Caring Culture
Report to the School Board

April 6, 2017
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Overview

In July 2015, the School Board approved Ignite, the strategic plan for Fairfax County Public Schools, which represents the cooperative work of the School Board and Leadership Team. This plan was developed with significant community input, to create a long term plan for continuous improvement. At the core of this plan is the FCPS Portrait of a Graduate. The Ignite Plan contains four strategic goals: Student Success, Caring Culture, Premier Workforce, and Resource Stewardship. All of the goals contain overarching strategies, desired outcomes, actions, and monitoring metrics. This school year, 2016-17, marks the second year of implementation of the Strategic Plan.

The following are the three overarching strategies and the desired outcomes for Goal 2, Caring Culture:

**Overarching Strategy 5**

Establish a school division and culture that is highly responsive to stakeholders and creates a model environment in which to learn and work

**Desired Outcomes**

- FCPS will utilize a consistent approach to customer service
- FCPS will demonstrate cultural competency and sensitivity when supporting families, students and employees
- FCPS will recognize and celebrate employee success

**Overarching Strategy 6**

Foster active and positive communication and engagement among students, staff, families, and the community in order to ensure that all stakeholders are engaged and well-informed partners

**Desired Outcomes**

- Communication tools, processes, and content will enable access to key information anytime, anywhere, on any device
- Under-engaged communities will be provided additional communication and community support
- Staff will be better engaged and supported in communications and information sharing with their communities
- Proactive and dynamic communications will better engage the community in critical issues
- Employees will be better engaged in their work and more connected to the work environment
Overarching Strategy 7
Promote overall health and well-being of students and staff in order to encourage healthy life choices and an increased quality of life

Desired Outcomes

- FCPS students will demonstrate improved life skills and self-awareness of behaviors and actions
- All students will develop global and ethical citizenship skills
- FCPS students will feel welcome and supported at school
- FCPS students will be encouraged and supported in making healthy life choices
- FCPS staff will feel welcome and supported at their work location
- FCPS staff will be encouraged and supported in making healthy life choices

The purpose of this report is to provide an update on the current work that supports Goal 2, Caring Culture. This goal is important to the FCPS community as, through our work to foster a responsive, caring and inclusive culture where all feel valued, supported and hopeful, we provide the foundation for educational attainment, sound performance and life success and satisfaction. One of the most relevant and meaningful aspects of it is that it identifies the various needs of the students, staff, and community while also outlining how we are all collaborating to address and support these areas of focus.

This goal highlights the importance of creating and supporting a positive, encouraging culture and a collaborative, productive educational environment. It emphasizes that it is essential for us to promote and reinforce communication and active engagement by all stakeholders. We are working to ensure that students, staff, and families have access to comprehensive programs and services. We are collaborating to provide related training opportunities for all school constituents. We are focusing on promoting the overall health, well-being and development of students and staff. We are also working to link families with information, resources and support. We are striving to develop and facilitate strong, social connectedness and community engagement.

This work allows all constituents to work productively and to make meaningful contributions to the school community. This detailed report and accompanying PowerPoint feature the action plans, initiatives, projects and related monitoring metrics that are outlined in the Strategic Plan.
Overarching Strategy 5

Establish a school division culture that is highly responsive to stakeholders and creates a model environment in which to work and learn

Metric: Perception of school climate by students, staff, and parents through the use of a suite of surveys

FCPS School Climate Survey Data

The Virginia Secondary School Climate Survey uses five scales to summarize key aspects of school climate: (1) Disciplinary Structure, (2) Student Support, (3) Academic Expectations, (4) Student Engagement, and (5) Prevalence of Teasing and Bullying. This survey is given to middle school students one year and high school students the following year.

In 2015-16, high schools participated in the Secondary School Climate Survey. Differences in results from 2015-16, when compared to 2014-15, should not be interpreted to suggest improvement or decline within a given group of students and teachers, because the survey was given to middle schools last year. The information below serves as a baseline for high school students.

Results are summarized as follows:

**Disciplinary Structure**: Students report that rules and discipline are fair, at rates comparable to region and state rates reported below in parentheses. That is, FCPS (Region, State).

- 75% (77%, 76%) report that students are treated fairly regardless of their race or ethnicity
- 76% (73%, 65%) report school rules are fair
- 70% (67%, 60%) report that the punishment for breaking school rules is the same for all students
- 68% (66%, 61%) report that students are only punished when they deserve it
- 70% (67%, 63%) indicate that, when students are accused of doing something wrong, they get a chance to explain
- 39% (38%, 39%) indicate that adults in school are too strict
- 27% (28%, 32%) say that students are suspended without a good reason
**Student Support**: Students report that adults at school treat them with respect and that they can ask for help when needed. FCPS percentages are equal to or higher than regional and state averages.

- 77% (77%, 75%) report that most teachers and other adults care about all students
- 85% (85%, 86%) agree that most teachers and other adults in school want all students to do well
- 67% (66%, 62%) agree that teachers and other adults listen to what students have to say
- 77% (77%, 74%) report that teachers and other adults at school treat students with respect
- 71% (71%, 72%) report that there are adults at school they could talk to if they had a personal problem
- 84% (84%, 81%) report that if they tell a teacher that someone is bullying them, the teacher will do something to help
- 83% (83%, 84%) indicate that they are comfortable asking teachers for help with schoolwork
- 93% (94%, 95%) report that there is at least one teacher or other adult at school who really wants them to do well

**Academic Expectations**: On three of four items, FCPS students report that their teachers have high expectations for academic performance, at rates equal to or higher than peers in the region or state.

- 96% (97%, 96%) report their teachers expect them to work hard
- 91% (91%, 91%) agree that their teachers really want them to learn a lot
- 92% (92%, 91%) report that their teachers expect a lot from students
- 90% (89%, 87%) indicate that their teachers expect them to go to college

**Student Engagement**: On five of six items, students indicate that they like school and have opportunities to participate at rates equal to or higher than other students in the region and state.

- 89% (86%, 83%) report that they like school
- 84% (83%, 81%) report that they are proud to be a student at their school
- 80% (79%, 76%) report that they feel like they belong at their school
- 80% (80%, 80%) indicate that they usually finish their homework
- 91% (92%, 93%) indicate that they want to learn as much as possible at school
95% (95%, 95%) report that getting good grades is very important to them

**Prevalence of Bullying and Teasing:** FCPS students report rates of teasing and bullying that are lower than or equal to regional and state averages.

- 53% (56%, 64%) report that students are teased about their clothing or physical appearance
- 36% (35%, 36%) report that students are teased or put down because of race or ethnicity
- 46% (48%, 52%) report that there is a lot of teasing about sexual topics
- 28% (29%, 36%) indicate that bullying is a problem at their school
- 29% (32%, 38%) report that students are teased or put down about their sexual orientation

FCPS students report a more positive school climate overall than peers in schools across the region and state. The data from these five climate scales, as well as data from the Fairfax County Youth Survey will be used to guide our work as we move forward. To deepen our understanding of stakeholders’ perceptions about school discipline, bullying, and harassment, the Office of Intervention and Prevention Services (IPS) will continue to engage students, staff and parents, and expand its work with youth through the Student Advisory Council and at the middle school level. Additionally, IPS will continue to train administrators, staff, and students to effectively manage and improve the various elements of school climate.

**Secondary School Climate Survey: Teacher Responses**

The Secondary School Climate Survey is also completed by teachers, assessing their sense of safety, discipline practices and collegial interactions. In 2016, high school teachers were asked if they strongly disagreed, agreed somewhat, agreed, or strongly agreed. Percentages below indicate those who said they agreed or strongly agreed. Results below give regional and state comparisons, respectively, in parentheses. As was noted in the comments on student data, differences in data from 2014-15 and 2015-16 should not be interpreted to be improvements or decline, because the survey was given to middle school teachers in 2014-15, and to high school teachers in 2015-16. The information below serves as a baseline for high school teachers.

**Safety and Disciplinary Structure:** On five of six items, teachers who were asked about safety and student discipline indicated levels of satisfaction that were at or above regional and state levels of satisfaction.

- 74% (71%, 66%) report that they are treated with respect by students
- 84% (83%, 78%) report that they feel physically safe at school
66% (65%, 61%) report that there is adequate safety and security at the school
54% (48%, 48%) feel supported by school disciplinary practices
41% (38%, 37%) report that school discipline practices are effective
46% (45%, 49%) report that school discipline policies are clear to staff

**Relationship with Colleagues:** Teachers were asked about their relationships with other teachers and administration. In all cases, teachers in FCPS reported higher levels of satisfaction than regional and state averages.

- 70% (69%, 69%) agree that teachers at their school work well together
- 58% (57%, 56%) report that teachers and other school staff members trust one another
- 62% (60%, 60%) agree that there is a strong sense of mutual support among teachers and other staff members
- 64% (61%, 60%) indicate that the school is a collegial place for teachers and other staff members

**Aggressive Behavior:** Teachers were asked about student aggression. In all cases, teachers in FCPS reported lower or equal levels of incidence of aggressive behavior from students, when compared to responses at the regional and state level.

- 40% (42%, 48%) report that a student had said something mean or insulting to them
- 11% (12%, 14%) report that a student had stolen or damaged teachers’ personal property
- 5% (6%, 10%) report that a student had threatened to harm them
- 3% (3%, 4%) report that they have been physically attacked, pushed or hit by a student

Teachers were asked about conflicts with parents and other staff members.

- 36% (35%, 37%) report that a parent had said something rude or insulting to them
- 25% (26%, 28%) report that a parent had threatened to complain to the school administration about them
- 23% (23%, 22%) report that a colleague had said something rude or insulting to them

Teachers were asked to indicate how impacted they were by incidents of aggression towards them by students, parents or other staff members. They were asked to indicate whether the impact listed was not true, a little true, somewhat true, or definitely true for them. Percentages below indicate “somewhat true”
and definitely true.” FCPS teacher responses to these items were similar to those of other teachers across region and state.

- 41% (40%, 40%) were bothered a lot
- 53% (52%, 53%) felt frustrated
- 34% (33%, 33%) felt sad
- 39% (39%, 40%) felt angry
- 41% (41%, 42%) felt “burned out about my job”
- 33% (33%, 35%) reported that these incidents made them think about whether to continue teaching or to continue to work at the school where incident occurred

Comparison of Middle School Responses to High School Responses

When reviewing the 2015 Middle School Climate Survey and the 2016 High School Climate Survey, areas of similarity and differences are revealed. Similar responses (within 5 percent) were given by both groups of students in the area of Student Engagement in School, and by teachers in all areas.

High school students in FCPS reflected trends at the regional and state level, and indicated lower levels of satisfaction and more concern than middle school students in a number of areas. Items included below are those where there was at least a 5 percent difference between high school and middle school.

**Student Perceptions of Disciplinary Structure and Student Support**

**Disciplinary Structure Scale**

Thinking about your school, would you agree or disagree with the statements below?

<table>
<thead>
<tr>
<th>Areas of Noted Difference</th>
<th>Middle School students who agree</th>
<th>High School students who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The punishment for breaking school rules is the same for all students</td>
<td>77%</td>
<td>70%</td>
</tr>
<tr>
<td>Students at this school are only punished when they deserve it</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>Students are treated fairly regardless of their race or ethnicity</td>
<td>84%</td>
<td>75%</td>
</tr>
</tbody>
</table>
## Student Support Scale:

Most teachers and other adults at this school….

<table>
<thead>
<tr>
<th>Areas of Noted Difference</th>
<th>Middle School students who agree</th>
<th>High School students who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care about all the students</td>
<td>84%</td>
<td>77%</td>
</tr>
<tr>
<td>Want all students to do well</td>
<td>92%</td>
<td>85%</td>
</tr>
</tbody>
</table>

How much do you agree or disagree with these statements:

<table>
<thead>
<tr>
<th>Areas of Noted Difference</th>
<th>Middle School students who agree</th>
<th>High School students who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I tell a teacher that someone is bullying me, the teacher will do something to help</td>
<td>89%</td>
<td>84%</td>
</tr>
</tbody>
</table>

## Student Engagement and Educational Expectations

### Student Engagement in School:

<table>
<thead>
<tr>
<th>Areas of Noted Difference</th>
<th>Middle School Students who agree</th>
<th>High School students who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I usually finish my homework</td>
<td>90%</td>
<td>80%</td>
</tr>
</tbody>
</table>

## Academic Expectations and Values

### Academic Expectations Scale:

<table>
<thead>
<tr>
<th>Areas of Noted Difference</th>
<th>Middle School Students who agree</th>
<th>High School students who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers really want me to learn a lot</td>
<td>96%</td>
<td>91%</td>
</tr>
<tr>
<td>My teachers do not really care how much I learn (reverse scored)</td>
<td>15%</td>
<td>26%</td>
</tr>
</tbody>
</table>

## Bullying and Peer Aggression

### Perception of Teacher or staff bullying:

<table>
<thead>
<tr>
<th>Areas of Noted Difference</th>
<th>Middle School Students who agree</th>
<th>High School students who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are teachers or other adults at this school who bully students</td>
<td>15%</td>
<td>26%</td>
</tr>
<tr>
<td>There are teachers or other adults at this school who make fun of students</td>
<td>22%</td>
<td>35%</td>
</tr>
<tr>
<td>Some teachers or other adults at this school say things that make students feel badly</td>
<td>35%</td>
<td>46%</td>
</tr>
<tr>
<td>Some teachers or other adults at this school pick on students</td>
<td>36%</td>
<td>46%</td>
</tr>
</tbody>
</table>
The Office of Intervention and Prevention will be conducting informal interviews with teachers, counselors and students at both levels to determine factors they think may contribute to the differences, and suggestions they have for improving school climate. In addition, the five high schools participating in the Project AWARE and School Climate Transformation grants will be implementing an emotional literacy program for adults and youth, which is intended to improve school climate at the high school level. Researchers from Virginia Commonwealth University are evaluating the impact of this program as part of a multi-tiered system of support over the next five years. The results of this study will be shared when it becomes available.

**Current Initiatives to Reach Underserved Parent Populations and Improve Engagement**

**Family and School Partnerships Initiatives**

Family and School Partnerships in the Office of Professional Learning and Family Engagement provides a variety of programs, services and resources that engage all families, schools and the community in support of student success. The family engagement initiatives strive to create a welcoming school climate, establish effective school-to-home and home-to-school communication, implement practices and strategies to engage culturally diverse and hard-to-reach families, and build the capacity of families, educators and the community to improve and support engagement. The following programs and initiatives promote effective practices to engage culturally diverse families in FCPS:

**Parent Liaison Program:** Family and School Partnerships provides support for 154 school-based parent liaisons and their supervising administrators in 169 schools. Parent liaisons work to bridge the communication between school and home by assisting families and school staff, gathering information, and helping and supporting the need to ensure each child’s academic and social success in school. Parent liaisons also provide resources and assistance to help families navigate the school system and help school staff connect to families in their outreach and family engagement efforts.

In 52 FCPS schools, parent liaisons operate parent/family centers to provide resources, parent coffees, parent workshops and family trainings to build stronger partnerships between home and school. These centers are maintained based on the availability of space in the schools.

A parent liaison strategic plan project team was formed during the 2015-16 school year to develop and embed parent liaison support targeted to meet the needs of individual school communities. First, the project team classified schools as either a Model I or Model II school. A Model I school has high needs as identified by parents, parent liaisons, and school administrators and supported by data: high poverty, high language needs, low parent involvement, and cultural diversity. Model II schools have low needs as identified by parents, parent liaisons, and school administrators: low poverty, low language needs, low to high parent involvement and/or misguided parent involvement, and less cultural diversity.
Second, the project team further defined the top student/family needs in FCPS schools through the completion of surveys, interviews, and focus groups of parent liaisons and administrators. The top needs were defined as follows:

1. Support parents and families with resources (navigating FCPS and Fairfax County Human Services)
2. Provide oral interpretations and written translations
3. Encourage parent engagement (connect parents to what children are learning)

The project identified the greatest areas of parent liaison impact. The areas identified were building relationships, facilitating communication, empowering parents, and partnering with and outreach to the community.

The project team used all of their findings to create a guidance document, *Parent Liaison Support: An Administrative Tool for Targeting Parent Liaison Support to Meet the Needs of Individual School Communities*. The document will assist administrators with hiring decisions so that parent liaisons’ skill sets best match the needs defined by the school.

**Getting to Know FCPS: A Parent Orientation (GTK):** GTK is an interactive parent orientation session offered in multiple languages that provides information about the school system and the importance of parents’ engagement in their children’s education. During school year 2015-16, Family and School Partnerships conducted approximately 32 GTKs with a total of 334 participants. In addition, the Family Engagement Region Representatives worked with individual school parent liaisons to customize and present the presentation for their school communities. A comprehensive script was written to accompany the PowerPoint in order to foster individual schools’ use of this informative tool.

Following is a breakdown of the languages served during these division level sessions:

<table>
<thead>
<tr>
<th>GTK session type</th>
<th># of sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>13</td>
</tr>
<tr>
<td>English</td>
<td>74</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
</tr>
<tr>
<td>Korean</td>
<td>74</td>
</tr>
<tr>
<td>Spanish</td>
<td>172</td>
</tr>
</tbody>
</table>

Some parent participant comments, “The most important thing I learned…”

- Close communication with my daughter and her school interrelate according to her performance.
• All the information was great because I was not aware of many of the existing programs.
• Learning where to get resources and questions answered.

Ninety-nine percent of the respondents claim, “Because of this program I am more likely to get involved with my child’s school” and 100 percent responded, “I will be able to use this knowledge in my parenting role.”

**The Immigrant Family Reunification Program (IFRP):** The Immigrant Family Reunification Program (IFRP) is a four-pronged effort by Fairfax County Public Schools to: first, identify immigrant students going through family reunification, and to invite their parents to join them in parenting education classes (*Families Reunite/Familias Reunidas* and/or *Parent Project®*); second, provide professional development to school staff on immigration issues that affect students; third, train interested personnel to teach the parenting class, *Families Reunite* in FCPS communities; fourth, support efforts to create student and parent-led support groups in the school communities and connect families to FCPS trained personnel such as the IFRP program assistant, school social workers, counselors, and psychologists. In school year 2015-16 there were:

• 195 parents; 12 FCPS 3-session *Families Reunite/Familias Reunidas* parent classes (third session with students)
• 83 parents; five FCPS *Parent Project®* 10-week comprehensive parent classes
• 88 participants; 11 Train the Trainer trainings for *Families Reunite/Familias Reunidas* facilitators. Of those, five were outside Fairfax County (such as, Baltimore County Public Schools, Spotsylvania Public Schools, District of Columbia Public Schools, and Harrisonburg City Public Schools)
• 105 participants; four Professional Development/Regional Conferences

**Welcoming Atmosphere Walk-Through (WAWT):** A self-assessment process for schools to examine how inviting a school is to parents and their school community that is completed with a team of stakeholders. Four components are examined during the visit: physical environment, schoolwide practices and policies, welcoming school staff, and communication tools. A written report is provided to the school principal of the team’s observations, along with commendations of and recommendations for their welcoming practices.

