have all that they need (unless another partnering agency is appointed to the lead based on the topic of the inquiry – in which case their media contact will take this lead coordination and point of contact role).
4. All media contacts are responsible for informing their respective organization regarding the media request, providing guidance and facilitating necessary collaboration for fulfilling the request. Refer to "Message Roles" for general guidance to determine which agency(ies) are best placed to lead/contribute to the response.
5. Once a response plan has been determined, the responding organization(s) contact will provide a brief recap of what was shared and the outcome of the interaction to the organizational media contacts who will have the responsibility of sharing with their respective organizational staff as appropriate.

Media Outreach Guidelines

Media outreach can originate from an organizational level or from the broader Community Schools Committee.

1. In the event a participating organization desires to contact the media with information regarding Community Schools specifically defined by and related to their organization's role in the partnership, a preview of the release will be sent to all partner organizations via their media contact (or designee) at least 24 hours in advance of release (when not "breaking news") to allow for situational awareness and provide opportunities for organizations to offer suggested collaborations if appropriate.
2. Committee-level communications to the media will be discussed with all participating organizations. Media contacts (or designees) from each organization will assist with facilitating collaboration, release language and providing guidance on best methods of distribution.

Message Roles

The following is intended as general guidance regarding topics/potential questions that the different participating organizations will be able to speak to:

Mount Vernon Woods Elementary School and Whitman Middle School	
Partnering Organization	**Topics**
Fairfax County	• The overall concept of Community Schools in Fairfax County • How Community Schools relates to other county initiatives/priorities (e.g., SCYPT, Opportunity Neighborhoods, One Fairfax, etc.)
Fairfax County Public Schools	• Implementation of Community Schools at the school level • Integration of Community Schools with school functions, programs, and services • The overall concept of Community Schools in Fairfax County • How Community Schools relates to other county initiatives/priorities (e.g., SCYPT, Opportunity Neighborhoods, One Fairfax, etc.)
Implementing Organizations	• Implementation of Community Schools at the school level • Day-to-day operations • Relation to other organizational initiatives in the community (e.g., Opportunity Neighborhoods)
Funding Organizations	• Program funding • Connection to the organization's broader Community Schools and organizational strategies within Fairfax and the surrounding region

SITE LAUNCH

When a new community school site launches, a coordinated set of activities should be implemented to "introduce" the community school and the community school concept to the school, broader community, and partners. Staff will develop a standard launch process that will include both static and social messaging (e.g., press releases, digital information, social media) and an event (e.g., ribbon cutting). All activities will fully involve key partners, including FCPS, Fairfax County Government, the funding organization (if applicable), and the organization providing site coordination (if applicable).

FCPS RESPONSIBILITIES

In many cases, the Community School Site Coordinator (CSSC) will not be an FCPS employee. To ensure that community schools function as designed, FCPS will provide the CSSC with resources and supports that include those listed below. These should be listed in the Memorandum of Understanding, or any similar agreement, between FCPS and the organization providing the CSSC.

FCPS shall:

- Coordinate with FCPS HR to provide background check, staff ID badge, and professional development platform access.
- Provide a laptop computer with the capability of running SIS, Google Apps, Microsoft Office, internet and other school apps.
- Provide FCPS network and systems access, printer access, and an FCPS email account.
- Provide building permissions of an FCPS school staff member, including building security access and parking pass (if needed).
- Provide office space or a classroom with furniture and a room phone.
- Provide a mailbox in main office.
- Provide access to a copier and fax machine.
- Provide professional development training similar to that of a parent liaison or social worker, including training on SIS, emergency procedures, FCPS policies, etc.
- Involve the CSSC in school communications.
- Engage the CSSC as a key member of the school faculty and staff team, including serving on relevant committees and supporting the principal with his or her strategic vision for the school.

The CSSC shall have access to student-level data. The following language shall be included in MOUs (blank spaces are for the organization's name):

I. Student Privacy Protection

    A. Family Educational Rights and Privacy Act (FERPA) Compliance. As a key member of the school's leadership team, the CSC will have access to student level data. This practice of school-CSC data sharing is in accordance with FERPA 99.31:

        1. "An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by §99.30 if the disclosure meets one or more of the following conditions:

        2. A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party.

            a. Performs an institutional service or function for which the agency or institution would otherwise use employees;

            b. Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and

            c. Is subject to the requirements of §99.33(a) governing the use and redisclosure of personally identifiable information from education records."

