

Developing Effective Community Truancy Board Workshop Series

Revision 3



DEVELOPING EFFECTIVE COMMUNITY TRUANCY BOARD WORKSHOP SERIES
REVISION 3, PSED AND OSPI

TABLE OF CONTENTS:

CONTENT	PAGE
Table of contents	1
Overview	
Training Goals and Objectives	2
Recognition and Acknowledgements	3
Delivering Training (REMS)	4-8
What is a Community Truancy Board	9-10
Purpose, Goal and Composition of a CTB	11
Sessions at a Glance	12-13
Homework Overview	14
Workshop Session Key Concepts	15-202
Session one	16-67
Session Two	68-115
Session Three	116-166
Session Four	167-202
Workshop Session Materials	203-338
Session one	204-224
Session Two	225-245
Session Three	246-258
Session Four	259-268

TRAINING GOALS AND OBJECTIVES

Training Goal

To prepare participants to deliver the “Developing Effective Community Truancy Boards” Workshop series developed by the Puget Sound Educational Service District with support from the Office of the Superintendent of Public Instruction, Pierce County Juvenile Court and Spokane Valley Models for Change Truancy Project. This training helps districts, schools and courts to be in compliance with Second Substitute House Bill 2449.

Audience

This training is designed for anyone responsible for training school, court and community planning teams in the development of Community Truancy Boards.

Training Objectives

The goal of this training is to build capacity at a regional level to develop and strengthen local Community Truancy Boards (CTB) by training school, district, court and community stakeholders on a process for developing effective Community Truancy Boards in their jurisdiction, and preparing trainers to share this information with others in their local communities who may have a role in CTB development, implementation, or maintenance.

At the conclusion of this training, participants will be able to conduct workshops on the following:

- Guiding local CTB Planning teams through a process to:
 - create a strong foundation for the development, implementation and sustainability of CTB's
 - structure effective CTB's
 - train CTB members
 - evaluate and sustain effective CTB's
- Incorporating a race equity lens in the development and operation of CTB's

RECOGNITION AND ACKNOWLEDGEMENTS

This is the third revision of the Creating Effective Community Truancy Boards workshop series. It is the result of a compilation of efforts across multiple agencies and stakeholders dedicated to eliminating truancy as an on-ramp to the school to prison pipeline.

This series is based on the Spokane Models for Change Truancy Toolkit originally funded by the MacArthur Foundation. Credit for the transformation and expansion of the toolkit into the original workshop series first offered in Pierce County in 2014 is given to Wendi Gilreath, formerly of PSESD Positive Steps program and Tara Rodriguez of Pierce County Juvenile Court. Funding for the development of the first rendition of the Creating Effective Community Truancy Boards Manual was provided by Pierce County Community Connections and the Tacoma Pierce County Health Department through the Positive Steps grant awarded to the Puget Sound Educational Service District. The first rendition would not have been possible without the collaboration and resource sharing by Puyallup, Federal Way and Sumner School Districts.

The third edition of the Manual was made possible by a grant from the Office of the Superintendent of Public Instruction, Puget Sound Educational Service District, Pierce County Community Connections and the Tacoma Pierce County Health Department. Megan Davis and Jill Patnode from the Puget Sound Educational Service District have updated the Manual to incorporate the latest tools and resources being used in Washington State to support the creation of evidence-based, data driven and culturally responsive community truancy boards. Laurie Shannon from OSPI has been an invaluable resource providing guidance to assure compliance with Second Substitute House Bill 2449.

Content in the manual has been borrowed, in some cases verbatim, from materials created by public funding including: the WSPIC District and School Team Data Toolkit, the OSPI Equity and Measures Webinars

DELIVERING IN-PERSON TRAININGS 101¹

To begin, we will focus on delivering in-person training. As the trainer responsible for delivering this presentation, there are several things you should do to prepare, which includes everything from setting up the room, determining audience engagement, to facilitating small-group discussions. This section of the *Trainer Manual* will provide information, techniques, and tips that will prepare you to deliver a training on-site. Let's discuss these in detail.

Step 1: Collect All Necessary Materials

Step 2: Prepare the Training Room

Step 3: Manage Training Logistics

Step 4: Consider and Track Additional Tasks

This concludes this section.

Step 1: Collect All Necessary Materials

Before you leave for the training, review the background information you have collected, as well as the information provided in your *Trainer Manual*.

1. Review the PowerPoint (PPT) slides, speakers' notes, and trainer instructions:

- Make sure you are familiar with the slide content and speakers' notes.
- As needed, tailor the presentation to the particular context of the training attendees/training location.
- Make notes of specific examples that you want to present at the training.
- Make notes of particular phrases or presentation areas you may want to highlight. Remember that the audience may not be familiar with the new terminology, and you may have to emphasize certain phrases, such as "Stay petition."

2. Meet with your training partner:

With a very small group, you may not need a training partner, but your session is likely to go more smoothly if two people share the responsibilities of presenting, answering questions, and facilitating individual or small-group activities.

- In collaboration with your training partner, identify key areas to focus on during the presentation, and highlight areas you want to target.
- Determine the breakdown of the presentation. Will you each present full sections or every other slide?

¹Readiness and Emergency Management for Schools Technical Assistance Center, DEVELOPING EMERGENCY OPERATIONS PLANS K-12 101 TRAINING A Train-the-Trainer Curriculum, p12-15

- Coordinate with your partner in advance to decide who will answer audience questions. Will you each answer a question and provide examples based on your own background knowledge and expertise?

We suggest meeting with your trainer partner, if applicable, by email or telephone prior to the training event, and also the evening prior to the event. This will give you several opportunities to discuss the presentation materials and the slide-by-slide breakdown of presentation content, and to coordinate how you will handle any audience questions that may arise. Meeting with your training partner will also help you to build rapport and become familiar with each other's personalities, and to learn about each other's preferred training style (for example, lecture from behind the podium or move around the entire room).

3. Gather the materials you will need for your visit:

- Electronic and hard copies of PPT presentation slides with speakers' notes, Participant Workbook, and trainer manual
- Copy of site visit schedule, point of contact for each location, address and phone number(s), driving directions to each location
- Travel information such as name and address of hotel, training location, and the like
- Background materials you've gathered to prepare for the visit
- Any other information relevant to the training

We suggest that each trainer bring back-up copies of the PPT presentation and the hard copy *Participant Workbook* materials in multiple formats, such as on flash drives, portable hard drive, or on a CD/DVD, as appropriate, in order to accommodate any last-minute changes (for example, an increase in the number of training attendees who need materials to be printed on site).

Step 2: Prepare the Training Room

The training curriculum is intended to equip participants with new knowledge and skills. It is important to set up the room in a manner that ensures a high-quality learning environment, free from distraction and outside noise. If possible, select a room with plenty of natural light, and ensure that seating is comfortably arranged and conducive to learning; for example, set tables and chairs in a circle, rectangle, or U shape so that each participant can easily see the screen.

Step 3: Manage Training Logistics

It is important to start and end the training at a reasonable time, and to allow sufficient time for breaks and refreshments. The training you are delivering includes times for short breaks, lunch (if appropriate) and other opportunities for attendees to quickly break and refocus their energies. It is recommended that a 4-hour training include two 15-minute breaks, and an 8-hour training include three 15-minutes as well as one hour for lunch.

Attendees can download the *Participant Workbook*, which contains a number of activities intended to be performed in small discussion groups. Such activities encourage experiential learning and also provide you, the trainer, an opportunity to keep participants engaged by suggesting that they walk around the room and shuffle their groups. Or, depending on the size of the audience, ask each member to count off from 1 to 10, and then organize groups by number. Using exercises gives participants opportunities to share their insights, observations, and past experiences that relate to the materials being presented. Remember that adult learners appreciate having breaks throughout the training, in addition to breaks built in to the day's agenda.

It is very important to know your material well, and to plan ahead by researching lists of local resources that may be useful to participants. Keep in mind other tips and strategies, such as these:

- Provide a few personal examples to bring to life the technical information included in the presentation.
- Humor is helpful.
- Keep on schedule for starting and ending the training, for breaks, and for participant activities. We suggest announcing specifically what time breaks will begin and end, and not the specific duration of the break. For example, you may state, "My watch currently reads 2:00 p.m.; let's break and come back at 2:15 p.m." as opposed to stating "Let's come back in 15 minutes."
- Anticipate possible questions, such as definitions and explanations of technical terms. Remember that not all participants will be familiar with the terminologies introduced in the new federal guidance.
- Have sources and citations ready for referenced data.

Always remember to:

- Ahead of time, thoroughly read through the PPT slides, the speakers' notes, and the trainer instructions, below, several times. Become familiar and comfortable with the material. Reading the speakers' notes aloud to yourself may help you check for pacing. For your convenience, the recommended time for each slide is included with the instructions below.
- Familiarize yourself with any background materials you may have. Tailor audience questions accordingly, as needed. It may be helpful to prioritize breakout group discussion questions ahead of time, in case you run short on time.
- Greet training attendees as they enter the training room. Make efforts to create a warm and comfortable environment for the training to take place.
- Remember to spell out and emphasize all acronyms, and highlight references to the federal guidance, as training attendees may be unfamiliar with the new terminology.

Step 4: Consider and Track Additional Tasks

While the following tasks may be performed by support staff at the training location, there may be times when you will have to take care of something before or after the training. Always remember to arrive at the training location at least one hour prior to the official start time and build an extra hour into your schedule at the conclusion of the training to answer questions that training attendees may not have had a chance to ask during the training presentation. You may be required to perform the following tasks:

- If possible, set up the seating in a circle, rectangle, or U shape so each participant has an equal view of the trainer.
- Distribute Participant Workbooks, including supplementary materials, handouts, and customer satisfaction forms.
- Distribute attendee and trainer name badges, and place trainer tent cards at head table as appropriate.
- Ensure that the presentation is loaded on the computer, the overhead projector and screen are functioning correctly, and the microphone and speakers are set at the appropriate volume.
- At the conclusion of the training, collect customer satisfaction forms and distribute certificates of participation.

TIPS ON FACILITATING TRAININGS AND SMALL-GROUP DISCUSSIONS

- Keep track of time and pace yourself so you can cover all the material during the presentation. Don't let training attendees linger too long on one question, and recognize when you have adequately answered the question. You might have to jump in and say something like "I'd like to address this question again during our Q&A session at the end of the training."
- Familiarize yourself with the PPT slides, speakers' notes, and trainer instructions ahead of time so you can present the content in a conversational manner after quickly glancing at a slide (making eye contact with training attendees rather than looking at and reading the speakers' notes). Remember that it may not be necessary to use all notes associated with each slide; these are provided as a guide.
- Encourage equal participation among training attendees during small-group discussions. If some are talking more than others, you may need to politely shorten their responses and encourage others to jump into the discussion. Remember to invite others to comment or provide alternative perspectives based on their individual experiences and situations.
- Be flexible and prepared to answer questions that are out of order or do not deal with the topic/slide content being presented. If the discussion gets off topic, rein it in and remind respondents of the topic under discussion.
- Ask participants to explain any comments that were not clear to you and/or any terms that are unfamiliar.

TECHNIQUES THAT BUILD RAPPORT

- Set the tone of the presentation, aiming to create a thoughtful, non-judgmental atmosphere.
- Be friendly and smile.
- Make eye contact with participants (if culturally appropriate), and also beware of overemphasizing one side of the room. For example, right-handed teachers tend to interact more with the right-hand side of the classroom.
- Speak in a pleasant tone of voice, and be mindful of using too many “crutch” words like “um” and “like.”
- Try not to remain “tied” to the podium and use relaxed body language. Avoid fidgeting—such movement may distract participants. Moving around the room relaxes participants, as people tend to become fatigued when looking in the same direction, at the same place, for extended periods of time.
- Be patient and do not rush participants’ responses.
- Acknowledge every contribution, especially at the beginning.

WHAT IS A COMMUNITY TRUANCY BOARD?

Washington State Legislature passed the "Becca Bill" in 1995, which included amendments to the School Attendance Law that require school districts to take specific steps to eliminate or reduce the student's absences through a variety of interventions. The "Becca Bill" identified Community Truancy Boards as one tool that school districts could use to reduce or eliminate truancy.

From RCW 28A.225.025: "For purposes of this chapter, "community truancy board" means a board composed of members of the local community in which the child attends school. The local school district boards of directors may create a community truancy board or may use other boards that exist or are created, such as diversion boards. However, a diversion or other existing board must agree before it is used as a truancy board. Members of the board shall be selected from representatives of the community. Duties of a community truancy board shall include, but not be limited to, recommending methods for improving school attendance such as assisting the parent or the child to obtain supplementary services that might either eliminate or ameliorate the causes for the absences or suggesting to the school district that the child enroll in another school, an alternative education program, or another public or private educational program."

A CTB is administered in partnership between the school district and the local juvenile court and acts as an extension of the school district and court, as a link to the community. When used with specifically designed orders from the local juvenile court, community truancy boards may serve as the venue for the first hearing - or fact-finding - of a truancy case. It is also a forum where local resources can be made accessible to families and students. The law also authorizes community truancy boards to enter into agreements with students that establish attendance requirements or other appropriate action to reduce the student's absences. (RCW 28A.225.030(2)(b).)

WHY START A COMMUNITY TRUANCY BOARD?

The importance of connection:

- * School connectedness is a strong protective factor against delinquency.
- * School connectedness is linked to lower levels of substance abuse, violence and emotional distress.
- * Out of school elementary and middle school students contributes towards dropout rates.
- * A student arrested in high school is twice as likely to drop out.
- * A student who appears in court during high school is four times as likely to drop out.

The Legislature supports CTBs:

- * The legislature finds that utilization of CTBs is the preferred means of intervention when preliminary methods of notice have not been successful.
- * The legislature intends to encourage and support the development and expansion of CTBs.

History of Spokane Model: The West Valley CTB (WVCTB):

The WVCTB was established by West Valley School District in 1996 to help truant students and their families by connecting them with school, community, and court resources. Its goal is successful school re-engagement and renewed progress toward school completion for students and increased graduation rates and funding for schools through maintaining FTEs. The WVCTB was founded on the principles of restorative justice and social support. An evaluation of the WVCTB, conducted by Washington State University, with assistance from the Washington State Center for Court Research, and funded by *Models for Change**, concluded that the WVCTB is a promising intervention for truancy. It was determined to be an attractive program for replication because start up and sustainability costs can be minimal through re-allocation of existing resources.

Success of the WVCTB:

The WSU study of the WVSD CTB found that students who attended the CTB had a higher rate overall of graduating or obtaining a GED and correspondingly lower dropout and transfer rates than truant students in comparison districts. As a result of the WVCTB and Truancy Specialist, substantial numbers of WVCTB youth were kept out of the courtroom.

- * The average number of Fact-Finding hearings dropped by 37%.
- * The average number of Contempt Orders dropped by 45%.
- * The reductions occurred even though the average numbers of petitions were essentially the same.

*Through the Spokane County *Models for Change* (MfC) Truancy project WVCTB created a Toolkit for Community Truancy Board (CTB) replication, which is available to any school district that is interested in replicating the WVCTB to help truant students and their families.

PURPOSE, GOAL AND COMPOSITION OF A CTB

The purpose of a CTB is to provide a supportive environment where a youth and family can openly discuss the reasons behind the child's absences.

- * Provide an opportunity to identify interventions that can successfully reintegrate students back into the school setting which encourages and supports attendance and involvement.
- * Establish a contract between all parties to improve the attendance issues.
- * Include restorative, individualized, concepts in your vision statement and goals.
- * Create intervention to help students and families rather than take punitive action.
- * Address truancy issues one student and family at a time in a **supportive** and **warm** environment.
- * Provide support beyond the scope of what schools can provide on their own and without court involvement.

The goal of a CTB is to improve school attendance by using best practices that incorporate the following:

- * Develop a system for finding solutions to prevent truancy.
- * Improve school engagement.
- * Reduce dropout rates.
- * Increase access to outside service providers.
- * Use an interdisciplinary approach to collaborate and coordinate with local community businesses, non-profit groups, schools, and court staff.

The CTB is composed of members from the school, court and local community in which the child attends school.

- * School District Administrator
- * School District Truancy Coordinator
- * Staff from the school
- * Parent and youth (over 12 years of age preferred)
- * Community Service Providers
- * Juvenile Court
- * Community volunteers

DEVELOPING EFFECTIVE COMMUNITY TRUANCY BOARD WORKSHOP SERIES SESSIONS AT A GLANCE

SESSION ONE: The Foundation

Objectives

- As a result of the session, participants will:
 - Have identified starting points to obtain support for a local CTB
 - Have identified key concepts for the purpose, mission and goals of a CTB
 - Have identified documents and processes to review or create a CTB
 - Have identified strategies and tools needed to create a culturally relevant CTB

Agenda

- **Introduction and Background**
- **Obtaining Support**
- **Vision and Goals**
- **Standardize the P's:**
 - Policies
 - Procedures
 - Practices
 - Paperwork

SESSION TWO: The Structure

Objectives

- As a result of the session, participants will:
 - Have drafted our district CTB structure
 - Have drafted our district CTB processes
 - Have drafted our district CTB documents
 - Have drafted our district CTB timeline for implementation
 - Understand how to map community resources to support assessment outcomes

Agenda

- **Structure**
- **Process**
 - Referrals and Screening
 - Interview Focus
 - Recommendations
 - Follow-up
- **Documents**
- **Timeline for Implementation**
- **Panel of CTB members**
 - Key Points
 - Questions and Answer

SESSION THREE: The Interior

Objectives

- As a result of this session, participants will:
 - Have identified key duties for CTB coordination
 - Have drafted a plan for recruiting CTB volunteers and members
 - Have drafted a CTB training outline and schedule that include trauma informed, cultural relevance and promising practices

Agenda

- **CTB Coordination**
- **Recruiting CTB board members**
- **Training board members**
 - Content
 - Materials
 - Training schedule

SESSION FOUR: Evaluation and Sustainability

Objectives

- As a result of this session, participants will:
 - Have drafted a plan for monitoring and evaluating their CTBs
 - Have drafted a plan for data collection
 - Assess their ability to implement a CTB

Agenda

- **Evaluating CTB's**
 - Desired end state
 - Monitoring Plan
 - Pausing for unintended impact
- **Data Collection**
- **Evaluation and Marketing**
- **Reflection and next steps**
- **Replication Checklist**

CREATING EFFECTIVE COMMUNITY TRUANCY BOARDS WORKSHOP SERIES

HOMWORK OVERVIEW

Pre-Session One:

- Identify CTB planning team (recommended to include: district administrator, Bring or have accessible all truancy related policies
- Create filing flow chart (from building/s where CTB referrals will be accepted)

Pre-Session Two:

- Review of progress from Session One Goals
- Begin mapping of tiered intervention (for use in Session Three)

Pre-Session Three:

- Mapping of tiered intervention
- Gather list of community resources (counselors usually have this)

Pre-Session Four:

- Data Inventory 1.8
- Building (preferred) or district level Chronic attendance data disaggregated by race (www.ospi.k12.wa.us)
- 15-16 Truancy filings by race if possible
- Other attendance data district or school collects

WORKSHOP SESSION

Key Concepts

Session 1

Session 2

Session 3

Session 4

SESSION ONE

Suggested Agenda for Session One

SESSION ONE: The Foundation

Objectives

- As a result of the session, participants will:
 - Have identified starting points to obtain support for a local CTB
 - Have identified key concepts for the purpose, mission and goals of a CTB
 - Have identified documents and processes to review or create a CTB
 - Have identified strategies and tools needed to create a culturally relevant CTB

Agenda

9:00-9:10am Introduction to workshop series

- Welcome
 - Trainers
 - Bathrooms
 - Sign-in and handouts
- Agenda for the workshop
 - Framework for workshop (not a training, a workshop-time to do work and bring it back to your districts)
- Agenda for the day
- Parking lot for questions about 2449, future sessions, or items to be discussed later in the day

9:10-9:30am Ice Breaker- Four Corners

9:30-9:45am Background (Chronic Absenteeism, Truancy, CTB, 2449)

9:45-10:10am Race Equity

- Three types of Racial Inequity
- Implicit bias slide (example of left handed people)
- Why use a race equity tool?
- Choice points slide (handout from examples given a conference?)
- Example of CTB choice points slide
- Introduce tool

10:10-10:25am Obtaining support

- Overview
- Activity: Obtaining Support

10:25-10:35am Break

10:35-10:50am Vision and Goals

- Overview
- Examples-on ppt
- Activity: Vision and Goals

10:50-11:40am Standardize the P's: attendance, discipline, HB 2449, family centered, whole child, race equity, consistency

- Pull out your homework (policies and filing flow chart)
- Policies- what are some questions we want to ask when looking at policies?
- Procedures, Practices, and Paperwork
 - Procedures- examples of procedures from audience (scribe a list)
 - Practices- examples of practices from audience (scribe a list)
 - i. Procedures and Practices
 - 1. Court process (flow chart and follow-up communication)

2. Coding and tracking (will discuss further in Session Four)
3. Tiered interventions and promising practices
 - a. Strategies to Motivate parents and increase urgency
 - b. Assessment and screening to inform interventions pre and post CTB (will address further in Session Three)
- Paperwork (documents that support policies, procedures and practices)
 - i. Conference forms, attendance letters, etc.
- Activity (document matrix worksheet)
- Activity (tiered interventions- also the start of resource mapping) Resource mapping- will be looked at more in depth in Session Three. Take with you and work on, work to continue in Session Three.

11:40-11:50am Address parking lot questions pertaining to Session One

11:50-12:00pm Closing

Homework assignments

- Action Plan or Progress on goals
- Tiered intervention worksheet

HANDOUTS:

Session 1 Powerpoint
 Race Equity tool
 Obtaining support worksheet
 Vision and goals worksheet
 Standardizing the Ps
 Documents Matrix Worksheet
 Tiered Intervention sheet (resource mapping)
 Action Plan

Creating Effective Community Truancy Boards

Session 1: Creating A Strong Foundation

Insert Date & Presenter name here



15 minutes:

Introduce yourself and your co-presenter

Four corners ice breaker:

Participants will answer the following questions by going to the corner of the room that has the poster that is closest to their answer. In groups of 3-4, participants will introduce themselves, their district & role and share why they chose that corner.

Posters should read: Unknown or 0, 1-2, 3-5, 5+

1. How many people are charged with creating CTB's in your district? If you already have them, how many are regularly involved in CTB improvement?
2. Community Truancy Boards are an effective intervention for students who meet Becca Truancy definitions. (posters become a rating system strongly agree=5 and strongly disagree=0; "unknowns" should be instructed to meet together)

Workshop Objectives

By the end of the workshop series, districts will:

- * Have created a CTB framework
- * Have a plan to implement a CTB by May 2017
- * Have the tools and resources needed to run an effective, successful, and sustainable CTB
- * Learn strategies to incorporate race equity into the development of CTBs

We will not be presenting an ideal model. Instead this series will guide you through information and activities to create a CTB that reflects the philosophy, values and needs of your school community.