In 2015-16 school year, six WAWTs were facilitated by Family and School Partnerships staff members. This school year, 2016-17, five walk-throughs were completed from September – February and additional walk-throughs are currently being scheduled for spring.
**Community Liaisons:** Eight FCPS community liaisons, co-located at the school system’s student registration sites throughout the county, support families by providing information about, and connections to, resources and services in the community and school system. They provide FCPS orientation presentations and connect the parents with the parent liaison(s) at the school(s) their children would be attending. Community liaisons also work closely with ESOL’s new family partnerships specialist based out of Dunn Loring Center for Parent Services. Support from community liaisons at registration resulted in better informed newly arrived FCPS families who had the resources and information needed to more effectively support their children.

### Number of clients served by registration location

<table>
<thead>
<tr>
<th>Registration location</th>
<th># of clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunn Loring Center for Parent Services</td>
<td>2,831</td>
</tr>
<tr>
<td>South County</td>
<td>1,096</td>
</tr>
<tr>
<td>Lake Anne/Reston</td>
<td>1,728</td>
</tr>
<tr>
<td>Leis (summer only)</td>
<td>208</td>
</tr>
<tr>
<td><strong>Total number of clients served</strong></td>
<td><strong>5,836</strong></td>
</tr>
</tbody>
</table>

### Home language of registration clients

<table>
<thead>
<tr>
<th>Language spoken</th>
<th># of clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amharic</td>
<td>143</td>
</tr>
<tr>
<td>Chinese</td>
<td>158</td>
</tr>
<tr>
<td>English</td>
<td>445</td>
</tr>
<tr>
<td>Farsi</td>
<td>104</td>
</tr>
<tr>
<td>Korean</td>
<td>549</td>
</tr>
<tr>
<td>Spanish</td>
<td>2,737</td>
</tr>
<tr>
<td>Urdu</td>
<td>124</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>151</td>
</tr>
<tr>
<td>Twi</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>912</td>
</tr>
</tbody>
</table>

**Multicultural & Cultural Proficiency Panels:** These panels help school personnel better understand, communicate with, and reach out to families of students from diverse backgrounds. Family and School Partnerships provides professional development through the use of these panels to explore cultural values and practices that affect families and student achievement.
During the 2015-16 school year, 22 panels were presented to 1,185 participants. In 2016-17, 20 panels were presented in the fall and 13 are scheduled for the winter and spring quarters.

**Parent Information Phone Lines** are for families in need of general information about Fairfax County Public Schools whose first language is not English. Parents leave a message and receive a call back within 24 hours Monday through Friday. These lines are available in Amharic, Arabic, Chinese, Farsi, Korean, Spanish, Urdu, and Vietnamese. Common information shared with parents includes lunch application information and PTA meeting dates.

### FY16 Phone Line Data

<table>
<thead>
<tr>
<th>Language</th>
<th># Incoming Calls</th>
<th>Returned Calls</th>
<th>Follow Up</th>
<th>Unable to contact</th>
<th># of Families served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amharic</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Arabic</td>
<td>220</td>
<td>443</td>
<td>50</td>
<td>22</td>
<td>201</td>
</tr>
<tr>
<td>Chinese</td>
<td>29</td>
<td>38</td>
<td>8</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>Farsi</td>
<td>28</td>
<td>21</td>
<td>7</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Korean</td>
<td>33</td>
<td>50</td>
<td>5</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Spanish</td>
<td>149</td>
<td>93</td>
<td>17</td>
<td>21</td>
<td>124</td>
</tr>
<tr>
<td>Urdu*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>20</td>
<td>29</td>
<td>4</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>

*No data reported on Urdu calls.

**Early Literacy Programs**: A free interactive parent education and school readiness program for Spanish, Korean, Arabic, and African heritage families with children ages five and under. Families attend the program with their child to assist families with supporting literacy at home through culturally responsive practices and strategies. African Heritage Early Literacy is taught in two 12-week sessions in the fall and spring. Arabic Early Literacy is taught in two 8-week sessions in the fall and spring, with a winter 6-week session. Korean Literacy is taught in two 8-week sessions in the fall and spring. Hispanic Early Literacy is taught in two 8-week sessions in the fall and spring with a winter co-op parent leadership component for nine weeks.

**Home Instruction for Parents with Preschool Youngsters Program (HIPPY)**: HIPPY partners with parents to prepare their children for success in school, particularly those most at risk because of poverty, limited education, and limited English proficiency. HIPPY is a 30-week national program with sessions that occur in a group setting and in a home visit setting. The home visiting program is an evidenced-based family support model that works with families in their homes and/or in a group setting at a school or community setting. Currently, HIPPY serves families from 33 countries who speak 19 different languages. HIPPY currently utilizes a sign language interpreter to successfully serve a deaf family within the community.
Early Literacy and HIPPY Participation Fall 2015

<table>
<thead>
<tr>
<th>Early Literacy Program</th>
<th>Adults</th>
<th>Children</th>
<th>Number of Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Heritage</td>
<td>12</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Arabic</td>
<td>40</td>
<td>49</td>
<td>4</td>
</tr>
<tr>
<td>Korean</td>
<td>119</td>
<td>120</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic</td>
<td>155</td>
<td>177</td>
<td>12</td>
</tr>
<tr>
<td>HIPPY</td>
<td>99 group setting/163 home visits Total 262</td>
<td>100 group setting/ 185 home visits Total 285</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>588</td>
<td>644</td>
<td>52</td>
</tr>
</tbody>
</table>

Weekly, Family and School Partnerships, in collaboration with the Office of Communication and Community Relations, provides communication to families by a variety of tools. This year, News You Can Choose, the digital newsletter, has been translated into seven languages to include: Arabic, Chinese, Farsi, Korean, Spanish, Vietnamese, and Urdu. These digital newsletters are provided to parent liaison to provide to families.

Social media has also been an effective tool utilized to communicate to the diverse families in the Division. Family and School Partnerships now hosts Facebook and Twitter pages, launched this school year, to provide families with quick references to opportunities, strategies, and tools to better engage in two-way communications with schools. The Parent Resource Center also launched a Twitter page in the fall. In addition, the Office of Communication and Community Relations launched a Facebook page in Spanish that has been very effective in engaging the Hispanic communities.

Parent Resource Center (PRC)

During the 2015-16 school year, the PRC offered over 100 outreach opportunities and workshops with over 12,000 participants. These workshops included extensive topics such as anxiety in children, bipolar and depression disorders, dyslexia, autism spectrum disorders, Mind in the Making, Introduction to Special Education, multiple workshops with Career and Transition services, and Scream Free Parenting. This program utilizes the expertise of local and national experts, FCPS staff, and PRC Liaisons to offer extensive opportunities on positive communication techniques, how to collaborate with school staff, and how to actively participate in their child’s education and build strong school connections. These opportunities also focus on building skills which support parental participation in the educational decision-making process and proactive involvement in their child’s education and other opportunities including health, balancing homework, raising children, and siblings.

The PRC offers in-person consultation services for parents and school staff. During the 2015-16 school year, over 3,700 consultations were facilitated. Parents seek consultations on various topics which
include: IEP processes, Child Find, evaluations for special education, homework support, dyslexia and reading issues, parenting and sibling concerns, and mental health information and supports.

The FCPS Parent Resource Center (PRC) provides parents, educators, and the community access to information, resources, and training related to the education of students with learning challenges, special needs, and disabilities. The PRC maintains an extensive Lending Library of over 5,000 resources including books, DVDs, and CDs. These resources target a wide variety of topics to meet the growing needs of the vastly diverse community of patrons who regularly access and rely upon these materials. The Library supports over 5,500 checkouts annually. Parents, educators, and community members utilize the library resources to build knowledge and skills and increase the awareness of strategies that help support the complementary efforts of home and school in the education, health, and wellness of students.

The PRC distributes over 1,000 packets of information to offices, special education department chairs and lead teachers, PTA reps, and others for the opening of school which includes upcoming workshop information, PRC postcards and magnets, Parent Handbooks, and other outreach information to support parental and staff awareness of available resources, supports, and services. The PRC also offers information on workshops and other resources via social media platforms.

Over the course of the 2016-17 school year, beginning in July, the PRC has supported and executed:

- 85 workshops with 2,500 participants (September – March)
- 3,750 requests from parents for information
- 5,175 consultations either over the phone or in person with parents

When surveyed, parents, overwhelmingly, indicate that they have had positive and productive experiences at the PRC and with PRC staff. Ninety-nine percent of parents indicated that the information they have received was helpful and supported their needs. One hundred percent of parents said they would return to the PRC for workshops and other resources and supports.

**Title I Engagement Data**

Title I schools offered a variety of family engagement efforts during the 2015-16 school year. Nonetheless, a majority of schools shared a focus on certain types of offerings. Activities focused on core instructional content (e.g., literacy, numeracy, and science) were the most prominent, showing in more than 80 percent of schools. Parent learning opportunities (e.g., information sessions, parent-principal coffees, and parenting skills classes) were also significant offerings, showing in at least 50 percent of schools. Additionally, the committee was pleased to note implementation of parent leadership programs (e.g., systematic parent volunteer, parent mentor, and parent ambassador programs) were reported in 52 percent of schools in 2015-16, a substantial increase from 38 percent reported in 2014-15.
Additional responses reflecting the breadth of family engagement offerings in schools include:

- hosting specific FCPS parent programs (Family Literacy, Early Literacy, HIPPY, Adult ESOL)
- conducting technology and internet safety sessions
- holding social and cultural events (international night, bingo night, movie night, back-to-school fair, family gardening)
- designing sessions tied to schoolwide programs (Responsive Classroom family morning meeting)

<table>
<thead>
<tr>
<th>Parent Outreach Area</th>
<th>2013-14 Activity Use</th>
<th>2014-15 Activity Use</th>
<th>2015-16 Activity Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Improvement Planning</td>
<td>97%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>Math events</td>
<td>87%</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>SOL information sessions</td>
<td>54%</td>
<td>56%</td>
<td>50%</td>
</tr>
<tr>
<td>Family field trips</td>
<td>54%</td>
<td>61%</td>
<td>43%</td>
</tr>
<tr>
<td>Parent coffees</td>
<td>51%</td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td>Parent focus groups</td>
<td>54%</td>
<td>83%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Metric: Impact of System of Support Advisor (SOSA) intervention data**

The Systems of Support initiative, now in its third year, has provided for a total of 24.5 FTE Systems of Support Advisors (SOSA), located at each traditional FCPS high school (Thomas Jefferson Science and Technology High School is allocated a .5 FTE). The work of the SOSAs extends across four broad areas (academics, attendance, mental wellness, and behavior/discipline), with targeted focus dependent upon the needs of each individual school.

The SOSAs are continuing to work as key stakeholders in the school community with the responsibility of helping to ensure students’ continued academic progress and social/emotional connection to the school. Accordingly, they work in collaboration with school staff to intervene and respond to student needs, and use proactive means to mentor and engage as a way to facilitate/promote positive decision-making and problem-solving skills and applications. Notably, when students are assigned to in-school suspension, the SOSAs (and their designated instructional assistant, allocated in most schools) ensure adequate assignments and instructional support are available so that academic progress can continue.

Beginning with the 2015-16 school year, the role of the SOSAs expanded to include assuming the role of out-of-school support case management for students who were suspended out of school and referred to the Division Superintendent as a result of serious behavioral infractions. Prior to this time, case management of this nature was provided by centrally allocated FCPS staff. In the case management role, SOSAs have successfully enhanced the level of support provided to high school students by facilitating a
continued feeling of connection to the school setting, and ensuring a smooth transfer of work and communication between teachers and the students while suspended. They do this by serving as a liaison between the school and family, coordinating the acquisition and delivery of all assignments between teachers and students, ensuring that students are able to have all questions answered about academic work, and maintaining regular contact with the student and/or the parents while the student is unable to be in school. In cases in which the student is eventually permitted to return to the school, the SOSA supports the transition process and is involved in the coordination of a re-entry conference and ongoing mentoring as the student re-acclimates to the school setting. During the 2015-16 school year, the SOSAs successfully case-managed 95 percent (n = 185) of the eligible cases in which out-of-school support case management was necessary, the outcome of which was increased levels of support and structure provided during the disciplinary process, enhanced academic and social/emotional engagement, and a continued commitment to the school-home relationship.

Continuing with ongoing collaboration with key stakeholders, SOSAs partner with clinicians, counselors, and administrative team members, as well as monitor formal and informal academic, attendance, and discipline data. Examples of intervention and mentoring programs led or co-led by SOSAs include Check & Connect, a program designed to enhance student engagement at school, and Band of Brothers, which focuses on teamwork, accountability, and determination to help males realize their full potential.

**Metric: Levels of student discipline incidents**

The Systems of Support Advisors (SOSAs) often lead or co-lead school-based data review teams, during which they have the responsibility of identifying and examining disciplinary trends. In this regard, there are some notable trends in discipline as applied to behaviors which allow for discretion in administrative response. Some specific examples of this in regular high schools, comparing data from the 2013-14 school year, the last year prior to the addition of SOSAs at each regular high school, to data from the 2015-16 school year are listed below:

- The number of discipline entries into the Student Information System (SIS) has decreased by 37 percent.
- The number of disorderly conduct entries resulting in an out-of-school suspension has decreased by 38 percent.
- The number of disorderly conduct entries resulting in an in-school suspension has decreased by 14 percent.
- The number of minor physical altercation entries resulting in an in-school suspension has decreased by 35 percent.
The use of entries for violations related to inappropriate personal property, misrepresentation, plagiarism, and cheating, resulting in an in-school suspension, has decreased by 50 percent.

In addition to the increased use of non-punitive sanctions for common lower-level behaviors in which discretionary decisions can be made, alternative interventions and restorative responses are being used with increased frequency in lieu of, or in combination with, the traditional, more punitive measures. Beginning with the 2016-17 school year, SOSAs extended their work in this area with more targeted exploration on discipline trends as they pertain to ethnic subgroups, students receiving special education, and students identified as English language learners (ELL). They are also participating in intensive and ongoing professional development in the area of cultural proficiency.

**Metric: Levels of customer service**

Providing outstanding customer service is an important factor in creating and maintaining a Caring Culture throughout FCPS. While the Division does not have one comprehensive method for tracking customer service, departments, schools and offices measure customer service in a variety of ways.

At the school level, customer service is tracked through the Parent and Student Clinics. With regard to parents, 93 percent reported they would feel more comfortable contacting the clinical staff at their child’s school as a result of their visit. Ninety-nine percent of parents reported they would recommend the Parent Clinic to others. Students provided similar information regarding the student clinic experience. Ninety-three percent reported the clinician provided useful information relevant to their concern. Ninety-two percent reported that following their visit to the Student Clinic they would feel more comfortable contacting clinical staff at their school.

Departments also track levels of customer service as a means of monitoring and improving the customer experience. In the Department of Information Technology, customer service is tracked with regard to the service provided through the IT Service Desk. In 2016, the customer satisfaction rating was 97 percent.
The Department of Human Resources is piloting a new customer service feedback survey. Each individual that uses the HRConnection is provided a brief survey to complete after the experience. The survey is composed of four questions and generates feedback regarding the customer experience. The scores are calculated using a five point scale, ranging from Strongly Disagree (1) to Strongly Agree (5). The pilot began in November 2016 and through March 27, 2017, HR had received 913 completed surveys for the 2016-17 school year. The following table provides the questions included in the survey, as well as the customer satisfaction average scale score for each question.

<table>
<thead>
<tr>
<th>HR Connect Customer Service Questions</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>My question was answered in a timely manner.</td>
<td>4.5</td>
</tr>
<tr>
<td>The Human Resources Team Member was knowledgeable.</td>
<td>4.4</td>
</tr>
<tr>
<td>The Human Resources Team was courteous.</td>
<td>4.6</td>
</tr>
<tr>
<td>The case was completed to my satisfaction.</td>
<td>4.4</td>
</tr>
</tbody>
</table>

While satisfaction rates are positive, the feedback shows that there is room to grow. Initiatives are underway in HR to improve customer service within the department. The Division is also in the early stages of exploring potential customer services models that could be utilized across FCPS as a way to enhance all facets of the customer experience.
Other Initiatives to Build a Positive School Climate

Back to School Resource Fairs

At least one out of every three children in FCPS lives in a family with an income that is insufficient to meet basic day-to-day needs without help from non-profit organizations, county services, and schools. While Fairfax County is often viewed as having wealth and resources, approximately 28 percent of FCPS students are eligible for Free and Reduced Meals.

Fairfax County Public Schools is fortunate to partner with numerous non-profit organizations and FCPS staff work closely with representatives from member organizations to identify gaps in back to school assistance. The Back to School Resource Fairs assist with student/parent engagement in addressing resource gaps for students and families.

By collaborating with administrators, teachers, the Office of Family and School Partnerships, local businesses, and partners from the Department of Family Services and Neighborhood and Community Services, school social workers were able to expand this model to four school pyramids – Stuart, Lee, South Lakes, and Mt. Vernon – in 2016-17. By leveraging funds donated to the Foundation for Fairfax County Public Schools for school supplies, it was possible to collect additional donations and organize mass delivery to selected sites, decreasing overhead for business donors, and using resources most efficiently.

Over 10,000 individuals, students and families attended the back to school resource fairs with over 200 exhibitors/vendors in attendance at the fairs. Over 5,263 students received back to school assistance while attending one of the fairs.

- Approximately 178 parents registered for SIS
- Over 600 children completed a dental screening
- 803 child ID kits were prepared by the Sheriff's Office
- Over 282 haircuts were given to students
- Over 540 hearing or vision screenings were completed for students and parents
- Over 800 recycled binders were distributed
- Over 900 children’s books were distributed
- 420 backpacks were distributed from a Costco donation
In addition to the resource fairs, students throughout the county received back to school support, as well as resources throughout the school year. This includes:

- 10,000 students received supplies and backpacks via a community supported distribution from the resource fairs.
- 7,675 youth and families received Hair Cuttery vouchers for haircuts.
- 1,000 students received new or gently used coats.
- 2,924 families received holiday assistance through Britepaths holiday program.
- Approximately 500 students participated in the FCPS Last Chance Holiday Boutique to select gifts for siblings.
- 300 students received new tennis shoes through a community collection.
- Approximately 3,300 students took home a food bag (contributed by community partners and faith groups) each weekend and over school breaks.
- 93 schools offered food assistance programs (weekend backpacks, monthly mobile markets, on-site food pantries, etc.).
- 518 Vision Works Let’s Go See Program vouchers and an additional 185 Neediest Kids Vision Works vouchers were provided to students for vision exams and glasses.

