Attendance Action Plan Update: February 7, 2018

Goal 1. Ensure a positive school climate, flexible instructional approaches, and supportive services to encourage school attendance and engagement.		
Strategy	**Update**	**SCYPT Ask**
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.	FCPS has developed an Absences Add Up campaign that includes a website (https://www.fcps.edu/attendance), posters, social media, and other messages (e.g., superintendent's video). A social media toolkit for partners has been developed; it includes messages and images for postings on Facebook, Twitter, and Next Door.	Promote, support, and actively implement the campaign throughout community-based sectors and county agencies. Help identify strategies to engage the business and other community sectors.
1.2. Ensure school attendance messaging is incorporated into school readiness activities.	Materials have been developed to share with parents through existing early childhood programming. Attendance promotion has been included as an element of Neighborhood School Readiness Teams.	

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.	FCPS has developed new procedures for tracking and responding to absenteeism and is providing related support to schools. Among other things, principals are required to communicate attendance-related procedures and the importance of regular attendance. The procedures also standardize communications to parents after an absence, and provide guidance to school staff on gathering specific information when making or responding to calls about attendance from parents. The new attendance website is an easily accessible portal for policies and resources.	
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.	FCPS's Return to Learn protocol has been implemented division-wide. See https://www.fcps.edu/returntolearn for more information.	
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.	On-campus activities have increased students' opportunities to access CTE. All counseling teams have been briefed on non-traditional programs. The Virginia Department of Education is considering changing graduation requirements to allow students more flexibility.	Ensure you and your staff and colleagues are familiar with these programs. Individual outreach is essential to connecting kids to these services.
1.6. Increase school engagement and performance by promoting out of school time experiences that complement school curricula.	Project-based learning has been integrated into NCS out of school time programs, to complement school curricula and increase school engagement and performance. Trainings in project-based learning will be offered to community-based providers this year through the Out of School Time Network.	

1.7. Increase school engagement and performance through local business actions to promote school attendance.		Establish a committee to develop and recommend strategies to engage businesses, and to develop specific business partnerships.

Goal 2. Closely monitor absenteeism and student behavior to enable early detection and intervention.		
Strategy	**Update**	**SCYPT Ask**
2.1. Implement a standardized process for monitoring and acting on school attendance data.	Attendance data is now available, with automatic flagging of youth in need of intervention, in EDSL Insight and Foresight (FCPS data system). The FCPS Attendance Regulation is being revised to clarify excused and unexcused absences and expected interventions and consequences. Automated messages to parents (phone, email, text) are standardized and related to interventions, such as developing an attendance plan or participating in a conference. A record is kept of parent contact about attendance in the student information system. Standardized forms and processes have been put into place to develop attendance intervention plans, document multi-disciplinary team meetings, and document referrals to support services.	
2.2. Utilize student data to increase effectiveness of school attendance teams in monitoring of individual student and school-wide trends.	Multi-tiered Systems of Support (MTSS) teams at each school are reviewing attendance data. Higher need schools will receive intensive central office support to develop processes to monitor and act on data. FCPS is piloting school-based geomapping of students who are chronically absent in order to target place-based strategies.	

2.3. Revise position description and duties for School Probation Officers.	School POs have been trained in Check and Connect, a structured mentoring program, and are using it with students – including those not on probation – with a history of attendance problems.	
2.4. Revise position description and duties for School Attendance Officers.	An Attendance Specialist position has been created; those selected for this position must have a background in social work or a related field. These positions are gradually replacing attendance officers as positions become vacant. There are currently two attendance specialists.	

Goal 3. Involve families, school staff, community service providers, and other key stakeholders in service planning and monitoring.		
Strategy	**Update**	**SCYPT Ask**
3.1. Establish consistent practices for child-, youth-, and family-service organizations to collaborate, consult, and share information.	Best practices are being identified from a variety of existing collaborations, including Opportunity Neighborhoods and Regional Change Teams.	
3.2. Establish consistent practices for student-level information sharing among FCPS, County agencies, and community-based organizations.		Establish a committee (or identify an existing relevant workgroup) to develop a process for incorporating a release of information signing into program/service registration/enrollment.
3.3. Engage PTAs/PTOs and other family organizations in regular updates on trends and issues related to attendance, to promote collaborative approaches.	Messaging materials will be shared with PTOs; additional strategies will be developed as more action plan projects are completed.	

Goal 4. Develop tiered school- and community-based responses that prioritize comprehensive supportive services and reduce punishments.		
Strategy	**Update**	**SCYPT Ask**
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.	A committee, through FCPS and Healthy Minds Fairfax, is developing a list and working on processes for disseminating and maintaining it.	
4.2. Identify and advocate for legislative changes that are needed to better serve students and families.	FCPS worked with JDRDC to propose changes to existing legislation that requires filing a petition against the student or the parents when a student has 7 or more days of unexcused absence. The General Assembly is currently considering proposed changes (HB 1485 and SB 841).	Support the FCPS position in your advocacy to state lawmakers.
4.3. Implement a tiered system of interventions related to school attendance and absences.	FCPS has developed a document for school teams outlining best practices for interventions at each tier. Check and Connect implementation has expanded: • School POs are implementing. • NCS and WPHS are piloting a community-based implementation. The Task Force is developing committees to identify and pilot various community-based interventions.	Establish a committee to develop an assessment and referral system for students needing tier 3 supports.