

# Juvenile Justice Advisory Group

## RESOLUTION 2022-1

### Supporting Enhanced Responses to Chronic Absenteeism and Truancy

1 Resolution: To support enhanced responses to chronic absenteeism and truancy

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3 PURPOSE: For the Juvenile Justice Advisory Group of the District of Columbia (JJAG) to  
4 support the provision of increased resources to schools and the implementation of  
5 enhancements at schools to attract and improve student attendance and engagement, as well  
6 as enhance community-based resources that respond to youth who are disconnected from  
7 schools.

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9 WHEREAS: The JJAG provides active consultation to the Mayor and government agencies to  
10 ensure the provision of comprehensive delinquency prevention programs and programs  
11 designed to reduce status offense behaviors that meet the needs of youth through the  
12 collaboration of many local systems with which a youth may interface.

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14 WHEREAS: The JJAG provided the Mayor with a report and a set of recommendations for  
15 improvement of our local responses to status offense behaviors in February 2020, including  
16 enhanced prevention and off-ramp opportunities. The JJAG report, titled "Create New  
17 Opportunities for Persons In Need of Supervision (PINS) to Succeed Without Legal System  
18 Intervention" (PINS Report) proposes removing the juvenile justice system as a possible  
19 response to status offense behaviors, such as truancy, and strengthening a community-based  
20 set of services to meet the needs of youth and families.

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22 WHEREAS: The JJAG supports investments and enhancements that align with the PINS  
23 Report and its recommendations, including the provision of increased resources that enhance  
24 responses to chronic absenteeism and truancy.

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26 THEREFORE: Be it resolved that the JJAG supports the provision of increased resources to  
27 schools and community-based resources that are aligned with the PINS report and  
28 recommendations, including enhancements that improve responses to chronic absenteeism  
29 and truancy, such as providing:

- 30 (A) School-based personnel responsible for coordinating supports for youth and families  
31 experiencing attendance and truancy issues. These resources should be: (1)  
32 independent of existing social work and mental health staff (not supplanting); (2)  
33 not utilized to provide academic instruction or direct supervision to students; (3)  
34 trained in strengths-based facilitation, positive youth development, cultural  
35 humility, and trauma-informed practices; and (4) responsible for referring youth and  
36 families to appropriate resources that effectively mitigate challenges to educational  
37 engagement (e.g., transportation supports);
- 38 (B) Tools that are designed to attract and retain student attendance and effectively  
39 engage youth and families, such as expanded use of technology, trainings, physical  
40 spaces, and extracurricular activities, and

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- 1 (C) Additional resources to the community and community-based organizations that
- 2 support youth who are disconnected from schools, such as street outreach teams,
- 3 non-law enforcement mobile responses, or community-based hubs staffed by
- 4 trained youth advocates.