

April 28, 1995

Introduced By:

95-334M:ssj

Proposed No.:

95-334

MOTION NO. **9556**

A MOTION approving the process and criteria to be used for contracting for additional stay in school pilot projects and authorizing the release of funds.

WHEREAS, the original county-sponsored Stay in School Project in the Bellevue School District has been successful in reducing truancy and preventing students from dropping out of school, and

WHEREAS, the county council by proviso in Ordinance 11578 Section 48, expressed the intent to replicate the Stay in School model in other school districts as one of a number of initiative's included in its adopted Safe Communities Plan, and

WHEREAS, the proviso required the executive to submit for review and approval a description of the process and criteria to be used to contract for additional Stay in School projects using \$40,000 set aside for this purpose, and

WHEREAS, the executive has submitted a plan to encourage replication of the Stay in School model that proposes to use \$30,000 to begin a new pilot project in the South Central School District in May 1995 and to hold the remaining \$10,000 for a fall 1995 informational campaign to encourage other school districts to implement the concept, and

WHEREAS, the law, justice and human services committee of the county council would like to co-sponsor a fall workshop for school districts and service providers to emphasize the importance of implementing effective truancy prevention in all school districts;

NOW, THEREFORE BE IT MOVED by the Council of King County:

A. The process and criteria for contracting for additional Stay in School projects (Attachment A) is hereby approved.

B. The executive is hereby authorized to release the amount of \$30,000 to implement the South Central School District Stay in School Project as described in Attachment B.

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C. The executive is requested to release the remaining \$10,000 for Stay in School projects at such time as a specific plan is developed for the fall 1995 workshop and agreed to by the council's law, justice and human services committee.

PASSED by a vote of 11 to 0 this 8th day of May, 1995.

KING COUNTY COUNCIL
KING COUNTY, WASHINGTON

Kent Pullen
Chair

ATTEST:

Janet Masuo
Deputy Clerk of the Council

Attachments:

- A. Plan for Implementing Additional Stay in School Projects
- B. South Central School District Stay In School Project Description

**PLAN FOR IMPLEMENTING
ADDITIONAL STAY IN SCHOOL PROJECTS**

The following is a description of the recommended process and criteria for contracting for additional Stay In School Projects by the Department of Youth Services.

- Implement a second Stay in School Contract immediately (beginning May 1995) in the South Central School District via a sole source contract with Communities in Schools, Inc.-- South Central Cities in Schools (\$30,000)

Communities in Schools, Inc. is a non-profit agency working in a number of school districts in King County to develop partnership programs between schools and the community to promote success in school and prevent truancy and drop out problems. It has already formed the necessary partnership with the district, the City of Tukwila, the business community and other community-based organizations to implement a number of cooperative projects. This working partnership in consultation with the Bellevue Stay in School Project has developed a specific Stay in School Project Plan for the South Central School District (Attachment B). While other districts have the potential to develop such projects, they would need additional time to develop the partnerships and specific plans.

- Plan for a Fall 1995 informational campaign including a workshop on the Stay In School Program, for other school districts and service providers who wish to pursue the concept (\$10,000 available). More will be known by the fall about new state legislation on the truancy issue and parent involvement, which may spark more interest throughout districts in King County.
- Bellevue's Stay In School Program has been funded for a second year (\$60,000). The Bellevue program will be well established by the end of the current budget year. The District should provide a plan for phased self-sufficiency to be implemented in the 1996 county budget, thus freeing up funds for start-up in other school districts.

4/28/95

SOUTH CENTRAL SCHOOL DISTRICT
COMMUNITIES IN SCHOOLS
"STAY IN SCHOOL" PROJECT

9556

SECTION I:

INTRODUCTION:

There is a growing concern in South Central School District regarding the number of students missing school, dropping out, or facing disciplinary action. To address these concerns, South Central Communities In Schools is developing a process to address the increase in the number of students having difficulties maintaining regular school attendance, called the "Stay In School" Program. If funded, this project will serve the City of Tukwila and its school district, South Central School District and will include outreach and support to assist chronic non-attenders and their families prior to the enforcement of state truancy laws through the court process.