**Parent Clinic: July 1 – August 19**

The Office of Intervention and Prevention Services offers parents or guardians an opportunity to schedule a 45-minute consultative appointment with a school psychologist or school social worker during the summer months. Supportive consultation is available for parents or guardians to discuss concerns such as anxiety, depression, poor peer relationships, not sleeping well, bullying, or other social or emotional issues. Mental health staff members can provide guidance on how to manage challenging behaviors, develop and foster resiliency and coping skills, identify community resources, and demonstrate ways to work collaboratively with the school team around academic or behavioral concerns. During the summer of 2016, the clinic took 2,279 calls, which represents an increase of over 1,000 calls from the previous year. Some questions were handled by phone consultation and others through suggestions for referrals, while some parents determined the service was not what they were seeking. School psychologists and school social workers provided 603 parents/guardians with an in-person appointment. The number of appointments was up from 382 in 2015. Parent Clinic provided 165 consultations in the first year, 2010, and the number has grown to 603 in 2016. All appointments are booked very soon after they are advertised, clearly demonstrating a need for this service.
Family issues and anxiety represented over 50 percent of the presenting concerns by parents/guardians. Attention (16 percent), social/peer relationships (12 percent), and academic learning (11 percent) were the next highest concerns shared. Parents who came for an in-person appointment were invited to complete a brief survey and of those who participated in the survey, 97 percent reported their concern was addressed to their satisfaction. This survey was available in both English and Spanish. The aggregated data informs FCPS’ practice by providing information regarding issues of concern by age, gender, demographics, and grade.

An additional goal of Parent Clinic is to educate parent/guardians on the mental health services available through their child’s school. In order to meet the diverse needs of families, clinicians speaking multiple languages are available to support non-English speaking families. As a result of their Parent Clinic appointment, 93 percent reported that following their visit, they would feel more comfortable contacting clinical staff at their child’s school for support. Additionally, 99 percent indicated that they would recommend the Parent Clinic to others.

When asked to provide additional comments parents replied:

**Student Clinic: August 8 – August 12**

For the first time, the FCPS Office of Intervention and Prevention Services offered an opportunity for high school students to schedule a 45-minute consultative appointment with a school psychologist or school social worker to receive supportive consultation regarding strategies and tools for academic and social success for the upcoming school year. Student Clinic received 828 calls and provided 63 in-person appointments along with additional telephone consultations.

The students were invited to participate in a post consultation survey and of those responding, 93 percent agreed that the clinician provided useful information relevant to their concern. Ninety-two percent agreed
that following their visit to the Student Clinic, they would feel more comfortable contacting staff at their school for additional support as needed. Ninety-five percent of the students responding would recommend the clinic to other students. When asked to provide additional comments the students responded:

Cultural Proficiency Training

Fairfax County Public Schools is committed to fostering and sustaining dynamic relationships between, students, staff, and community. Meeting the requirement of Cultural Proficiency training for all staff has begun by way of devising training modules for professional development. Module 1 has been implemented with required completion for all schools and departments by March 28, 2017. Approximately 40 schools have had in-depth Cultural Proficiency training, with a total number of 900 participants. Modules 2 through 4 will be phased into implementation at the start of the 2017-18 school year. The goal is for all of FCPS to have completed all modules by the end of the school year of 2018. These modules will provide an overview of the in-depth training that takes place in the 3-day school/department cohorts and academy courses offered to all FCPS staff by the Cultural Proficiency project manager.

Responsive Instruction

Responsive Instruction (RI) is a multi-tiered system of supports (MTSS) through which school teams make data-driven decisions about student needs in instruction, behavior, and mental health to provide differentiated instruction and the necessary academic and behavioral support for all students in all schools.

In Fairfax County Public Schools, RI is built upon the foundation of active Professional Learning Communities delivering high quality core instruction. The RI framework is designed to create an environment that engages all stakeholders in ensuring student success.
Schools implementing Responsive Instruction use a collaborative problem-solving approach to build a continuum of increasingly intensive interventions to address the needs of students. Standard decision rules are utilized to provide greater consistency and fidelity of implementation. At all tiers, intervention decisions are based upon data. Teams apply decision rules to monitor progress of core instruction and determine the appropriate instructional support.

Schools participate in overview training where topics such as the role of the RI Core team, universal screening, progress monitoring and problem-solving are addressed. Teams work together to self-assess their school’s level of implementation. Based on this data, the team identifies areas of growth and develops an action plan. Responsive Instruction training has expanded to include high schools during the 2016-17 school year.

- 166 schools trained (83 percent of schools)

During the 2016-17 school year, the RI team, in collaboration with Information Technology (IT) and Instructional Services (ISD), has continued to develop and expand functionality in EDSL School Insight to include a data management system to support RI practices. This tool supports schools as they analyze student academic and behavioral data, facilitate problem solving conversations, support the development of intervention plans, and monitor progress of students receiving intervention.

- 173 schools trained (87 percent of schools)
- 30 schools received EDSL refresher training

RI functionality in EDSL now includes a new worksheet called Foresight, which allows school teams to view students transitioning to their school. Foresight provides schools the ability to see current data for all students projected to attend that school the following year. Data is updated nightly. In the spring of 2017, Foresight will project individual student tiering based on FCPS decision rules.

Additional professional development options and school-based support are available upon request. Division RI staff routinely collaborate across departments and teams to plan, design, and deliver professional development and support. Examples of support services include participation in data dialogues, Collaborative Learning Team, and RI Core team problem-solving, and school-based professional development.

- 311 school support visits
- 84 school-based professional development offerings
Next steps for RI include continuing to train remaining elementary, middle, and high schools in the RI framework. The focus will continue to be on developing an integrated system of support and expanding the functionality of the data tools that support the work.

**Positive Behavior Approach**

All schools in Fairfax County Public Schools design a Positive Behavior Approach (PBA) to create a caring culture and learning environments that teach students to lead responsible, fulfilling, and respectful lives. Each school’s designated team selects, implements, and evaluates the evidence-based practices that actively teach and promote the acquisition of these essential life skills. FCPS has promoted the use of two evidence-based approaches, Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom® (RC) in the design of a school’s Positive Behavior Approach. Many schools blend the practices from each approach to build their continuum of behavior support.

PBIS is a three-tiered framework that focuses on improving a school’s ability to teach and support the prosocial behaviors of all students. Through the collaborative efforts of the school’s Tier 1 Behavior Team, the essential features of a school’s core curriculum (e.g., expectations/rules, teaching plan and schedule, acknowledgement system, system for handling misbehavior, data collection system) are designed, implemented, and monitored. Based upon monthly data reviews, those students found to be at-risk receive additional support through the selection of a small group, targeted intervention matched to their needs or more intensive support (e.g., Functional Behavioral Assessment [FBA] that results in an individualized Behavior Intervention Plan [BIP]).

The RC approach is a way of teaching that emphasizes social-emotional and academic growth in a strong, safe school community. The approach consists of ten teaching practices which include Morning Meeting, Rule Creation, Interactive Modeling, Positive Teacher Language, Logical Consequences, Guided Discovery, Academic Choice, Classroom Organization, Working with Families, and Collaborative Problem-solving. Training is provided directly to teachers though coursework. Teaching practices focused on behavior are often incorporated into a school’s PBA.

**PBIS and RC school support and professional development during the 2016-17 school year:**

- 148 school support visits
- 58 school-based professional development offerings

Next steps for PBA include continued work around integrating behavior into the Responsive Instruction framework in order for schools to build a continuum of supports for all students.
The Restorative Justice Initiative

Restorative Justice (RJ) is utilized as an alternative to suspension, or as an additional intervention when used in combination with a reduction in suspension days. RJ is increasingly being used earlier in the conflict cycle, before disagreements result in a fight or other violations of the SR&R. With evidence-based outcomes and positive feedback from parents and administrators, the RJ team is now being utilized for more serious situations of escalating harm and conflict.

The Restorative Justice Region Leads are assigned to individual regions to ensure timely and effective restorative interventions. RJ Region Leads support the schools in their region by conducting restorative justice interventions with students and staff and by training and mentoring staff to facilitate their own RJ circles. The role of the Region Leads has progressed to include conducting classroom circles in their assigned schools to assist teachers with classroom management, engaging students and staff in relationship building circles, bullying education, and prevention circles. Region Leads provide on-site training for classroom teachers and administrators. Region Lead RJ practitioners now often lead interventions in their regions for more serious conflicts involving students, parents, citizens, school staff, and School Resource Officers. These situations were previously facilitated by the RJ Specialist or referred to FCPS’ community partner Northern Virginia Mediation Service (NVMS). The evolving skill set of the RJ Region Leads has decreased the referrals to NVMS by over 60 percent in the past year, although FCPS continues to collaborate with NVMS for referrals requiring a neutral outside facilitator.

In this fourth year of implementation, the use of restorative conferences as an alternative to multiple-day suspensions is increasing. As of January 2017, RJ had been used to address discipline in:

- 26 Elementary Schools
- 26 Middle Schools
- 23 High Schools
- 8 Alternative Sites
The dependence on RJ facilitators to do full conferences has been fluctuating, and in some schools there has been a decrease in referrals to the RJ Team for discipline response. This can be attributed to several factors including: more trained staff at schools utilizing restorative practices, increased use of RJ for prevention, teachers utilizing RJ classroom circles, and school staff increasingly using...
restorative practices and restorative language. Providing students with a safe, structured space to work out their conflicts greatly reduces the possibility that more serious violence will occur. Anecdotal data tells us that in schools where RJ is utilized, students are requesting circles in order to resolve differences rather than act out or retaliate.

RJ continues to be used very effectively as an intervention when there is an allegation of bullying or cyber bullying. Through careful work with each student’s parents, administrators and others involved, all participants are prepared for what will happen in the conference. With this preparation and the structures of the conference, the students and often their parents are able to discuss what harm has been done. The student who caused the harm can acknowledge and better understand the impact of his or her behavior. In cyber bullying situations, the student and the parent of the student who was harmed are also educated about internet safety which leads to increased personal responsibility for the use of technology and social media for everyone involved. Approximately 85 percent of cases have involved fighting, threats, or escalating conflicts or disrespect, including 10 percent where there has been an allegation of bullying or harassment. The remainder involved theft or vandalism.

Restorative justice is being utilized with students of all ethnicities and for students with special education needs at rates comparable to county-wide involvement in discipline.
**School Discipline**

94% of youth who participated in an RJ conference did not have a second violation of the SR&R within one year

- 1086 students participated in Restorative Justice circles for discipline
- 65 of the students (6%) reoffended within similar SIS categories within the first year

**Top 5 Offenses where students had a second violation:**

- Fight (29 youth)
- Inappropriate conduct towards another (15 youth)
- Inappropriate use of electronics (13 youth)
- Bullying/Harassment (7 youth)
- Disorderly Conduct (1 youth)

**Alternative Accountability Program**

In the 2014-15 school year, Fairfax County launched a collaborative restorative justice program called the Alternative Accountability Program (AAP). School Resource Officers (SROs) divert students involved in lower-level incidents to the program for restorative justice conferences in lieu of filing a criminal charge.

Program partners include FCPS, Fairfax County Police, Fairfax City Police, Juvenile Court, Neighborhood and Community Services and FCPS’ community partner, Northern Virginia Mediation Service. These six agencies share the common goal of reducing the number of juveniles arrested in Fairfax County’s schools and community.
The Alternative Accountability Program seeks to provide a restorative justice alternative to victims of crime and wrongdoing and to educate young offenders by providing them with support as they create a plan for making things right and moving forward. These restorative justice conferences are facilitated by the FCPS restorative justice team in cooperation with School Resource Officers.

So far, in 2016 and early 2017, there has been a significant increase in the complexity and diversity of cases the SROs are referring to the AAP indicating an increased trust in the process and positive outcomes of previous AAP cases.

Recidivism Rates Alternative Accountability Program October 2014 - June 2016

- **189** youth were diverted to Restorative Justice by SROs and FCPS Police
- **98 percent** had not reoffended within the first year
Overarching Strategy 6

_Foster active and positive communication and engagement among students, staff, families, and the community in order to ensure that all stakeholders are engaged and well-informed partners_

As part of the Caring Culture goal of Portrait of a Graduate, the Office of Communication and Community Relations (OCCR) is charged with fostering active, positive communication and engagement among all stakeholders to involve and inform its publics. As the primary public response center of FCPS, staff members are constantly examining which of the existing paths of communicating information are working, how well they are working, and what adjustments needed to be made to improve channels of communication with all stakeholders.

Outcomes

- Communication tools, processes, and content will enable access to key information anytime, anywhere, on any device
- Under-engaged communities will be provided additional communication and community support
- Staff will be better engaged and supported in communications and information sharing with their communities
- Proactive and dynamic communications will better engage the community in critical issues
- Employees will be better engaged in their work and more connected to the work environment

Actions

OCCR undertook the adoption of a modern content management system for the FCPS public website at the direction of former Superintendent, to be implemented prior to the start of the 2016-17 school year.

The redesign of the public web site used the latest technology and design so that the site will carry the Division through the upcoming years. Problems with the previous site included its inability to display effectively on mobile devices; outdated technology, including a sluggish search engine; and the requirement for use of complex software, making updates difficult for staff members, taking them away from student instruction.

Additionally, the Department of Education Office of Civil Rights had issued a complaint against FCPS' website for multiple civil rights violations due to the inaccessibility of webpages and PDF documents. This finding specifically cited the inaccessibility for visually impaired individuals.
A top priority was the development of an easy-to-use mobile and accessible site that could be updated quickly and with minimal, simple training for users.

Working with Forum One, a full-service digital agency, OCCR organized a series of focus groups to learn what stakeholders were looking for in a website. Focus groups included teachers, parents, students, and members of the community. Information gathered from these focus groups was incorporated into the new design along with an in-depth study of web analytics over a 5-year period. Prior to launch, staff members conducted one-on-one usability testing with a variety of constituents including parents, teachers, community members, high school students, and a visually-impaired teacher. Based on that testing, some changes and adjustments were made prior to launch to enhance the user experience.

Dozens of staff from across multiple departments worked rapidly in less than three months to create more than 4,000 new webpages and uploads of documents. This work included writing, editing and reviewing each page and content to ensure accuracy, timeliness, and quality.

The site launched in August 2016, is now seen as a model for other school districts around the country who are trying to implement a content management system.

The long-range plan is to introduce content management-based school websites over the next 18-24 months. The first cohort was completed in February; there are now 15 live school websites. Web curators at those schools are now working with OCCR staff members and department web curators to train the next group of curators.

Each FCPS department, office, and school is responsible for their own content and ensuring it meets the needs of their constituents. In addition, OCCR staff members are constantly reviewing user feedback and analytics to refine and make ongoing iterative updates to the central and school sites including search and other content design.

Beyond the website, a previous parent survey revealed that parents prefer to receive email communications. With the increased use of mobile devices, delivering news and information enables parents and community members to receive and read communications instantly.

OCCR uses the GovDelivery system to deliver communications from central offices, schools, and the School Board. Publications distributed include newsletters, bulletins, weekly updates, school news, news releases, and special events.

A total of 358,885 individuals subscribe to the GovDelivery system for news and information from FCPS.

The total number of subscriptions to GovDelivery is 2,446,553.

During the current school year, 14,866,237 emails have been delivered to subscribers, an average of 495,541 every week.
Since the beginning of the 2016-17 school year the following bulletins were sent to subscribers via email:

- 2,886 bulletins were sent divisionwide to internal audiences and to the community.
- 54 employee and staff email bulletins were sent internally to employees.
- 25 of the 54 bulletins were sent from OCCR, either as My FCPS Employees or Employee News.
- 15 internal staff and employee newsletters were sent to employees.
- On average, FCPS distributes 96 newsletters every week.

GovDelivery enables the Division to develop custom templates for departments, offices, and schools to use to reach their stakeholders and subscribers. Working with designers in multimedia design, now part of OCCR, a number of templates were developed, integrating the new FCPS brand.

- 269 custom email newsletter templates have been created for schools, departments, and offices.
- Currently, there are 27 newsletter templates from departments and offices to use to send news to the community.

In addition to email, OCCR has greatly increased its use of social media across three platforms: Twitter, Facebook, and YouTube, to reach audience members of all ages. Stories and information are driven by a proactive editorial plan and are often cross-posted in an effort to reach the most people.

A total of 228,919 people follow FCPS on Twitter, and the number grows every day. The district hit 100,000 followers in October 2015. Among Twitter users, more than half are female; the majority of users are 25-34, closely followed by 13-17 year olds, making Twitter a useful tool to reach and receive feedback from students. FCPS staff members respond to inquiries and queries on Twitter in a timely manner. The FCPS Twitter feed is used to distribute school delays and closings, information, and good news stories about students and employees.

The FCPS Facebook page has more than 71,000 followers, an increase of 8.5 percent from the same time last year. Facebook is used to distribute critical information such as school delays and closings as well as information about the Division and good news stories from the schools.

FCPS’s YouTube channel features news stories created by OCCR staff members, including new initiatives, student accomplishments, meet the principal, and School Board business meetings and work sessions. Since the beginning of the 2016-17 school year, 141 new videos have been posted to the channel with an average monthly viewership of 56,561.

FCPS also maintains two social media channels for Spanish-speakers: FCPS en español on Twitter, with more than 1,050 followers—a 36 percent increase from 2016; and FCPS en español on Facebook, with
more than 3,000 followers—a 111 percent increase from 2016. A Spanish-speaking staff member from OCCR maintains the Spanish channels.

Monitoring Metrics

Metric: Levels of engagement and satisfaction with learning and work environments by division stakeholders

Employee Engagement Survey

As a way to enhance and measure employee engagement, FCPS collaborated with K12 Insight, LLC in developing an annual Employee Engagement Survey (“Engagement Survey”) for all contracted employees. The Engagement Survey was launched for the first time in February 2016 and 17,394 employees participated in the survey. This year the Engagement Survey was again published in February and 18,368 employees participated. This equates to 65 percent of FCPS employees participating in the 2017 survey, which is an increase of two percentage points over last year.

By providing employees the opportunity to participate in the survey on an annual basis, FCPS can track trend data designed to help schools and departments understand how connected staff members are to their work. Six key areas are covered in the survey, including:

- Shared values
- Leadership
- Communication
- Feedback and recognition
- Work environment
- Career growth and training opportunities

Responses are used to calculate whether an employee was highly engaged, engaged, or less engaged, and will be used in district and school improvement planning. As this is the second year of the survey, the Division is able to compare the 2017 data to the 2016 results to see where levels of engagement have increased, as well as better examine areas that could be a focus for growth and engagement.
Key findings in the 2017 Engagement Survey included:

- 83 percent of participants are engaged or highly engaged in their work, which represents a six percentage point increase over last year.
- 45 percent of division administrators and 52 percent of school administrators are highly engaged, along with 30 percent of support staff members and 29 percent of certified staff members. This is very similar to last year.
- There were increases in favorable responses in all six dimensions compared to last year.
- “Feedback and Recognition” made the most gains, with an eight percentage point increase.
- When asked “what word best describes how you feel about your work,” Overwhelmed remained the most common response for the second year in a row.
- 88 percent said they were familiar with the mission and vision of FCPS.
- 81 percent said FCPS encourages continued education and professional growth, up four points over last year.

The survey also included questions related to how departments, offices and schools utilized last year’s data. Ninety-eight percent of principals and directors reported sharing the 2016 Engagement Survey information with their teams. However, only 78 percent of staff reported that their principal or director shared the information. Additional information and analysis regarding the results of the 2017 Engagement Survey will be shared with the School Board at an upcoming work session.