It is designed to be an interactive workshop with time to work on components. There will be homework between sessions.

Four part series

- * Session 1: Foundation
- * Session 2: Structure
- * Session 3: Training of CTB Members
- * Session 4: Evaluation

Each session is 3 hours. You may want to consider including additional hours or modifying sessions so participants can visit existing boards, truancy workshops or court. Frequently schools are unaware of the content of each of these and are unable to design interventions that complement court interventions.

Disclaimer for Session 3:

Session One- The Foundation

* AGENDA

- * Background on CTBs
- * Race Equity
- * Obtaining Support
- * Vision and Goals
- * Standardizing the Ps
- * Closing



Present Agenda for the day

Remember to include: Parking lot for questions about HB 2449, future sessions, etc

Session One Objectives:

By the end of Session One, participants will:

- * Have identified starting points to obtain support for a local CTB
- * Have identified key concepts for the purpose, mission and goals of a CTB
- * Have identified documents and processes to review or create a CTB
- * Have identified strategies and tools needed to create a culturally relevant CTB

Action Plan

- * Desired Measureable State (suggested):
- * By XXX, XXX District will have created, modified and reviewed policies, procedures, paperwork and practices supporting the creation of an effective CTB's for all students.

Refer audience to the Action Plan Worksheet. The desired measurable state can be created by each team OR recommended by the Facilitators.

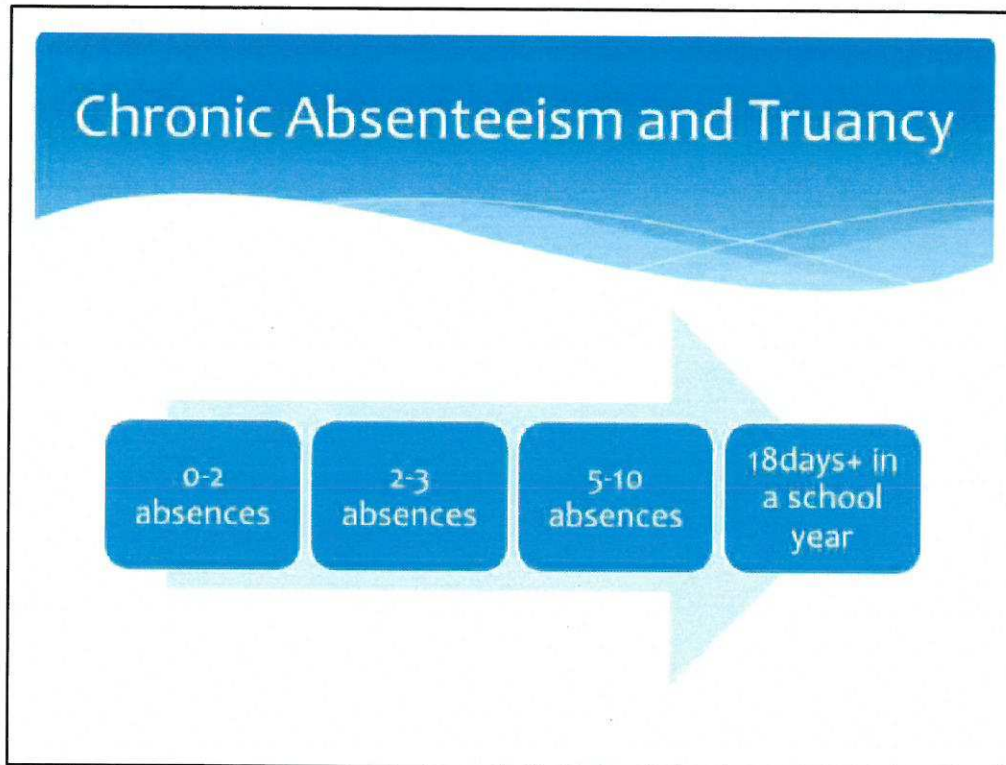
Have each team

The facts...

- * Missing 10% of school leads to:
 - * Elementary School: Lower numeracy and literacy issues
 - * Middle School: Class failure and suspensions
 - * High School: Dropping out
 - * Post Secondary: Lower rates of persistence
- * Students experiencing poverty are disproportionately impacted

Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence, September 6, 2016

This report doesn't have the data to support disproportionality among race however we know that students of color are disproportionately represented in poverty and can logically make the case this transfers to truancy. In a later slide, we discuss WA state data on disproportionality in chronic absenteeism data.



Truancy is a school-court issue. It typically involves unexcused absences only and is legislatively defined as 5 unexcused full day absences in a month or 10 unexcused full days in a school year. Truancy has traditionally been an on-ramp to the juvenile justice system and punitive in nature. In schools it has resulted in disciplinary actions and in court it has resulted in detainment and monetary fines. How have our institutions reinforced this both intentionally or unintentionally? (Possible answer: Becca Bill, disciplinary response, data collection requirements, research linking truancy (vs. chronic absenteeism) to predictors of violence and school dropout, detention, fines, etc)

Chronic Absenteeism is a school and community issue stemming from the fact that students who miss 10% more of a school year for any reason (unexcused excused and suspensions) are less likely to advance to the next grade level and eventually graduate. This is emerging work stemming from research on Early Warning Indicators.

The Effects of Chronic Absence on High School Success

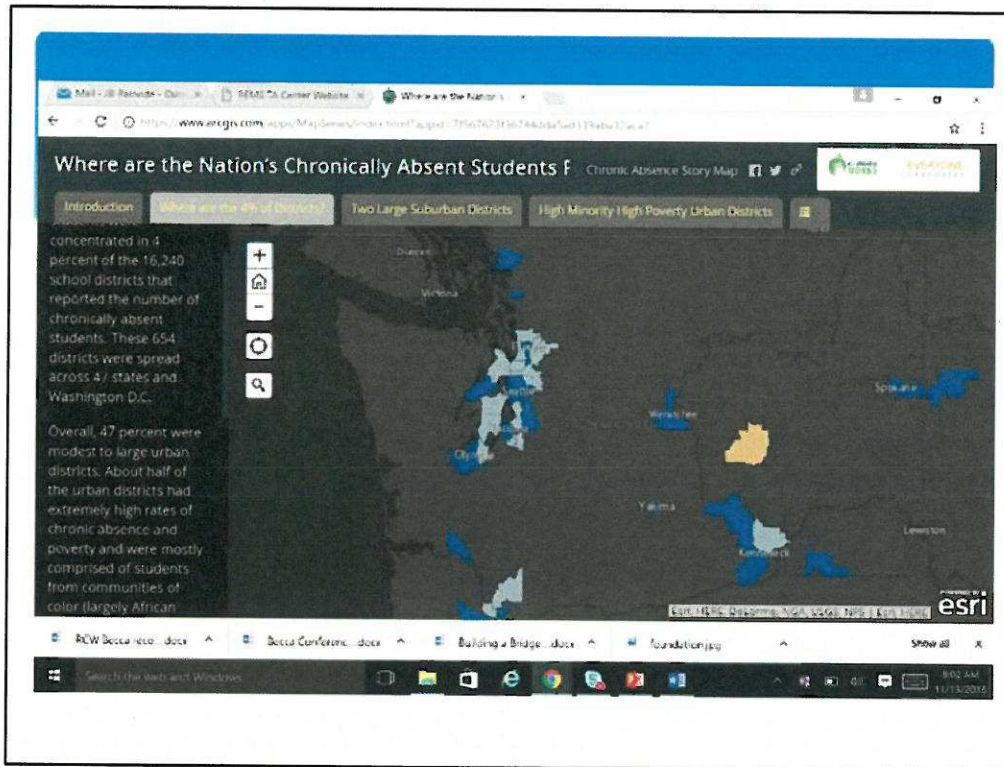
- Core GPA and attendance in eighth grade best predict whether students in high school pass and earn As or Bs
- Studies show that 9th grade attendance is a more predictive indicator of dropping out than 8th grade test scores
- Chronic absence has cumulative effects, the more a student is absent the more they fall behind, the more likely they are to be chronically absent in the future.

<http://www.attendanceworks.org/wp-content/uploads/2010/04/Chronic-Absence-Research-Summary-1-pager-2-19-14withlinks.pdf>

10

11/23/2016

The impacts of poor attendance are seen at the other end of the school spectrum as well -

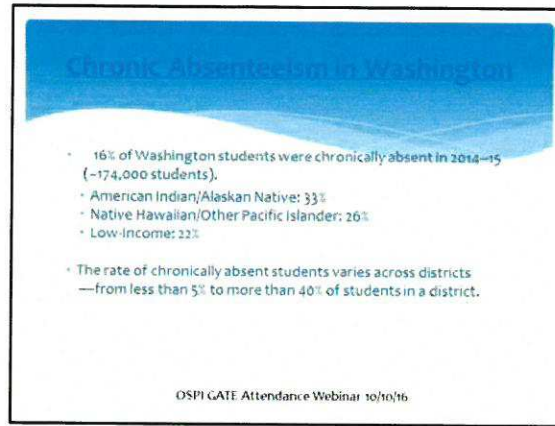


Hyperlink embedded in the slide for real time data and maneuverability.

Half of the nation's chronically absent students were concentrated in 4 percent of the 16,240 school districts that reported the number of chronically absent students. These 654 districts were spread across 47 states and Washington D.C.

School Districts

- City-dark blue
- Suburb-light blue
- Town-yellow
- Rural-green



Disproportionately affects...

Click on hyperlink for connection to OSPI Data Analytics

What do we know about students that are truant?

- increased ACE's, social and emotional difficulties.
- 4-6 times more likely to have run away or been kicked out of their homes on multiple occasions.
- history of a psychological disorder or learning disability,
- higher level of depression-anxiety, aggression-defiance, substance abuse, peer deviance, school disengagement, and family problems than non truant youth.

- Truant students have been found to have had an increase in ACE's, social and emotional difficulties.
- Truant youth were 4-6 times more likely to have run away or been kicked out of their homes on multiple occasions.
- 39% of truant youth had a history of a psychological disorder or learning disability, and our truant youth reported a higher level of depression-anxiety, aggression-defiance, substance abuse, peer deviance, school disengagement, and family problems than non truant youth.

SSHB 2449

SSHB 2449 recognizes the impact of missing school and creates a series of interventions in statute to address gaps in our current laws and promote promising and effective best practices around attendance.

- Requires consistent practices and procedures for communication to families regarding attendance.
- Requires schools and juvenile courts to work together to implement community truancy boards.
- Recognizes that some truant students are best served when placed in a secure crisis residential center not a juvenile detention center.
- Allows courts and schools to use screening tools to identify (and then address) root causes of truant behaviors.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION 74 11/23/2016

Note, this is not a training of SSHB2449. This slide is intended to provide context for the requirement of CTB. Refer to OSPI Bulletin MO38-16.

Representative Orwall recognizes this is an imperfect bill and is seeking input from at a minimum the Office of the Administrators of the Courts, OSPI and ESDs for how the bill can be strengthened in the next legislative session.

SSHB 2449: Community Truancy Boards

By the beginning of the 2017-18 school year all districts with greater than 200 students must have an Memorandum of Understanding (MOU) with their Juvenile Court jurisdiction to create a Community Truancy Board.

The CTB may be run by the juvenile court, the school district, or in collaboration together as determined in the MOU.

- Sample MOUs available on the OSPI Truancy webpage.

<http://www.k12.wa.us/GATE/Truancy/default.aspx>

CTB Goals

Improving school attendance by using best practices that incorporate the following:

- Developing a system for finding solutions to prevent truancy.
- Improving school engagement.
- Reducing drop out rates.
- Increasing access to outside service providers.
- Using an interdisciplinary approach to collaborate and coordinate with local community businesses, non profit groups, schools, and court staff.

What is a Community Truancy Board

- * Composed of members from the school, court and local community in which the child attends school.
- * Provides a supportive environment where a youth and family can openly discuss the reasons behind the child's absences.
- * Identification of individualized interventions
- * Goal is to successfully reintegrate students back into the school setting which encourages and supports attendance and involvement.
- * Contract based with shared responsibilities

A board composed of members from the school, court and local community in which the child attends school.

The purpose is to provide a supportive environment where a youth and family can openly discuss the reasons behind the child's absences.

Provides an opportunity to identify interventions that can successfully reintegrate students back into the school setting which encourages and supports attendance and involvement.

Establishes a contract between all parties to improve the attendance issues.

How do we know they work?

- * Research on school-community engagement as a protective factor (Hawkins & Catalano)
- * Research on Early Warning Indicators (Balfanz)
- * Models for Change outcomes
West Valley CTB, Spokane

We also have outcomes from Clark County and Pierce County.

The West Valley CTB (WVCTB)

- * Established in 1996.
- * The goals:
 - * Successful school re-engagement and renewed progress toward school completion for students and
 - * Increase graduation rates and funding for schools through maintaining FTE's.
- * Founded on the principles of restorative justice and social support.

Established in 1996-1997 to assist truant youth and families by connecting them with school, community, and court resources.

The goal – successful school re-engagement and renewed progress toward school completion for students and increased graduation rates and funding for schools through maintaining FTE's.

Founded on the principles of restorative justice and social support.

Findings from the WSU Study of the WVSD-CTB

- The WVSD CTB was found to be an effective and promising intervention for truancy.
- higher rate overall of graduating or obtaining a GED
- lower dropout and transfer rates than truant students in comparison districts
- “Check and Connect” model increased success rates
- The WVSD-CTB is an attractive program for replication and sustainable because start up and on going costs can be kept minimal through re-allocation of existing resources.

Students who attended the CTB had a higher rate overall of graduating or obtaining a GED and correspondingly lower dropout and transfer rates than truant students in comparison districts.

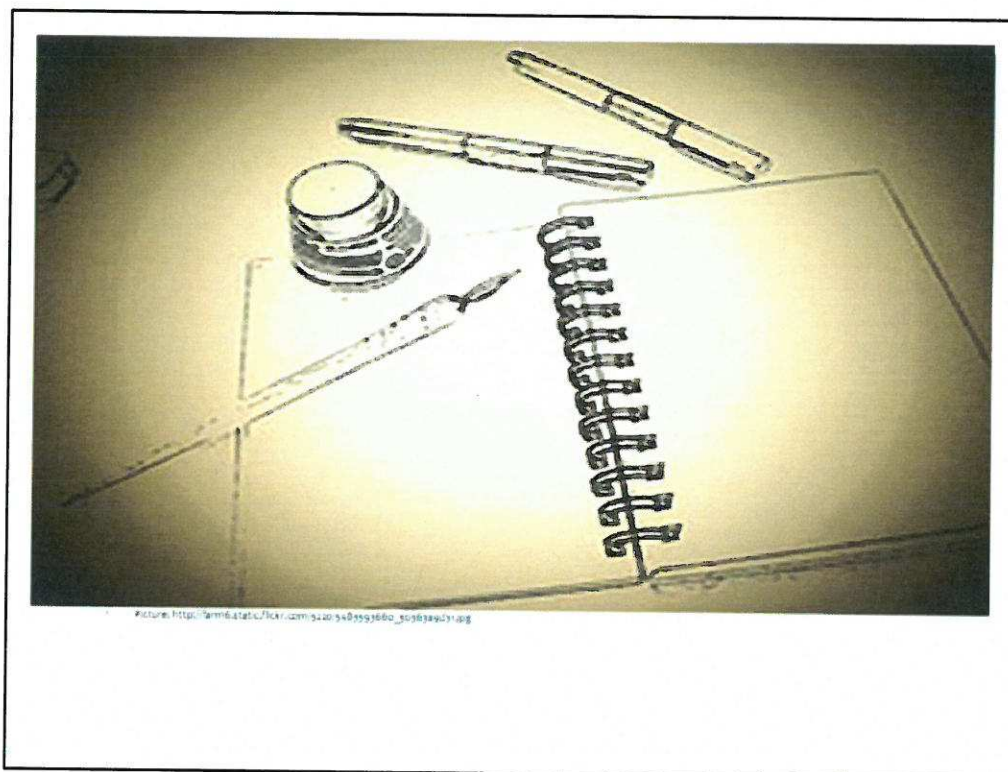
The WVSD CTB was found to be an effective and promising intervention for truancy.

Truancy Probation Officers using a “check and connect” model increased success rates.

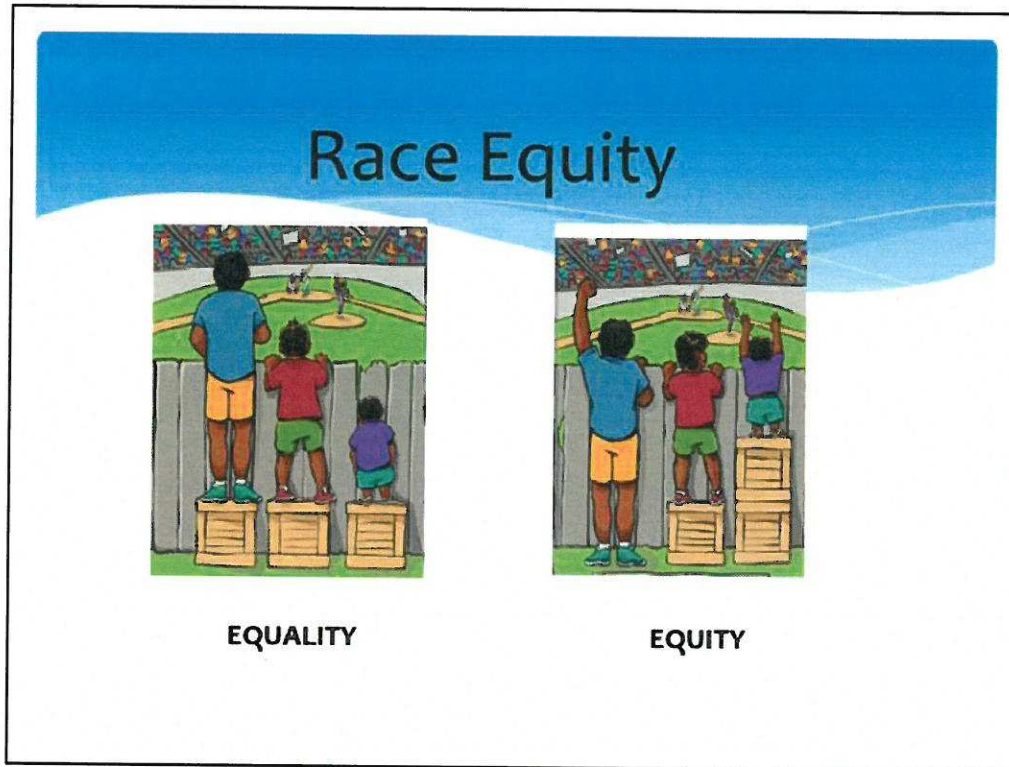
The WVSD-CTB is an attractive program for replication and sustainable because start up and on going costs can be kept minimal through re-allocation of existing resources

OUTCOMES: Community Truancy Boards and Court Hearings

- * As a result of the the WVSD CTB and Truancy Specialist, substantial numbers of WVSD CTB youth were kept out of the courtroom.
- * The average number of Fact-Finding hearings dropped by 37%.
- * The average number of Contempt Orders dropped by 45%.
- * The reductions occurred even though the average numbers of petitions were essentially the same.



CTB's are a requirement by the 17-18 school year. We have an opportunity to rewrite the story for truancy. We can design CTB's that are equitable to all students and that are restorative rather than punitive. This is new, pioneering work in your districts. Understanding implicit bias and how it manifests itself in the design and implementation of our CTB process is critical. A great place to start are "choice points"



1. What do you notice in this picture?
2. ANSWER: The picture on the left is an example of equality. Each child is given the SAME opportunity via a box to see over the fence. However, giving all students the same opportunity to achieve, does not result in being over to see over the fence. This is an example of the Opportunity Gap. Treating all kids the same does not result in academic achievement.
3. The picture on the right is an example of EQUITY. This is because we are changing structures by giving more boxes to some students and less to others based on need. This ensures they receive equitable opportunity to see over the fence.
4. This image also can help us to understand difference between **ACHIEVEMENT** gaps (student's responsibilities and personal efforts) and **OPPORTUNITY** gaps (educations system inequities and irregularities; the "fence-makers").
5. Currently, data shows us that in education, students of color are not receiving equitable opportunities to achieve or "see over the fence". We will now see data nationally and locally that demonstrates this opportunity gap.
6. At your tables, define characteristics of an equitable CTB and that of an equal CTB (5 minutes)

What is Racial Equity?

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.

When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation.

This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race.

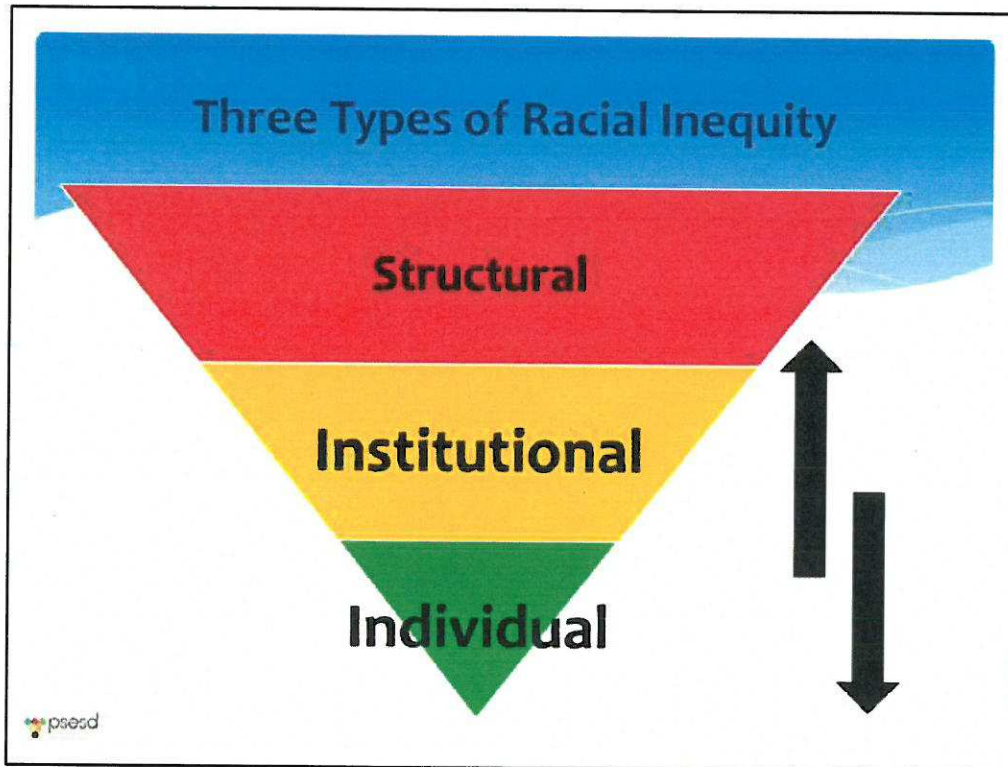
PSESD Racial Equity Implementation Plan, 2015

Highlight phrases and word mentioned in prior slide.