Each entity will, in all respects comply with all provisions of FERPA 34 CFR 99. Nothing in this agreement may be construed to allow _____ to maintain, use, disclose or share student record information in a manner not allowed under federal law or regulation.

B. _____ Commitment to Privacy. While it is acknowledged that community based organizations are not normally bound by FERPA laws, by entering into this agreement, _____ shall require all CSCs to comply with this Agreement and all applicable provisions of FERPA, Health Insurance Portability Accountability Act (HIPAA), and other federal and state laws and local procedures with respect to the data and information shared under this Agreement.

_____'s compliance with FERPA shall include, but is not limited to, the following:

1. Definition of Data: Data include all personally identifiable information (PII) and other non-public information. Data include, but are not limited to, student data, metadata, and user content.

2. School Official/Data Sharing: Only the CSC at _____ SCHOOL shall have access to data under this Agreement as a "school official" per FERPA. The CSC shall not share data with others, including employees or volunteers of _____, without first obtaining a written authorization for release of information from the parent and/or guardian or eligible student or as required by applicable law. _____ shall make all data held by the CSC available to FCPS upon request.

3. Data De-Identification: _____ may use deidentified data for product development, research, or other purposes. De-identified data will have all direct and indirect personal identifiers removed. This includes, but is not limited to, names, ID numbers, dates of birth, demographic information, location information, and school ID. Furthermore, Provider agrees not to attempt to re-identify deidentified data and not to transfer de-identified data to any party unless that party agrees not to attempt reidentification.

4. Marketing and Advertising: Data may not be used for any purpose other than the specific purpose(s) outlined in this Agreement.

5. Modification of Terms of Service: CSCs will not change how data is collected, used, or shared under the terms of this Agreement in any way without advance notice to and consent from FCPS.

6. Data Collection and/or Use: The CSC will only collect and use data as necessary to fulfill their duties as outlined in this Agreement. Data mining or scanning for any other purposes is prohibited.

7. Data Transfer or Destruction: _____ will ensure that all data in the possession of the CSC and in the possession of groups or agents to which the CSC may have lawfully transferred data, are destroyed or transferred to FCPS under the direction of FCPS when the data is no longer needed for its specified purpose.

8. Rights and License in and to Data: Parties agree that all rights, including all intellectual property rights, shall remain the exclusive property of FCPS. The CSC has limited, nonexclusive license solely for the purpose of performing its obligations as outlined in this Agreement. This Agreement does not give any rights, implied or otherwise, to data, content, or intellectual property, except as expressly stated in this Agreement. This includes the right to sell or trade data.

9. Security Controls: _____, through its CSC, will store and process data in accordance with industry best practices. This includes appropriate administrative, physical, and technical safeguards to secure data from unauthorized access, disclosure, and use. _____ and

FCPS will conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. _____ will immediately notify FCPS of any unauthorized disclosure of data.

APPENDIX: SAMPLE ANNUAL SCHOOL ACTION PLAN TEMPLATE

Assessment Results Summary

Date Assessment Completed			
Sources Used	☐ School Profile Data ☐ FCPS Family Engagement Survey ☐ School Student Survey ☐ _____	☐ FCPS Equity Profile ☐ School Staff/Faculty Survey ☐ _____ ☐ _____	☐ Fairfax County Youth Survey ☐ School Parent Survey ☐ _____ ☐ _____
Key Assets Identified			
Key Needs Identified			

Advisory Council

Members		
Meeting Schedule		
Annual Goals		
Accomplishments		

Action Plan

Program Area:	1A. Parent/family education and awareness activities					
Activity	*Timeframe*	*Person Responsible*	*Outputs*	*Tier*	*Outcome*	*Outcome Measures*
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	

Program Area:	1B. Community engagement and leadership development					
Activity	*Timeframe*	*Person Responsible*	*Outputs*	*Tier*	*Outcome*	*Outcome Measures*
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	

Program Area:	2. Connected and Motivated Youth					
Activity	*Timeframe*	*Person Responsible*	*Outputs*	*Tier*	*Outcome*	*Outcome Measures*
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	

Program Area:	3. School Readiness and Early Childhood Education					
Activity	*Timeframe*	*Person Responsible*	*Outputs*	*Tier*	*Outcome*	*Outcome Measures*
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	

Program Area:	4A. Family and Student Support Services						
Activity	*Timeframe*	*Person Responsible*	*Outputs*	*Tier*	*Outcome*	*Outcome Measures*
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	