**Outstanding Employee Awards Changes for 2016-17**

The Outstanding Employee Awards program has been enhanced for the 2016-17 school year.
The revamped program includes the addition of four awards and a nominations process that begins at the local level. These enhancements were made as a mechanism for supporting and growing a Caring Culture and encompass the following goals:

- Recognize and celebrate employee success
- Increase awareness and knowledge of FCPS employee recognition programs
- Increase recognition of outstanding employees across the Division
- Recognize an Outstanding Teacher in every school
- Provide a finalist in every category from each region and central office department

The Outstanding Employee Awards have increased from eight awards to 12:

- Outstanding Teacher (2): Elementary and Secondary
- Outstanding New Teacher (2): Elementary and Secondary
- Outstanding Principal
- Outstanding New Principal
- Outstanding Leader (2): School-Based and Nonschool-based
- Outstanding Support Employee (2): School-Based and Nonschool-Based
- Outstanding Hourly Employee (2): School-Based and Nonschool-Based

Significant changes to the suite of Outstanding Awards include:

- Recognizing two Outstanding Teacher Awards – one each at the Elementary and Secondary level
- Dividing the Outstanding Leader and Outstanding Hourly employee awards into School-Based and Nonschool-Based categories
- Changing the Outstanding First-Year Teacher and Outstanding First-Year Principal awards to Outstanding New Teacher and Outstanding New Principal, and increasing eligibility from first-year to first three years in the position

Other program changes include lowering requirements for Outstanding Teacher and Outstanding Principal from five years of experience to three years. The Outstanding Leader Award was redefined to recognize employees in positions US-20 and above, while the Outstanding Support Employee Award recognizes those in positions US-19 and below. Additionally, the years of experience required for
Outstanding Leader, Outstanding Support Employee, and Outstanding Hourly Employee has been changed to one year of experience. By making these changes, every FCPS is eligible for at least one award category.

Changes to the awards system also required procedural changes in order to enhance the program. Each school will conduct its own awards process to determine school site winners. These winners are then considered within the entire pyramid, and pyramid winners are determined. Pyramid winners are then submitted to the region and each region selects winners for all school-based awards. These winners become finalists and are celebrated at the FCPS awards.

The central office process is similar in that each department conducts its own process to determine a winner in each of the three nonschool-based award categories. These winners also move on to become the finalists for the FCPS awards in the nonschool-based categories. The Leadership Team chooses the Division winners for all awards categories, and all finalists have the opportunity to interview with the Leadership Team. Division winners are announced at the FCPS awards ceremony, We Honor You, in June of each year.

These changes allow for more employees to be nominated and more awards to be presented, resulting in the celebration and recognition of more outstanding employees in Fairfax County Public Schools. The enhanced process has been an extremely collaborative effort across the departments and the regions. While the first year has seen its fair share of hiccups, the program is already proving successful. Engagement Survey results indicate that the Division made its greatest growth (eight percentage points) in the area of Feedback and Recognition.

**FCPS Cares Enhancements for 2016-17**

While formal recognition is important and it is critical to celebrate the outstanding efforts of employees on an annual basis, informal recognition is also an integral piece of a Caring Culture. These types of celebrations happen frequently in classrooms, schools, offices, and departments across FCPS. It can take the form of a handwritten note or even a simple thank you. The FCPS Cares program was designed to encourage employees (and others) to recognize the extraordinary efforts FCPS staff members make on a daily basis.

Through a generous partnership with Foundation of Fairfax County Public Schools, the Department of Human Resources, is working to enhance FCPS Cares and celebrate six individual employees or teams (one per region and one from a central office department) who exemplify the FCPS Cares principles each month. The *Cares of the Month* winners receive a framed certificate and honoree pin for their achievement, along with a small honorarium – funded by the foundation - to be used to celebrate the recognition in their school or department.
Each month recipients are chosen by a selection committee based on one or more of the Cares components:

- Responsive Culture,
- Excellence in Academics,
- Positive Relationships and
- Enriching Experiences for all Students.

This collaboration provides FCPS with an additional opportunity to recognize its exceptional employees, as well as a time each month for the Cares of the Month to celebrate with their colleagues. Ensuring FCPS recognizes the dedication of staff increases employee engagement and helps FCPS maintain a Premier Workforce and cultivate a Caring Culture for everyone across the Division.
Overarching Strategy 7

*Promote overall health and well-being of students and staff in order to encourage healthy life choices and increased quality of life*

**Metric:** Levels of the behavioral, mental, and physical health of students as determined by the Fairfax County Youth Survey and other measures

**Youth Survey**

Over 48,000 students in grades 6, 8, 10 and 12 participated in the Fairfax County Youth Survey (FCYS). The survey examines experiences and behaviors as reported by youth with regard to substance abuse, mental health symptoms, bullying and aggression, and sexual health, as well as nutrition, sleep, and physical activity. The survey also identifies school, community and family-based protective factors, or “assets,” which are associated with youth being more or less likely to engage in risk-taking behaviors. New questions were added asking about level of stress and military connectedness.

The *Three to Succeed* concept is based on the youth survey analysis that shows how just having three assets (or strengths) dramatically reduces risk behaviors and promotes thriving youth. The FCYS clearly indicates that the greater the number of assets students have, the lower their engagement in risk activities. Families, schools, and communities contribute to the environmental protective factors and they have been shown to protect youth from substance use and other behaviors that may put them at risk. The chart below shows that with just one asset, the engagement in risk behavior is reduced and the engagement decreases as the number of assets increases. By working together to increase assets FCPS can help students reach a state of well-being where they have strategies to cope with the normal stresses of life, can work productively and collaboratively, and are able contribute to their community.
Students in Fairfax County Public Schools report positive influences from their communities, families, schools, and friends. Half of the students reported participating in extracurricular activities at school and just under half participated in activities away from school. Two-thirds of the students reported volunteering to do community service and over 70 percent reported being a leader in a group or organization in the course of the year. Most students (88.1 percent) participated in at least one hour of physical activity in the past week and over two-fifths of the students (49 percent) did so on five days or more. Almost two-thirds of the students reported their teacher notices when they are doing a good job and lets them know about it and 88 percent reported feeling safe at school.

**Metric: Levels of Student Drug and Alcohol Use**

Thirty day alcohol use and binge drinking rates continued to decrease and are at the lowest rate since 2011. Reported use of cigarettes, marijuana, and inhalants are also lower than rates reported in 2011. The number of students who report sleeping eight hours or more is higher than in 2014, although the number remains lower than in 2011. While the number of 10th and 12th grade students reporting eight hours of sleep or more is slightly higher than it was in 2011, the number of 8th grade students reporting eight hours or more of sleep is significantly lower. Fewer students report drinking soda than in 2011 and fewer students report eating five fruits and vegetables a day. In the area of mental health, the rates of students reporting feeling sad or hopeless is at the lowest level in five years, and represents a decrease across all grade levels, gender, and ethnicities. The definition of bullying and the response options for the bullying items were changed in the 2015 Fairfax County Youth Survey and, because of these changes, comparing this year’s results with previous years is not advised.
Two questions to assess risky driving behaviors were added which asked about drinking and driving and texting while driving. The data from 2015 is reported in the chart below. Almost seven percent of 12th grade FCPS students report that they drove a vehicle in the past 30-days after drinking alcohol, with males reporting significantly higher rates than females. Over one-third (36.2 percent) reported texting while driving, with nearly identical rates for male and female students. The rate of FCPS students (36.2 percent) driving while texting is lower than the national rate (49.8 percent). Another newly added question asked students to rate the average level of stress they experienced in the past month using a 10-point scale where 1 indicated “little or no stress” and 10 indicated “a great deal of stress.” Overall, 20.8 percent of students reported low (scores of 1, 2, or 3) stress, 43.3 percent reported moderate (score of 4, 5, 6, or 7) stress and 35.9 percent reported high (8, 9, or 10) levels of stress.

Data for selected risk behaviors in 2010 and 2015 is reported in the following table.

<table>
<thead>
<tr>
<th>Risk Behavior</th>
<th>2010</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol use – last 30 day use</td>
<td>21.1</td>
<td>16.2</td>
</tr>
<tr>
<td>Binge drinking – more than 5 drinks in a row in last 2 week</td>
<td>10.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Cigarettes – past month</td>
<td>6.8</td>
<td>3.4</td>
</tr>
<tr>
<td>Inhalants – past month</td>
<td>3.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Drinking soda – at least one per day in past week</td>
<td>18.9</td>
<td>11.1</td>
</tr>
<tr>
<td>Sad and hopeless – for 2 weeks or more in a row in past year</td>
<td>32.2</td>
<td>25.9</td>
</tr>
<tr>
<td>Marijuana – last 30 day use</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td>Sleep – 8 hours or more on average school night</td>
<td>33.0</td>
<td>31.7</td>
</tr>
<tr>
<td>Non-medical use of painkillers – last 30 day use</td>
<td>5.7</td>
<td>4.9</td>
</tr>
<tr>
<td>Heroin use – last 30 day use</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Driving a vehicle after drinking alcohol – last 30 days (12th grade only)</td>
<td>X</td>
<td>6.8</td>
</tr>
<tr>
<td>Texting while driving a vehicle – last 30 days (12th grade only)</td>
<td>X</td>
<td>36.2</td>
</tr>
</tbody>
</table>

**Protective Factors/Assets**

- "my family has clear rules about alcohol and drug use" 85.1 87.5
- "if I had a personal problem, I could ask my mom or dad for help" 73.8 80.6
- "Teacher praises when I have done well in school." 50.2 45.8
- "lots of chances to speak one on one with a teacher" 85.2 82.1
- "adults in neighborhood to talk with about something important" 40 40.7

Schools continue to implement activities designed to bring attention to the issue of mental wellness and how to build a stronger and more supportive school climate. Examples of new and continuing efforts include:

- Sources of Strength
- Stress Less, Laugh More
- *our minds matter* clubs
- Mental Wellness screenings
- Youth Mental Health First Aid training
- *At Risk* Kognito training for adults
- *Friend2 Friend* Kognito training for teens
- Fairfax County Crisis Text Line
- Mental Health Week activities
- Random acts of kindness
- Kindness Wall
- Videos about destigmatization and coping skills

**Student Engagement**

For the third year the Student Advisory Council (SAC) received and reviewed their disaggregated youth survey data, looking at key areas of risk for their school community. They also considered protective factors and were introduced to the services available in their schools from school counselors, psychologists, and social workers. From that overview the students began formulating the direction of their work on mental health, school environment, and student balance and wellness. A natural link was the newly adopted FCPS Wellness Policy. Students were guided in the discovery of how their school based projects around mental health and wellness align with the regulation and the interconnectedness of all components of wellness.

Additional resources and data points were shared with the SAC, expanding their knowledge and increasing their capacity to bring information on mental health and healthy environments to students and staff at their schools, and influence culture change on the topic of mental health. Additional resources included an introduction to the FCPS Wellness Policy and the partnership with the Josh Anderson Foundation (JAF), with an introduction to the JAF *Our Minds Matter* curriculum. Bringing in JAF and the opportunity for a school sponsored mental health focused club was in direct response to a request made by students last year and the response in schools has been strong. Students in the SAC generated ideas about how they might work with the school counselor, school psychologist, and/or school social worker in their building to interpret and use the youth survey data, talk about the fit to the wellness policy, start an *Our Minds Matter* club, and continue the work to destigmatize mental health.

Students also requested basic mental health curriculum, which is offered through the school counselor, psychologist, and/or social worker who are available to come into any classroom and present lessons. Additionally, the *Friend2 Friend* Kognito training is available in 10th grade health. The education component of the Signs of Suicide curriculum, which is part of the *Wellness Screenings* conducted each year, is also available for use at any time in the course of the school year.
Students, in collaboration with the Mental Wellness Specialist and personnel from the Office of Chief of Staff, are working to create a website that will capture ideas being implemented across FCPS with regard to promotion of mental wellness, sharing the work and spreading the word. The prototype of the website was shared with students in their March meeting for their comments and suggestions, fully incorporating the student voice. Use of social media to promote positivity and wellness is increasing via Twitter throughout the year, and also at targeted times of the year which may be more stressful for students (e.g., SOLs). Student interviews on the mental wellness work of the SAC and why it is important can be viewed at: https://youtu.be/Z68yTYBM6ZY

In response to Fairfax County Youth Survey data indicating 36.2 percent of 12th grade students reported texting while driving a vehicle in the last 30 days, the Fairfax County Police Department presented a social media campaign on distracted driving. Following the presentation students were asked to develop ways to take the information and message back to their schools. Ideas generated included public service announcements, signing the online pledge at #phonesdowntouchdown, or assign roles to passengers in a vehicle (e.g., one to work the radio, one to work the phone).

**Utilization by Schools, Police, and Other Groups**

The data provided by the FCYS guides intervention and prevention efforts in the schools, in the community, and at home. Pyramid level data provides information to support pyramid level interventions, increasing collaboration among stakeholders. Parent Teacher Student Organizations organize presentations of the pyramid level data and work with school teams to increase protective factors and reduce risk behaviors. The chart below provides an example which clearly demonstrates that student perception of their parents’ beliefs is strongly correlated to student behavior. Students were asked if they thought their parents disapproved of them drinking alcohol. Of the students who perceived their parents thought it was very wrong for them to drink, 92 percent did not drink alcohol in the past 30 days compared to 48 percent of students who perceived their parents thought it was not wrong at all.
In partnership with Neighborhood and Community Services, the aggregated data was presented to Fairfax County Police and all school psychologists. Their familiarity with the data increases their understanding of the assets our youth identified and the risks and challenges facing our students. This information guides and influences their response when interfacing with youth.

**Evidence-based Interventions and Other Mental Health Early Intervention Services**

Every school in Fairfax County Public Schools has a school psychologist and school social worker assigned to serve their population. FCPS school social workers and school psychologists provide many services to general education students, students identified as needing special education services, and to staff, families, and other adults. Part of the service delivery includes small group, targeted interventions, implementing evidence-based practices (EBP) to support students’ social-emotional needs and promote academic success. Examples of EBPs include social skills or problem solving curricula such as Coping Cat, Zones of Regulation, Mind Up, Kimochis, Girls Circle, Boys Council, Unstuck and on Target, SOS (Signs of Suicide), Check & Connect, Skillstreaming, Superflex, Safe Dates, and Strong Kids. In 2015-16 school year, over 11,000 group counseling sessions were conducted by school psychologists and school social workers. Outcome data reported by school psychologists and school social workers indicates that 88 percent of students participating in group counseling with evidenced-based practices reported a positive behavioral change in one or more area, including homework completion, improved grades, increased time in class, or decreased office discipline referrals.
In addition, in 2015-16, school psychologists and school social workers provided over 45,000 individual counseling sessions to students. School psychologists provided over 25,000 consultations with teachers and an additional 5,000 consultations with outside providers. School social workers made over 21,000 referrals to community agencies on behalf of students and families and acted as case managers for 342 youth served through the Children’s Services Act, which involved coordination of community-based mental health services for students and families. School psychologists completed over 14,000 comprehensive assessments in support of special education determination and school social workers completed over 6,000 sociocultural assessments in support of the special education process. School psychologists and school social workers also completed over 1,700 suicide risk assessments.

Resiliency and Wellness Initiatives

Efforts in this area were strategically planned and implemented to align with target goals and strategies outlined in the FCPS Wellness policy and regulation, and the joint multi-agency Fairfax Children’s Behavioral Health System of Care Blueprint. Bullying and harassment prevention efforts have continued through a divisionwide focus on standardizing our protocol for reporting, investigating, and responding to all allegations of bullying and harassment.

A number of curriculum writing projects were implemented in the areas of resilience, bullying and harassment, and executive functioning lessons across all grades. Students, staff, and parents are being trained to use the Youth Survey Data to highlight the positive impact of family, school, individual, and community-based assets. School- and community-based wellness activities currently being employed include mindfulness, yoga, guest speakers, and wellness weeks. Social emotional learning projects are increasing at all grade levels and are effectively teaching students to recognize signs of emotional wellness and emotional distress, while learning strategies to help manage and regulate their emotions.

Community Partnerships to Improve Youth Mental Health

The Division's on-going efforts of suicide prevention, depression education, and identification of youth who may be in psychological distress or in need of support and resources has expanded through FCPS’ partnership with the Fairfax Falls Church Community Services Board and the availability of Kognito At-Risk trainings, Youth Mental Health First Aid, Crisis Text, and PRS Crisis Link. During 2015-16 there were 1,261 text encounters, for a total of 15,105 individual incoming text messages. Of these, 23 were expressing suicidal ideation, 22 reported suicidal ideation in the last two months, and eight reported prior suicidal behavior. Data review revealed 56 of these youth reported active self-injury (cutting, burning) and 51 were texting with concerns about a friend. As was noted last year, the number of youth using the Crisis Phone Line has also increased dramatically. In 2014 only 27 teens called the hotline; this increased to 100 in 2015 and 970 in 2016. It appears that increased efforts to advertise both the text line and the
hotline, plus work to reduce stigma and increase help seeking have impacted both text usage and phone calls. Text volume peaks in October and June when the school system sends out messages to students reminding them of the service. Texts expressing suicidal ideation are most common in August (reportedly related to anxiety about the start of school) and in June (reportedly related to anticipated isolation during the summer). Quarterly conference calls are held with participation by the crisis text provider, schools, and the Community Services Board to identify trends, ensure processes are in place for referrals as needed, and to problem-solve any concerns which have arisen. There is also communication with the vendor when FCPS is going to send a reminder about the service, which usually creates a large spike in usage.

Through a Memorandum of Understanding, the American Foundation of Suicide Prevention (AFSP) funds the purchase of training manuals and all supplies for Youth Mental Health First Aid training provided to FCPS staff, select students, and parents. To date we have trained over 953 individuals, and additional trainings are scheduled throughout the spring and summer.

In partnership with Fairfax County Government Prevention Services and the Community Services Board, training in Suicide Prevention is available to FCPS staff and students. At-Risk for Middle School, At-Risk for Elementary School and At-Risk for High School are each one-hour, online trainings to help concerned adults support youth who exhibit signs of psychological distress, including anxiety, depression, and thoughts of suicide. FCPS staff, two principals, and a school psychologist participated in the development of the elementary module. All new elementary, middle and high school teachers completed the At-Risk simulation. Since May 2014, over 22,000 FCPS teachers, administrators, and staff members, including coaches, have completed one of these programs. A study of FCPS teachers who participated in this training indicated significant increases in teacher confidence in ability to speak to youth about these topics, increased sense of competence, and increased referrals of youth to other professionals for help.

Friend2Friend [http://kognitocampus.com/peer, enrollment key: fcps] is a free 30-minute online simulation that gives high school-aged youth a chance to practice helpful ways to talk with a friend who may be struggling with psychological distress. FCPS students participated in the review and beta testing of this training; so far, over 1,500 youth have completed the training. The Student Advisory Council met in October 2016 and recommended that student representatives promote this training in their school and encourage participation across grade levels. In addition, the program has now been made available as a resource to 10th grade health teachers. A recent study of the effectiveness of this program demonstrated significant increases in the knowledge of warning signs, comfort in knowing how to talk to a friend in need, and help seeking behavior.