We focus on race as compared to poverty, SpEd, ELL, male/female, LGBTQ because almost every indicator of well-being shows troubling disparities/disproportionality by race cross all outcomes of success in our society (educational attainment, life expectancy, home ownership, wealth, etc). Source: Annie E Casey Foundation: Race Matters Toolkit: <http://www.aecf.org/m/resourcedoc/aecf-racemattersusersguide-2006.pdf>

Examples: Males of color have a lesser life expectancy than males of non-color. Special Education student of color have lower graduation rates than Special Education students of non-color.

If we improve outcomes for our students of color, all members of the categories will improve.




We all are impacted by racism...dismantling institutional racism begins with recognizing our own biases, stereotypes, etc.....


Institutional racism is when an institution (such as education, juvenile justice, health care, housing, etc) embraces policies, procedures and practices the intentionally or unintentionally result in disproportionate impact on populations of color.

Structural racial inequalities are defined as how different types of racial inequities and how acts of institutional racism across institutions interact to cause a snowball effect. For example, students who need to assume the role of taking younger siblings to school because parents must travel long distances to work due to lack of low income housing in areas of high employment.


Most of us are aware of overt individual acts of racial inequities which include hate crimes and racial harassment/bullying. Less are aware of how acts of implicit bias result in acts of racial inequities multiple times a day for people of color.

Bias: Implicit/Unconscious





“The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.”



Kirwan Institute for the Study of Race and Ethnicity, *State of the Science: Implicit Bias Review 2014*, p. 16, www.kirwaninstitute.osu.edu

Insert an example:

Unconscious bias is pervasive

Everyone has them, even people that have taken a vow to be impartial, like judges, have unconscious biases. Studies have shown that we’re all susceptible to cultural stereotypes—about race, gender, sexual orientation, religion, politics, age, personality type, class, and physical attributes. We may not even be aware that some of these prejudices have taken root in us.

Unconscious bias is based on pervasive cultural stereotypes.

These run the gamut from seemingly positive ideas like Asians being better at math to more obviously unfair ones like women being less competent than men.

Unconscious bias has practical consequences.

It gives some people an unfair advantage and puts others at a disadvantage. It’s responsible for dissatisfaction and lack of productivity in the workplace.

Unconscious bias is just that unconscious.

We may not even realize that it’s influencing us. People who consciously value racial or other forms of equality can act and make decisions based on biases without being aware that they have any biases at all... *Unconscious bias is outside of our awareness!

Kirwan Institute for the Study of Race and Ethnicity, *State of the Science: Implicit Bias Review 2014*, www.KirwanInstitute.osu.edu

- A lot of contemporary racism occurs without intention or malice. It does not require □ racists. □
- Implicit biases are pervasive and predict behavior. In institutions, individuals’ bias gets compounded in decisions and actions unless consciously counteracted.
- “Implicit Bias... offers the idea that discrimination and bias are *social*, rather than *individual* issues, and that we can thus all participate in promoting equality. □ □ -American Values Project

Institutionalizing Racial Equity

Implicit Bias	Explicit Equity
Unaware of choice points	Builds in decision-making guides that evoke consideration of equity
Exclusive of stakeholders	Fosters active engagement and empowerment of stakeholders
Not attentive to race, gender, income and other inequities	Gives distinct, specific and sufficient attention to key disparities/inequities
Ignores barriers to access	Supports and implements strategies to remove barriers
Does not consider racial impacts	Systemically analyzes potential impacts on marginalized groups

Applied Research Center

CHOICE POINTS

- Choice points are decision-making opportunities that influence outcomes.
- The cumulative impacts of many small choices can be as significant as the impacts of big decisions.
- When we're conscious of choice points and the related impacts, we're less likely to replicate implicit bias and the status quo, and we open new possibilities for equitable change.
- * Racial Equity Tool helps us understand likely impacts.

Applied Research Center

Explain how we are faced with many choice points each day in our collective work. We must pause, when faced with these choice points to ensure our actions will not result in creating or furthering racial disparity. The Racial Equity Tool assists us with this task.

Why use a Racial Equity Tool?

- * To engage stakeholders in decision-making, especially those most adversely affected by current or potential conditions.
- * To bring conscious attention to racial inequities and impacts before decisions get made.
- * To avoid or minimize adverse impacts and unintended consequences.
- * To prevent racism from occurring in the first place—to get ahead of the curve of rapidly replicating racism.
- * To affirmatively advance racial equity, inclusion and unity.

REIA Prescription Webinat2 2012, Applied Research Center and Colorlines.com .

Race Equity Tool

- Educate on racial issues and raises racial consciousness
- Promote racially inclusive collaboration and engagement
- Assess community conditions and set goals for affecting desired community impact
- Expand opportunity and access for individuals
- Affect systemic change
- Develop and implement strategies for eliminating racial inequity

Refer to Handout to specific questions to consider when developing your CTB that will address each of these strategies. We will incorporate opportunities to practice this non-traditional style of thinking during the sessions.

Note, implementing this tool will cause delays in the immediate implementing CTB's. However, taking the time to do engage in the process will also help reduce unintended impacts in the future that may cause more than just time delays and could actually result in harm to students, families, dropout/graduation rates and even result in negative fiscal impact for districts and courts.

Key Choice Points in the CTB Process

1. How do we decide Community Truancy Board Composition?
2. What pre-petition interventions should we choose?
3. How do we use data to inform the CTB process?
4. How do we select students and families/caregivers to refer to Community Truancy Boards?
5. How do we decide Community Truancy Board recommendations/contracts for students and families?

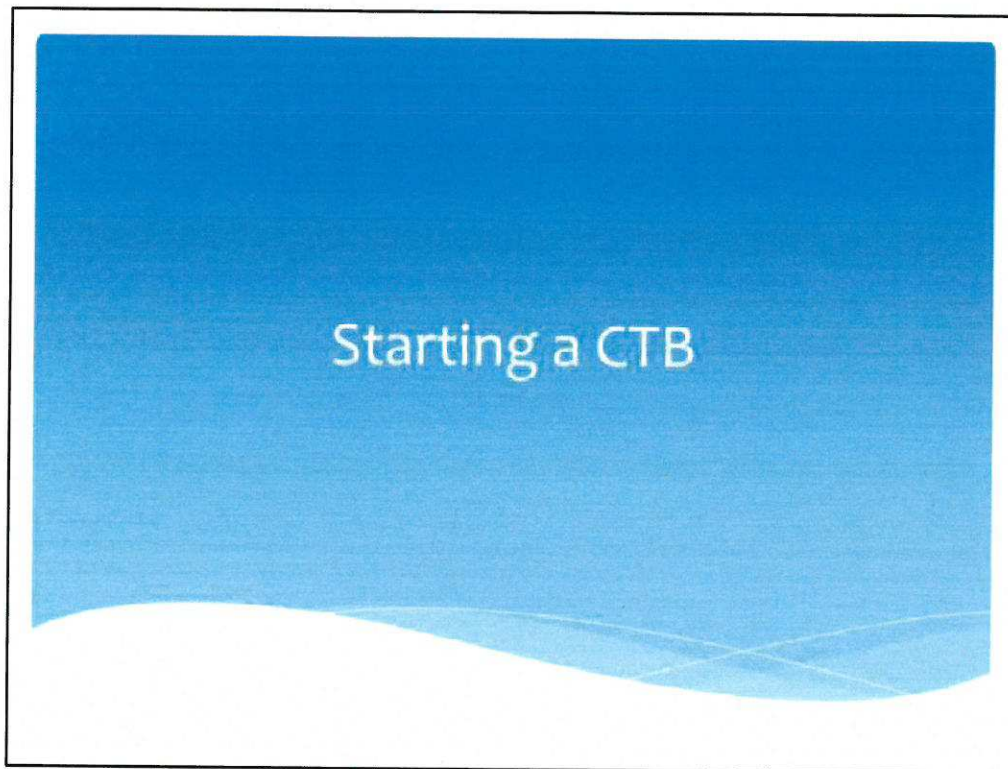
One way we can create an equitable CTB process is by purposely looking at Choice Points.

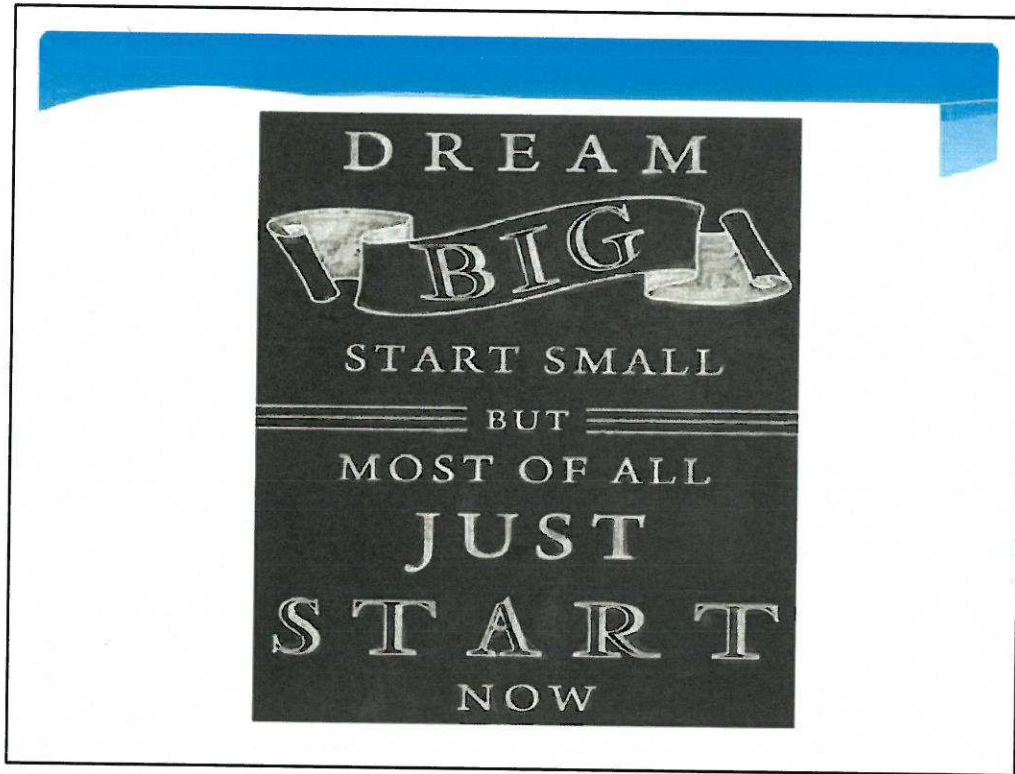
- Choice points are decision-making opportunities that influence outcomes.
- The cumulative impacts of many small choices can be as significant as the impacts of big decisions.
- When we're conscious of choice points and the related impacts, we're less likely to replicate implicit bias and the status quo, and we open new possibilities for equitable change.

The Racial Equity Tool helps us understand likely impacts.

This slide highlights several choice points but is not inclusive of all. What might be some we are missing?

Allow 3-5 minutes for reflection and entering the beginnings of a strategy and objectives to accomplish this on the Action Plan Handout.





Obtaining Support

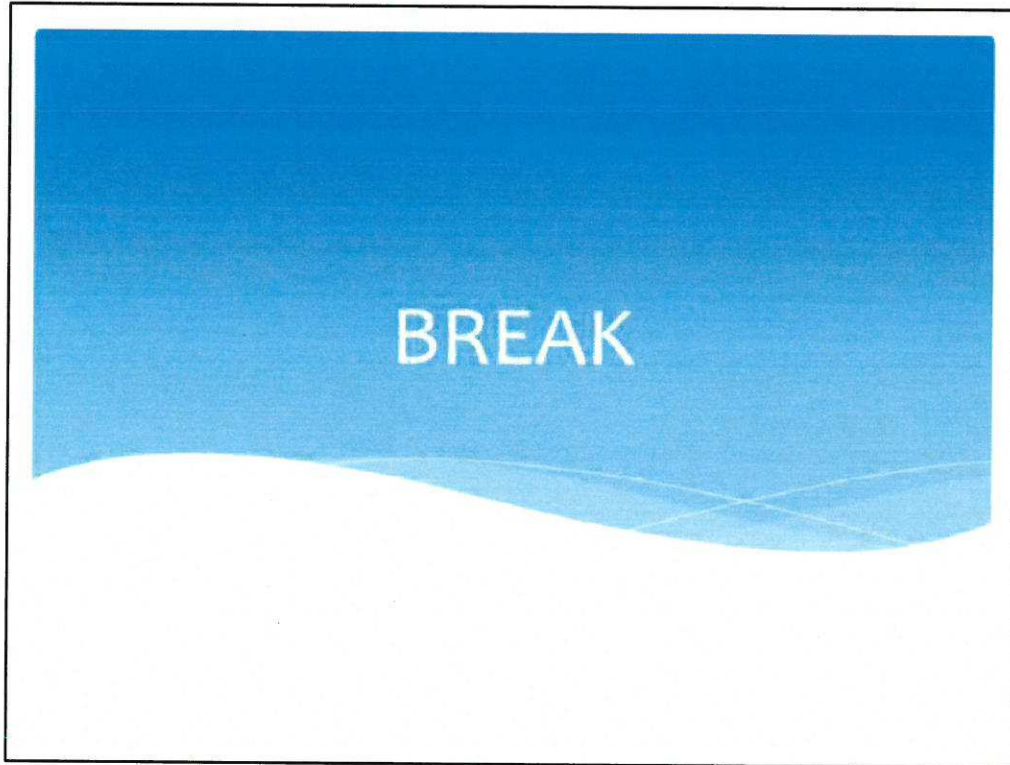
- * School board
- * District and building level support
- * Support from court
- * Approval Process
- * Key Leaders and Decision Makers
- * Data and other reports

Group Exercise

Obtaining Support Activity



Complete at table teams and popcorn out in large group. Encourage participant to include this as strategy & objectives on the Action Plan.



Vision and Goals

Include restorative and individualized concepts in your vision statement and goals.

- * The CTB is a way to show you care and want the student to be at school.
- * The CTB is an intervention to help students and families rather than take punitive action.
- * The CTB is a way to address truancy issues one student and family at a time in a **supportive** and **warm** environment.
- * The intent is to provide support beyond the scope of what schools can provide on their own and without court involvement.

CTB purpose

Example

- PSESD:
 - Success for Each Child & Eliminate the Opportunity Gap by 2020
 - Puget Sound Educational Service District (PSESD) is striving to become an Anti-Racist Multi-Cultural Organization
 - Support successful drop out prevention and reengagement policies and practices
 - Support regional collaboration to boost student engagement and ensure safe and healthy youth
 - Support post-secondary access and planning efforts

Example

VISION:

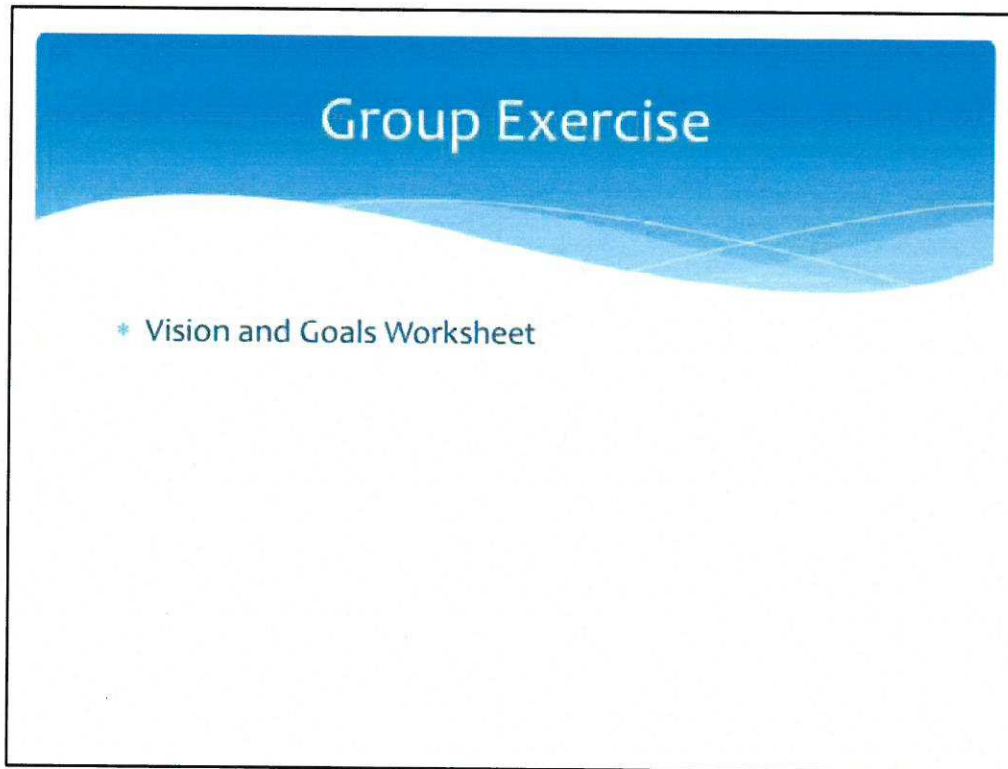
(Put your Community Vision here...below is an example...)

"Improving attendance by building bridges between home and school"

MISSION STATEMENT:

Improving school attendance by using best practices that incorporate the following:

- Developing a system for finding solutions to prevent truancy
- Improving school engagement
- Reducing drop out rates
- Increasing access to outside service providers
- Using an interdisciplinary approach to collaborate and coordinate with local community businesses, non profit groups, schools, and court staff



Allow 3-5 minutes for reflection and entering the beginnings of a strategy and objectives to accomplish this on the Action Plan Handout.

Standardize the P's

Policies
Procedures
Practices
Paperwork

Policies

- * Filing Flow Chart and Policies
 - * What questions do we want to ask when looking at policies?

Pull out homework- filing flow chart and current policies
Review existing policies for inconsistencies throughout the district

Procedures and Practices

- * Examples of Procedures
- * Examples of Practices

Have participants share ideas on procedures and practices- scribe a list

Procedures and Practices

- * Court process
- * Coding and tracking
- * Tiered Interventions

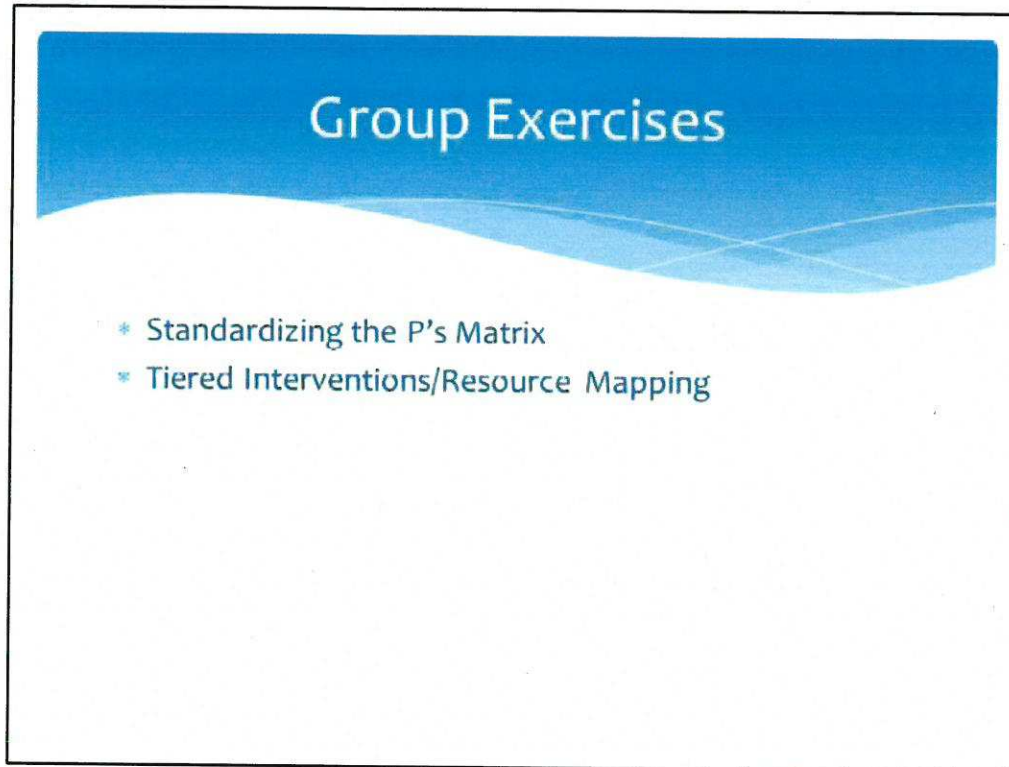
Court process- flow chart and follow-up communication

Coding and tracking- will discuss further in Session Four

Tiered interventions and promising practices- strategies to motivate parents and increase urgency, assessment and screening to inform interventions pre and post CTB (will address further in Session Three)

The Paperwork

- * The Conference
- * The letter's
- * The intervention plans
- * The doctor's notes
- * Community resources
- * The release of information
- * Flow chart



Allow 3-5 minutes for reflection and entering the beginnings of a strategy and objectives to accomplish this on the Action Plan Handout.

Reflection and Closing

- * Review and Update Action Plan
- * Questions
- * Parking Lot
- * Overview of Next Session
- * One word check-out

Upcoming Workshops at PSESD!