Program Area:	4B. Health Services						
Activity	*Timeframe*	*Person Responsible*	*Outputs*	*Tier*	*Outcome*	*Outcome Measures*
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	
			# served other	☐Tier 1 ☐Tier 2 ☐Tier 3	☐Attendance ☐Academics ☐Behavior ☐Health/Resilience ☐School Readiness ☐Stability/Engagement ☐Connectedness	

Community Schools
in
Fairfax County, Virginia

MT Vernon Area
Community Schools

Dr. Craig Herring
Principal

Delia Montecinos
Community School Coordinator

Dr. Clint Mitchell
Principal

Marcia St. John-Cunning
Community School Coordinator

Walt Whitman Middle School

- 7th & 8th grade
- 950 students
- 67% free/reduced lunch
- 23% English learners
- 40% military
- Robust afterschool program
- Support staff include school social worker, psychologist, counselors, parent liaison, FCPS behavioral special, after school specialist

Mt. Vernon Woods Elementary School

- Pre-K - 6th grade
- 653 students
- 85% free/reduced lunch
- 50% English learners
- 40% military
- Robust afterschool program
- Support staff include school social worker, psychologist, counselors, parent liaison, FCPS behavioral specialist, DFS social worker

Covid 19 Vaccine Information & Registration

- Pyramid Wide Bi-lingual Vaccine Town Hall with Fairfax County Health Department
- Fairfax County Health Department multi-month focus group participant regarding Covid 19 and the Latino community
- Support of Fairfax County Health Department pop-up testing sites in the Mt. Vernon Community
- Support for Fairfax County Health Department Information Sessions to community members
- The CSC's registered parents and community residents to have Covid 19 vaccine appointments scheduled via United Community and Opportunity Neighborhood partnerships with Neighborhood Health and The Fairfax County Health Department

COVID-19
vaccine
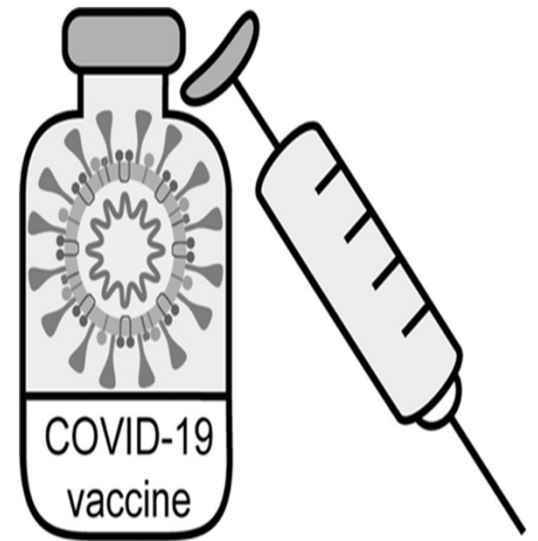
Vertical Articulation between Mt. Vernon Woods Elementary School Whitman MIddle School and Mt Vernon High School

The CSC's worked to create a partnership between the elementary, middle and high school to host weekly workshops for parents in the community and to share resources.

- Workshops/Coffees are held once a week where pertinent presentations and topics are shared with the community and participant   discussion is encouraged
- Resource information pertaining to each school is shared and schools collaborate to support programming at each other's school

These activities have proven to strengthen community and familiarization for all participants, build rapport and enhance a smooth transition for staff, students, and families between schools. School and community staff participants include:

- School administrators
- School parent liaison
- School and DFS social workers
- Community school coordinators
- Community partners

Case Management and Therapeutic Services at Mt. Vernon Woods Elementary

Intensive case management for 13 students and their families provide by: Priscilla Guevara-Mohammed, MSW, In-school Social Services Specialist III, Neighborhood Networks

- Attendance
- Social/Emotional concerns
- Mental Health services (CSA funded county services with DFS/CSB i.e. ICC Wraparound Program)
- Parenting Support
- Crisis Support (i.e. food, shelter, clothing)
- After School extracurriculars
- Summer programs
- Medical needs Medicaid, MCCP, Neighborhood Health)
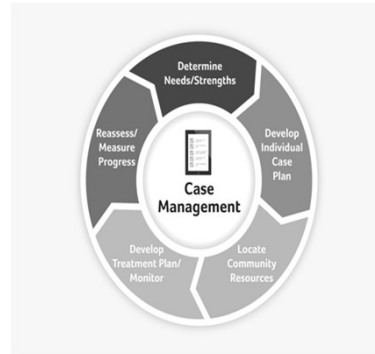
Therapeutic Services provided on site to 20 students in weekly half hour sessions by Sarah Duffy, LCSW, FCPS Behavioral Health Clinician.