FCPS partnered with the Office of Neighborhood and Community Services to develop training for adults working with children who may have experienced trauma. This training explains the brain chemistry associated with trauma, and helps individuals recognize signs of agitation, irritability or withdrawal that
may be misinterpreted if one does not consider the possibility that the youth has experienced some traumatic event or series of events. As FCPS enrolls increasing numbers of students who live in poverty, who have experienced domestic violence, or who come from war torn countries or refugee camps, there is significant need for this type of understanding. Representatives from multiple agencies joined the group resulting in a broad network of stakeholders committed to ensuring that youth and their families are connected with professionals trained in providing trauma-informed care. To date the training team (which includes FCPS staff) has trained hundreds of youth-serving adults and agencies on core information and the response and care of youth who have experienced or been exposed to trauma.

**Fairfax County Communities of Trust Committee**

To further establish and maintain strong community engagement and partnerships, Fairfax County Public Schools is a member of the Fairfax County Communities of Trust Committee (COTC). In January 2015, Board of Supervisors Chairman Sharon Bulova created the COTC to advance collaboration, partnerships, and outreach between public safety agencies and the communities they serve. The Committee consists of representatives of over 15 community groups, FCPS, and public safety agencies. It meets monthly to discuss concerns that have arisen over incidents with the police, locally or nationally, as well as to plan opportunities for members of the community to hold direct dialogue with public safety agencies. A representative from the FCPS Office of Student Safety and Wellness participates, along with the school resource officer liaison, to ensure awareness of community concerns and to be able to address any questions or suggestions made by the committee.

**Fairfax County Juvenile Courts Transformation Committee**

In recent years there has been transformation of juvenile crime regulations across the country. In *Roper v. Simmos* (2005), *Graham v. Florida* (2010), and *Miller v. Alabama* (2012), the Supreme Court emphasized that juveniles are more likely to reform than adult offenders, and that most should be given a meaningful opportunity to demonstrate that they have done so. In short, because of young offenders’ developmental immaturity, harsh sentences that may be suitable for adult criminals are seldom appropriate for juveniles.

In view of the Supreme Court Findings, Fairfax Juvenile Courts has formed a Juvenile Justice Transformation Committee, of which Fairfax County Public Schools is a member. The purpose of the committee is to review and identify current court policies and procedures that inadvertently lead to harsh sentences for juveniles or that disproportionally negatively impact minority youth and youth with disabilities.

Members of this committee, including the director of Juvenile and Domestic Relations Court (JDRDC) Services, a judge from JDRDC, and the coordinator of Student Safety and Wellness, attended the Virginia Department of Education sponsored *Classrooms Not Courtrooms* conference with a School Board
member, the Chief Academic Officer, and others from FCPS. Representatives of FCPS presented on the work being done to reduce suspensions, and the use of restorative justice conferences to reduce the number of petitions being brought to juvenile intake due to violations which occurred in the school environment. Through efforts such as these, the schools are collaborating with the courts to reduce disproportionate minority student contact with the judicial system.

**Return to Learn**

This year, through a collaborative effort including participants from school counseling, school psychology, school social work, athletic office, and public health nurses, FCPS developed and is implementing Return to Learn in all schools. Students returning to school following an extended absence need support as they integrate back into classes and the social environment of school, whether returning following a chronic illness, short-term illness, mental health challenge, concussion, childbirth, or other medical condition. The school-based team will work with the student and parents/guardian to develop a plan which adjusts for attendance and stamina, academic engagement, and level of support necessary to ensure student participation and success. School counselors, psychologists, and social workers collaborate to support students and their families by coordinating Return to Learn meetings for students who have been absent from school for an extended period of time. In this, the first year of implementation, there is not sufficient data to determine statistically whether youth have improved outcomes related to utilization of this tool. However, anecdotally, several school practitioners have reported individual successes.

- “We’ve had tremendous success with Return to Learn at our school. Parents have commented positively about the process. I would like to share a case example of a student returning to school following a mental health hospitalization: For the Social/Emotional transition plan, through our discussion we came up with some strategies to alleviate her anxiety. The strategies included a flash pass on her phone and the names and room numbers of the adults she can access if she is in crisis (panic attack). We also gave her permission to sketch, use putty or stress balls in class as an alternative to leaving the room for a break. For the Academic Support, we recommended that her teachers reduce her assignments to only essential material to help her get back on track, reviewed her 504 plan and provided her with teacher notes. We will review the plan in 3 weeks to determine its success and to determine if adjustments are needed.”

- “Return to Learn works and it is an excellent tool that promotes student success following an absence. It gives students a fresh start with the necessary supports in place for them to return to school and succeed in their transition back to school.”

- “We have been able to identify needs and how to address them, provide accommodations etc. I think Return to Learn meetings and plans are very helpful and beneficial. The plans eliminate a lot of anxiety for the students as well as the parents and provide them with a clear plan of what to expect and how to get caught up with their school work etc.”
“Students report that after a Return to Learn plan has been developed, the teachers are very accommodating as they transition back to school. Many of the students have gotten back on track and have required various levels of emotional and academic support. Parents and students have voiced their appreciation for the school coming together to support the transition of the student.”

Access to Behavioral Health Services

Working in partnership with the Fairfax County Government, a gap in services was identified for children with substance use or mental health needs. Research indicates 1 in 5 children have mental health needs and of the few who receive treatment, most receive that treatment in school. School psychologists and school social workers provide mental health services to students, helping them maintain attendance and participation in the educational setting. However, services beyond those available in the school are often needed and private practice providers and the Community Services Board (CSB) often had waiting lists of several weeks, or the lack of providers who accepted Medicaid or other forms of insurance made accessing services difficult. To address this need, FCPS and the Systems of Care office in Fairfax County Government have developed and instituted separate but similar programs to fill the “gap” in service for students, connecting the student to a higher level of therapeutic treatment. The goal of both pilot programs is to develop a successful model that will meet short-term behavioral health needs that cannot be met through family resources, private insurance, the Community Services Board, or non-profit clinics.

Project AWARE (Advancing Wellness and Resiliency in Education) and the Virginia Tiered System of Support

To build this model in FCPS, an application for a grant was submitted in collaboration with the Virginia Department of Education to the United States Department of Education and the Substance Abuse and Mental Health Services Administration. The Project AWARE/Virginia Tiered System of Support grant was awarded, bringing $2.8 million to FCPS over five years. This funding is supporting transformation of the school climate and the development of tiered framework for mental health which is integrated into existing tiered systems that address academics and behaviors. Like those other systems, Tier 1 provides universal instruction, in this case in emotional literacy; Tier 2 provides additional supports, usually through small groups, for students who need more individualized interventions. Extensive work was done in 2015-16 to build a strong Tier 1 approach to emotional literacy. Administrators and school teams from five schools participated in professional development and planning to implement a program to teach adults and youth skills to Recognize, Understand, Label, Express, and Regulate (RULER) emotions. They are now working on a plan to incorporate these skills with every adult in the school during the coming school year. Once all adults have been trained and completed core components of the RULER program into daily use, the schools will introduce an advisory period using the RULER curriculum for students. Tier 2 provides evidence-based group interventions, including groups to address anxiety and stress, and those provided by Northern Virginia Family Services to youth who are reunifying with families after an extended
separation. Tier 3 is an intensive level of support, usually provided one-to-one. The program is in five high schools, Centreville, Fairfax, Falls Church, South Lakes, and West Potomac and brings a mental health provider into the school to provide Tier 3 treatment. The funding also supports Alcohol, Tobacco, and Other Drugs intervention. Lastly, this grant funds substitutes and other related costs so teachers can participate in professional development, including Youth Mental Health First Aid, an 8 hour course which, like standard first aid courses, offers the learner an opportunity to recognize signs of distress and help someone until it is possible to access professional care.

**Short-term Behavioral Health Services**

The Systems of Care (SOC) office in Fairfax County Department of Neighborhood and Community Services was tasked by the Board of Supervisors to develop a system which would allow youth to access mental health and substance use services when school staff identified an urgent need that could not be met quickly enough through traditional resources due to various barriers. The Board provided funding to purchase short-term behavioral health (STBH) services from private practice providers for youth who had a relatively urgent need for treatment, but experienced barriers such as low income, or limited or no health insurance with high deductibles or co-pay. This program was initially introduced in four high schools (Robinson, Annandale, Stuart, and Lee) and expanded this year to six additional schools (Herndon, Mt. View Alternative, Chantilly, Woodson, Mt. Vernon, Bryant Alternative). The plan moving forward is to expand to additional high schools as more providers are identified. As is available with the FCPS model, STBH services may include assessment, referral and brief counseling at no cost to the family.

Referrals for the FCPS and the STBH pilot projects are made by school psychologists and school social workers in the schools. The models are very similar and the Division is working closely to align referral, treatment length, and evaluation processes, while continuing to train and work with the school staff.

**Metric: Levels of bullying and harassment**

In response to ongoing concerns about the incidence of bullying and harassment in the schools, a central system for documenting allegations, investigations, and outcomes was developed and implemented in the 2015-16 school year. The Bullying and Harassment Management System (BHMS) is an online system that provides a secure location for administrators to document each step of an investigation including parent notification, interviews with all parties, outcome of the investigation, and interim and follow-up interventions selected to ensure that all students feel safe and that the situation is resolved for all involved.

In September of 2016, the Offices of Intervention and Prevention Services and Equity and Employee Relations partnered to offer initial training sessions for new administrators and/or refresher trainings for current administrators on utilizing the BHMS system when responding to all allegations (founded and
of bullying or harassment. New and refresher trainings were also offered for the Bullying and Harassment Liaisons, who are the points of contact at each school, and who are responsible for monitoring and reviewing allegations at their school and leading the administrative team in managing allegations. The liaisons also review data in order to identify and select intervention and prevention strategies for reducing bullying and harassment in their school community.

The BHMS continues to provide a standardized process for investigating, documenting, and responding to all allegations of bullying and harassment whether they are founded or unfounded or determined to be some lesser form of misbehavior. School principals are able to analyze the data for their schools in order to track individual and schoolwide data, assess changes in behaviors, and identify schoolwide patterns and trends in behaviors. The Office of Intervention and Prevention Services has district-view capability and monitors the BHMS data at the pyramid, region, and divisionwide levels.

The most common allegations recorded, by prevalence, are bullying, sexual harassment, discriminatory harassment based on race, cyberbullying, and discriminatory harassment based on religion. As of March 2017, 946 allegations of bullying and harassment have been entered into the system. Three hundred of those allegations were found to meet the criteria for proven bullying, harassment, or some combination thereof. In addition, 54 of those allegations were found to be a lesser form of mistreatment only. Four hundred and seven of the allegations were determined to be unfounded, either due to the facts of the case, or due to lack of witnesses and conflicting reports from those involved, and 185 are still in progress, meaning they are still being managed and have not yet been closed.

Even when an allegation is determined to be “unfounded” the administrator records what steps are being taken to ensure that the youth who was alleged to be the target of the bullying or harassment is supported, and feels safe at school. These might include a range of interventions appropriate to the situation, such as increased supervision, check-in by the school counselor to ensure nothing else has happened, or involvement in activities to strengthen positive peer interactions.

Documenting and implementing responses to all allegations, regardless of their determination, is a key component of the BHMS and an essential part of the process to reduce bullying in the schools. Through the BHMS, principals record the types of interventions and follow-up supports provided to all students and families. Responses may range from student/parent conferences and other disciplinary consequences, to providing individual counseling, restorative justice conferences, student check-ins, and classroom or schoolwide lessons on bullying prevention. The IEP and 504 plans for students receiving special education or 504 accommodations are also reviewed to ensure that the services and accommodations in place remain appropriate in light of the allegation.

With increased uniformity in the management of allegations of bullying and harassment, students are reassured that adults respond to all reported allegations; administrators provide appropriate and equitable
supports to both the alleged aggressors and targets; and parents are assured that every allegation, regardless of its determination, is investigated and responded to appropriately by school staff.

Trainings with a special focus on sexual and gender-based harassment continue for staff in the form of eLearnIT courses and voice over PowerPoints. Education for students in grades 7 through 12 continues with the information presented in conjunction with the SR&R training. Students in grades 4 through 6 receive information in bullying and harassment delivered in three classroom based lessons over three quarters for each grade level.

In order to better assess students’ attitudes and knowledge about bullying and harassment, as well as reporting behaviors, nine additional questions were added to the Fairfax County Youth Survey in November 2015. These questions asked students to report on incidences of sexual harassment, as well as inquired whether students would report sexual harassment, and if not, why not, so more targeted instruction can be developed.

In addition, to ensure that all students’ voices were represented, a shortened survey was developed for level 1 and level 2 English Speakers of Other Languages (ESOL) and for students with disabilities whose needs make participation in the standard youth survey difficult or impossible. The shortened survey included the same nine questions pertaining to bullying and harassment as well as the same questions about school climate and demographic information asked on the standard Youth Survey. The shortened survey was translated into seven different languages for the ESOL students and adapted, modified, and accommodated for students with special education needs.

Data from the additional survey questions in the 2015-16 Youth Survey was available in September. Sample questions and frequency of responses are provided below.

<table>
<thead>
<tr>
<th>Questions regarding sexual harassment in FCPS</th>
<th>FCPS Shortened Survey</th>
<th>FCPS Adapted Survey</th>
<th>FC Youths Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many times in the past year has another student sexually harassed you? Answer: Never</td>
<td>94.7</td>
<td>80.3</td>
<td>87.2</td>
</tr>
<tr>
<td>How many times in the past year have you sexually harassed another student? Answer: Never</td>
<td>97.0</td>
<td>78.9 (16.9 one time)</td>
<td>97.2</td>
</tr>
<tr>
<td>Were you aware of sexual rumors being spread at school or at a school sponsored activity, either verbally, or through electronic means such as texting or social media? Answer: Never</td>
<td>87.3</td>
<td>76.1</td>
<td>54.4</td>
</tr>
</tbody>
</table>

A comparison of the general youth survey and shortened surveys indicated that for all questions, students taking the shortened surveys (receiving ESOL 1 and 2 or special education services) had similar or more positive results in regard to recognizing, reporting, or being the victim or aggressor of sexual harassment. Smaller teacher-to-student ratios, increased adult supervision, and interaction in special education and
ESOL classroom settings may be protective factors safeguarding against experiencing behaviors of sexual harassment for these students.

**LGBTQ (Lesbian, Gay, Bisexual, Transgender and Questioning) Training for Clinical Teams**

Youth who self-identify as lesbian, gay, bisexual or questioning (LGBQ) on the Fairfax County Youth Survey (FCYS) experience depressive symptoms more than twice as often as non LGBQ students (48 percent vs. 23 percent) and are three times more likely to have seriously considered suicide than their non LGBQ peers (34 percent vs. 11 percent).

In addition, 27 percent of LGBQ students report being victims of sexual harassment and are twice as likely to report having been physically forced to have sex. LGBQ youth also report higher rates of being the victim of bullying and cyberbullying than their peers.

In regards to substance abuse, LGBQ student rates of alcohol and marijuana use are similar to non LGBQ peers but significantly higher for every other category of substances, i.e., cigarettes, inhalants, painkillers, prescription drugs and over the counter drugs. LGBQ students report that their teachers notice good work as often as their peers, but are less able to go to their parents for help. More than twice as many LGBQ students report only getting 4 hours or less of sleep on a school night (11 percent vs. 5 percent).

In order to address these issues, mandatory training for staff and students on sexual and gender-based harassment has continued and includes information and education on transgender as well as lesbian, gay, bisexual, and questioning youth (LGBTQ). The eLearnIT unit “Sexual and Gender-based Harassment Training 2016-17” was required for all new and returning, teachers, counselors, and school staff. In addition, the “Sexual and Gender-based Harassment” voice over PowerPoint training for students in grades 7-12 was shown at the beginning of the school year in conjunction with the Students Rights and Responsibilities presentations. Schools are asked to repeat both presentations at the beginning of the second semester.

The Offices of Intervention and Prevention Services, School Counseling, and Health and Physical Education have continued to support schools individually with managing cases involving LGBTQ students. We have also provided consultation, resources, and presentations to school administrators and staff on an as needed basis. We continue to develop and implement support structures for LGBTQ students and staff.

On-going professional development to raise awareness and to learn about best practices to provide support for these students is offered to all staff. **Step In, Speak Up!** is a 30-minute online training to help concerned adults support youth who may be struggling due to harassment or exclusion related to sexual identity, sexual orientation, or other differences. This online training has been recommended to all health
and physical education teachers with responsibility for family life education lessons that include instruction on sexual orientation and gender identity. Instruction provides information on terms associated with sexual orientation and gender identity with a focus on respecting individual differences.

**Metric: Attendance Rates in Grades 3, 8, 10, and 12**

For many years, Fairfax County Public Schools has focused its efforts on truancy rates and responses to patterns of unexcused student absences, as required by the Code of Virginia. School-based personnel are responsible for monitoring and acting on attendance data, while attendance officers are the primary persons responsible for monitoring and acting on student attendance referrals. Attendance policy requires specific actions beginning at five full-day unexcused absences. The numbers of FCPS students accruing significant days of unexcused absences and related needs for attendance contracts and interventions have increased over time.

![Truancy: More than Five Unexcused Absences 2012-2016](chart)

Based upon student enrollment for 2015-16, it appears that approximately 10 percent of students have accrued at least five unexcused full day absences in the past school year. While FCPS student average daily attendance is 92 percent or higher, it does not account for students with chronic absenteeism (missing 10 percent of the school year for any reason). No matter what the reason for the absence, students who miss large amounts of instructional time can experience underachievement.

**Attendance Task Force**

In response to the [Community Dialogue on School Attendance](#) an Attendance Task Force was formed and asked to develop recommendations to improve attendance and prevent chronic absenteeism which would include the schools and the larger community. In the spring of 2016, subgroups of the Task Force developed strategies and tools to inform future policies and practices, and in April 2016, members of the attendance task force steering committee presented their recommendations to the Successful Children and Youth Policy Team (SCYPT) and received endorsement of sections of their recommendations. In
October 2016, the remaining recommendations, with requested enhancements, were approved by SCYPT. Workgroups continue to meet and to implement various elements of the Attendance Action Plan. As part of their work, representatives of the Task Force attended the Virginia Department of Education (VDOE) 2016 Every Student Every Day conference. While there, the VDOE presented its new focus on chronic absenteeism, as substantial research indicates that students missing 10 percent of the school year, for any reason (illness, vacation, suspension, etc.) are at risk academically.

Looking at FCPS chronic student absence 2015-16 data at the 3rd, 8th, 10th, and 12th grade marks, patterns begin to emerge. Not surprisingly student absences tend to increase with student age. Hispanic students have poorer attendance at every grade level. Each chart reflects the number of students who were absent and missing instruction for 18 days or more, or 10 percent or more of the school year.
The Attendance Task Force action plan contains elements of evidence-based and promising community, agency, and school-based communications, and monitoring and intervention practices that will enable the community to address the very complex issues related to student attendance.