- * February 1 (12:30-3:30): Structuring Effective CTB's
- * March 29 (9:00-12:00): Training CTB Members
- * April 19 (9:00-12:00): Maintaining Effective CTB's

Contacts:

- * **Megan Davis**

- * Puget Sound Educational Service District
- * mdavis@psed.org
- * 253-906-1178

- * **Laurie Shannon**

- * OSPI
- * Laurie.Shannon@k12.wa.us

- * **Jill Patnode**

- * Puget Sound Educational Service District
- * jpatnode@psed.org
- * 253-778-7839

SESSION TWO

Suggested Session TWO Agenda

SESSION TWO: The Structure

Objectives

- As a result of the session, participants will:
 - Have drafted our district CTB structure
 - Have drafted our district CTB processes
 - Have drafted our district CTB documents
 - Have drafted our district CTB timeline for implementation
 - Understand how to map community resources to support assessment outcomes

Agenda

9:00-9:10am Introduction

- Welcome
 - Trainers
 - Bathrooms
 - Sign-in and handouts
- Workshop objectives
 - Reminder about framework for workshop
- Agenda for the day
 - Parking lot for questions about 2449, future sessions, or items to be discussed later in the day
 - Objectives for the day

9:10-9:20am Ice Breaker- Race Equity

9:20-9:35am Review homework from Session One

9:35-9:50am Structure

- Things to consider
 - Examples
- Activity

9:50-10:30am Process

- Overview- handout activity so people can fill out as we go through sections
- Referrals and Screening
 - Things to consider
 - Assessments
 - WARNS
 - Other strength based assessments- risk factors for chronic absenteeism
- Interview Focus
 - Things to consider
 - Examples
 - Hearing process
 - Sample Questions
- Recommendations
 - Things to consider
 - Examples
- Follow-up
 - Things to consider
 - Example of key considerations for person assigned

10:30-10:40am Break

10:40-10:55am Documents

- Overview
- Activity: Document Checklist Worksheet
- Examples

10:55-11:10am Timeline for Implementation

- Think about who is going to do all of the associated tasks (will talk more about a CTB Coordinator in Session Three)
- Activity: Timeline Implementation

11:10-11:40am Panel of CTB members or video

- Key Points
- Questions and Answer

11:40-11:50am Address parking lot questions pertaining to Session Two

11:50-12:00pm Closing

Homework assignment

- tiered intervention worksheet and
- list of community resources)

HANDOUTS:

Powerpoint

Reflection

Structure worksheet

Process worksheet

Document Matrix

Timeline for Implementation

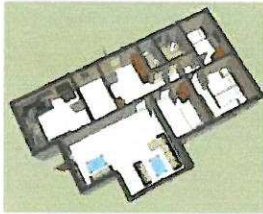
Hearing process

Sample Questions

Action Plan

Creating Effective Community Truancy Boards

Session Two: The Structure



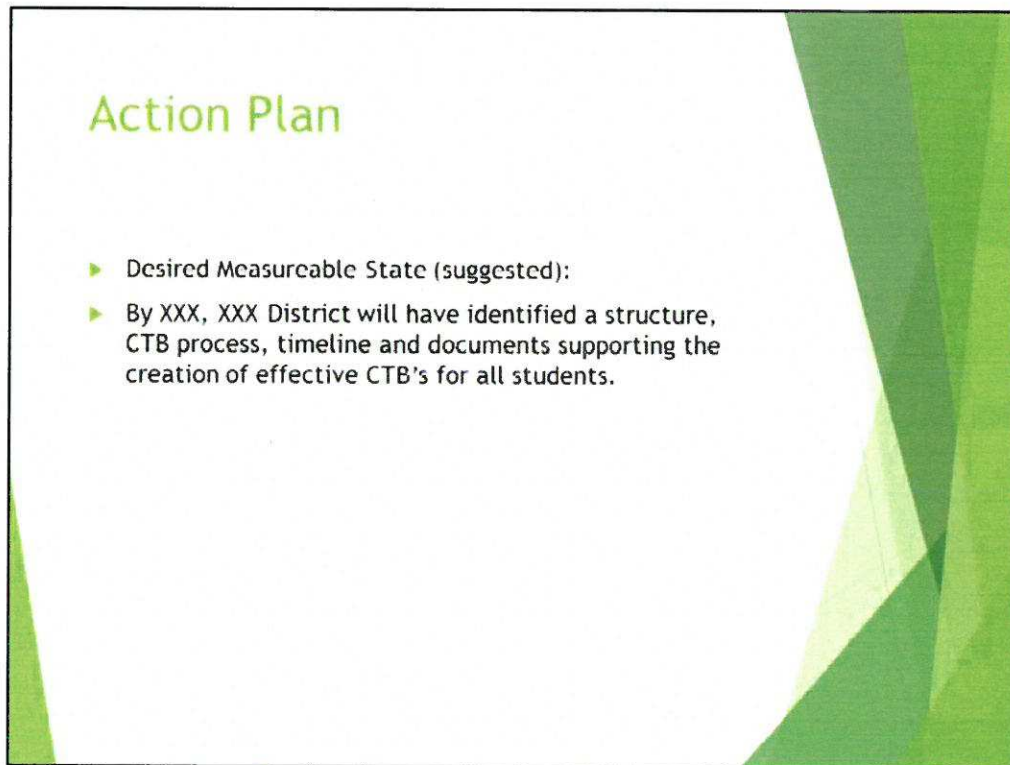
Date TBD



Session Two Objectives:

By the end of Session Two, participants will:

- ▶ Have drafted our district CTB structure
- ▶ Have drafted our district CTB processes
- ▶ Have drafted our district CTB documents
- ▶ Have drafted our district CTB timeline for implementation
- ▶ Understand how to map community resources to support assessment outcomes



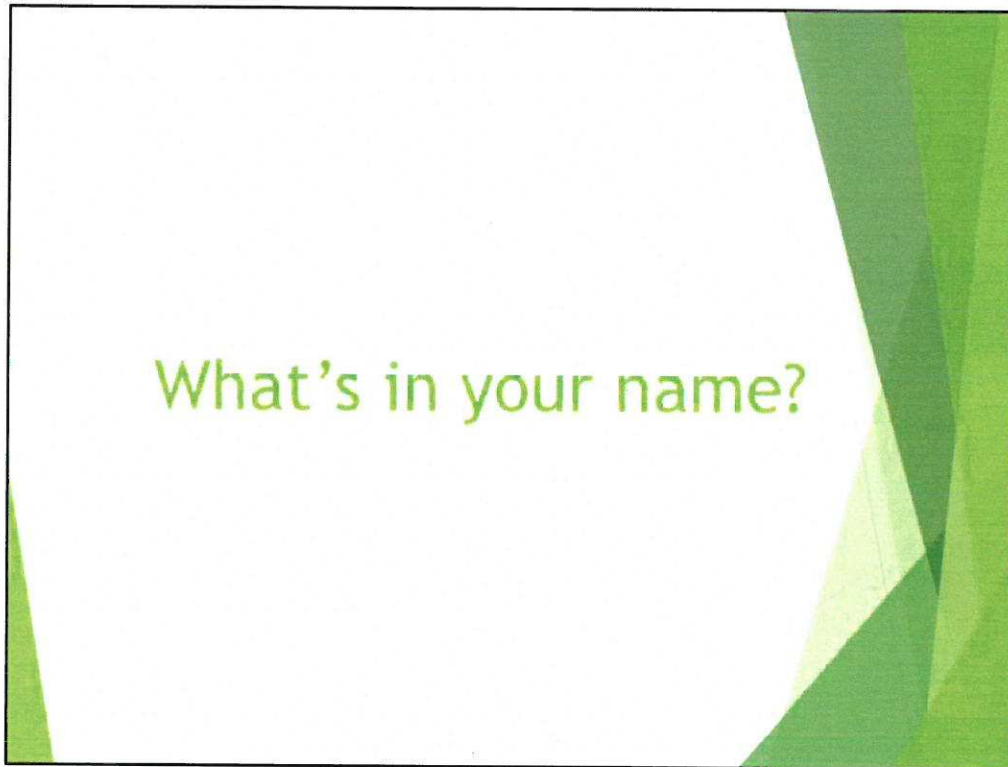
Refer audience to the Action Plan Worksheet. The desired measurable state can be created by each team OR recommended by the Facilitators.

Have each team

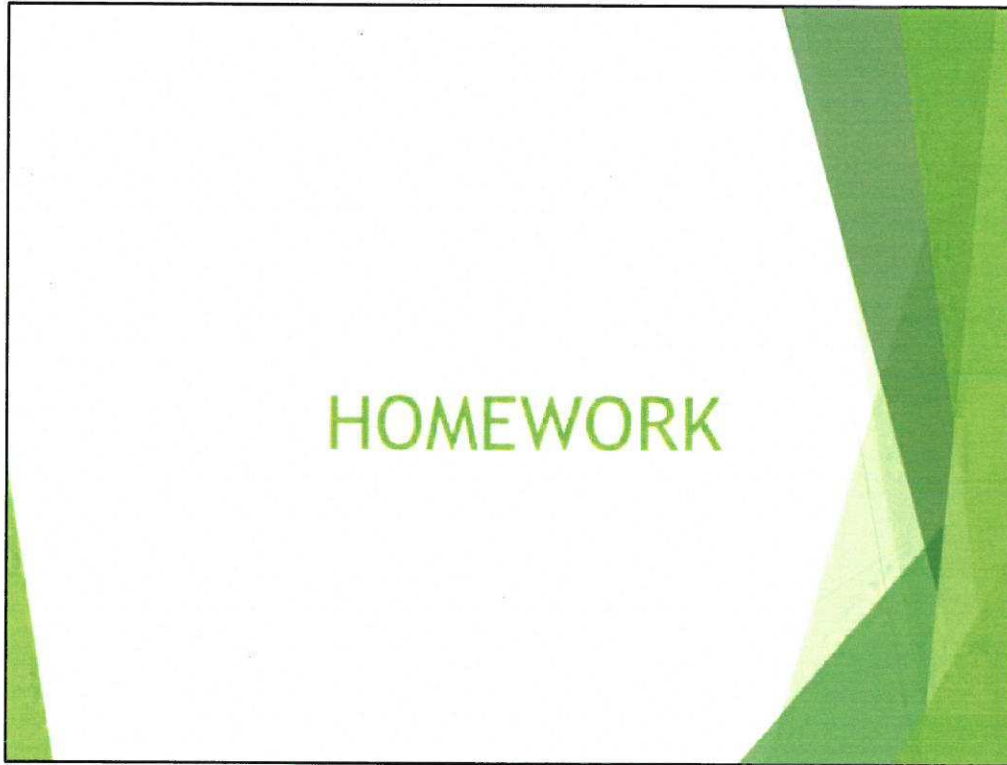
Session Two Agenda

- ▶ Session Two Objectives
- ▶ Ice Breaker
- ▶ Structure
- ▶ Process
- ▶ Documents
- ▶ Timeline for Implementation
- ▶ Panel of CTB members
- ▶ Closing

Parking lot for questions about HB 2449, future sessions, etc



Share the story about how you got your name (either table top or large group).
Facilitator debrief: How many of you learned something new about someone in this exercise? How many of you learned something new or were reminded about something old about yourself? How long did this exercise take? This is a good activity to build connection among participants and bring attention to any bias we may be holding about someone.



Review homework from Session One:
Review of progress from Session One Goals (Handout)
Begin mapping of tiered intervention (for use in Session Three)

Setting up your CTB

- ▶ Structure
- ▶ Process
- ▶ Documents



Structure

- ▶ Things to consider
 - ▶ Schedule
 - ▶ # of members
 - ▶ Agenda structure
 - ▶ Formal or informal
 - ▶ Environment
 - ▶ Member roles and responsibilities

Last session we discussed Choice Points are decision-making opportunities that influence outcomes. These are points where implicit bias may unintentionally cause an opportunity for disproportionality.

How you design the structure of your CTB is a critical choice point. What are some examples of how structure can be a critical choice point? (Time of day—parents/caregivers may work evenings or days, Separating caregivers from student may further isolate and cause distrust, lack of diverse community members on the board may contribute to disciplinary feel, etc). How can we mitigate this?

Refer to race equity tool:

Promote racially inclusive collaboration and engagement

- How have people of color affected by the policy, program or procedure been involved in its development, implementation and evaluation?
- How does the program, policy or procedure foster greater engagement in the community?

1. Schedule: Decisions to consider: how many times a month, day/night/weekend/rotating, day of the week
2. # of members: Ranges from 3-9. Pierce County has found 5-7 to be ideal. Consider roles, responsibilities, setting and tone
3. Agenda structure: CTB's range from 20 minutes to 90 minutes. The amount of

information needing to be gathered and depth of questioning determines length. The welcome, intro, recommendations and closing tend to be time limited sections of the agenda. Will you separate parents/caregivers and students or keep them an a whole during the CTB? Pros and cons for each.

4. Will there be a formal or informal tone and who defines the characteristics of “formal” or “informal”?

5. Environment: Is it welcoming as perceived by all? Table arrangements? Snacks? Who will pay for them? At school, district office, court or other community location? Accessible by public transportation? ADA accessible? Who’s role is it to reserve the room, set and clean up?



Again consider how this choice point might contribute to inequity. What might be some unintentional impacts on communities of color if we don't get their input on board constituents.

Having District Administrators is beneficial as it shows a commitment by the district to this process. It also allows for district staff to identify patterns across schools, potential training needs of staff teams and individual staff, tiered interventions available in their district, funding needs and changes to policy.

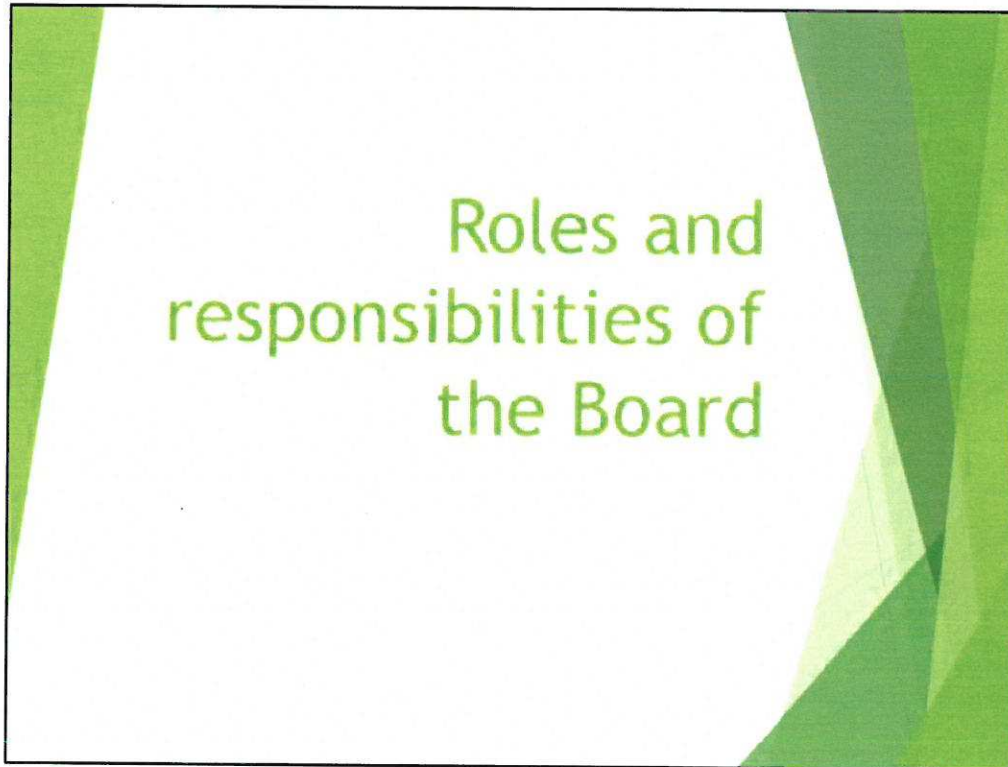
School administrators are also important as they have worked with the student and family and have the authority to approve schedule, school and class changes and make sure they happen. They also can identify procedures, practices and staff development in their school that may be unintentionally causing barriers to a student's regular attendance.

Staff from school: Could this be a person who the student identifies as a support through the pre-CTB interview process? Or could this be a person who has vetted interest in supporting this youth like a Coach, custodian or paraeducator?

Community Service providers: If we have a screening or assessment done on the student prior to their attendance at the CTB, service providers could be on the Board which could allow for immediate access to services. Think employment, mental health, substance abuse, housing, foodbank, afterschool programs, etc.

Community Members: Community members that are not affiliated with the education field and truly there as a community member provide a new perspective on what schools might define as an “old” problem.

Juvenile Court: Consider how their presence might positively or negatively impact the student and their caregivers.



Roles and responsibilities of the Board

A key to a collaborative and efficient board is to be clear about roles and responsibilities. The next several slides identify roles critical to the success of a CTB.

Family Liaison

- ▶ Contact the family ahead of time to invite them, explain process and answer questions
- ▶ Greet the family and have them sign in
- ▶ Assist the family in signing the CTB Agreement
- ▶ Make a copy of the Agreement for the family
- ▶ Timekeeper
- ▶ Escort them out and answer remaining questions

Facilitator

- ▶ Welcome and introductions
- ▶ Explain truancy laws, Becca process and CTB
- ▶ Leads the CTB intervention
- ▶ Maintains flow of CTB & coordinates with timekeeper
- ▶ Keeps the group on track
- ▶ Ensures purpose of CTB is followed

School Administrator

- ▶ Presents data on school attendance, grades and discipline as necessary
- ▶ Provides school history of working with the family
- ▶ Provides prior interventions related to attendance
- ▶ Assign a staff member as follow-up
- ▶ Follow-up with staff member to notify them of their assignment and when appropriate, outcomes of their assignment

Secretary

- ▶ Take notes
- ▶ Fill in the CTB Agreement
- ▶ Obtain signatures of the CTB on Agreement
- ▶ Schedule follow-up

ALL Members

- ▶ Be aware of own implicit bias
- ▶ Listen
- ▶ Seek to understand
- ▶ Make inquiries based on data and facts
- ▶ Analyze patterns in grades, attendance and behaviors
- ▶ Be aware of your non-verbal and verbal communication
- ▶ Make reasonable recommendations based on the individual—consider their culture
- ▶ Maintain confidentiality before, during and after the CTB

Reflect: What positive and negative assumptions and messages am I telling myself or have I heard about this student and their caregivers or others that look like them?

If we take on the role of solving their problems, then we are passing on a hidden message that we don't think they have the skills to identify their own problem and take care of it.

Be aware of non-verbal and verbal and verbal communication: cell phone use, slouching vs. leaning in, allowing for "pause", use of air space,

Translator

- Professional or Family/Friend?

Have the audience share experiences and discuss the pros and cons of using a court/school appointed translator vs. a family member.

Remind audience that there are protocols to using a translator.... Allow for time to translate,

Structure

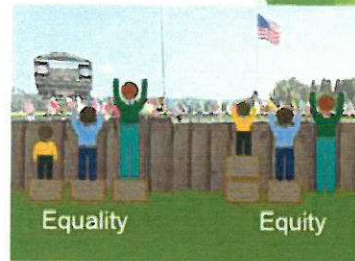
- ▶ Questions
- ▶ Activity

Process

- ▶ Referrals and Screening
- ▶ Interview Focus
- ▶ Recommendations and Contract
- ▶ Follow up

How would you know if
disproportion is the result of
discrimination?

- ▶ Different treatment
- ▶ Disparate impact



Jill

Process- Referrals and Screening

- ▶ Things to consider
 - ▶ Referrals
 - ▶ Screening
 - ▶ Assessments
 - ▶ WARNS
 - ▶ Other assessments- risk factors for chronic absenteeism

Referrals-
Where do they come from?
Cover sheet?
Who assigns CTBs?

Example of Referral and Screening

Date of Community Truancy Board _____

Student's Name _____ Date of Birth _____ Age _____

Parent's Name(s) _____

School _____ Grade _____ School Counselor _____

Number of Unexcused Absences _____ Date Truancy Referral Made _____

Areas of Concern (please check all that apply)

School	Excessive feeling of sadness
<input type="checkbox"/> Failing 2 or more classes	<input type="checkbox"/> Feelings of shame, nervousness
<input type="checkbox"/> Credit deficient	<input type="checkbox"/> When asked to argue
<input type="checkbox"/> Student was held back a grade	<input type="checkbox"/> Self-harm
<input type="checkbox"/> Test scores are low in reading, writing, math	<input type="checkbox"/> Suicide threats or attempts
<input type="checkbox"/> Frequent absences	Criminal activity
<input type="checkbox"/> Frequent tardies	<input type="checkbox"/> Possession of drugs/paraphernalia
<input type="checkbox"/> Disruptive in class	<input type="checkbox"/> Suspected drug/alcohol use
<input type="checkbox"/> History of disciplinary problems	<input type="checkbox"/> Family history of substance abuse
<input type="checkbox"/> Multiple suspensions	<input type="checkbox"/> Tobacco use
<input type="checkbox"/> Multiple visits to the school nurse	<input type="checkbox"/> Involvement in theft/assault
<input type="checkbox"/> English as a second language	<input type="checkbox"/> Vandalism
Behavioral/Social	<input type="checkbox"/> Bullying
<input type="checkbox"/> Little or no involvement in extracurricular activities	<input type="checkbox"/> Suspected gang involvement
<input type="checkbox"/> Negative peer involvement	<input type="checkbox"/> Family history of domestic violence
<input type="checkbox"/> Expelled from peers	
<input type="checkbox"/> History of being bullied	
<input type="checkbox"/> History of bullying	
<input type="checkbox"/> Reports feeling unsafe at school	
<input type="checkbox"/> Sudden, extreme change of behavior or attitude	

Page 1

Example of Referral and Screening (p. 2)

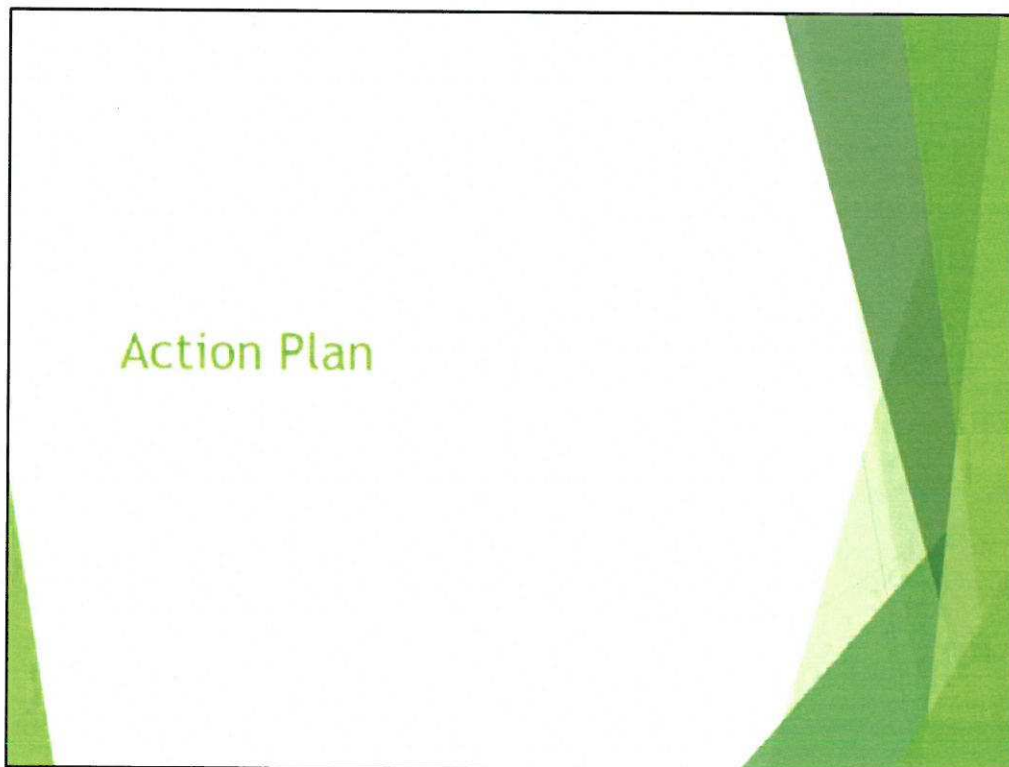
Interventions Previously Attempted (Please check all that apply)

School Interventions

- ☐ Adjusted schedule
- ☐ Classes
- ☐ Late arrival
- ☐ Transportation
- ☐ Tutoring
- ☐ Requested a special education evaluation
- ☐ Requested a 504 plan
- ☐ Arranged for morning car
- ☐ Conducted home visits or conference
- ☐ Referral to credit retrieval program
- ☐ Doctor's notes required to excuse absences
- ☐ Referred to doctor to evaluate health
- ☐ Referred to school counselor
- ☐ Referred to On-Time Graduation Specialist
- ☐ Referred to educational advocate
- ☐ Referred to after-school activities
- ☐ Contacted student's probation officer

Community Service Agencies (referred for)

- ☐ Tutoring
- ☐ Mental Health Counseling
- ☐ Drug and Alcohol Treatment
- ☐ Mentoring
- ☐ Housing Resources
- ☐ Food/Clothing Resources
- ☐ After-School Activities
- ☐ Child Protection
- ☐ Positive Steps



Allow 5 minutes for reflection and entering the beginnings of a strategy and objectives to accomplish this on the Action Plan Handout.