- Individual therapy provided to 10 students utilizing play interventions.
- Services are for students experiencing barriers to receiving services from a private provider.
- Provides teachers and parents with interventions to assist the child.
- Intervenes if the child is experiencing a crisis.
- A few areas of focus are self-regulating, trauma informed care, grief/loss, anxiety and depression.

Case Management and Therapeutic Services at Walt Whitman

Whitman Middle School administration identified 45 students for CSC to conduct bi-weekly checks-in's and build a personal rapport with.

Focus areas include:

- Attendance
- Math
- English
- Social Emotional/Behavior
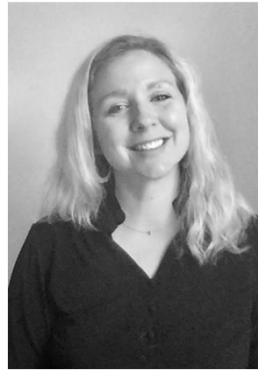
Therapeutic Services for 6 students and their families provided by: Sarah Niles, LCSW, TDT Specialist III, Youth For Tomorrow.

- 2-5 Daily interventions
- Weekly counseling sessions
- Monthly social skills groups

Family Market

- Monthly free food distribution
- Currently serving over 500 families
- Expanded access with weekend food bags to Family Market.
- Referral to United Community Food Pantry
- Weekly United Community mobile food and diaper distribution at MVW serving 100-150 families
- This year Whitman's volunteer base increased from almost non-existent to a wide selection of students, staff, parents, and community members, which also included large corporations as well as small and local businesses

Thanksgiving Food Basket & Holiday Gifts

Whitman Middle School and Mt. Vernon Woods Elementary provided Food
Baskets and Gifts to over 600 families during the 2020 Holiday Season

Clothing Closet/ Food Pantry

New clothing is occasionally distributed at both schools during the monthly Family Markets, giving families the opportunity to "shop" for their children.

Both schools have food pantries and school supply closets families can access as needed. Additionally each school distributes an average of 60 weekend food bags on a weekly basis to ensure students have food during the weekend.

Both schools have clothing closets families can access on as needed basis, averaging 10 families per month. New and gently used clothing is available. Parent volunteers help to organize and maintain the closet.

Free Feminine Hygiene Products/ Bras

Partnership with BRAWS (Bringing Resources to Aid Women's Shelters)

- Monthly deliveries to both school of feminine hygiene products and toiletries
- Conducted fitting and provided sports bras so girls could comfortably participate in athletic activities

Parent Programs

- Parent Coffee
- ACT Raising Safe Kids
- Parenting Wisely
- Mental First Aid
- Strengthening Families
- Parents as Educational Partners (PEP) Programming

Mentoring Program

Mentoring occurs during the school day in school. Typically, mentors meet with students every week for at least 30 minutes.

After-school and Summer Enrichment Programs

Lady Panthers Running Club
Basketball/Soccer Club
Huntley Meadows Club
Girls who Code
Healthy Plate Club
Knitting Club
Yoga/Mindfulness Club
Science Club
Arcadia Farm Camp
Girls on the Run
Garden Club

Teacher & Organization Led After School Clubs

Re-Route US 1 Summer STEAM Camp

Free Dental/Vision Screening

60 Whitman Middle and Mt. Vernon Woods students received free dental screening through partnership with Medical Care for Children Partnership Foundation and Northern Virginia Community College. Middle school students took a field trip Northern Virginia Community College for their dental cleaning and received a bonus college visit.

Vision Screening for all second graders and Head Start students at Mt. Vernon Woods Elementary through a partnership program with Conexus (formerly Prevent Blindness Mid-Atlantic). Vision reports sent to parents with information on access to free eye exam and/or glasses (125 students)

Ambassadors for Community Schools

- The CSC's participated as panelists representing Community Schools at a day long Leadership Fairfax Institute conference
- The CSC's were interviewed by a panel of James Madison University students as part of their cours work regarding community schools
- The CSC's were interviewed by a team of an FCPS middle school as they plan to augment community partnerships at their school
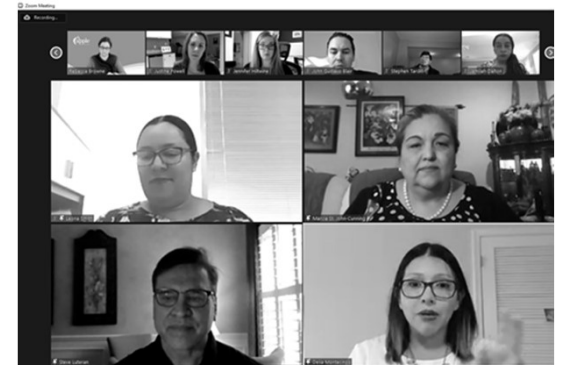
What's Next?!!