**Promising Practices Addressing Attendance Monitoring and Intervention Planning**

The Attendance Task Force Data Team is collecting, refining, and developing best practices and promising practices tools to enhance the ability of school staff members, including teachers, administrators, counselors, etc., to provide education and/or outreach, monitor progress toward attendance improvement, and engage parents, educators, service providers, and students in problem-solving the “root causes” of absenteeism. Once focus groups are completed in the spring of 2017, a resource toolkit will be launched to enable school teams to monitor, plan, and intervene with students who have accrued excessive absences. Additionally, specific outreach and communications efforts with parents are being planned.

One recommendation in the Action Plan called for examining how attendance data was used to alert staff of the need for early intervention, and to look within the broader context of student attendance, behavior, and achievement in doing so. To begin those efforts, the FCPS Responsive Instruction (RI) Initiative for team-based monitoring and intervention planning has incorporated new data tools to monitor student attendance more effectively. The EDSL Insight Tool now includes a flag for students missing 10 percent of the current school year. This tool will flag students early in the year, so, for example, as student who misses three days out of the first 30 days of instruction will be flagged to alert staff of a need for early intervention. The EDSL Foresight tool will also allow administrators to identify students based on their
previous year’s attendance, to have interventions in place during the summer and in the first weeks of
school. The tool permits RI teams to systematically set goals for students, and to monitor their progress
in all three areas (attendance, behavior, and academic achievement).

**Promising Practices Across Agencies**

FCPS is partnering with Fairfax County government agencies on essential attendance communications,
community resource planning, and youth outreach. Members of the attendance task force are engaged in
methods to leverage county and community partnerships, such as those with the Juvenile and Domestic
Relations Court, Neighborhood and Community Services (teen center outreach), and the Department of
Family Services Coordinated Service Planning sections, to ensure that youth and family communications,
outreach, and service delivery are enhanced for students with chronic absenteeism and truancy
concerns. All of this work is being done without additional county or school division resources.

**Attendance Intervention–Check & Connect**

Check & Connect is a comprehensive intervention designed to enhance both student engagement at
school and learning for marginalized, disengaged students in grades K-12 through relationship building,
problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school
completion with academic and social competence. Each student is matched with a mentor who meets
with the student weekly, monitors his or her progress, engages the family, and provides personalized
interventions.

School social workers have led the expansion of Check & Connect by partnering with the Systems of
Support Advisors (SOSAs) at all high schools. School social workers, SOSAs, school counselors, and
school psychologists identify current 9th and 10th grade students based on the following criteria: the
student was in the 9th grade during the 2015-16 school year; accrued 18 or more full day absences from
school; and had earned a D or F in one or more academic and/or world language classes.
Implementation, with coaching and support by school social workers and SOSAs will continue throughout
the school year and outcome data will be obtained at the end of the year. Best practice model is to
implement Check & Connect with a two year mentoring commitment.

**Attendance Intervention - Attendance Circles**

The Restorative Justice (RJ) Attendance Circle Program is in its second full year of implementation, and
is still considered to be a developing program. FCPS is continuing to collaborate with school-based
facilitators to determine the best way to measure the efficacy of these circles. A Restorative Justice
Attendance Circle is a community circle process based on the principles of restorative justice, where
students can find a connection with school staff and their peers, and can gain support in coping with their
struggle to attend school regularly. RJ intervention teachers, selected school psychologists, school social
workers, school counselors, and some advisors (SOSAs) are trained to facilitate these circles. When in circle, students connect with other students and supportive adults who engage them in discussion of attendance issues and solutions with a focus on how their poor attendance is affecting or impacting themselves and others. Attendance Circle programs typically run from October-May, and facilitators maintain contact with students during SOL testing as part of a maintenance plan. Early data shows that students who participate regularly in RJ Attendance Circles show significant improvements in attendance. Anecdotal data suggests that students make healthy, supportive connections with other students and adults, increasing their chances of staying positively connected to school.

Ninety three (93) percent of schools with Restorative Justice Attendance Circle programs report success and have continued into their second or third year.

<table>
<thead>
<tr>
<th>Middle Schools Attendance Circle Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin Middle School</td>
</tr>
<tr>
<td>Glasgow Middle School</td>
</tr>
<tr>
<td>Herndon Middle School</td>
</tr>
<tr>
<td>Lanier Middle School</td>
</tr>
<tr>
<td>Lake Braddock Middle School</td>
</tr>
<tr>
<td>Montrose ALC</td>
</tr>
<tr>
<td>Stone Middle School</td>
</tr>
<tr>
<td>Thoreau Middle School</td>
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<tr>
<th>High School Attendance Circle Programs</th>
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</thead>
<tbody>
<tr>
<td>Annandale HS</td>
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<tr>
<td>Bryant AHS</td>
</tr>
<tr>
<td>Bryant ALC</td>
</tr>
<tr>
<td>Cedar Lane</td>
</tr>
<tr>
<td>IAS-TSRC Vienna</td>
</tr>
<tr>
<td>IAS TSRC Westfield</td>
</tr>
<tr>
<td>Lake Braddock HS</td>
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<tr>
<td>Langley HS</td>
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</tbody>
</table>
Early data on outcomes of participating in an attendance circle indicates that, on average, middle school students who regularly attended RJ Attendance Circles reduced their number of full day absences by 69 percent. High school students who regularly attended reduced full day absences by 45 percent. On a post-circle “School Engagement Survey,” all students reported that they believed an adult in the building “cared about them” and that they felt “more connected to their school.” At the high school level especially, it was reported that students who attended RJ Attendance Circles formed and valued strong connections with their facilitators and sought guidance and support from them on a regular basis. Students who rarely attended RJ Attendance Circles did not show improvement in their attendance.

Role of the Attendance Officer and the Transition Plan for Service Delivery

Currently, Virginia Code 22.1-254 requires that students with five unexcused full day absences be referred to attendance officers, with prescribed conferences and court proceedings linked to lack of improvement in the student’s attendance. The focus of an attendance referral and related actions is to identify underlying problems that contribute to the student’s absences, and to develop an attendance plan. The current attendance law timeline does not always permit the time necessary to develop and implement needed intervention plans but Fairfax County Juvenile and Domestic Relations Court utilizes its discretion at the point of intake rather than forwarding petitions automatically to the court.

Attendance officers are the individuals responsible for responding to attendance referrals, and taking needed actions with administrators, parents, and students before court intake processes are considered. They are also responsible for ensuring that students have contact with other service providers (school counselors, school social workers, or school psychologists) within the schools to actively solve attendance-related problems. Currently, state law only addresses required actions for students with specific numbers of unexcused absences.

In response to recommendations from the attendance task force, a plan was developed to gradually transform school attendance support positions from school attendance officers to attendance intervention specialists. The first of these new positions was hired late in 2016 to replace a retiring attendance officer. This individual takes on the same responsibilities as an attendance officer for referred cases, but has school mental health professional credentials. The specialist is skilled at connecting youth and families...
with other service providers within and outside of FCPS, and has the ability to convene family resource meetings and other multi-agency service provider meetings on behalf of referred students.

**Metric: Levels of student drug and alcohol use**

Prevention and early intervention efforts to address concerns about use of alcohol, tobacco, other drugs (ATOD) have continued to increase over the past year. The health curriculum includes information and warnings about these issues beginning in elementary school. The ATOD specialists are often asked to present to faculty and parent groups about current trends in usage and new, creative methods youth may use to hide and abuse drugs. Students who violate school drug polices attend an intervention seminar in lieu of suspension for first time offenses; recidivism after attending the program is less than 1 percent. Collaboration with school PTAs and community groups, such as the United Prevention Coalition and the Community Services Board, broaden opportunities for parent education presentations, including *ATOD Parent Information Night, Saturday Night in the Suburbs, Perils of the College Drinking Culture*, and *PROTECT*. Principals are informed about the availability of these programs through the Infogram as well as direct outreach to the PTA/PTO presidents at each high school.

**Data**

Past 30 day reported use of tobacco, alcohol, and marijuana continue to decline and Fairfax County students remain below national averages for these substances.
Fairfax County Youth Survey data shows a continued pattern of decline in self-reported tobacco, alcohol, and marijuana use within the last 30 days. Monthly prevalence rates for Fairfax County students were overall lower than comparison national average rates for tobacco, alcohol, and marijuana; however, Fairfax County youth report a slightly higher prevalence than national averages for LSD, cocaine, and heroin. A much smaller percentage of youth report using painkillers for non-medical reasons, making it difficult to determine statistically significant trends, as small changes in the data results in fluctuation over time, though a downward trend is noted when comparing 2010 to 2015. The most current data indicates that over 2,000 youth reported misuse of painkillers.
FCPS is working closely with the Community Services Board (CSB), Neighborhood and Community Services, and the Health Department, as well as non-profit groups such as the United Prevention Coalition to develop strategies to combat the rise of nonmedical use of prescription drugs. These efforts include efforts by the Health Department to work with doctors on prescribing practices, public service announcements, Operation Medicine Cabinet Cleanout where community members turn in prescription drugs for safe disposal, targeted early intervention and treatment programs, Town Hall meetings, and parent information sessions.

In February 2017 the Successful Children and Youth Policy Team (SCYPT) endorsed a proposal to put six substance abuse prevention (SAP) counselors in targeted high schools and middle schools. This proposal also included increased professional development for the AOD seminar teachers to enable them to screen for more serious drug use, as well as two Community Service Board positions to improve rapid access to treatment for youth identified as needing treatment, either through the AOD seminar or through the Juvenile and Domestic Relations Court Services intake process. The primary goals of all recommendations in this report are to increase prevention and early intervention and to increase the number of identified youth who start and complete treatment after referral. A final determination about whether these recommendations will be implemented is dependent on budget decisions by the Fairfax County Board of Supervisors.
Metric: Availability of health and wellness resources for staff

Wellness Policy and Regulation

In May 2016, the Fairfax County School Board adopted a revised Wellness Policy for Fairfax County Public Schools that promotes the health and well-being of students and staff. In October 2016, FCPS completed an update of Regulation 2100, Student and Staff Health and Wellness. These comprehensive revisions to the policy and regulation were accomplished with significant input from the community through continued and ongoing collaboration with the School Health Advisory Committee (SHAC).

The components of the local wellness regulation were expanded to include physical education; physical activity; health education; health services; healthy and safe school environment; counseling, psychological, and social services; health promotion for staff members; family and community involvement; food and nutrition (general); nutrition education, promotion, and food marketing; and nutrition guidelines that influence student and staff health and wellness. These components meet the requirements of Public Law 111-296, Healthy, Hunger-Free Kids Act of 2010 (HHFK), and are aligned to the Coordinated School Health Model, developed by the Centers for Disease Control and Prevention (CDC).

Throughout school year 2016-17, various FCPS departments have been working collaboratively with SHAC to develop recommended metrics for reporting and monitoring Division systemic compliance with the implementation of the wellness policy. Reporting is anticipated to begin during school year 2017-18.

Additionally, FCPS staff have been working collaboratively with the Student Advisory Council (SAC) throughout school year 2016-17 to increase awareness of the student and staff health and wellness policy and to develop resources to increase student engagement and participation across the system. This year, the SAC has elected to focus primarily on mental health/wellness, healthy and safe school environment and student balance and wellness. The Office of Communication and Community Relations has also been a part of FCPS’ work with SAC, offering opportunities to expand and connect students through multimedia communications.

FCPS is committed to the health and wellness of the students, staff and community. FCPS departments have been working to develop comprehensive information and resources to engage students, staff and community members in health and wellness. These resources available on FCPS’ Student and Staff Health and Wellness webpage at https://www.fcps.edu/node/32253.
Advisory Committee for Students with Disabilities (ACSD) School Board Charge

2016-17 ACSD Committee Charge

The Committee should examine practices throughout the school division related to providing services at the building level for students with disabilities in grades preK-12 for the purposes of maximizing inclusion in educating students with disabilities in their base school.

Examine and define successful nationwide evidence-based practices in delivering services at the building level (grades preK-12) and identify FCPS schools which model best practices in order to scale and implement practices to schools at all levels (preschool, elementary, secondary).

Examine how students with disabilities are accessing the general education curriculum through the continuum of services offered by FCPS.

In 2017-18, ACSD will focus on examining how students with disabilities are making progress in the general education curriculum (IDEA, 2004). They will explore “progress” as supported by, at a minimum, student growth progression, cohort progression, national data and parental goals.

In addition, the committee will examine current FCPS staffing practices and facility adequacy and limitations to evaluate efficacy in delivering services at the building level while meeting the needs of a diverse population of students with disabilities in grades preK-12 with current composition of FCPS facilities.

Executive Functioning and Assistive Technology

In order to manage tasks and succeed in goal-directed activities, executive function skills are required. Ellen Galinsky suggests in her book Mind in the Making (2010) that we should think about executive function as managing, not ordering. In the book Executive Skills in Children and Adolescents (2010), Dawson and Guare discuss two dimensions of executive skills: thinking and doing. Thinking skills help students select and achieve goals and solve problems using strategies like prioritizing, planning, organizing, self-monitoring, and metacognition. Doing skills help students accomplish those tasks and involve skills such as response inhibition, emotional control, sustained attention, task initiation, persistence toward achieving a goal, and flexibility. Most academic tasks require students to coordinate and integrate many different skills. Weaknesses in executive function skills may have a significant impact on the accuracy and efficiency of students’ performance. Many different technologies can be used to facilitate executive functioning skills.

The following technologies are supported by Assistive Technology Services (ATS) and approved for use by students in Fairfax County Public Schools:
Self-Control
Self-Control is the ability to inhibit and regulate emotional and behavioral responses and read and respond appropriately to social situations.

- **Low-Tech Strategy Cards** - Create cards that illustrate strategies that can be used when a student feels that they are losing control. These cards can be used as a visual reminder to help students make better self-management decisions.

- **Book Creator** - This app can be used to create books with pictures, sound, text, and video. This app can be used to create social stories to support students who struggle with responding appropriately to social situations. Available for iOS, Android, and Windows. (FCPS approved)

Metacognition
Metacognition is the ability to analyze, understand, and monitor one’s own learning and thinking.

- **Low-tech Prioritizing Strategies** - Prioritizing strategies can be used to help a student identify tasks that cause anxiety or tasks that need to be completed quickly. Color-coded folders or sticky notes can be used to identify the “red hot” items that should be completed first because they are causing anxiety and the “cool blue” activities that can wait. This strategy can help students monitor their own emotions regarding task completion.

- **Reflective Journaling** - Students can use a variety of technologies to journal about their learning. For example, they might journal after taking a test to reflect on what worked well in their studying and what they might do differently next time. Journals can be completed in the Notes app on an iOS device, in a word processor on a computer, or in a Google Document to be shared with the teacher. There are many apps for all tablet platforms that are designed specifically for journaling.

- **Capturing Thinking** - Students can use a variety of technologies to capture their thinking. The SmartPen by Livescribe can be used to record a student as they talk through and write about an activity. The Explain Everything app and the AudioNote app can also be used to capture thoughts and ideas as students work. Both of these apps are available for iOS, Android, and Windows (Explain Everything- FCPS approved, AudioNote- FCPS approved for special education).

Cognitive Flexibility/Shift
Cognitive Flexibility/Shift is the ability to take perspectives, make connections, think flexibly, and move freely from one situation to another.

- **Schedules** - Schedules can be used to help a student with transitions between activities. Schedules can be created in many different ways. Visual schedules can support students who are visual learners by pairing pictures with activities. Schedules can be maintained in a notebook,
in an app on a mobile device, or on a computer. Schedules allow students to be more independent with their movement from activity to activity throughout the day.

- **First-Then Visual Schedule** - First-Then Visual Schedule is an app that provides a visual representation of a sequence, routine, activity, or transition. This app is available for iOS and Android (FCPS approved for special education).

- **Vibrating Watch** - A vibrating watch can be used to remind students when it is time to shift to a different activity. Watches are available that can be set to vibrate and show a reminder phrase at the programmed time.

- **Time-Timer** - The Time-Timer is a visual timer that helps students see the amount of time left for an activity. The Time-Timer is available as a large, clock-like timer and as an app. The app is available for both iOS and Android (FCPS approved for special education).

**Goal-Directed Persistence**

Goal-directed persistence is the ability to initiate tasks, plan and organize time and materials, solve problems, sustain effort, and follow through.

- **Calendars** - Calendars can be maintained on a computer using a variety of methods. Most email systems have built-in calendars. Students can also maintain a calendar in their Google account. Low Tech calendars can be created using paper. Some students keep their calendar in an agenda book that is frequently used by schools. Portable calendar booklets can also be created using the PocketMod website. The Calendar app on an iOS device can be used to maintain appointments, assignments, and other obligations. Most mobile devices will have a built-in calendar.

- **Data Chart Organizers** - This can be created in any word processor using the Table function. Once the chart is made, the user can take notes and keep track of reference sources in the different cells of the Table.

- **Checklists** - Students can plan and self-monitor tasks by using a checklist. Checklists can be created in a word processing program.

- **Google Drive** - Google provides the ability for students, faculty, and staff to communicate, store files and collaborate on documents in real time from school, work, or home, all within a secure "closed campus" online environment.

- **Inspiration program and app** - Inspiration is a graphic organizer program for webbing, diagramming, concept mapping, organizing, and outlining. A talking interface feature reads menu buttons, symbol names and toolbar buttons aloud. A listen tool reads students' work back to them.
in their diagram, notes, and outline. The record feature allows students to record information in both the diagram and outline. The one-click transfer feature moves the student's work to a selected word processor. There is also an app available for an iOS device (Both the program and app are FCPS approved).

- **Kidspiration program** - Kidspiration is a visual learning tool that may be used to help students brainstorm ideas, organize, and categorize information, and create visual webs and maps. Students may use the record tool to record information and the listen tool to have text on the screen read to them. The SuperGrouper tool helps students sort, organize and categorize information. Kidspiration includes a library of over 1,200 student-friendly symbols (FCPS approved).

- **Notes App** - The Notes app allows a student to take notes, write down thoughts, and record text on a mobile device. This app is part of the standard set of apps that come on an iOS device. Other mobile devices will have similar apps.

- **AudioNote** - This app synchronizes note taking with audio recording. The notes are highlighted during playback. The notes can be handwritten or text. Notes and audio files can be shared by email. AudioNote is available for iOS, Android, and Windows (FCPS approved for special education).

- **iStudiezPro** - This mobile app provides a schedule planner and interactive calendar. It will send notifications to assist with completing assignments on time. Grades can be shown and GPA calculated. iStudiezPro is available for iOS and Windows (FCPS approved for special education).

**Attention and Focus**
Attention and focus is the ability to filter out distractions and sustain concentration in order to think, listen, or watch with interest.

- **Clock App** - This is a standard app on mobile devices which allows students to set a stopwatch, alarm, and timer options. Most mobile devices will have a clock app.

- **Timers** - There are many timers available online or on mobile devices which allow students to set them to assist with task completion.

- **Rewordify** - Rewordify will present pasted text in a simplified version. Words that are changed are highlighted on the screen and the user can click on the highlight words to see and hear the original words. Worksheets and quizzes to help the user learn the original words can also be printed from the site and statistics such as reading level, number of unique words, and average sentence length can be accessed.
Text Compactor- Text Compactor is a free online text summarizer. After pasting text into the provided box, the user can select the percentage of summarization. The program will then provide a summary of the text which includes the chosen percentage of the original text. The summarized text could then be read aloud by a separate screen reader.