Process- Interview Agenda and Focus

- Things to consider

Timing (how long to spend on each element)

Is it strength based and uncovers barriers to attendance?

Does it use motivational interviewing and growth mindset strategies?

Hearing Process

Hearing Process

The facilitator will preside over the Community Truancy Board hearing process. Required members will include the school administrator, the school counselor or OTG, and a district administrator, such as the director of student services. Other members for optimal representation may include a drug/alcohol specialist, a mental health expert, a youth pastor, a representative from Building the Bridges, the School Resource Officer, a representative from the Diversity Committee, a representative from Indian Education, a Chief Academic Officer, and/or someone from DHS — all dependent on the individualized needs of the student.

1. The student and family will be greeted and signed in by the family liaison.
2. Once the student and family have entered the room and are seated, the presiding facilitator will give a short review of the truancy laws and processes and the reasons they have been asked to attend the CTB.
3. The school administrator will review the student's attendance and grades with the Board.
4. The presiding facilitator will ask the student to describe what he/she believes are the barriers to school attendance and academic progress.
5. The presiding facilitator will ask the parents to describe what they believe are the barriers to school attendance and academic progress.
6. The members of the Board can then engage in questions and discussion, identify community resources, and collaborate with the student and parent.
7. The Board secretary will fill out the recommended plan of the Board on the CTB Agreement and will solicit signatures from Board members.
8. A staff member from the school will be assigned to follow-up with the student and provide on-site support.
9. The family will verbally be asked if they are in agreement with the plan.
10. The family liaison will have the student and parent sign the CTB Agreement and will give them a copy of the agreement before they leave.

While serving on the Community Truancy Board, all information discussed at the hearing will remain confidential and not be shared beyond the scope of the Board.

Process- Sample Questions

Sample Questions

For the student:

1. Would you take this opportunity to tell us why you have been referred to the CTB?
2. What are you doing when you are not in school?
3. When was the last time you used marijuana? Alcohol?
4. What are your goals and aspirations?
5. What are your in-school and out-of-school activities and interests?
6. What is one thing that you are really good at?
7. Can you tell us why your grades are not so good?
8. Do you like school? Why or why not?
9. Would you say you are being harassed at school?
10. Tell us about a time when you were successful in school.
11. What changes are you willing to make to promote your own success?
12. What can the school do to support you?
13. What can your parents do to support you?
14. What school or program would you agree to attend?

For the parents:

1. When did you become aware of your child's absences/truancies?
2. Where your child is when he/she is not at school?
3. To what extent are drugs/alcohol involved?
4. What is one thing that your child is really good at?
5. What are the reasons you see for your child not being successful in school?
6. What are your basic household rules and how are they enforced?
7. What does your child need to do differently to be successful in school?
8. What can the school do to support your child?
9. What changes are you willing to make to support your child's success in school?

Motivational Interviewing

Process- Sample Questions

Sample Questions

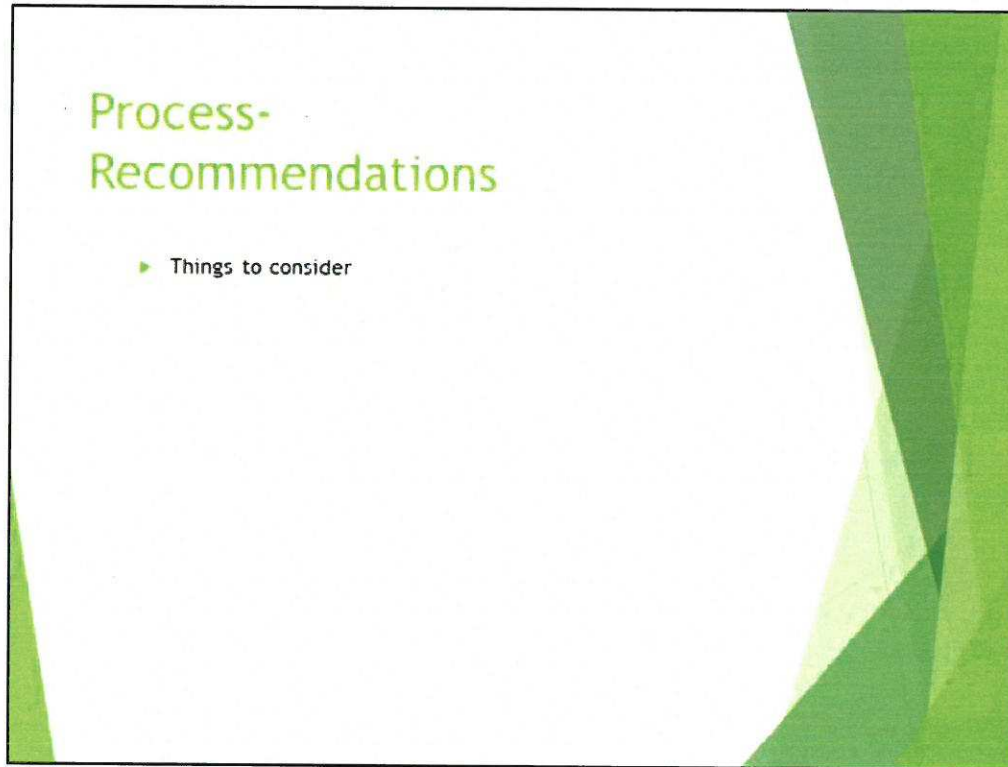
For the Student....

1. Would you take this opportunity to tell us why you have been referred to the Truancy Board?
2. How has your attendance been this year?
3. What are you doing when you're not in school?
4. Are drugs and/or alcohol involved?
5. Do you have any goals or aspirations?
6. What school or social activities are you involved in?
7. Can you tell us why you haven't been successful in school so far?
8. What changes are you willing to make to promote your success?
9. What can the school do to support you?
10. What can your parents do to support you?
11. What alternative program would you be willing to participate in and still remain in compliance with state laws regarding mandatory school attendance?

For the Parent...

1. Did you know about your child's absence?
2. Is your child at home when he/she is not in school?
3. Do you think your child is involved in drugs and/or alcohol?
4. What are the reasons you see for your child not being successful in school?
5. What can the school do to support your child?
6. What changes can you make to support your child's success in school?





- Promising practices, family centered (ideally strategies are coming from the families), strength based, connecting to the community
- use tiered intervention/resource mapping
- be specific
- don't assign people who aren't in the room unless you have the authority to do so

Process- Recommendations

Sample Recommendations

For Student

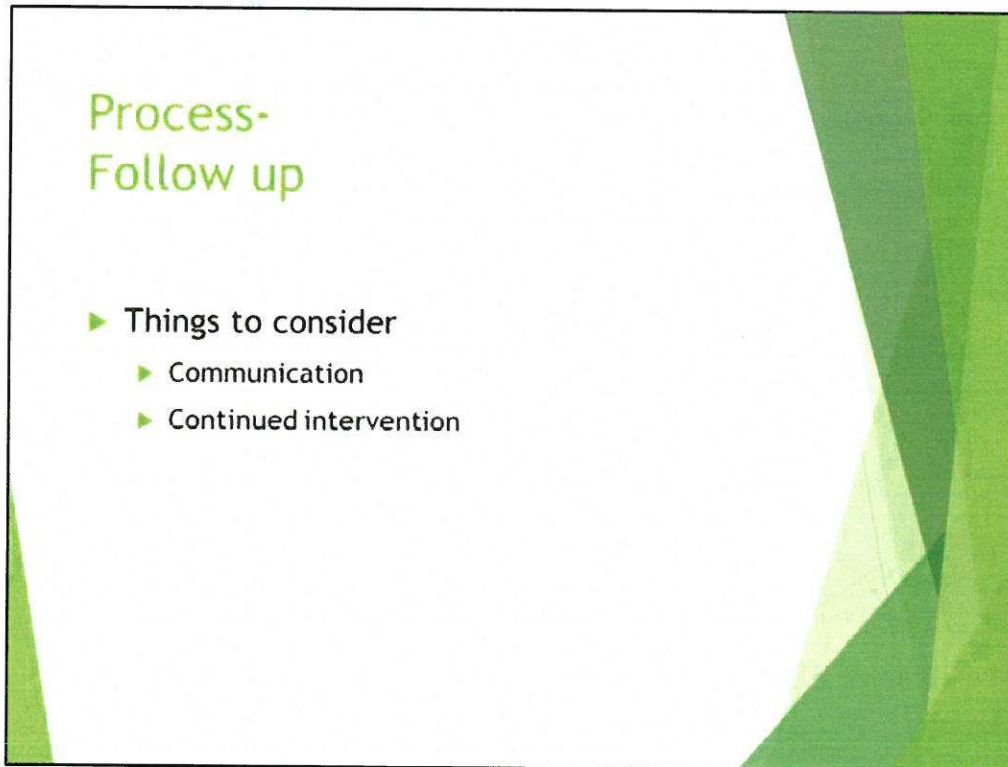
- Counseling, school or private
- Daily school progress reports
- Student reports back to the Truancy Board
- Attend summer school (9-12)
- Academic evaluation for special services
- ESL testing
- Drug/alcohol assessment
- New program or school
- Set educational goals with counselor or OTGS
- Community service
- Job or career exploration
- Attend youth community organization
- Anger management program
- Tutoring, homework club, math club
- Extra-curricular activity
- Positive incentive (reward)
- Positive Steps
- Student Mentor or Adult Mentor

For Parents

- Set school-day and weekend routines
- Set evening end time for video gaming
- Provide student with an alarm clock
- Appointment for physical exam
- Family Contract with expectations and agreements
- File as Youth-at-Risk Petition
- Weekly contact with school counselor, asst principal, et
- Apply for McKinney-Vento services or Free & Reduced services
- Parenting classes

For School

- Daily check-in with _____
- Daily morning phone call
- Modify schedule
- Weekly Student Reports to the Truancy Board Coordinator
- Credit retrieval
- Conduct home visit



Spokane toolkit highly recommends hiring a Truancy Specialist (hiring by court or school). If hiring someone is not possible, they recommend that a school/court staff person follow up. Designate a person to follow-up with families on CTB recommendations

- same person for whole district, individual, one person per school?

- attend CTB and follow up to ensure completion of recommendations and continued intervention and support

- follow up with family, student, court, school

Communication-schools, families, student, court- who? How do plans get distributed?

Who decides to file the full, if applicable?

Monitoring attendance

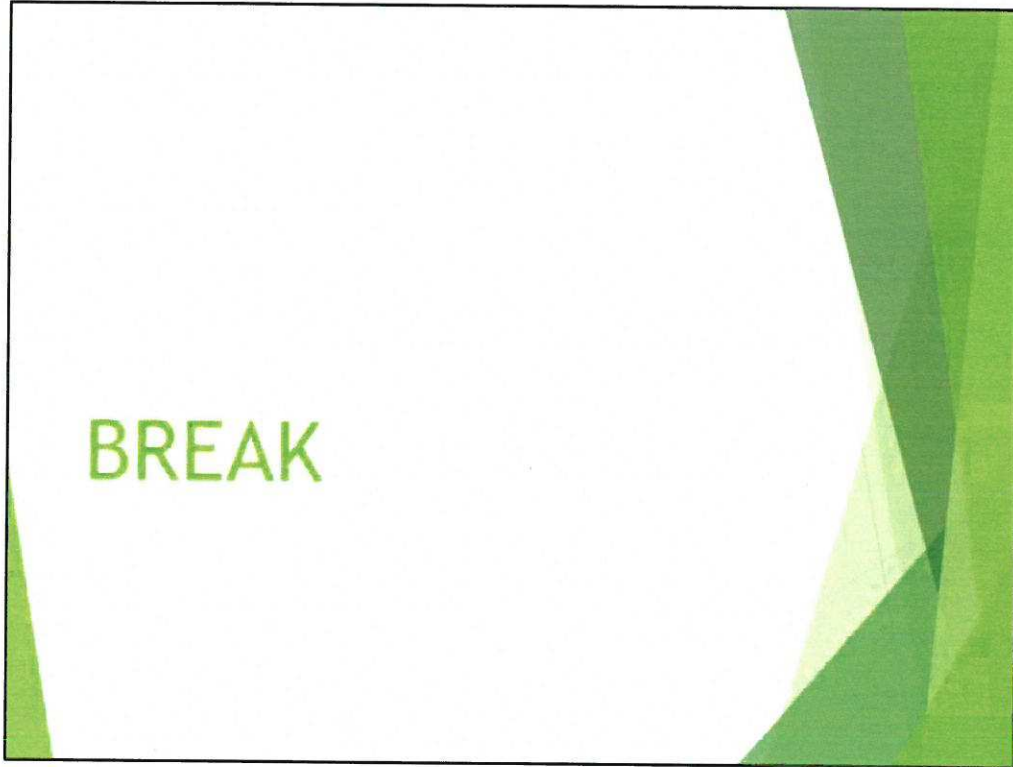
Continued interventions

Process- Follow Up

Key Competencies for Staff assigned to CTR Follow Up:

1. Ability to learn about and utilize **Check and Connect Model** as a framework for working with youth and families.
2. Ability to initiate and sustain communication with people of different ages, backgrounds and cultures.
3. Appreciate value of and demonstrated willingness to invest a substantial amount of time building relationships with school building/district staff, youth and families.
4. Command of excellent listening skills.
5. Ability to be neutral, non-judgmental and mediate situations related to advocacy for youth.
6. Partner with school building staff (principals, counselors, teachers, secretaries, etc.) to work collaboratively in support of youth.
7. Use solution-focused creativity when problem solving with youth, families, school and agency staff to identify available school and community program options for youth.
8. Network with school district staff to understand educational programs available within surrounding school districts and the county.
9. Identify, establish relationships with and utilize community agencies to help youth and families with areas of concern/challenge.
10. Learn to navigate established community systems (school, juvenile justice, social services) to advocate for youth.
11. Willingness to perform home visits with youth and families.
12. Willingness and ability to gather and document data within multiple systems to monitor youth's progress.
13. Flexibility in work schedule (for example: early morning school meetings and evening meetings with families).
14. Ability to be mobile – to move quickly to necessary locations to engage in proactive prevention and be present for important decision making events (for example: in different schools, homes, juvenile court, community agencies).

Allow 5 minutes for reflection and entering the beginnings of a strategy and objectives to accomplish this on the Action Plan Handout.



Take a minute to complete your process worksheet

Documents

- ▶ Overview
- ▶ Worksheet

Documents- Examples

Community Truancy Board
Puyallup School District

Confidentiality Agreement

During the course of normal Community Truancy Board duties, you may be given access to student records or information that are deemed private and confidential. Confidential information includes but is not limited to school records, court records, and case notes. You must only discuss confidential and personal information when necessary to fulfill the requirements of your volunteer position. You must not make any unauthorized disclosure of private or confidential information about students to any other person or entity.

The Puyallup School District and the undersigned named below, hereby enter into a Confidentiality Agreement, whereby the Puyallup School District agrees to share certain private student information with Community Truancy Board members.

In volunteering to serve on the Community Truancy Board, I understand that I am bound by federal, state and district laws and regulations regarding the privacy and security of individual student records, files, papers, information and communications in which I may participate and/or have access to during the course of my volunteering.

I will not disclose any information except to those who have a recognized need-to-know status in this matter.

Printed: Community Truancy Board volunteer

On behalf of Director of Student Services
Superintendent of Puyallup School District

Signature: Community Truancy Board volunteer

Signature: _____ Date: _____ 20____

"Thank you for your commitment to help our program!
Together we are invested in supporting and strengthening student success!"

Documents- CTB Contract

Attachment 1.1, Sample 1.1B, Recommendations, Agreement

WEEK 10: RECOMMENDATIONS

1. Recommendations

2. Recommendations

3. Recommendations

4. Recommendations

5. Recommendations

6. Recommendations

7. Recommendations

8. Recommendations

9. Recommendations

10. Recommendations

11. Recommendations

12. Recommendations

13. Recommendations

14. Recommendations

15. Recommendations

16. Recommendations

17. Recommendations

18. Recommendations

19. Recommendations

20. Recommendations

21. Recommendations

22. Recommendations

23. Recommendations

24. Recommendations

25. Recommendations

26. Recommendations

27. Recommendations

28. Recommendations

29. Recommendations

30. Recommendations

31. Recommendations

32. Recommendations

33. Recommendations

34. Recommendations

35. Recommendations

36. Recommendations

37. Recommendations

38. Recommendations

39. Recommendations

40. Recommendations

41. Recommendations

42. Recommendations

43. Recommendations

44. Recommendations

45. Recommendations

46. Recommendations

47. Recommendations

48. Recommendations

49. Recommendations

50. Recommendations

51. Recommendations

52. Recommendations

53. Recommendations

54. Recommendations

55. Recommendations

56. Recommendations

57. Recommendations

58. Recommendations

59. Recommendations

60. Recommendations

61. Recommendations

62. Recommendations

63. Recommendations

64. Recommendations

65. Recommendations

66. Recommendations

67. Recommendations

68. Recommendations

69. Recommendations

70. Recommendations

71. Recommendations

72. Recommendations

73. Recommendations

74. Recommendations

75. Recommendations

76. Recommendations

77. Recommendations

78. Recommendations

79. Recommendations

80. Recommendations

81. Recommendations

82. Recommendations

83. Recommendations

84. Recommendations

85. Recommendations

86. Recommendations

87. Recommendations

88. Recommendations

89. Recommendations

90. Recommendations

91. Recommendations

92. Recommendations

93. Recommendations

94. Recommendations

95. Recommendations

96. Recommendations

97. Recommendations

98. Recommendations

99. Recommendations

100. Recommendations

[illegible]

Documents- Student Summary

BECCA Petition Cover Sheet- must include with petition

Student Name _____ DOB _____	
CTB DOB _____	
History of truancy: <input type="checkbox"/> yes <input type="checkbox"/> no If yes, # of years _____	
Previous BECCA Petition: <input type="checkbox"/> yes <input type="checkbox"/> no If yes, year filed _____	
Barriers to school attendance (check all that apply):	Reasons for petition (check all that apply):
<input type="checkbox"/> Lack of transportation	<input type="checkbox"/> Health issue
<input type="checkbox"/> Lack of funds	<input type="checkbox"/> Family situation
<input type="checkbox"/> Lack of supervision	<input type="checkbox"/> Lack of motivation
<input type="checkbox"/> Lack of social skills	<input type="checkbox"/> Other _____
Does parent/guardian regularly communicate with the school regarding attendance? <input type="checkbox"/> yes <input type="checkbox"/> no	
Are doctor's notes required to excuse absences? <input type="checkbox"/> yes <input type="checkbox"/> no	
Was an attendance conference conducted? <input type="checkbox"/> yes <input type="checkbox"/> no Did parent/guardian attend? <input type="checkbox"/> yes <input type="checkbox"/> no	
Primary concerns addressed at the conference (if applicable): _____	
Is there an attendance contract in place? <input type="checkbox"/> yes <input type="checkbox"/> no	
Primary supportive adult at school: _____	
Barriers to school attendance (check all that apply):	Reasons for petition (check all that apply):
<input type="checkbox"/> Lack of transportation	<input type="checkbox"/> Health issue
<input type="checkbox"/> Lack of funds	<input type="checkbox"/> Family situation
<input type="checkbox"/> Lack of supervision	<input type="checkbox"/> Lack of motivation
<input type="checkbox"/> Lack of social skills	<input type="checkbox"/> Other _____
Additional comments: _____	

Student Services and Support

CTB Date _____	Time _____	Ap/Do-up needed <input type="checkbox"/> yes <input type="checkbox"/> no
Parent/Guardian(s) _____	Current Attendance-Excused _____	Unexcused _____
Name and relationship to student _____	Period _____	Class _____
1. _____	2nd _____	Grade _____
2. _____	3rd _____	_____
3. _____	4th _____	_____
4. _____	5th _____	_____
Discipline concerns: _____	6th _____	_____

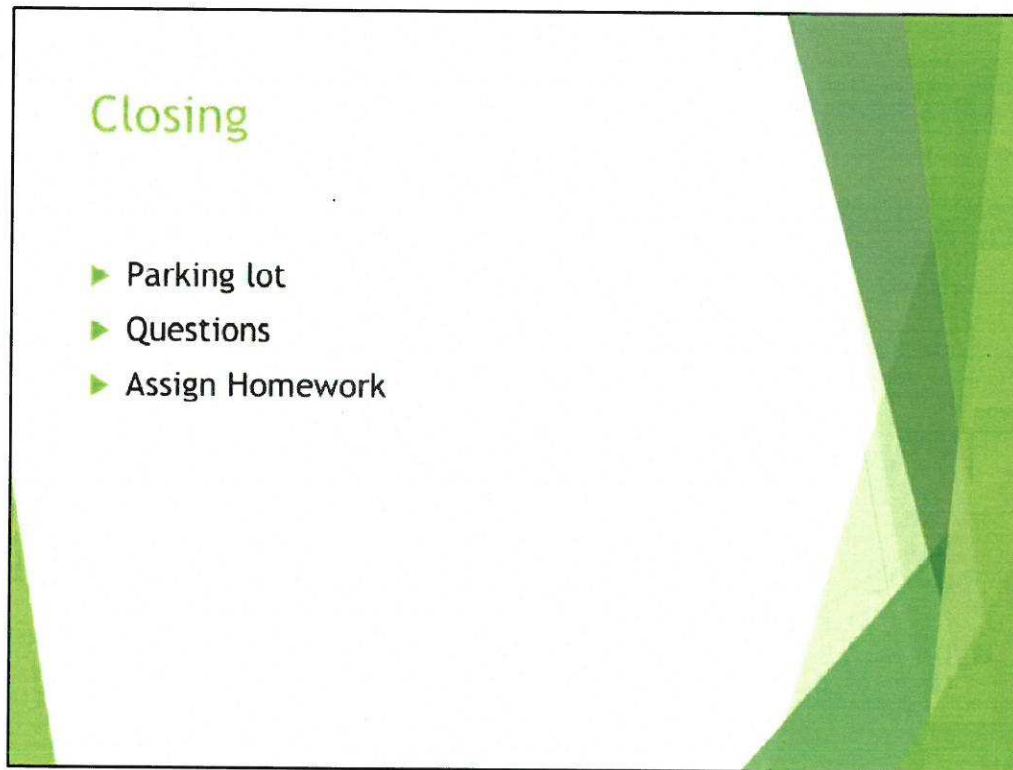
Timeline for Implementation

► Activity

Will talk more about CTB Coordinator in Session Three

Panel of CTB members (or video)