Exciting relationships have been building over the past several years through the efforts of South Central School District, Communities In Schools and the City of Tukwila Office of Human Services. The efforts have been focused on more comprehensively addressing the vast and varied needs of children and families in Tukwila's highly mobile, diverse community. There is a significant attempt to include students and their families more in the decision-making process. Yet there remain many families who are disconnected and their children suffer from that disconnectedness. Many of them are among the chronic non-attenders in the District. In comparing data sources to the population, there is a high correlation between the underserved population and the kinds of students who come to the District's attention as needing extra support in school.

PREVENTION AND INTERVENTION STRATEGIES:

Our experience is that it is much easier to work with a student whose attendance is flagging than a student who has dropped out. However, it is hard to reach those students with poor attendance unless a plan is in place for outreach to both the students and their families. South Central Communities In Schools continues to work toward the goals of increasing success for all students through improved attendance, behavior and academic achievement. Students must be coming to school in order to work on the other areas of needed improvement.

South Central School District attempts to intervene with students at the earliest possible age and/or at the earliest development of problems. Trends at the elementary level show the need to begin prevention as early as possible. The counseling/social work caseload at the elementary level has risen by 38% over the last 3 years. Even with additional services being brought in to help, staff cannot keep up with the demand. While only a few actually drop out or refuse to attend

school altogether at this level, many more are resisting coming to school or are developing chronic absences--which may well result in a dropout during the middle school years. Elementary principals report their suspension rate for behavior and academic infractions is climbing by 150% each year, and each year the family is less of a resource to turn to in solving the problem. The student staffing teams which operate in each building are challenged by a lack of adequate resources. A goal of South Central Communities In Schools is to meet their request of recruiting more adult volunteer tutors or mentors to provide both an incentive for students to come to school and to improve their academic achievement.

Through the Stay In School Program, our approach to truancy issues and lagging attendance would have greater focus and support from our community partners and members of the CIS Providers Network and the CIS Board. If we are able to develop a greater support plan for students, we believe we can expect to reduce elementary and middle school dropouts by 5% within a year, and increase daily attendance of each targeted student by at least 30%.

SECTION II.:

BACKGROUND INFORMATION ON SOUTH CENTRAL SCHOOL DISTRICT

Mission of South Central School District:

To help learners develop the visions, skills and confidence to manage and enhance their own lives and contribute to society.

Mission of South Central Communities In Schools:

To ensure student success through business, community and school collaboration by providing a seamless range of services for all students and their families.

DISTRICT PROFILE:

2,200 students K-12

40% students of color

49% of students on free/reduced breakfast/lunch

30-40% of students enter/leave schools each year

20% of students are ESL

90% is average daily rate of attendance

7.8% is drop out rate

DEMOGRAPHICS OF TUKWILA:

In the City of Tukwila, 60% of the residents live in apartments. Tukwila ranks in the top 10-15 cities for serious crime in three areas. South Central School District has the highest percentage of students eligible for free and reduced price lunch in King County (49%). The effects of poverty, crime, and mobility are well documented in terms of potential school failure and drop-outs.

BACKGROUND ON STUDENTS AND FAMILIES SERVED:

The poverty level in Tukwila has increased by 50% over the past 5 years, with the students' eligibility for free and reduced lunch currently at 49%. The City contains a disproportionate number of low-income apts. and two trailer courts which combine to offer ready housing for a transient population. These apartments offer a first, transitional home for families leaving emergency shelters, or refugees and immigrants entering the country. Many skills are needed for these families to become self-sufficient. Their children face considerable challenges to become successful in school. These families often feel isolated and are uncertain where to turn for help. The lack of good public transportation in the area exacerbates this isolation. In comparing data resources in the district, there is a high correlation between this under-served population and the kinds of students who need extra support.

SECTION III.:

DEVELOPMENT OF THE PROJECT:

During May-December, 1995, Communities In Schools will develop and facilitate a Project Work Plan (expanded Scope of Services) which will include:

- 1) The integration of collaborative community partners to form a CIS Education Advisory Committee (CIS/EAC) to assist in encouraging school attendance. The Committee will be formed in partnership with a new VISTA project focused on family outreach and support and an interagency staffing team concept, which will begin in August, 1995.
- 2) Development of a working relationship with the District Court of Tukwila.
- 3) Identification of the number of chronic non-attenders per school site.
- 4) Creation of a student referral process to CIS staff and possibly the CIS/EAC for the District. Each school in the District will continue to maintain records of attendance as outlined in School Board policies and procedures. School site administrators will refer non-attendees to building Teacher Assistance Teams. If initial interventions used to keep the student in school fail, the team will refer the student to the CIS/EAC.
- 5) Recruit tutors and mentors for identified students. As resources allow, each student referred to the CIS/EAC will be assigned an adult volunteer tutor, mentor or advocate who will encourage school attendance and academic achievement and assist the student in meeting expectations developed by the CIS/EAC.
6. CIS staff will work with the building team, parents/guardians, and members of the CIS Provider's Network to establish a plan to help transition the student back to full time attendance in South Central School District. This may include school-to-work programs for middle and high school students.
7. Development of Court Intervention Strategies. Only after the student has failed to comply with the directive of the CIS/EAC will there be court action to enforce the mandatory attendance law. The CIS/EAC will furnish a report of the interventions developed for the student and recommendations to the State Attorney General's Office, the District Court, or the Juvenile Court for further actions, as policies are delineated by State law and South Central School Board.
8. Development of CIS/EAC Hearing Process. The student's family/guardian is an integral part of the process and should be involved at every step of the procedure. Students and families must both be present at the hearing. When necessary, CIS will do everything possible to have interpreters available, through DSHS, SW Health Department, Community Clinics of Renton, or the Refugee Health Project.
9. Development of an evaluation process for the project and intervention strategies.

SECTION IV.:

SCOPE OF SERVICES:

This project is designed to begin with a target population of students with serious attendance problems at the 5 school sites in South Central School District and expand to include the development of a clearly defined truancy policy for the District, which builds on current policy and procedures. Any new policy that is established will be supported by the School Board, School Administrators and the vast array of community partners involved with students and families in the district.

The goal is to begin the project in May, 1995 and develop as much as possible over the summer and through December, 1995. During May and early June, 3-5 students from each school site with attendance issues will be identified to follow through the summer. The school sites are Cascade View Elementary, Thorndyke Elementary, Tukwila Elementary, Showalter Middle School and Foster High School. Additional students will be identified in late September and will become part of our outreach effort during the fall months. The plan is to target 40-50 students between May and December, 1995.

The Communities In Schools Program is housed with the School District's Office of Educational Support and Human Services. This continues to build the collaborative projects we do together with the community. CIS/EAC meetings will be held in the conference room or in the School District Board room.

I. Program Referral

A. Timeframes: Timing is crucial. We will work with school sites to obtain referrals as often and as quickly as possible. Referrals will be made when all available interventions have been exhausted by the school team.

B. Procedure:

1. A form letter will be sent to the student and parents/guardians.
2. A copy of the letter will be sent to the CIS Administrative Assistant, initiating the referral action. Attached to this copy are:
 - a. Attendance records obtained through WSIPC;
 - b. All records pertinent to the attendance problem;
 - c. An up-to-date progress report from each teacher;
 - d. A description of interventions tried, including letters sent home pursuant to District attendance procedures.
3. The CIS Administrative Assistant logs in the referral and gives it to the CIS Coordinator, who reviews it. It is sent to the CIS/EAC members if there is a need to proceed to that step.
4. The full committee will not meet regarding every referral. Several Committee members will be selected based on relevant expertise,

interest, availability, etc. Selection will be decided by the CIS coordinator, the designated school site team member and Committee chair.

II. COMMITTEE HEARINGS/MEETINGS

A. Committee members will review file materials and CIS Coordinator comments prior to meeting with the students and parents/guardians in order to determine needs and obstacles to school success.

B. A letter will be sent to parents/guardians, student, and school administrator informing them of the time and date on which Committee meeting attendance is required. At least one parent/guardian must attend with the student.

C. In case of failure to appear, the school district attorney is notified and a determination will be made whether or not to initiate a truancy petition at that time.

D. The meeting is not intended to be adversarial. At the start, the parents/guardians and student are invited to discuss what they feel the problems/needs are and what they would like to see occur. Committee members will have the opportunity to ask questions in an information-seeking, not inquisitional, manner.

E. In the presence of the family members, the Committee will make their recommendations and discuss their reasoning.

F. Committee options for Recommendations:

1. District Focus of Concern Process: Psychological evaluation and Learning Disabilities evaluation, other Special Education evaluation or Section 504
2. EPSDT Health and Mental Health Exams
3. Family or individual counseling
4. Alternative education or work training
5. Job Shadowing, School To Work projects
6. Mentoring
7. Academic tutoring
8. Study skills class
9. Changes to home environment to facilitate getting up, leaving for school, etc. Based on a home visit by the CIS Coordinator or in

coordination with our community partners doing home outreach in the district.