Working Memory
Working memory is the ability to mentally store, retrieve, and use information for a task.

- **Flashcards**- Flashcards may help students practice information that they need to remember. There are many different flashcard sites on the Internet and apps for mobile devices.

- **Highlight tool**- Use the highlight tool in a word processing program to find main ideas, key details, and new vocabulary. Interacting with the text may increase students’ retention of the information.

- **Templates**- Use a word processing program to develop templates for later use, e.g., a template for getting homework done, for solving a math word problem, planning long-term projects, etc.

- **KWL Chart**- The brain needs to connect with prior knowledge. Activate prior knowledge by having students make predictions using KWL charts.

- **Graphic Organizers**- Linking new information with existing knowledge is important for long-term memory. Graphic organizers may be beneficial in linking this knowledge. They may also be helpful when summarizing information. When completing a writing assignment, students can create a graphic organizer to write down the main ideas so they can focus on one aspect of writing at a time. They would first generate ideas, then organize them, and finally attend to spelling, mechanical and grammatical rules.

  - **SmartArt in Microsoft Word**- The “Insert” tab on the ribbon in Microsoft Word includes a SmartArt choice in the Illustrations section. There are many choices of graphic organizers available that can be inserted directly into a word processing document.

  - **Inspiration**- Inspiration is a graphic organizing program that is available in most schools in FCPS. It is also available commercially. Inspiration provides both a diagram view and an outline view of information. Ideas can be supported both with visuals and audio recordings.

  - **Kidspiration**- Kidspiration was created by the makers of Inspiration for students in elementary grades. It offers many of the same features as Inspiration with a greater
focus on the visual and audio supports. Kidspiration is available in most FCPS elementary schools and is available commercially.

- **Inspiration Maps** - This is the iOS version of the Inspiration program and is available for download in the Apple App Store.

- **Smartpen** - The Livescribe Smartpen is a ballpoint pen that links handwriting with digital audio. When used with specialized paper, it records what it writes and synchronizes those notes with any audio it has recorded. This allows users to replay portions of a recording by tapping on the notes they were taking at the time the recording was made.

- **Cameras** - Students can use the camera or their mobile device to snap photos of the whiteboard/blackboard after class to make sure they don't miss notes or an assignment. Photos may also serve as a helpful visual reminder of what needs to be done (i.e., create a photo series of packing up the backpack the night before so that nothing is forgotten). Most cameras will also record video, which can be useful in capturing a record of a process for completing a task.

In order to provide additional assistive technology (AT) resources to parents and educators in the area of executive functioning, in 2017-18, ATS staff will increase the number of public resource pages available on the ATS internet site. ATS will also expand their job-embedded assistive technology training opportunities at school-based sites in order to continue building capacity of all educators to meet the diverse needs of students with deficits in executive functioning.

**Executive Function Intervention Studies**

During the 2011-12 school year, FCPS partnered with Children’s National Health System’s Center for Autism Spectrum Disorders to conduct a validation study on *Unstuck and On Target*, an executive function intervention for children with an autism spectrum disorder. *Unstuck and On Target* was developed for use with children who have significant executive function difficulties, particularly with planning, organization, and flexibility. Sixty-seven students (3rd-5th grade) with autism spectrum disorder participated in the validation study and results indicated that *Unstuck and On Target* is an effective intervention for improving flexibility, planning, organizational skills, and classroom behaviors. Students receiving the *Unstuck and On Target* intervention made improvements in their ability to compromise, transition, handle the unexpected, and participate in the classroom. To date, 138 FCPS schools have received implementation training in the *Unstuck and On Target* intervention from the Office of Special Education Instruction.

The FCPS Division Research Screening Committee (DRSC) has approved a research study, *On Target for Life*, a school-based executive function intervention for teens with autism spectrum disorder. *On Target for Life* is the middle school version of *Unstuck and On Target*. *On Target for Life* teaches teens
with autism spectrum disorder how to think and act flexibly, set goals and make plans for achieving goals, and how to work independently and efficiently without getting “stuck” on details. Lessons are taught through videos, visuals, and discussion of scenarios. Motivation to be more flexible and goal oriented is addressed by increasing student’s self-awareness of the advantages of thinking flexibly, setting goals, developing plans, and using self-regulation (coping) skills. Researchers from the Children’s National Health System are partnering with eight FCPS middle schools to evaluate On Target for Life for students with high functioning autism spectrum disorders. The research study is currently being implemented during the 2016-17 school year.

Children’s National Health System has been funded by the Organization for Autism Research (OAR) to conduct a trial of their high school executive function curriculum for autism spectrum disorders, Flexible Futures, and is partnering with two secondary schools and one high schools in FCPS to conduct this research study. Flexible Futures is part of the spiraling curriculum undergoing testing in FCPS at the elementary (Unstuck and On Target) and middle school level (On Target for Life). Flexible Futures is the high school curriculum, designed to prepare students for postsecondary education. As students move or “spiral” through the three interventions throughout their school career, they build their skills of executive functioning through an approach that introduces key concepts to students at a young age and teaches and reinforces these concepts repeatedly with increasing degrees of complexity. Flexible Futures closely reflects the goals of the FCPS Portrait of a Graduate. The research study is currently being implemented at one high school during the 2016-17 school year.

During the 2017-2018 school year, On Target for Life will be available for implementation at all FCPS middle schools and Flexible Futures will be available for implementation at all FCPS secondary schools and high schools. The Office of Special Education Instruction will provide school-based training and support to teachers implementing both of these executive functioning curricula.

**Bridge to Kindergarten**

Bridge to Kindergarten is a three week transition program for rising kindergarteners who did not have a prekindergarten experience. The program started in the summer of 2013 in 24 schools (750 students). Schools were identified based on the number of students on the Family and Early Childhood Education Program/Head Start (FECEP/HS) waitlist and the number of students that were identified as not having had a prekindergarten experience.

The program has been developed to support rising kindergarten students have a positive transition by nurturing child-teacher relationships, developing school behaviors (executive function skills and self-regulation), and connecting families to the school.

Kindergarten teachers were surveyed in the fall 2013. Teachers reported that, as a result of Bridge to Kindergarten, they developed relationships with students, learned about individual students including
needs, and developed plans to meet individual needs. They also reported that students developed classroom routines and school behaviors, were familiar with the school environment, worked well with adults and peers and increased their attention, inhibitory control and self-regulation.

As a result of the first year study outcomes, the Bridge to Kindergarten program was expanded to 50 elementary schools (1,160 students) in the summer of 2014 and 62 schools in the summer of 2015 (1,315 students). A random sample of students was assessed using the HTKS and the early literacy subtests of the Woodcock-Johnson. Children who participated in the Bridge to Kindergarten Program in the summer of 2015 demonstrated significant gains in self-regulation (measured by HTKS).

Summer Pre- to post-program effects:

- Children in the program gained nearly 8 points on the HTKS, a measure of self-regulation. This is, on average, roughly six months of development as determined by other research.
- Children in the program gained nearly 2 points on the Applied Problems, a measure of math. This is, on average, roughly four months of development as determined by other research.
- Children in the program gained 1 point on the Letter-Word Identification, a measure of literacy. This is, on average, roughly two months of development as determined by other research.

The random sample of students was followed into kindergarten and at the end of the first quarter; these students were assessed again on the HTKS and the Woodcock-Johnson. The students who participated in the Bridge to Kindergarten Program in summer 2015 demonstrated significant and substantial gains in self-regulation and academic achievement from the beginning of summer to the fall of kindergarten.

Pre-program to fall follow-up effects:

- Children in the program gained 13 points on the HTKS. This is, on average, roughly 12-months of development as determined by other research.
- Children in the program gained nearly 4 points on the Applied Problem. This is, on average, roughly 10 months of development as determined by other research.
- Children in the program gained over 4 points on the Letter-Word Identification. This is, on average, roughly eight months of development as determined by other research.

Bridge to Kindergarten was offered to 49 schools in the summer of 2016 (approximately 986 students). The administrator and teacher surveys for the summer 2016 program indicated similar results to those of the summer of 2015. Families were surveyed and indicated that they had a positive experience with their child attending Bridge to Kindergarten, they participated in a family engagement activity (e.g., parent
meeting, home visit), they felt more familiar with the school, and reported their child was more ready for kindergarten.

**School Counseling Services Academic Habits Lessons**

Fairfax County Public Schools K-12 School Counseling Services has developed a K-12 curriculum that is based on Dr. David Conley’s work around college and career readiness (CCR). Dr. Conley is the Director of the Center for Educational Policy Research at the University of Oregon. One of Dr. Conley’s identified components for CCR is Key Learning Skills and Techniques, which are rooted and correlated to executive functioning skills. These “Academic Habits” are the manifestation and mechanization of executive functioning.

Academic Habits lessons have been developed through three large summer curriculum writing projects in 2014, 2015, and 2016. They focus on the following habits and are all cross-referenced with the FCPS Executive Functioning Skills. The summer 2015 project incorporated scaffolds and strategies for English Language Learners into the lessons. All lessons are available to teachers and counselors in eCart:

- Persistence
- Help Seeking
- Time Management
- Progress Monitoring
- Self-Awareness
- Collaboration
- Self-Efficacy
- Memorization (MS & HS)

There are 47 lessons available to school staff at the elementary school level, 39 at the middle school level, and 45 at the high school level. These lessons are being used by staff in schools.

**AVID**

The Advancement via Individual Determination (AVID) program is designed to meet the educational and social needs of students “in the middle,” defined as students who, with support, have the potential to succeed in a rigorous course of secondary school study and go on to attend and graduate from a four-year institution of higher education. The primary component of the AVID program is a year-long elective course that helps students improve academic and executive functioning skills, provides tutorials designed to increase higher-level thinking, and includes motivational activities and college and career exploration focused around the importance of four-year college enrollment. The program also provides social and instrumental support via a peer group centered on academic success; a team of supporting teachers, counselors and administrators; and a parent involvement component.
The mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID’s goal is to ensure that students capable of completing a college preparatory path will: succeed in the most rigorous curriculum, actively participate in the school community, enroll in a four-year college, and become educated and responsible participants and leaders in a democratic society.

The Office of Counseling & College & Career Readiness provides ongoing coaching and professional learning opportunities for faculty and staff to investigate AVID alignment with site’s college readiness initiatives (such as Portrait of a Graduate and Ignite) in order to provide all students with opportunities to develop as lifelong learners and leaders in a global society. This is accomplished by having the faculty:

- Implement student centered instruction to promote student ownership
- Create classrooms where students demonstrated their potential for learning and leadership
- Support students in curricular activities and in various leadership roles

AVID is currently available in 25 middle, high, and secondary school settings within the Division.

In 2017-18, the AVID program will continue to work collaboratively to provide resources, tools, and professional development for AVID administrators, teachers, counselors and tutors. Future areas of focus for AVID include the development and implementation of a districtwide recruitment plan that will identify students for participation in AVID, developing a sustainable, long-term plan for expanding AVID, and ensuring the alignment of the AVID tenets to the Portrait of a Graduate.

**Strategies for Success**

The Strategies for Success elective course is designed for secondary students (grades 6-12) with and without disabilities whose difficulty with executive functioning skills impacts their ability to be successful across the core content areas. These students need additional academic support, and direct, explicit strategy instruction in executive functioning to be successful in the school setting and to make progress in the general education curriculum. This elective course is designed to provide support to a student in core curricular areas and to provide direct instruction in specific learning strategies, study skills, time management, organization, and self-advocacy skills. For students with disabilities, time is also allotted to address individual areas of need as identified in their Individual Educational Program (IEP). This course aligns with the Portrait of a Graduate student achievement goals by promoting lifelong strategies to support academics, essential life skills, and responsibility to the community and world.

The Office of Special Education Instruction (OSEI) provides ongoing training and support to teachers of Strategies for Success. Curriculum course materials were provided by OSEI to all secondary schools in August 2015, along with comprehensive training on the newly developed course guide. As part of their
training, each secondary school received the Executive Functions Skill Building Program that included a teacher curriculum notebook and student materials. The Executive Functions Skill Building Program equips students with the foundational building blocks for academic success and personal growth. The program focuses on developing the following skills: planning and prioritizing, paying attention, managing time and materials, task initiation, flexibility in solving problems, and impulse and emotional control.

Over the course of the past year, efforts have been focused to create and implement curriculum and instruction that facilitate and support executive skills. The Division has also worked to identify and implement technology programs and tools that promote executive functioning. In addition, consultation and professional development has been provided for school and centrally based staff.

Future plans in 2017-18 include continuing to evaluate instruction and technology related to executive functioning. FCPS will continue to examine screening procedures while identifying and utilizing strong assessment tools. In addition, the Division will work to ensure that all processes and instruction are implemented with fidelity across the Division. It is essential to continue to provide relevant and meaningful information, resources, and training to students, staff, and families.

Best Practices for Inclusion

Inclusive education means that all students are full and accepted members of their school community, in which their educational setting is the same as their nondisabled peers, whenever appropriate.

While federal legislation regarding education for students with disabilities does not include the terms ‘inclusion’ or ‘inclusive education,’ the Least Restrictive Environment requirement from the Individuals with Disabilities Education Act (IDEA), provides the basis for understanding, practice, and legal interpretations.

The benefits of inclusive education are numerous for students both with and without disabilities. For students with disabilities, inclusion provides opportunities for increased social initiations, relationships and networks, and gives students exposure to peer role models for academic, social, and behavior skills. Students with disabilities are provided greater access to the general curriculum and enhanced skill acquisition and generalization. Students without disabilities increase their appreciation and acceptance of individual differences as well as their understanding and acceptance of diversity. Inclusive education prepares all students for adult life in an inclusive society.

DSS is highlighting the following during 2016-17:

1. Raise awareness of the importance of inclusive practices in Fairfax County

2. Develop and offer professional development for administrators and school staff regarding best practices for inclusion in the classroom and school community
3. Meet or exceed the Virginia state targets related to Indicator 5: School Age Least Restrictive Environment (LRE) and Indicator 6: Preschool Least Restrictive Environment (LRE).

These goals are aligned with the FCPS Portrait of a Graduate and the skills necessary for the success of all students (communicator, collaborator, global and ethical citizen, creative and critical thinker, goal-directed and resilient individual).

The Office of Special Education Instruction provides ongoing professional development to schools around best practices in inclusive education. The following chart outlines the areas of focus for professional development.

| Inclusive Education Professional Development |
| Office of Special Education Instruction |
| Co-teaching and Collaborative Partnerships |
| Support Facilitation to Access the General Curriculum |
| Peer-mediated Instruction |
| Instructional Accommodations and Curricular Modifications |
| Adaptation of Instructional Materials |
| Differentiation in Inclusive Classrooms |
| Responsive Staffing and Scheduling |

During the 2016-17 school year, the Office of Special Education Instruction has provided 95 school-based trainings and over 2,500 individual consultations to instructional staff and administrators on best practices for inclusive education.

In 2017-18, the Office of Special Education Instruction will make enhancements to the FCPS public and intranet webpages that will include comprehensive information on best practices for inclusive education, professional development, and resources that highlight exemplary programs and practices in academic, non-academic and school community settings.

**Metric: Levels of Demonstrated Citizenship Skills**

**Global and Ethical Citizenship**

As a result of living in an increasingly interconnected world, people today have an added layer of responsibility. FCPS has recognized this responsibility by including the desire for Global and Ethical Citizenship as one of the domains of our Portrait of a Graduate. In this domain, students are asked to understand the ways in which people are interdependent and interconnected. They are asked to understand local, national and global issues not only from their own perspective but also from other diverse perspectives and cultures and contribute to possible solutions. This can be done in a variety of ways.
People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Young people today need tools, instruction, models and practice to successfully develop these characteristics. Engagement in civic life requires knowledge and experiences working alone and together as citizens to develop the habits of citizenship. In support of the recognition for this need, the VDOE Standards of Learning for History and Social Science were revised recently to reflect an emphasis on the development of skills to become active and engaged citizens. These skills include applying civic virtues and democratic principles in making collaborative decisions and taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues. Students learn civic practices such as voting, volunteering, and taking informed actions through programs such as voter registration where more than 4,000 FCPS students were registered during the 2015-16 school year. Individual school programs such as Model Congress, Model Judiciary, Model UN and service learning programs for all students but in particular eighth grade civics and high school government, also reinforce strong civic practices.

Service Learning is a teaching method designed to involve students in authentic and meaningful service to their communities. Service Learning makes connections between the classroom and the community and provides structured time for students to reflect on their service experiences. The strategic plan outlines that the 2016-17 school year is a year of planning for Service Learning development and implementation to support Global and Ethical Citizenship for FCPS students.

During the 2016-17 school year, in an effort to engage students in authentic and meaningful Service Learning, professional development has been offered to kindergarten through twelfth grade teachers. Connections to the Strategic Plan and Portrait of a Graduate are the basis of the professional development opportunities. Teachers explore tools and strategies to differentiate between Service Learning and traditional community service and to build effective Service Learning programs that support the development of Global and Ethical Citizens.

As part of the Work Based Learning continuum and a recommended component of the Student Learning Plan, Service Learning is a teaching method that provides students with opportunities to explore college and career options. An effort is being made to streamline communication to provide supports to schools implementing meaningful and authentic Service Learning. For example, Service Learning liaisons have been identified at each FCPS school. Additionally, the Portrait of a Graduate cover sheet for Global and Ethical Citizenship has a direct reference to Service Learning in order to support schools with reflection throughout the process of Service Learning.
2016-17 Service Learning Data to Date

- 43 teachers from 22 FCPS schools participated in Service Learning professional development
- 11,189 students have approved hours in x2VOL as of February 4, 2017
- 118,415 student service hours were approved between July 1, 2016 - February 4, 2017
- 50 high school students from 7 different high schools are traveling with the International Service Learning Program to Ecuador over spring break 2017. Two of the students received scholarships to travel.
- International Service Learning programs are planned for the Dominican Republic and Peru for 2018

2015-16 Service Learning Data

- 345,791.65 student service hours were approved in x2VOL between July 1, 2015 - June 30, 2016
- 10,289 students had approved hours in x2VOL between July 1, 2015 - June 30, 2016
- 11,113 students had claimed service hours in x2VOL between July 1, 2015 - June 30, 2016
- 24 High School students traveled with the International Service Learning program to Peru in the summer of 2016
- 7,400 students earned the Service Learning Cord
- 1,465 students earned the Civics Seal

Digital Citizenship

The FCPS Digital Citizenship efforts address stakeholder groups that include students, parents and school staff. Stakeholders are provided with strategies, resources and tools designed to ensure students engage in healthy and positive online behavior.

The FCPS Student Safety and Wellness Office (SSAW) has developed a 40-minute presentation for students to highlight the responsibilities of using technology, as well as the possible dangers of misusing technology. The presentation focuses on cyber-bullying, responsible technology use, Internet safety, and over-sharing of personal information. The short presentation will give students a better understanding of how to use the Internet responsibly and to make good choices in the digital world.