- ▶ Key Points
- ▶ Questions and Answer



Homework for Session Three

Mapping of tiered intervention (Handout)

Gather list of community resources (counselors usually have this)

Upcoming Workshops

- ▶ *Intentionally left blank for you to input your training schedule*

Contacts:

► Megan Davis

Puget Sound Educational Service District

mdavis@psed.org

253-906-1178

► Laurie Shannon

OSPI

Laurie.Shannon@k12.wa.us

► Jill Patnode

Puget Sound Educational Service District

jpatnode@psed.org

253-778-7839

SESSION THREE

Date and Time

SESSION THREE: The Interior

Objectives

- As a result of this session, participants will:
- Have identified key duties for CTB coordination
- Have drafted a plan for recruiting CTB volunteers and members
- Have drafted a CTB training outline and schedule that include trauma informed, cultural relevance and promising practices

Agenda

9:00-9:10am Introduction

- Welcome
 - Trainers
 - Bathrooms
 - Sign-in and handouts
- Workshop objectives
 - Reminder about framework for workshop
- Agenda for the day
 - Parking lot for questions about 2449, future sessions, or items to be discussed later in the day
 - Objectives for the day

9:10-9:25am Icebreaker and Homework from Session Two- Tiered Interventions

9:25-10:10am CTB Coordination

- Coordination and Logistics
 - Referrals and Screening
 - Who selects students? Are assessments used? Which assessments?
 - Scheduling
 - Notifying board members and family of scheduled CTBs
 - Reminder calls/emails
 - Maintaining files
 - Prepping documents and packets
 - Recruiting volunteers
 - Training CTB members
 - Facilitating the CTBs
- Communication
 - With court-
 - Progress
 - Filing full
 - Letting the stay expire
 - Providing documentation of the CTB
 - With the student/family-
 - Progress on CTB recommendations
 - Additional needs
 - Is the follow-up person the coordinator?
 - With the school-
 - Providing the school with a copy of the recommendations
 - Follow through on CTB recommendations

- Additional support for the student, family or school
- Tracking and Evaluation
 - Tracking attendance
 - Tracking the petition
 - Collecting data
 - Evaluating the effectiveness of the CTB

10:10-10:30am CTB Board Members

- Potential board members
- Recruiting board members
 - Things to consider
 - Tips
 - Sample Recruitment Letter
 - Volunteer Screening Criteria

10:30-10:40am Break

10:40-11:30am Training Board Members

- Content
 - Basic
 - In Depth-WARNS, ACE's, Trauma-informed, culturally relevant promising practices, motivational interviewing, Tiered Interventions
- Materials
 - Sample training packet
- In Depth Training Overview
 - WARNS
 - Development
 - Terms, Conditions, Considerations
 - Assessment Areas
 - Examples
 - Sensitive Questions
 - Reports
 - User Agreement
 - ACE's
 - Trauma-informed
 - Culturally Relevant Promising Practices
 - Tiered Interventions
 - Motivational Interviewing
- Training schedule
 - Things to Consider

11:30-11:50am Address parking lot questions pertaining to Session Three

11:50-12:00pm Closing and Homework assignment

HANDOUTS:

Powerpoint

Coordinator Worksheet

CTB Document Matrix

Barrier Resource Sheet

Action Plan

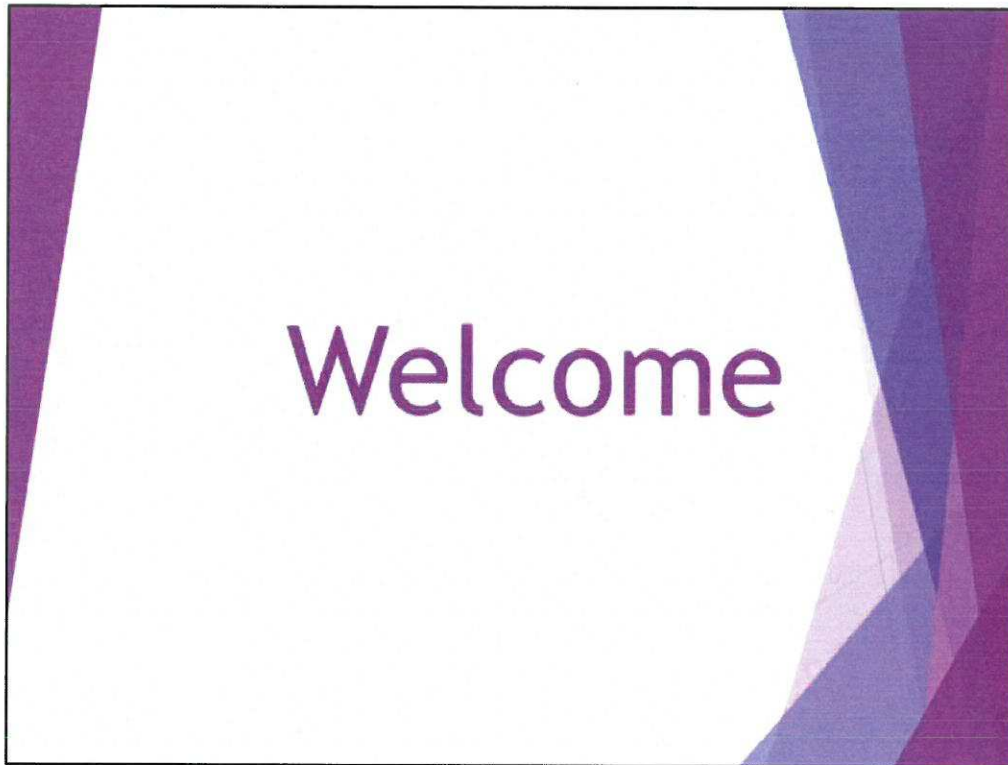
Data Inventory (Homework)



Creating Effective Community Truancy Boards:

Session Three-The Interior

Date TBD



Trainers
Bathrooms
Sign-in
Handouts

Workshop Objectives

By the end of the workshop series, districts will:

- ▶ Have created a CTB framework
- ▶ Have a plan to implement a CTB by the 17-18 school year
- ▶ Have the tools and resources needed to run an effective, successful and sustainable CTB
- ▶ Learn strategies to incorporate race equity into the development of CTBs

REMINDER-Agenda for the workshop- not a training, an interactive workshop with time to work on components

Session Three- The Interior

AGENDA

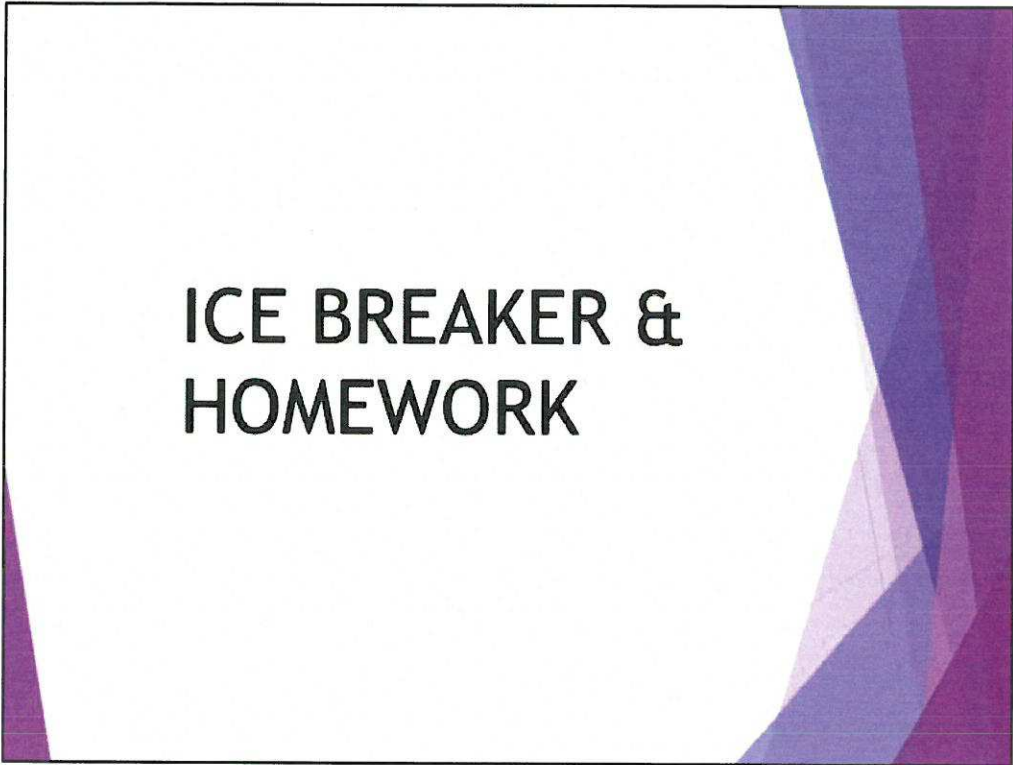
- ▶ Session Three Objectives
- ▶ CTB Coordination
- ▶ Recruiting CTB board members
- ▶ Training board members
 - ▶ Content
 - ▶ Materials
 - ▶ Training schedule
- ▶ Closing

Parking lot for questions about HB 2449, future sessions, etc

Session Three Objectives:

By the end of Session Three, participants will:

- ▶ Have identified key duties for CTB coordination
- ▶ Have drafted a plan for recruiting CTB volunteers and members
- ▶ Have drafted a CTB training outline and schedule that includes trauma informed, community resources, and promising practices



ICE BREAKER & HOMEWORK

In groups of three participants from differing districts, introduce themselves, share their 1st job they ever held and assessment outcomes then share their Tiered Intervention Worksheet for 5-7 minutes. Instruct the group be prepared to introduce one another to the larger audience, sharing name, district and one intervention that they feel is most successful or they would like to learn more about.

CTB Coordinaton

- ▶ Things to consider
 - ▶ Coordination and Logistics
 - ▶ Communication
 - ▶ Tracking and Evaluation

Coordination and Logistics

- ▶ Potential duties the Coordinator may be responsible for include:
 - ▶ Screening and Referral
 - ▶ Scheduling
 - ▶ Maintaining files
 - ▶ Prepping documents and packets
 - ▶ Recruiting volunteers
 - ▶ Training CTB members
 - ▶ Facilitating the CTBs

Your district or school may have one person do all of these duties or divide them among other schools staff. As you develop your CTB, these elements are critical to the success of the CTB. Members who are provided with the resources and information they need to perform their role feel valued and are more likely to remain a member of the CTB.

Specific items to mention:

Screening and referral-WARNS administration & reporting, electing students for CTB

Scheduling: Notifying board members and family of scheduled CTBs,
Reminder calls/emails

Maintaining files: What info will be kept? District or school level? Student file, counselor file, other?

Prepping documents and packets: What info will you put in the packets?

Coordinator Worksheet

- In Teams, complete the Coordinator Worksheet

In your teams, discuss what tasks might be include in each and who will assume these roles in your district. If you don't know who or don't have the authority to assign these tasks, how will you figure it out?

Communication

- ▶ Who is responsible for communicating with the...
 - ▶ Court?
 - ▶ Student?
 - ▶ Family and or caregiver?
 - ▶ School?

Ask the audience to brainstorm at their tables topics and information that is important to communicate with each. Consider formal and informal info.

Suggestions:

Court: Progress and progress reports, Filing full petitions, Letting the stay expire, Providing documentation of the CTB

Student/family-Progress on CTB recommendations, Additional needs, name/contact info of the coordinator, follow up person and others with a key role (Is the follow-up person the coordinator?), results of assessment?

School-Providing the school with a copy of the recommendations, Follow through on CTB recommendations, Additional support for the student, family or school

Tracking and Evaluation

- ▶ Who is responsible for:
 - ▶ Tracking attendance
 - ▶ Tracking the petition
 - ▶ Collecting data
 - ▶ Evaluating the effectiveness of the CTB

Note that data collection and evaluation will be discussed in session four.

Sample Coordination Checklist

CTB Set Up Checklist Federal Way

Student Name _____ School Name _____

Parent Name and Phone(s) _____ School Contact and Phone _____

CTB Set Up Steps:

Steps	Date Completed	Notes
Person Filed Hearing Date		
Board Members Invited		
Family Invited		
School Team Invited		
Space Reserved		
Prep Case Info Packets for CTB		
Prep CTB Agreement, ROIs		
File Agreement with Court		
Enter Students into Database		
ENTER STUDENT INTO DATABASE		

CTB Contact: For students with existing support services, include those contacts in process.

Member Name	Contact Info	Organization	Date of Invitation	Date of Confirmation

Group Exercise

► Complete CTB Document Matrix

- *What info is necessary for members of the CTB (includes parents, students & caring adults) to feel as educated and equal partners in the process?*

When considering what documents are needed, consider what the purpose of having the documentation is.

Training packets: Given to each CTB member each session. What info do they need every session to perform their duties?

School packet: What info does the school representative need so they have a thorough understanding of the student and can support the development of a meaningful plan.

Note, not all of this information is available to the CTB team.

Board Member Packet: What info does the Board need to help contribute to a meaningful plan that is specific to the student's situation? Consider "need to know" items.

Family Packet: What info does the parent, caregiver, caring adult and/or student need to feel respected and an equal member to the team? Consider info needed pre, during and post CTB.



In the large group, have members brainstorm potential board members.

Remind the audience this is a Key Choice Point. What might be unintended consequences if we don't utilize a race equity approach at this point? (reinforces lack of trust, disrespectful interactions, unintentional bias, irrelevant or harmful recommendations). How might we mitigate the unintended consequences? (recruit from faith-based communities, seek community leaders, ask student/family who they would like on the panel)

Potential Board Members

- ▶ School administrator
- ▶ School staff who know the student
- ▶ CTB Coordinator
- ▶ Student
- ▶ Parent or guardian
- ▶ Truancy Specialist or “CTB follow-up staff person”
- ▶ Volunteers from Community- look for volunteers who can contribute with one or more of the following:
 - ▶ Are not school staff
 - ▶ Care for kids
 - ▶ Have diverse backgrounds and experiences
 - ▶ Are Community service providers (Mental health, substance abuse, social services, youth serving agencies, Job Corp, GED programs, etc.)

Recruiting Board Members

Things to consider

- ▶ **School staff**
 - ▶ Participation and buy-in
- ▶ **Community Volunteers**
 - ▶ College students
 - ▶ Diversity of profession/background/life experience
 - ▶ Cultural and racial diversity
 - ▶ Determine how often each volunteer wants/is able to serve on board
 - ▶ Background checks, if required

Consider your messaging... start with a common goal. How will this make their role easier? What data can you include? Refer to www.attendanceworks.org for talking points for parents, community and teachers.

Recruiting Volunteers

(from King County Toolkit)

Four Good Ways to Recruit Volunteers:

- Personal contact
- Article in local community-based newsletters and newspapers
- Presentations at local service organizations
- Word of mouth

What Material to Present When Encouraging People to Volunteer:

- A description of the program intent and structure
- A description of the role of a volunteer
- A statement of the time requirements
- Information on how to apply and who to contact

Four Good Ways to Recruit Volunteers:

- Personal contact with interested individuals
- Short article in local community-based newsletters and newspapers
- Short presentations at local service organizations
- Word of mouth

What Material to Present When Encouraging People to Volunteer:

- A description of the program intent and structure
- A description of the role of a volunteer
- A statement of the time requirements
- Information on how to apply and who to contact

Refer also to CTB Talking Points in Session One

Example 2.3 Sample Voluntary Recruitment Letter

Spokane Toolkit-

Sample Volunteer Recruitment Letter

**West Valley School District
Community Truancy Board
Volunteer Recruitment Letter**

West Valley School district is asking organizations and community members to volunteer at our West Valley Community Truancy Board during the 2007/2008 school year. We are trying to revamp our program creating a more collaborative process involving agencies and schools to problem solve, offer support, and find solutions with the community for these young people and their families.

Mandatory attendance law came into effect in 1996 and mandates that schools in Washington State must legally file a petition with Juvenile Court if a student has 5 unexcused absences in a month or 10 unexcused absences in a year, so when a student meets either of these requirements we file a petition with a stay attached with Spokane Juvenile Court to meet the legal obligations with the State and at this time we schedule the student and parents to attend our community truancy board.

Our Community truancy board will attempt to find out why the student has been absent from school. It will take advice from the parent, student, and school personnel. A decision will be made to remedy the absences and intervene on the student's behalf. It may refer the student to participate in counseling, medical screening, drug & alcohol testing, weekly program reports or any action that may help the student and families to keep the student in school and out of juvenile court. I will announce the decision at the end of the hearing and give copies of the recommendations to student, parent, court and schools.

We have had our board up and running since 1997 and have had impressive results. We find that students and families who attend our truancy board are 85 % more likely not to end up at Spokane County Juvenile Court in front of a Judge or Commissioner.

We meet every Wednesday morning at (Milbunod, F.C.F.C.) located at 8818 F. Grace starting at 8:40 and could last as late as 1:00 p.m. depending on how many families are scheduled. We try and schedule a family every 20 minutes.

Your support would be appreciated to help guide these young people towards success. Truancy board will start on October 24, 2007. Please call either Board Administrator name or CTB Coordinator name at these numbers if you have any questions.

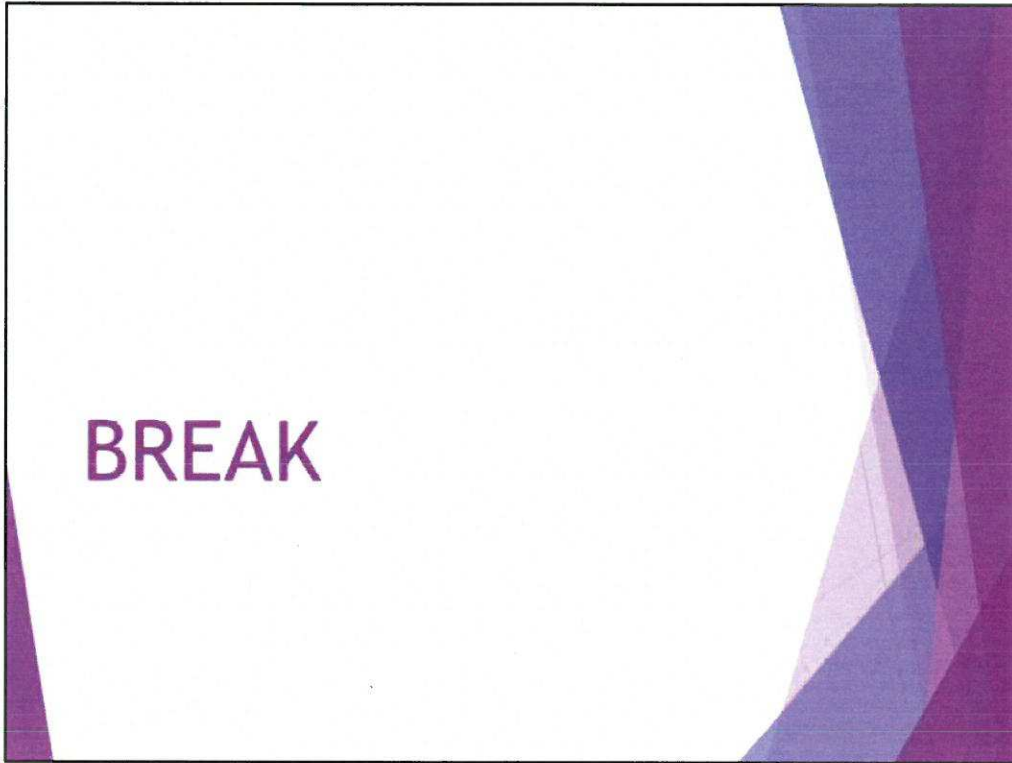
Thank you

Name and Phone # of (CTB Director)
Name and Phone # of (CTB Coordinator)

Volunteer Screening Criteria

- ▶ Things to consider
 - ▶ How long can they serve?
 - ▶ Does the intent and philosophy of the CTB align with their views?
 - ▶ Can they work as a part of a team?
 - ▶ How are their communication and team problem solving skills?
 - ▶ Can they communicate openly, respectfully and without bias?
 - ▶ Are they able to treat all members and families with respect and sensitivity?
 - ▶ Will they agree to and maintain confidentiality?
 - ▶ Is their maturity, stability and representative of the local population's diversity?
 - ▶ Are they willing to abide by the rules, policies and codes of the school district?

Many CTB's have found it most helpful if they can to serve for at least one year and are committed to attend scheduled trainings and hearings. One of the most important communication skills is the ability to listen and ask open ended questions that seek information rather than provide advice. CTB's members should consider themselves as working alongside the parent, caregiver, caring adult and student rather than for (or against) the family, student or school.



Training Board Members

- ▶ Content
- ▶ Materials
- ▶ Training Schedule

Training Content

Basic

- ▶ Welcome
- ▶ Introductions
- ▶ Confidentiality
- ▶ CTB Vision
- ▶ Truancy Laws
- ▶ Hearing Process
- ▶ Welcome Letter
- ▶ Roles of Board Members
- ▶ Contents of Board Packet
- ▶ Interview Questions
- ▶ Recommendations

2nd Substitute HB2449

- ▶ WARNS
- ▶ ACES
- ▶ Trauma-informed
- ▶ Cultural competence
- ▶ Tiered Interventions
- ▶ Motivational Interviewing
- ▶ Strength based, family centered

It is up to the district discretion as to how to deliver the training. In-person? As a community training? On-line? Rather than overwhelm potential members with long hours of training, is it possible to divide the training up? HB2449 states all members should be trained in WARNS, ACES, trauma-informed, cultural competence, tiered interventions, motivational interviewing and strength-based, family centered approaches. It is up to each district to decide how in-depth to go in these topics. For some, it might be enough to provide a brief overview of each topic with links to additional resources/training for members so long as there is someone on the board with in-depth knowledge. For others, they may want everyone to have in-depth knowledge.