Continue to improve and expand current services provided to students and families in the community

- Food distribution
- Health screenings
- Robust individual case management and therapeutic services accessible at school sites

Initiate new programming such as:

- Student enrichment programs and mentoring/tutoring opportunities
- School beautification projects
- Parent engagement programming (classes and volunteer opportunities)

Develop new partnerships with:

- Local and national businesses
- Community organizations
- Academic institutions

GLASGOW Community School

Destiny Delaware | 6.2.21

Panthers' Palace

Power Pack Program
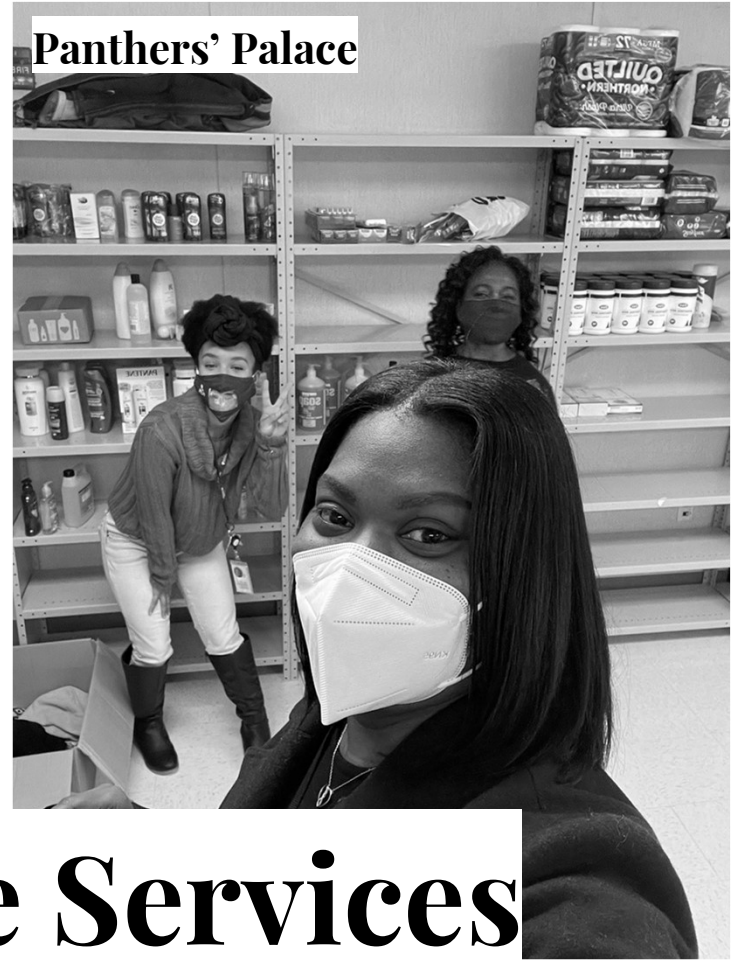
Not Pictured:
Parent Academy
Hunger Games
Empower Diversity

Mobile Mondays

Tier One Services

Contributions to Success

Community Partnerships | JLNV, Bailey's Community Center, BAF
Cross-Department Collaboration
Outreach Outlets
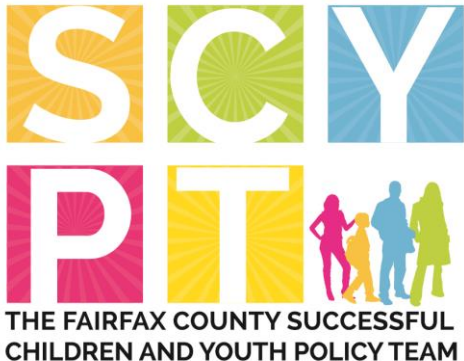Parent/Student Input (Surveys, Focus Groups, Emails)
Virtual Events

Guidance for Implementing Community Schools
in Fairfax County

Presentation to the SCYPT

June 2, 2021

Mary Jo Davis, FCPS

Jesse Ellis, NCS

SCYPT
THE FAIRFAX COUNTY SUCCESSFUL
CHILDREN AND YOUTH POLICY TEAM

Current Sites

- Whitman MS
  - Coordinating Organization: United Community
  - Funder: United Way of the National Capital Area

- Mount Vernon Woods ES
  - Coordinating Organization: United Community
  - Funder: Fairfax County Neighborhood & Community Services

- Glasgow MS
  - Coordinating Organization: Communities in Schools of Northern Virginia
  - Funder: Communities in Schools of Northern Virginia

NOTE: None of these sites were established or operate under the proposed guidelines.