10. Disciplinary actions that address accountability and responsibility.

III. PROGRESS REVIEW

The full Committee will review cases at regular meetings. Cases remain subject to review for the entire school year. Progress will be reviewed six weeks after the Committee meeting in the following manner:

- A. Attendance records will be obtained by the CIS Administrative Assistant weekly.
- B. If the student has complied with all attendance requirements and the Committee's recommendations, they are sent a congratulatory letter signed by "their" hearing Committee.
- C. Failure to comply will result in another hearing. The Committee may determine to modify their recommendations or refer to the court.

IV. COURT'S ROLE:

A. After receiving a truancy petition, a hearing is scheduled with the student and parents/guardians. Creative options are encouraged based on the needs of the student and family.

B. Possible options:

- 1. Community service
- 2. Parent/guardian will drive the student to school daily.
- 3. Mandatory school attendance, if not class attendance.
- 4. Postpone the student's driver's test conditionally.
- 5. Detention should be the last choice, of least value. If it is deemed necessary, the Committee will recommend longer detention options that can be tailored to monitor the student's attendance; e.g., ten days school-home electronic monitoring, or up to 30 days detention with school release.

V. STAFF JOB DESCRIPTION:

This project will fund 3 part-time positions: A CIS Agency Coordinator providing technical assistance to establish the project, a CIS Project Coordinator to coordinate the project, and an Administrative Assistant.

A. CIS Agency Coordinator: will provide technical assistance to develop and establish the project in the School District. This will include partnerships agreements with the School District, The City of Tukwila, The Tukwila District Court, the CIS Provider's Network, school site administrators, parents, etc.

B. CIS Project Coordinator:

1. Will meet with school site teams to set up and continue the referral process for students
2. Case Management & Review
 - a. Will set up and follow a plan for each student of meeting with the student, parents/guardians and school staff to obtain necessary school assignments and a plan for completion or make-up.
 - b. Set up a home visit to access changes that may need to be made to facilitate compliance.
 - c. During the first 6 weeks, maintain weekly contact with each student, his/her parents/guardians and the school
 - d. During the first 6 weeks, meet every 2 weeks with the student and the school counselor, social worker, or teacher.
 - e. Review new referral files and send to the Committee with appropriate recommendations.
 - f. Ongoing monitoring of student progress (w/ Administrative Assistant).
3. Attend all Committee meetings; inform the Committee of all failures to comply.
4. Advocate as appropriate for students.
5. Maintain and expand community resources for social services and community service placements.
6. Monitor/log personal time divided between the various program activities.
7. Record data necessary to determine how the program runs, identify obstacles, and enable future expansion and replication.
8. Liaison with Department of Youth Services Program Coordinator:
 - a. Submit monthly invoice and any required supporting documentation;
 - b. Provide a written quarterly report
 - c. Provide for the collection/compilation of evaluative data on the program and submit a written program evaluation report.

C. Administrative Assistant

1. Log and track referrals
2. Setup an individual, confidential case file on each student/family; maintain case files.
3. On-going phone coverage, to include routine follow-up to obtain school records or monitor attendance at required counseling or other appointments.
4. Monitor/log personal time divided between the various program activities.
5. Record data necessary to determine how the program runs, identify obstacles and to enable future replication.

VI. PROGRAM EVALUATION

This is the second pilot of a County effort to address truancy issues from a proactive, comprehensive preventative approach. It is essential that a strong evaluation component be incorporated into this contract. South Central Communities In Schools has developed a comprehensive intervention/evaluation process that has just been activated in the district. All students in this project will be tracked through this process, logging all interventions evaluating their success. Any additional types of information required by the County will be added to the evaluation process. A program evaluation report will be completed within 30 days of the termination date of this contract. Any future funding should be contingent, at least in part, upon the results of this report.

Attachment #1

BUDGET

May-December, 1995

CATEGORY	AMOUNT
Salary/Benefits: (part-time positions)	
CIS Agency Coordinator Technical Assistance)	\$12,000
CIS Project Coordinator	\$14,500
CIS Administrative Assistant	\$ 3,500
Supplies/other	
Postage, mailing/office supplies, etc.	In-kind

Total Budget: \$30,000

Monthly Contract: \$3750