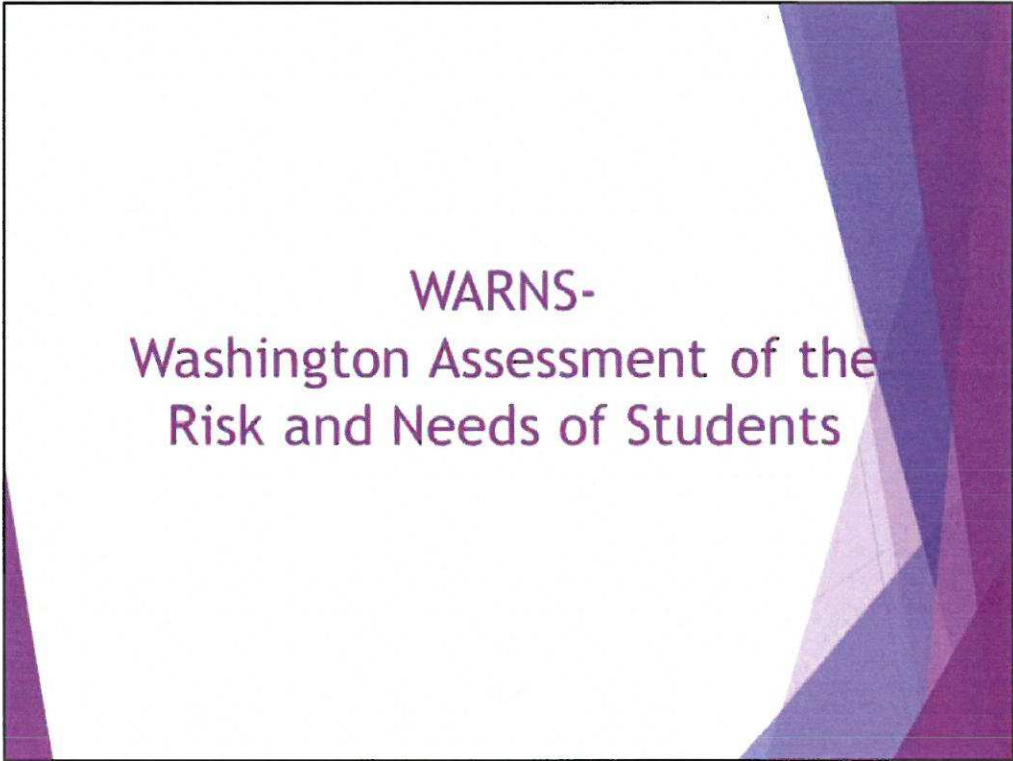
Training Materials

- ▶ Sample of training packet contents-Basic
 - ▶ Vision
 - ▶ Confidentiality Agreement
 - ▶ Hearing Process
 - ▶ Welcome letter
 - ▶ Roles of Board Members
 - ▶ Contents of board packet
 - ▶ Sample questions
 - ▶ Sample recommendations
 - ▶ Agreement/Contract
 - ▶ Resource list



Examples of HB2449 Training Content

The next set of slides are not intended to assure compliance with HB2449. It is recommended participants replace these slides with content your ESD and Courts are comfortable training on.



WARNS- Washington Assessment of the Risk and Needs of Students

WSU is able to train on the WARNS. The PSESD and several detention schools across the state are also experienced implementing the WARNS and could assist with training. The Administrative Office of the Courts is maintaining the database.

Why was it developed?

The goal was to develop a risk and needs assessment for schools, courts, and service providers that would:

1. Identify youth at risk of truancy, delinquency, and dropping out of school
2. Assess youth development in the educational, social, and psychological domains
3. Be brief and easy to administer, interpret
4. Provide immediate, real-time scoring and reporting

Developed with the support of the John D. and Catherine T. MacArthur Foundation, Models for Change initiative in Washington State, the Center for Children and Youth Justice. Benton-Franklin Juvenile Court, Clark County Juvenile Court, Pierce County Juvenile Court, Spokane County Juvenile Court, Thurston County Juvenile Court, Educational Service District 101, and West Valley High School (Spokane), the Washington State Center for Court Research and the Administrative Office of the Courts

It is an early intervention tool.

2008 for low level and status offenders. Modeled off WA State Juv Court Assessment

WARNS- Terms, Conditions and Considerations

The WARNS **IS:**

- ❖ a screening tool
- ❖ designed for 13-18 year old students
- ❖ currently available only in English
- ❖ available in paper & online versions
- ❖ able to produce immediate individual-level results
- ❖ appropriate to be administered to individuals or groups
- ❖ **FREE**

WARNS- Terms, Conditions and Considerations (cont.)

The WARNS may **NOT** be used:

- when considering or determining any punitive sanctions
- to place a youth into a certain classroom or with a population of respondents with similar results

WARNS- Terms, Conditions and Considerations (cont.)

The WARNS **REQUIRES**:

- 10 – 20 minutes to complete
- 5th grade reading-level
- confidentiality
- student and parent consent (unless part of a court order)
- physical and sexual abuse reporting
- a quiet, comfortable space free of distractions
- an administrator nearby to answer questions

WARNS

Areas of assessment

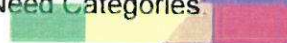
- ▶ Demographics
- ▶ Family
- ▶ School
- ▶ Offending History
- ▶ Barriers to Attendance
- ▶ Traumatic Experiences

*bullying, gang affiliation,
smoking*

Needs Scales

- ▶ Aggression-Defiance
- ▶ Depression-Anxiety
- ▶ Substance Abuse
- ▶ Peer Deviance
- ▶ Family Environment
- ▶ School Engagement

Need Categories



WARNS Reports: Student-identified Administrations

Paper: Indiv. Needs Summaries Report

WARNS Individual Needs Summaries
Your Agency
10/1/2012

ST	STUDENT ID	STUDENT NAME	AGE	SEX	Disability Category	Disability Subcategory	Education	Parent	Facility	School
1	1000000001	JOHN DOE	10	M	Specific Learning Disability	Reading	Elementary	Parent	Facility	School
2	1000000002	JANE DOE	11	F	Specific Learning Disability	Writing	Elementary	Parent	Facility	School
3	1000000003	JOHN DOE	12	M	Specific Learning Disability	Math	Elementary	Parent	Facility	School
4	1000000004	JANE DOE	13	F	Specific Learning Disability	Reading	Elementary	Parent	Facility	School
5	1000000005	JOHN DOE	14	M	Specific Learning Disability	Writing	Elementary	Parent	Facility	School
6	1000000006	JANE DOE	15	F	Specific Learning Disability	Math	Elementary	Parent	Facility	School
7	1000000007	JOHN DOE	16	M	Specific Learning Disability	Reading	Elementary	Parent	Facility	School
8	1000000008	JANE DOE	17	F	Specific Learning Disability	Writing	Elementary	Parent	Facility	School
9	1000000009	JOHN DOE	18	M	Specific Learning Disability	Math	Elementary	Parent	Facility	School
10	1000000010	JANE DOE	19	F	Specific Learning Disability	Reading	Elementary	Parent	Facility	School

Legend: ■ Suggested ■ Approved ■ Denied

Online: Individual WARNS Report

WARNS REPORT 10/1/2012

STUDENT ID: 1000000001
STUDENT NAME: JOHN DOE
AGE: 10
SEX: M
Disability Category: Specific Learning Disability
Disability Subcategory: Reading
Education: Elementary
Parent: Parent
Facility: Facility
School: School

WARNS STATUS: Suggested

WARNS ITEM RESPONSES

TABLE

Item ID: 1
Item Name: Reading
Item Type: Reading
Item Status: Suggested

Item ID: 2
Item Name: Writing
Item Type: Writing
Item Status: Suggested

Item ID: 3
Item Name: Math
Item Type: Math
Item Status: Suggested

Item ID: 4
Item Name: Reading
Item Type: Reading
Item Status: Suggested

Item ID: 5
Item Name: Writing
Item Type: Writing
Item Status: Suggested

Item ID: 6
Item Name: Math
Item Type: Math
Item Status: Suggested

Item ID: 7
Item Name: Reading
Item Type: Reading
Item Status: Suggested

Item ID: 8
Item Name: Writing
Item Type: Writing
Item Status: Suggested

Item ID: 9
Item Name: Math
Item Type: Math
Item Status: Suggested

Item ID: 10
Item Name: Reading
Item Type: Reading
Item Status: Suggested

WARNS User Agreement

Washington Assessment of the Ability and Needs of Students (WAANS)
USER AGREEMENT

Organization _____
Address _____
City _____ State _____ Zip _____
Purpose of use and population of schools _____

Approximate # of surveys _____ Time period of administration(s) _____

Administration method: ☐ ON-SITE (On-site) (please specify below) ☐ PAPER

____ No to receive question and answer to receive answer to be verified report
____ No to receive question and answer to receive answer to be verified report
____ No to receive question and answer to receive answer to be verified report
____ No to receive question and answer to receive answer to be verified report
____ No to receive question and answer to receive answer to be verified report
____ No to receive question and answer to receive answer to be verified report

Primary administrator of the system:

Name	Job Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other administrators of the system (not necessary if anonymous administration):

Name	Job Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ON-SITE (ON-SITE)

Response of single site _____ Sample _____

LOW PAPER:

Report generated _____

ENTER (ON-SITE)

ON-SITE _____

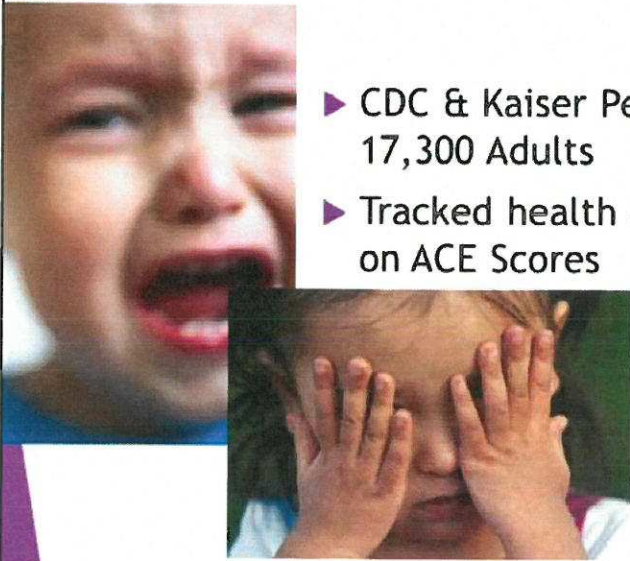
❖ Requirements for all staff who will be administering the assessment and viewing students' individual responses.

❖ Contact for manual, terms and conditions, and user agreement:

warns@courts.wa.gov

What Are ACEs?

Adverse Childhood Experiences



- ▶ CDC & Kaiser Permanente: 17,300 Adults
- ▶ Tracked health outcomes based on ACE Scores

With permission from Kim Deason, Director PSELSD

The largest study of its kind ever done to **examine the health and social effects** of adverse childhood experiences over the lifespan (Felitti & Anda)

Led by co-principal investigators Dr. Robert Anda and Dr. Vincent Felitti -

CDC and Kaiser came together , Felitti/Kaiser was undergoing a weight loss study in the 1980s which was successful but resulted in high drop out rates.

When interviewing what was in common was an uncovering of the ACES. Dr Anda w/ CDC – San Diego

average age was 57yo, 80% white, 74% had been to college (**NOT a marginalized population**)

The research was inspired by Dr. Felitti's work with obesity.....

Dr. Vincent Felitti (Kaiser Permanente in CA) and Dr. Robert Anda of CDC – asked over 17,000 adults about their childhood experiences. They developed an understanding of how these 9 ACE's affected the health of the people in the group over their life spans. The prevalence of ACE's across this group as a whole was remarkable. For example, 28% had been abused physically as a child, 17% had a mentally ill, depressed or suicidal person in the home, and 27% had a drug addicted or alcoholic family member.

What do we mean by Adverse Childhood Experiences?

10 categories of experience up to 18 years old

- **Childhood abuse**
 - Emotional
 - Physical
 - Sexual
- **Childhood neglect**
 - Emotional
 - physical
- **Growing up with:**
 - Domestic violence
 - Substance abuse (alcohol or drugs)
 - Mental illness in the home
 - Loss of a parent
 - Crime (incarcerated family member)

- Survey paired health questions with 10 ACE questions, which include:
 - 4 forms of abuse: physical, emotional, sexual, and violence against the mother.
 - Neglect
 - Indicators of household functioning: mentally ill, depressed or suicidal person in the home, drug addicted or alcoholic family member, incarceration of a family member and loss of a parent.
- The researchers did ask about severity of abuse, duration and other kinds of questions that are important to folks working in child safety. But when it comes to health outcomes, they found that what matters is the *number of kinds* of adverse childhood experiences.
- Each of the 9 was worth one point. If a participant in the study had an alcoholic mom and a drug addicted dad, they got one point for substance abuse in the family. Even if they were physically abused on 20 occasions, they got one point. *Because in the end, the data said clearly that the most profound health effects come from having multiple forms of adverse childhood experience.*
- *These 9 types of experiences are a proxy for toxic stress – the kinds that created elevated hormones over time through critical and sensitive developmental periods.*

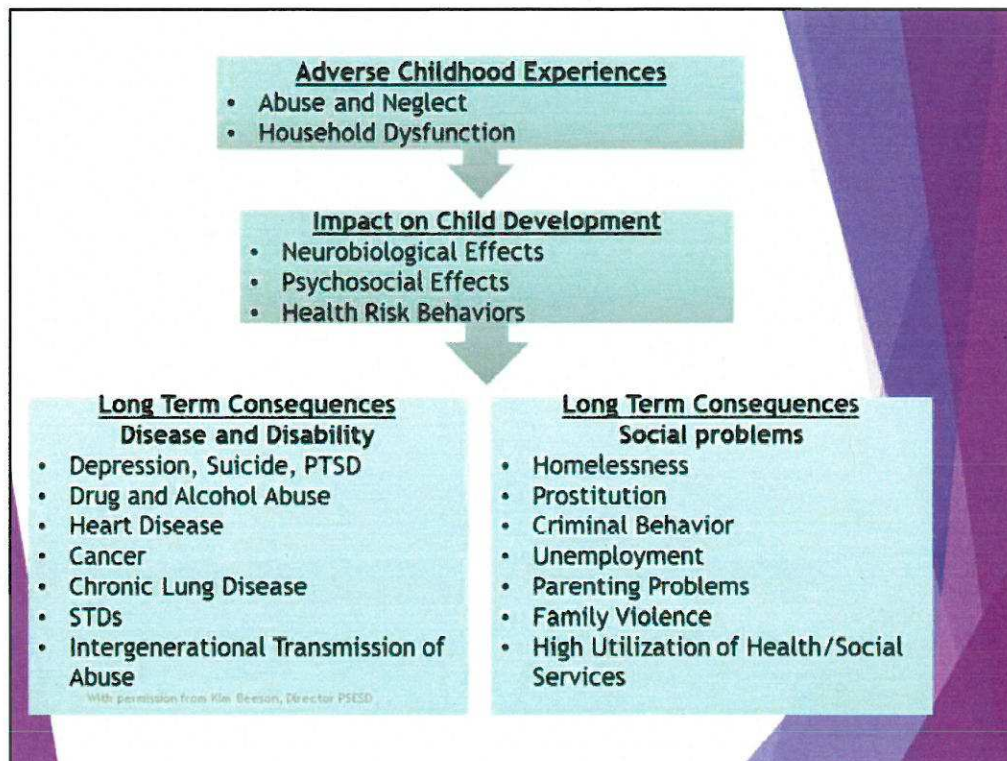
Stroke, diabetes, risk factors for HIV AIDS, cancer are associated with ACES, as well as a leading cause of substance abuse and mental health disorders

By recognizing the preventable nature of these problems, we can learn that when neurodevelopment is impacted then by reducing the level of stress in a young persons' lives we have resiliency – public health implications.

Additional Trauma Experiences

Cultural transition/language barriers
 Poor health/injury of either the student or family member
 Death of a significant person
 Foster care
 Disability/Disabilities

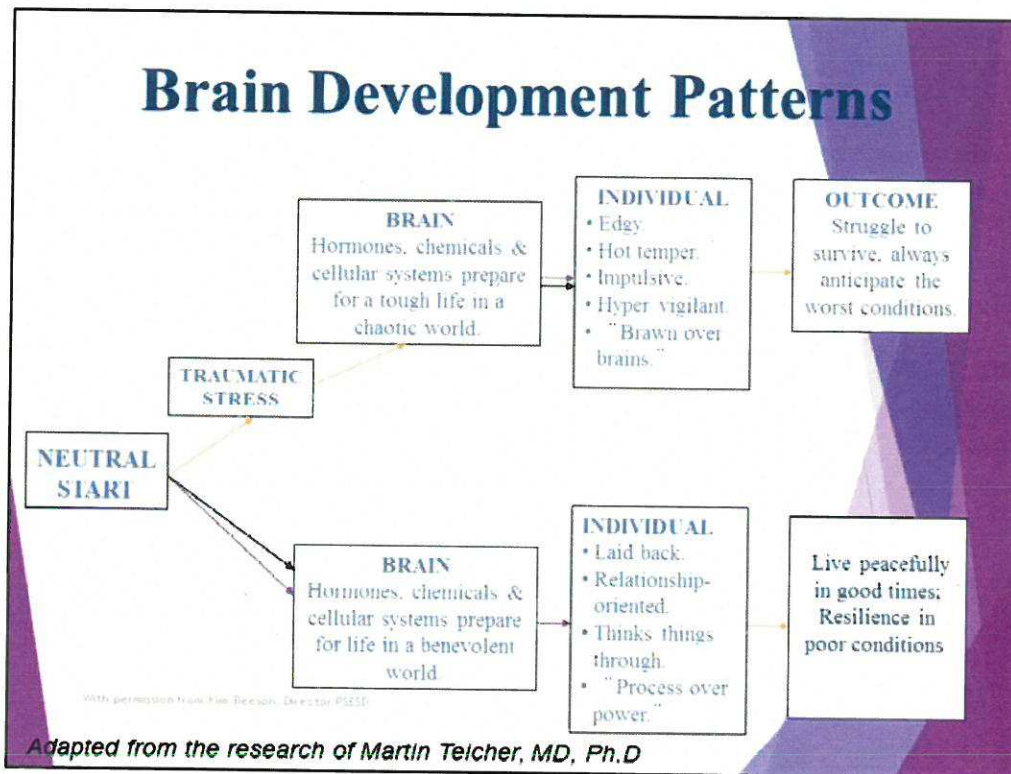
Extreme Poverty/generational poverty
 Homelessness
 Criminal involvement
 Neighborhood violence
 Bullying and harassment in school or community



- Neurobiological Effects – brain abnormalities, stress hormone dysregulation
- Psychosocial Effects – poor attachment, poor socialization, poor self efficacy
- Health Risk Behaviors – smoking, obesity, substance abuse, promiscuity

SOURCE:

NCTSN CWTT V2 Source: Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) study. *American Journal of Preventive Medicine*, 14, 245-258.



We now know that the irregular behaviors we see in classrooms, from students who have experienced trauma, can be explained scientifically.

Researchers at Harvard know that children with traumatic stress are often operating within the mode of "survival in the moment" – governed by pathways in the brain that appraise threat, sacrifice context for speed of response, make decisions outside of consciousness, and mobilize the body for fight, flight or freeze. Higher order brain functions are temporarily put on hold.

Put more simply, THE BRAIN DEVELOPS AND ORGANIZES IN REACTION TO HOW IT IS STIMULATED. The child affected by trauma experiences fear, threat, unpredictability, frustration, chaos, hunger and pain.

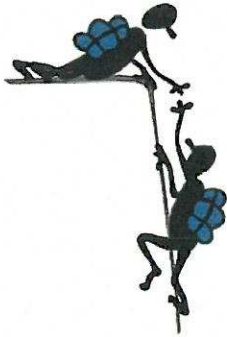
This pattern of over-stimulation alters the child's neurobiology to adapt to the high-stress pattern.

(NO)

Let's look at various brain areas and how these areas adapt to traumatic stress.

ACTIVITY: Around the room you will see posted 5 areas of the brain along with its function. In groups of 2 or 3, you have a statement of the possible effect of traumatic stress. Your task is to work as a group to find which brain area your statement is describing and post it. Do a Gallery Walk. **Popcorn out – what did you learn or did you have any surprises? OR as a group or individually, complete a 3-2-1 sheet.**

Concrete Supports in Time of Need



- ▶ Food, shelter, basic services critical to child well-being
- ▶ Link caregivers to community resources and extended family
- ▶ Work on sustainability

DISCUSSION: WHAT POSITIVE SCHOOL-WIDE PRACTICES ARE CURRENTLY IN PLACE THAT HELP STUDENTS GET TO A LEARNING READY STATE?

First things first – Maslow says address survival -----so basic needs first. Make note on assessment tool current practices and access points.

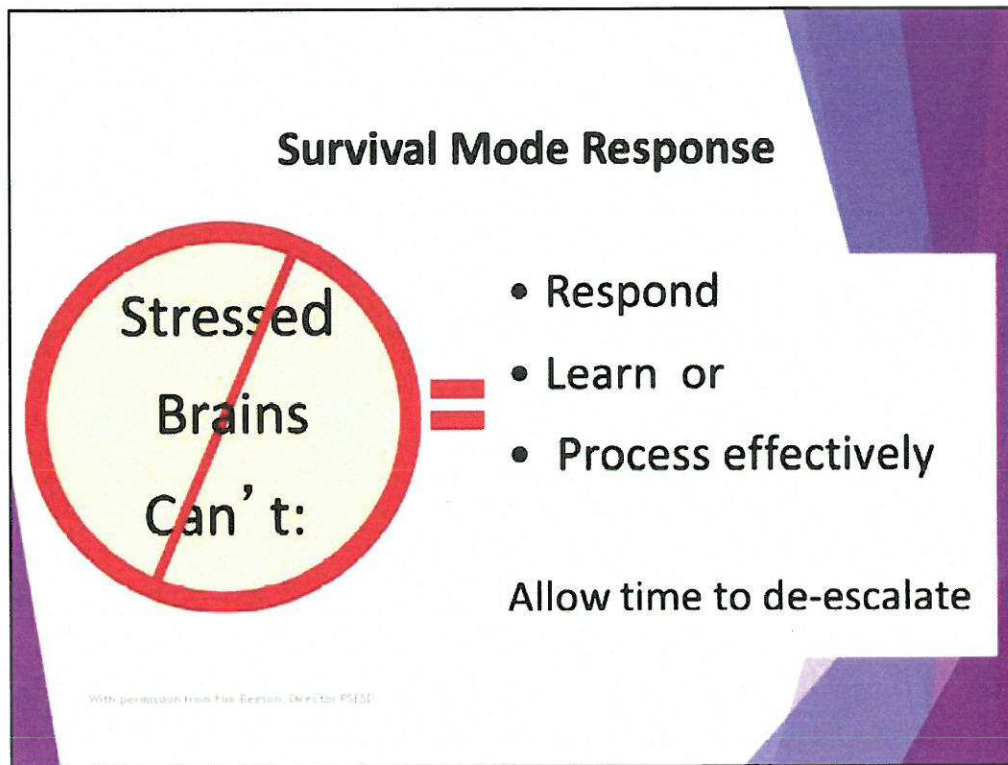
DISCUSSION: WHAT POSITIVE SCHOOL-WIDE PRACTICES ARE CURRENTLY IN PLACE THAT HELP STUDENTS GET TO A LEARNING READY STATE?

Activity: develop inventory and note gaps.

Note traditional and non traditional sources of basic support

Homework for school

Quiz – where to refer? Resources on chalk board, reduce stigma, homeless? DV? MH in schools? Other.....



REGULATION

Remember we said there are over 100 chemicals and hormones running around in our brain at any given time?

Under stress, **as we said before**, a brain goes to “Fight, flight or freeze” mode- our basic survival response where everything shuts down except that primal response mechanism. One of the most important take home messages we hope you leave with is, **DON'T ATTEMPT TO SOLVE ISSUES WHEN YOU OR YOUR CHILD ARE IN A STRESS RESPONSE PATTERN.** Walk away, calm down, use the Jim Sporleder bull's eye red zone idea, anything to allow all those chemicals to drain, so you and your child can then talk, when neither of you are in the red zone!