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Framework/Guidance

- High level guidance for consistent approach countywide

- Flexible enough to account for differences based on:
  - School/community assets and needs
  - School type (ES/MS/HS)
  - Funder requirements
  - Coordinating organization

GUIDANCE FOR IMPLEMENTING
COMMUNITY SCHOOLS
IN FAIRFAX COUNTY

SPRING 2021

SCY
PT
THE FAIRFAX COUNTY SUCCESSFUL
CHILDREN AND YOUTH POLICY TEAM

Today's Ask and Next Steps

- TODAY:
  - SCYPT endorsement

- NEXT:
  - Board(s) action TBD
  - Implementation

Guidance Components

- Outcomes
- Assets/Needs Assessment and Annual Action
- Program Areas
- Collaborative Leadership
- Community School Site Coordinator
- Site Selection
- Communication
- Site Launch
- FCPS Responsibilities

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Outcomes

- improved school attendance (decreased chronic absenteeism)
- improved academic performance
- improved student behavior
- improved student health and resilience
- increased school readiness
- increased family stability and engagement
- increased student connectedness to school and community

Assets/Needs Assessment and Annual Action Plan

- Assessment Sources:
  - Data gathered during the site selection process
  - FCPS Equity Profile
  - Fairfax County Youth Survey
  - FCPS Family Engagement Survey
  - Community Schools school staff survey
  - Community Schools parent survey
  - and more
- Action Plan:
  - Activities tied to outcomes and program areas
  - Outputs and outcomes
  - Responsibilities

SCY PT
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Program Areas

Program Area	Description
Family and Community Engagement	A. Parent/family education and awareness activities B. Community engagement and leadership development
Connected and Motivated Youth	Enrichment activities including those that occur during the school day, after school and summer: Social-emotional learning, afterschool programs, mentoring, etc.
School Readiness and Early Childhood Education	Programming both to prepare children to enter school, and to be ready to learn on an ongoing basis at every grade level
Family Wellness and Stability	A. Family and student support services: Case management, social workers, parenting classes, food distribution, resource fairs, etc. B. Health services: Referrals and/or onsite health, behavioral health, dental and vision care, speech and hearing care

Collaborative Leadership

- Key Staff
  - Site Coordinator
  - Community Schools Program Manager

- Key Teams
  - Site Level Advisory Committee
  - Initiative Level
    - Advisory Committee
    - Opportunity Neighborhoods Core Team
  - Policy Level: SCYPT

Site Coordinator

- Job description template
- Hiring process – inclusive of key partners
- Training – key components
  - FCPS Policies and Procedures
  - FCPS Programs and Services
  - Equity and Cultural Responsiveness
  - Fairfax County Government Programs and Services
  - Local Community Programs and Services
  - FCPS and Fairfax County Governance and Structure
  - Community Schools Concepts and Foundations
  - Trauma Awareness
  - Accessing and Navigating Key Local Services

Site Selection

- Annual prioritization of schools
- Sites selected from prioritized list when opportunities arise, and based on funder's requirements
  - The top school on the list might not always be the one selected
- Schools and School Board feedback incorporated
- Criteria
  - Initial list based on FARM rates, capacity, and renovation schedule
  - Initial considerations: academic, demographic, and community indicators
  - Additional considerations: readiness, additional community indicators, available space
- Community Schools Prioritization Committee
- Regular updates, transparent process

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Communications

- Emphasizes roles and responsibilities of key partners: school, FCPS, County, funder, coordinating organization
- Components:
  - Site selection
  - Basic information
  - Incidents
  - Special events
  - Media relations

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Site Launch

- Recommended standards to be developed
- Will include:
  - Press
  - Social messaging
  - Event

FCPS Responsibilities

- Background check, staff ID badge, and professional development platform access.
- Laptop
- FCPS network and systems access
- Building and parking access
- Office or classroom space
- Mailbox, copier, etc.
- Training
- Engage the CSSC as a key member of the school faculty and staff team
- Standard MOU

Questions and Discussion

Contact Information

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