SSAW has also developed a separate 40-minute presentation to inform parents/caretakers of current Internet use trends, dangers of the Internet, and suggestions on how to help keep their kids safe in the
digital world. During the 2015-16 academic year, the SSAW office received and requests for and provided 124 presentations throughout the Fairfax County Public Schools community.

Fairfax County Public Schools has also partnered with i-Safe to provide internet safety teacher training and curriculum materials to all K-12 schools. All instructional personnel were required to complete the I-Safe Internet safety professional development training program

**Employee Wellness Programming**

The mission of the FCPS Employee Wellness program is to provide FCPS employees with wellness opportunities to enhance their overall health and well-being. The wellness programs are founded on evidence based health information and fitness strategies to inspire healthy lifestyles and foster wise health care consumerism. Most FCPS sites have a designated volunteer wellness liaison that can assist with the coordination and dissemination of wellness initiatives at their site. These efforts are supported divisionwide by the Office of Benefit Services. The wellness program has received the American Heart Association’s Gold Award for a “Fit Friendly” company since 2009 for efforts towards promoting a heart healthy work force.

A variety of FCPS wellness initiatives are ongoing throughout the year and include: a flu immunization program, an online wellness platform, fitness challenges, biometric screenings, wellness workshops and presentations, fitness classes and health events. There is also a robust communication program to promote a culture of employee wellness which includes a comprehensive website, wellness blog, social media platforms, webinars, and e-newsletters to deliver programming information. Wellness liaisons receive a monthly e-newsletter with program promotions, wellness opportunities and tips on how they can bring wellness programming to their schools. The FCPS Lactation Break Support Policy for employees is also managed through employee wellness.

**Wellness Incentive Health Assessment Initiative - New for 2017**

In an effort to integrate wellness as part of the Caring Culture strategic plan, this year FCPS has expanded the wellness offerings to support employee health and well-being. Employees who are the primary subscribers participating in an FCPS health plan will have an opportunity to earn a $100 wellness incentive if they complete their health vendors’ health assessment (HA) by September 30, 2017. The HA is a confidential questionnaire related to different aspects of general health and well-being that is easy to complete in about 15-20 minutes. FCPS does not receive any individual health protected information in compliance with federal and state privacy rules.

This new wellness initiative will assist employees in becoming more aware of their health risks and guide them to health vendor disease/chronic care management programs and health coaching to promote awareness of healthier choices. A comprehensive communications program has been developed to
promote the initiative. There was a large effort to roll out the initiative during Open Enrollment (OE) in fall 2016. There are also health vendor specific home mailings, staff emails, e-newsletter promotions and targeted communications that will run regularly to remind employees. The wellness liaisons and associations have been included on communications so they can help broadcast to staff.

**Flu Immunization Program**

FCPS offers free flu immunizations for employees every fall. Statistically, about 5-20% of the population develops the flu in any given year. Absentee rates can last a week or more, if complications occur. In the case of teacher absences, FCPS could incur additional costs for substitute teacher wages.

Flu clinics are held at schools, administrative sites, and Open Enrollment events every fall. Communications are targeted and sent via several venues including an e-newsletter to wellness liaisons, principal briefings, Open Enrollment literature, and website placement. A post clinic survey is sent to all flu clinic coordinators the day of their clinic to validate metrics and to effectively evaluate the vendor services to trouble shoot for refinements in programming. FCPS receives a high level of employee satisfaction related to this program and a return on investment (ROI) in lowered absenteeism can be inferred. This year part of the cost of the flu immunizations was defrayed through contracted wellness dollars with health vendors.

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<thead>
<tr>
<th>Flu Clinic 2016</th>
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<tbody>
<tr>
<td>Total # of clinics</td>
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<tr>
<td>Total # of shots (people)</td>
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<tr>
<td>Cost per shot</td>
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<td>Cost</td>
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**Get Active Wellness Platform**

Through the Division’s contract with Aetna-Innovation Health (AIH), employees continue to have access to an online wellness platform called Get Active which was launched in the fall of 2014. The cost of the program is supported by wellness related funds though the AIH contract. This program encourages employees to stay healthy through active fitness and by developing personal health goals. It is free to all employees and available all year round.

The Get Active platform uses social networking, gaming and behavioral economics concepts to encourage participants to develop healthy habits such as regular exercise and weight loss. Participants register online and create a personal dashboard to set their health and fitness goals, track progress, form teams of supporters and receive personalized feedback. They can also compare their results to their peers and compete against other teams in fitness challenges. The social connectivity aspect of the platform has been shown to be a motivator in encouraging personal accountability and organizational.
connectedness through team work. Studies consistently show that colleagues play a big role in motivating wellness habits. Currently, there are 9,948 employees registered on the Get Active platform.

The Get Active platform offers participants ease in tracking their steps, fitness minutes and weight through the ability to sync with a wearable tracking devices and/or a free mobile app. Two FCPS-wide fitness challenges are organized each year, in which employees at schools/sites can form teams and compete against others for health related prizes to support healthy habits. Employees can also invite colleagues to join them in bonus challenges each week throughout the year. These week-long challenges have wellness related focuses, including physical activity, nutrition, and inner wellbeing.

The post survey results of these challenges consistently reveal that participants:

- Maintain their weight during the challenge
- Feel more connected to colleagues
- Have increased overall energy
- Increase their level of fitness by number of days exercised and amount of time

Employees just completed the American Adventure challenge which took them on a virtual walk across the United States.

<table>
<thead>
<tr>
<th>American Adventure Fitness Challenge 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date 11/14/2016 - 1/8/2017</td>
</tr>
<tr>
<td># of Participants</td>
</tr>
<tr>
<td>#Sites Participating</td>
</tr>
<tr>
<td>#Teams</td>
</tr>
</tbody>
</table>

This year, the sites that had the highest percent of active participation based on their total headcount were able to win “wellness dollars,” provided through our Care First wellness contract. This will allow principals to choose from an array of wellness services such as healthy cooking demonstrations, blood pressure screenings, health talks, fitness classes and more. This helps to carry the message of a Caring Culture and integrate employee wellness at the school level.

Fitness on the Move

Fitness on the Move was initiated in an effort to promote fitness and give schools an opportunity to offer group fitness class at no cost. The program was marketed to wellness liaisons through a monthly newsletter. It has also been marketed on the employee wellness website. Sites could volunteer to host a fitness class of their choosing. The surrounding schools were also invited. It has been well received and three sites so far have hosted classes with a positive response and more schools are in the queue.
Biometric Screenings

Each year FCPS partners with Kaiser Permanente to offer free biometric screening to employees. Schools are offered an opportunity to schedule the Kaiser Health Van during teacher work days. Kaiser provides free blood pressure, BMI, cholesterol and glucose screenings for employees. Unfortunately, Kaiser has limited use of the van in the fall when there are Open Enrollment Open House events that would garner more participation. Participants who voluntarily took part in the free screenings do so anonymously and FCPS only receives aggregate data.

Employee Assistance Program (EAP)

The wellness program also includes a concierge-style Employee Assistance Program (EAP), through Guidance Resources. This comprehensive and confidential resource promotes work/life balance and is available for free to employees and their household members 24/7 telephonically. The EAP services include a 4-session model for confidential counseling as well as legal, financial and work/life resources. Employees and household members can also access free telephonic health coaching for promoting a healthy lifestyle. Health professionals are available to help employees develop a plan to manage stress and enhance resiliency. They can also receive assistance with smoking cessation, weight loss, diabetes, heart disease, sleep issues and more. There is a content-rich website which includes health communities, podcasts, management tools, webinars, tip sheets and a chat feature.

The EAP engagement level has been robust and increased each year. This is indicates a confidence in the EAP system from employees. This utilization is also better than the vendor Book of Business (BoB), which is 18% for their education sector.

<table>
<thead>
<tr>
<th>Utilization</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Access</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Online Access</td>
<td>13%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Total Access</td>
<td>17%</td>
<td>29%</td>
<td>32%</td>
</tr>
</tbody>
</table>

There is consistent outreach to sites and departments as well as a strong communication program delivered throughout the organization. Last year, the FCPS EAP Specialist presented fifty outreach events. Of note, the number of repeat users for EAP services has also grown each year.

The critical incident response to schools to support staff during a crisis event has increased in utilization as the awareness of EAP has grown. This is also indicative of a stronger partnership with the FCPS Crisis Intervention Services (DSS) and the EAP Specialist. The number of EAP counselor deployments and employees served has grown exponentially.
Individuals utilize EAP service for a variety of reasons; however, the top presenting issues remain fairly static: psychological issues, anxiety and partner relationship, along with stress, bereavement, family issues and depression. Requests for legal consultations are second to EAP counseling requests.

The case closure rate refers to the percent of cases that are closed within the EAP 4-session model. The case closure rate for EAP services has been consistently high. This can reflect a cost savings in medical spending through fewer referrals to outpatient care. The early intervention model can help reduce the need for longer care and increase productivity and lower absenteeism.

<table>
<thead>
<tr>
<th>Case Closure Rate</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolved with EAP</td>
<td>90%</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>Benefits Referral (Inpatient)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Benefits Referral (Outpatient)</td>
<td>10%</td>
<td>12%</td>
<td>14%</td>
</tr>
</tbody>
</table>

*Less than 1% of cases referred to Inpatient Benefit Resources

The EAP also offers manager resources such as telephonic consultations, professional development, formal employee referrals and a rich website. In conjunction with EAP policy 4960.4 and Regulation 4960.4, Structure and Use of the EAP, managers can now work with Equity and Employee Relations staff to make a formal referral to the EAP for employee performance situations. This provides an added resource and can increase the return on investment for the EAP by helping to improve employee performance and productivity.

**Lactation Break Support Program Policy**

FCPS has had a Lactation Break Support program since 2010. This year to ensure compliance with section 4207 of the ACA and VA Code section 22.1-79.6 and 2.2-1147.1 the FCPS School Board passed
policy 4425. This policy will support returning employees and students who wish to have lactation breaks during the school day for up to a year after the birth of their child. A manager’s toolkit, to support organization-wide practices in conjunction with this policy, is available online at the HR Wellness website. A copy of the toolkit, which includes a lactation break request form, is given to all employees requesting maternity leave. Principals and wellness liaisons received a copy of the lactation toolkit brochure in back-to-school mailings. Information regarding the policy is also provided in the employee briefings and other presentations. This year the Office of Benefit Services rolled out an Expecting Parent’s Workshop and the new Lactation Break Policy was promoted through these workshops.

**Health Insurance Program Redesign**

FCPS offers employees the option to enroll in one of three health insurance plans (Aetna/Innovation Health, CareFirst and Kaiser Permanente). These contracts were implemented in January 2014 following an extensive Request for Proposal (RFP) process; a key factor in the evaluation was an assessment of vendor capabilities relative to wellness and disease management.

**Health Plan Task Force**

In the spring of 2016, the Superintendent convened a Health Plan Task Force comprised of representatives from employee groups, employee/retiree associations and a citizen representative to “review and evaluate current FCPS health programming options and develop recommendations for the Superintendent for plan structures to be implemented in Plan Year 2017 and beyond.” Included in the Superintendent’s charge was “Improving wellness and health care accessibility for staff.” The Task Force completed its work in June 2016, and made two key recommendations that are directly related to wellness. A third recommendation has broader implementation for all programming.

**Recommendation: Implement a Tobacco Free Discount**

The Task Force’s recommendation is based on numerous studies that indicate tobacco use remains the number one cause of preventable death and disease in the United States. Tobacco use is well known to result in higher healthcare costs, high life insurance premiums and increased claims, greater disability costs and higher costs for workers’ compensation. Research also indicates that providing full tobacco cessation benefits as part of the health insurance plan, enforcing tobacco-free policies and offering workplace cessation programs are the most effective ways to decrease employee tobacco use.

The Task Force believes a Tobacco Free Discount would reduce long-term healthcare cost for FCPS and employees as this strategy is found to increase quit smoking rates and improve overall health. This strategy also aligns with FCPS’ smoke-free policies. Other jurisdictions, including Montgomery County Public Schools (MCPS) in Maryland, have implemented tobacco surcharges.

**Recommendation: Introduce Wellness Incentives**
The FCPS Health Plan Task Force recommended the introduction of a wellness incentive to encourage participation and improve health outcomes. According to the Centers for Disease Control and Prevention, chronic conditions are responsible for more than 75 percent of healthcare costs. Task Force Members believe offering wellness incentives will have a positive impact on health plan costs by helping employees improve and more effectively manage chronic conditions.

The Task Force explored two types of plan design for wellness incentives:

- Participation-based: reward employees with a financial incentive for their participation in a program or a wellness activity. Examples include completion of a health risk appraisal or biometric screening.
- Outcomes-based: reward employees financially for meeting specific health outcomes. For example, reaching a targeted blood pressure, cholesterol or body mass index (BMI) reading.

Staff from the Office of Benefits Services has coordinated implementation of these incentives for the 2017 Plan Year.

**Recommendation: Create a Comprehensive Communications and Engagement Strategy**

This recommendation continues to be implemented and staff is actively looking for opportunities to enhance written and verbal communications. OBS staff was able to leverage changes in the website platform to increase the frequency of views on the OBS webpages.

<table>
<thead>
<tr>
<th>Webpage</th>
<th>CY16</th>
<th>CY15</th>
<th>Change in #</th>
<th>Change in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Open Enrollment page:</td>
<td></td>
<td></td>
<td>3,024</td>
<td>34.15%</td>
</tr>
<tr>
<td><a href="https://www.fcps.edu/benefits-open-enrollment">https://www.fcps.edu/benefits-open-enrollment</a></td>
<td>9,998 (live 9/12/16-12/15/16)</td>
<td>8,856 unique views</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.fcps.edu/hr/benefits/openenrollment/">http://www.fcps.edu/hr/benefits/openenrollment/</a></td>
<td>+ 1,882</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retiree Health Care Plan page:</td>
<td></td>
<td></td>
<td>531</td>
<td>15.10%</td>
</tr>
<tr>
<td><a href="https://www.fcps.edu/Medical-Insurance-for-Retirees">https://www.fcps.edu/Medical-Insurance-for-Retirees</a></td>
<td>410 (from 8/26/17)</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="https://www.fcps.edu/careers/retirees">https://www.fcps.edu/careers/retirees</a></td>
<td>+ 1,235</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.fcps.edu/hr/benefits/health/retireehealth.shtml">http://www.fcps.edu/hr/benefits/health/retireehealth.shtml</a></td>
<td>+ 2,402</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>= 4,047 unique views</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retiree Open Enrollment page</td>
<td></td>
<td></td>
<td>532</td>
<td>21.22%</td>
</tr>
<tr>
<td><a href="https://www.fcps.edu/benefits-open-enrollment-for-retirees">https://www.fcps.edu/benefits-open-enrollment-for-retirees</a></td>
<td>2,312 (live 9/12/16-12/15/16)</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.fcps.edu/hr/benefits/openenrollment/retirees.shtml">http://www.fcps.edu/hr/benefits/openenrollment/retirees.shtml</a></td>
<td>+ 727</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>= 3,039 unique views</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits News and Updates page:</td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><a href="https://www.fcps.edu/careers/salary-and-benefits/benefits-highlights">https://www.fcps.edu/careers/salary-and-benefits/benefits-highlights</a></td>
<td>1,174 unique views</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additionally, staff is using GovDelivery as an increasing tool for outreach and communication with employees and retirees:
## GovDelivery Subscriptions

<table>
<thead>
<tr>
<th>Topic</th>
<th>CY16</th>
<th>CY15</th>
<th>Change in #</th>
<th>Change in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits New and Updates</td>
<td>626</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Retiree Benefits New and Updates</td>
<td>3,034</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**ACA Compliance:** FCPS health plans continue to comply with the Affordable Care Act and Women’s Health and Preventive Services Act, allowing participants to receive preventative exams without charge, removing financial barriers to obtaining preventive care. Concurrently, and in concert with these federal requirements, copayments for certain medications and contraceptives have also been waived. With a primarily female workforce, these legislative changes are particularly impactful to the FCPS population. Over time, preventative screening rates are expected to increase by removing financial barriers to accessing care.

In the health care marketplace, all vendors continue to leverage technology to improve member health and engagement. Technology – coupled with targeted communications – is being deployed to educate participants on opportunities to improve their health, as well as avenues for appropriate access to care. Staff continues to pursue opportunities with the vendors to issue targeted, effective communications.

For Fiscal Year 2017 and beyond staff continues to review options and opportunities that can be deployed to encourage improved health outcomes for FCPS employees. For retirees, the health care marketplace offers new options that are designed to improve health and help retirees navigate the health care system in order to better coordinate care.
CONCLUSION

Goal 2 Caring Culture showcases the meaningful and relevant work related to culture, communication, engagement, health and well-being that is being done in FCPS. The work of Goal 2, Caring Culture, is ongoing within FCPS. In the coming year, the departments of FCPS will continue to collaborate to meet the Goal’s desired outcomes. Collaboration has been key to creating the blueprint that provides schools, departments, and offices with purpose and direction. Fairfax County Public Schools’ Caring Culture supports the positive outcomes, performance and achievements of the students, staff, and families.
### Appendix 1: Health Benefits Program Implementation

<table>
<thead>
<tr>
<th>Benefit Program</th>
<th>Implementation Date</th>
</tr>
</thead>
</table>
| Telemedicine: Telemedicine services continue to trend in medicine the health care market to minimize plan costs and provide convenient access to quality care. Nurse advice lines and telemedicine services provide opportunities to access care without leaving home – helping employees meet ever increasing time demands on their busy schedule. Telemedicine services were added to all plans in 2016. | Aetna/Innovation Health: January 2016  
CareFirst: April 2016  
Success story: Teladoc – resulted in 63 consultations in 2016. Estimated claims savings for this group was $10,318. Participants who use Teladoc services pay the same copay as if they had accessed care through their primary care physician. |
| Disease Management                                                              | CareFirst – 2014;  
Aetna/Innovation Health: Phased in between 2014-2017 |
| Affordable Care Act – preventive care for $0 copay                             | Phased in: Dates TBD |
| Includes annual wellness exams  
Immunizations  
Preventive screenings for cancer  
Counseling/screenings for sexually transmitted disease. | |
| Aetna/Innovation Health – Beginning Right Pilot program                         | Success story: |
| Beginning Right Maternity Education Program Incentive: Participants in the Aetna/Innovation Health plan who are pregnant qualify for a new incentive program designed to support healthy pregnancy outcomes, with the goal of minimizing pre-term labor. The Beginning Right program provides a two-part incentive: a $75 credit upon completion of a Pregnancy Risk Survey, and a $75 credit upon completion of a post-partum depression survey. These incentives are credited to the member’s Aetna/Innovation Health account and can be used to offset future deductible or coinsurance costs. The program will continue in to 2017 and further communications are being developed. | In 2016 there were 21 employees who took the prenatal –risk survey and 20 employees who took the post-natal survey. The numbers increased after the Expecting Parent’s Workshops where the program was promoted. The program will continue in to 2017 and further communications are being developed. |
| Health Assessments and Wellness Incentives                                      | January 2017 for all plans |

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