If you trigger a trauma response

LOW

- ▶ Tone of Voice
 - ▶ Lower the volume and pitch of your voice
 - ▶ Keep a matter of fact tone regardless of the situation
- ▶ Speak in short sentences; keep questions to a minimum
- ▶ Don't preach - talk with not at
- ▶ Repeat name

SLOW

- ▶ Slow yourself down by slowing down your heart rate
- ▶ Take slow, deep breaths
- ▶ Slow down your rate of speech and make sure to pause between sentences
- ▶ Slow down body movement
- ▶ Slow down agenda and take your time
- ▶ Consider the 'remember when' strategy

▶ Source: Community Counseling Center (2008)

It is likely that at some point, CTB members will come across a student, parent, caregiver or caring adult that has experience trauma. The pressure of a CTB, whether intended or not, can trigger a trauma response. If this occurs, consider changing your communication to be "low and slow".

Trauma-Informed Means of Support

- ▶ Create a sense of safety
 - ▶ Physical and emotional
- ▶ Highlight strengths
- ▶ Be respectful and authentic
- ▶ Give options
- ▶ Ask permission
- ▶ Validate feelings
- ▶ Promote skill building
- ▶ Work collaboratively
- ▶ Avoid judgment
- ▶ Be empathic and caring
- ▶ *Treat others the way you want to be treated*

With permission from Fike Peterson, Director PSESD

Knowing that many of the people we work with have experienced and are experiencing many types adversity and trauma, how will you create a CTB that uses a trauma informed approach?

Cultural Relevancy

- ▶ Implicit Bias
- ▶ Disparate impact and Disproportionate Treatment
- ▶ Key Choice Points
- ▶ Race Equity Tool
- ▶ Understanding privilege

Throughout this series we have integrated slides and activities inviting reflection

Resources



ACEs Connection Daily Digest -a topic-focused social network

National Child Traumatic Stress Network - improving access to care, treatment, and services for traumatized children and adolescents exposed to traumatic events.

National Center on Substance Abuse & Child Welfare - dedicated to improving systems and practice for families with substance abuse disorders who are involved in child welfare and family judicial systems

National Center for Trauma Informed Care - building awareness of trauma-informed care and promoting the implementation of trauma-informed practices in programs and services.

www.acestudy.org ACE Study findings and information

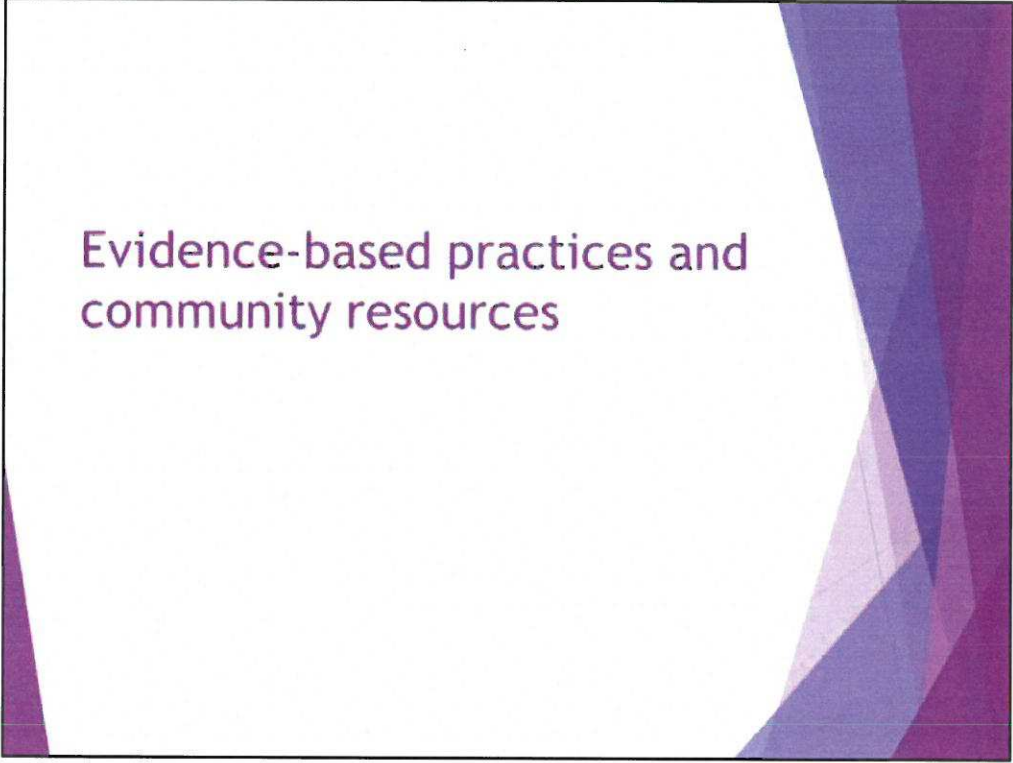
http://www.nctsn.org National Child Traumatic Stress Network

With permission from Kim Gieson, Director PSESD

Take care of your members....

- ▶ Debrief
- ▶ Promote Self Care:
 - ▶ The Trauma Stewardship Institute - traumastewardship.com

Vicarious or secondhand trauma is the trauma caregivers, professionals and those in a helping role experience when they work with survivors and people in traumatic situations. It is very real and needs to be addressed after all CTB's regardless of your personal experience. It is difficult to know when someone's story may trigger a member's grief, loss or personal experience. Teach members to recognize personal signs of stress as well as those of members of the CTB team.



Evidence-based practices and community resources

In this section you will share your district's list of tiered interventions as well as barrier reduction resources

Planning the training

- ▶ Create an action plan to develop your training plan including schedule, content and trainers.
 - ▶ How frequently will you:
 - ▶ provide the Basic Training?
 - ▶ The HB2449 required training?
 - ▶ Offer Booster sessions?
 - ▶ Update content>

Action Plan time! In school/district teams, create an action plan to develop your training plan including schedule, content and trainers.

Basic- prior to the beginning of each CTB

In Depth- quarterly, twice a year, yearly?

Booster sessions

Closing

- ▶ Parking lot
- ▶ Questions
- ▶ Homework-Data Inventory

The next session is about Sustaining your CTB's. You have put a lot of time and effort into creating them, as much is needed to sustain them or the work is all for naught. In addition to changing policies and practices, you need monitoring and evaluation data.

Your homework is to complete the Data Inventory and become familiar with the data available in your district, building or court that can provide you information on whether the intervention is effective or if it isn't what need to be changed.

Closing comments shared in large group: What is one new learning or takeaway you have from today's session?

Contacts:

► Megan Davis

Puget Sound Educational Service District

mdavis@psed.org

253-906-1178

► Laurie Shannon

OSPI

Laurie.Shannon@k12.wa.us

► Jill Patnode

Puget Sound Educational Service District

jpatnode@psed.org

253-778-7839



SESSION FOUR

Date and Time of Training

SESSION FOUR: Maintenance

Objectives

- As a result of this session, participants will:
 - Have drafted a plan for monitoring and evaluating their CTBs
 - Have drafted a plan for data collection
 - Assess their ability to implement a CTB

Agenda

9:00-9:10am Introduction

- Welcome
 - Trainers
 - Bathrooms
 - Sign-in and handouts
- Workshop objectives
 - Reminder about framework for workshop

9:10-9:20am Ice Breaker: Four Corners

9:20-9:35am Review homework from Session Three

9:35-10:35am Evaluating CTB's

- Desired end state
- Monitoring Plan
- Pausing for unintended impact

10:35-10:45am Break

10:45-11:15am Data Collection

11:15-11:35am Evaluation and Marketing

11:35-11:50am Reflection and next steps

- Replication Checklist

11:50-12:00pm Closing

HANDOUTS:

Powerpoint

Spokane Model Replication checklist

Action Plan Worksheet (2)

Identifying and locating data sources template (data coaching toolkit) 2.3



Creating Effective Community Truancy Boards:

Session Four: Evaluation and Sustainability

Date TBD



15 minutes:

Introduce yourself and your co-presenter/s

Bathrooms

Sign-in

Handouts

Four corners ice breaker:

Participants will answer the following questions by going to the corner of the room that has the poster that is closest to their answer. In groups of 3-4, participants will introduce themselves, their district & role and share why they chose that corner.

Posters should read: A, B, C, D-F

1. What grade would you give your team for progress made to date on CTB's and why would you grade yourself that way?
2. What grade would you give your district or building for building programs or interventions based on data and provide an example?

Session Four Objectives:

By the end of Session Four, participants will:

- ▶ Have drafted a plan for monitoring and evaluating their CTBs
- ▶ Have drafted a plan for data collection
- ▶ Assess their ability to implement a CTB

Action Plan

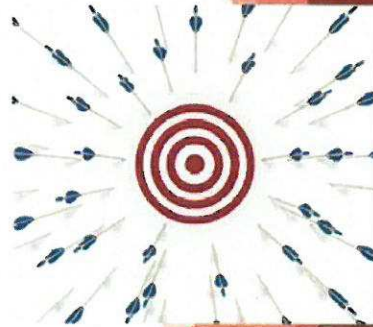
- ▶ Desired Measurable State (suggested):
- ▶ By XXX, XXX District will have identified a plan for evaluating, monitoring and implementing an effective CTB's for all students.

Refer audience to the Action Plan Worksheet. The desired measurable state can be created by each team OR recommended by the Facilitators.

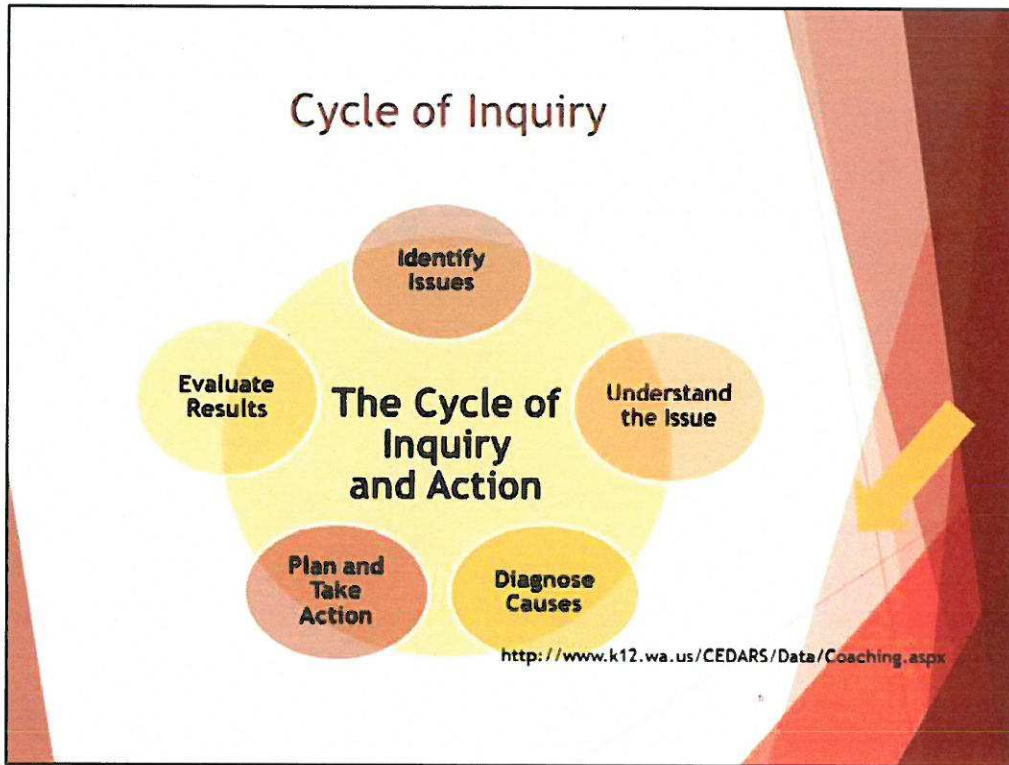
Have each team

Session Four Agenda

- ▶ Session Four Objectives
- ▶ Ice Breaker
- ▶ Homework
- ▶ Evaluation, Monitoring & Data Collection
- ▶ Next Steps
- ▶ Closing



Review objectives/topics covered in sessions to date



The Cycle of Inquiry and Action is used across the state to make data informed decisions. Each ESD has a team member trained to assist schools in using this model across all early warning indicators (course failure, attendance and discipline). The most effective way to assure a relevant and impactful tiered intervention system for attendance is to walk through each of these stages with a diverse school community team. If done well, this process should take many days of work. Since that isn't an option for this workshop, we have made some assumptions thus far that allow us to move to evaluating results.

Assumptions:

Identify Issues: Chronic absenteeism and truancy lead to school dropout and involvement with the juvenile justice system

Understand the Issue: Lack of data and poor data quality around truancy and attendance contribute to unsuccessful interventions.

Diagnose Causes: Students are truant for a variety of reasons that are often unaddressed/unassessed by schools with a disproportionate amount of those students being student of color.

Plan and Take Action: Sessions 1-3

Evaluate Results: Today's focus

Homework

Understand
the Issue

At your table top discuss:

- ▶ What data report/s did you access?
- ▶ What information did it give you?
- ▶ What additional information would you look at to understand what was happening in your building or district related to discipline?

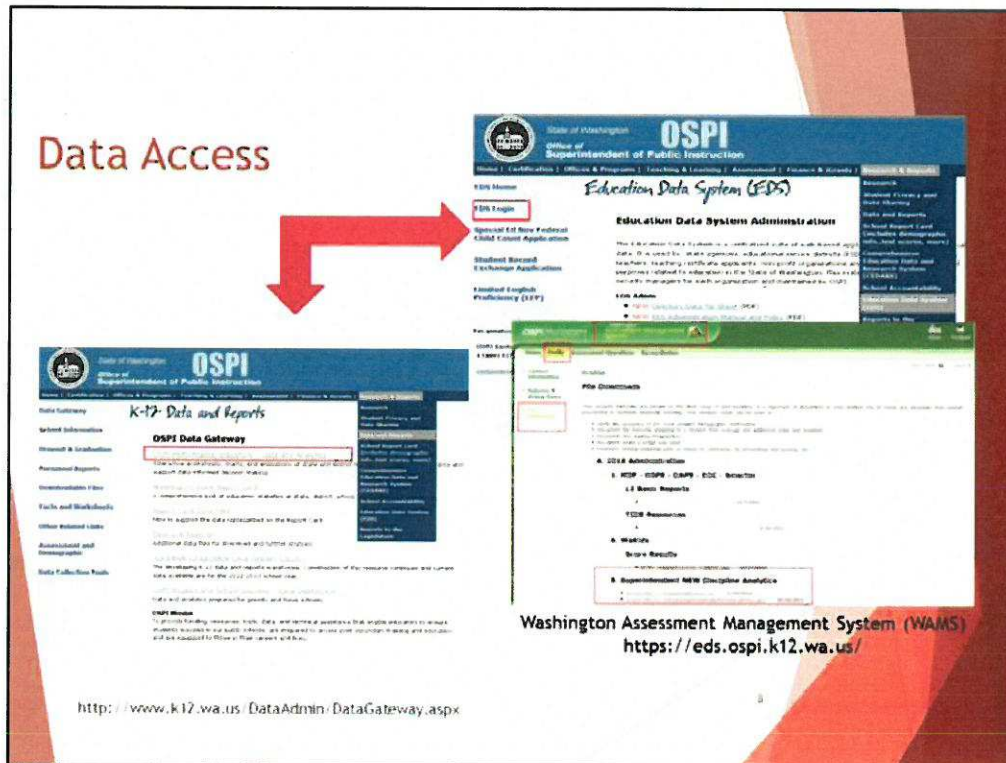
In Teams or mixed Teams discuss homework from Session 3*

Complete Data Inventory 1.8

Possible data sources include:

1. Building (preferred) or district level Chronic attendance data disaggregated by race (www.ospi.k12.wa.us)
2. 15-16 Truancy filings by race if possible
3. Other attendance data district or school collects (early warning, SIS, etc)
4. Interviewed stakeholders for input on measuring successful CTB's

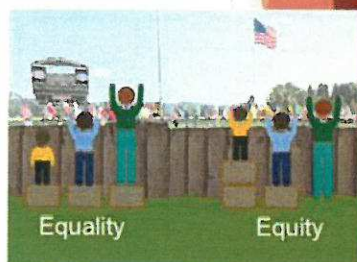
*If no one has done their homework, it is recommended stay in school community teams.



This is a reminder that Chronic Absenteeism at the District level is accessible to everyone, including the public. OSPI will be releasing the 16-17 Truancy report in the upcoming months which will also be accessible.

Checking for discrimination...

- ▶ Different treatment
- ▶ Disparate impact



OSPI Office of Civil Rights

Reminder to be attending to potential discrimination.



The first way is different treatment.

...intentionally disciplining students differently based on any protected class—in other words, when a school has a discipline policy that is neutral on its face, but the school administers the policy in a discriminatory manner.

For example:

- When similarly situated students of different races are disciplined differently for the same offense
- Selective enforcement of a policy against students of one race
- Adoption of a policy with the intent to target students of a particular race
- Actions based on discriminatory motives

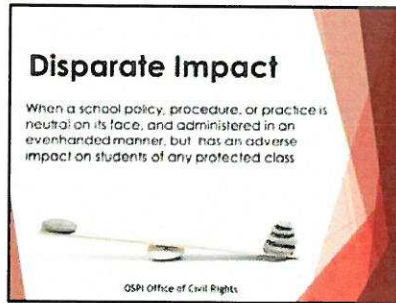
The clearest case of intentional discrimination would be a policy that was discriminatory on its face: one that included explicit language requiring that students of one race be disciplined differently from students of another race, or that only students of a particular race be subject to disciplinary action.

More commonly, however, intentional discrimination occurs when a school has a discipline policy that is neutral on its face (meaning the language of the policy does not explicitly differentiate between students based on their race), but the school administers the policy in a discriminatory manner or when a school permits the *ad hoc* and discriminatory discipline of students in areas that its policy does not fully address.

Such intentional discrimination in the administration of student discipline can take many forms.

The typical example is when similarly situated students of different races are

disciplined differently for the same offense.



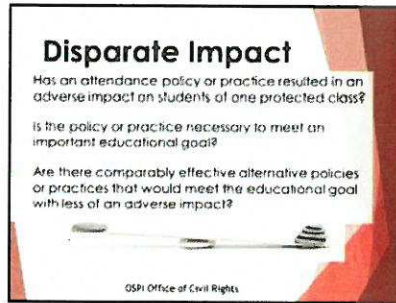
The second way that student discipline can be discriminatory is under a disparate impact analysis. **This is where you need to pay attention.**

This is when a policy, procedure, or practice is neutral on its face, and administered in an evenhanded manner, but has an adverse impact on students of one protected class.

Keep in mind that failing to recognize or address discipline practices that have a disparate impact, or effect, on a group of students IS discrimination.

This is regardless of your intent.

And I know that this can make people uncomfortable—but it's very important.



Applied to the entire disciplinary process—from behavior management in the classroom to suspension/expulsion to referral to law enforcement.

To determine whether a facially neutral policy has an unlawful disparate impact on students of any protected class:

Has the discipline policy resulted in an adverse impact on students of a particular race, sex, etc. as compared with students of another race, sex, etc.?

For example, have students been disproportionately sanctioned at higher rates for specific offenses, subjected to more severe penalties, etc.?

Is the discipline policy necessary to meet an important educational goal?

Are there comparably effective alternative policies or practices that would meet this educational goal with less of a burden or adverse impact on students of this protected class, or is the school's justification a pretext for discrimination?

We need to think carefully about using suspensions for certain student behaviors:

- Is this the most effective way to address behavior and safety?
- Is there a more effective way?

Keep in mind that failing to recognize or address discipline practices that have a disparate impact, or effect, on a group of students IS discrimination.

This is regardless of your intent. SYSTEMS! NOT ALWAYS INTENTIONAL!

And I know that this can make people uncomfortable—but it's very important.

If discipline policies, procedures, or practices are disproportionately effecting a group of students, you need to find out:

- WHY?
- What is the educational goal?
- Is there another way to reach that goal?

Examples of policies that can raise disparate impact concerns include:

- policies that impose mandatory suspension, expulsion, or citation (e.g., ticketing or other fines or summonses) upon any student who commits a specified offense – such as being tardy to class, being in possession of a cellular phone, being found insubordinate, acting out, or not wearing the proper school uniform
- discipline policies that prevent youth returning from involvement in the justice system from reenrolling in school
- policies that impose out-of-school suspensions or expulsions for truancy also raise concerns because a school would likely have difficulty demonstrating that excluding a student from attending school in response to the student's efforts to avoid school was necessary to meet an important educational goal.

EXAMPLES:

Example 7

A middle school has a “zero tolerance” tardiness policy. Students who are more than five minutes tardy to class are always referred to the principal's office at a particular school, where they are required to remain for the rest of the class period regardless of their reason for being tardy. The school also imposes an automatic one-day suspension when a student is recorded as being tardy five times in the same semester. Additional tardiness results in longer suspensions and a meeting with a truancy officer.

The evidence shows Asian-American students are disproportionately

losing instruction time under the school's "zero tolerance" tardiness policy, as a result of both office referrals and suspensions for repeated tardiness.

An investigation further reveals that white and Hispanic students are more likely to live within walking distance of the school, while Asian-American students are more likely to live farther away and in an area cut off by an interstate highway that prevents them from walking to school. The majority of Asian-American students are thus required to take public transportation. These students take the first public bus traveling in the direction of their school every morning. Even though they arrive at the bus stop in time to take the first bus available in the morning, they often are not dropped off at school until after school has begun.

As justification for the "zero tolerance" tardiness policy, the school articulates the goals of reducing disruption caused by tardiness, encouraging good attendance, and promoting a climate where school rules are respected, all of which the Departments accept as important educational goals. The Departments would then assess the fit between the stated goals and the means employed by the school – including whether the policy is reasonably likely to reduce tardiness for these students under these circumstances. Assuming there was such a fit, the Departments would then probe further to determine the availability of alternatives that would also achieve the important educational goals while reducing the adverse effect on Asian-American students (*e.g.*, aligning class schedules and bus schedules, or excusing students whose tardiness is the result of bus delays). If the Departments determine that a school's articulated goal can be met through alternative policies that eliminate or have less of an adverse racial impact, the Departments would find the school in violation of Title VI and require that the school implement those alternatives.

Allow 3-5 minutes for reflection and entering the beginnings of a strategy and objectives to accomplish this on the Action Plan Handout.

Dimensions of Data Quality

- ▶ *Accurate,*
- ▶ *Complete,*
- ▶ *Timely, and*
- ▶ *Relevant*



These dimensions of Data Quality are partly taken from a National Center For Education Statistics guide. Traveling Through Time: The Forum Guide to Longitudinal Data Systems - Effectively Managing LDS Data -- Book Three of Four

“Quality data are **accurate** depictions of the real word that are **consistent** across an enterprise, **secure** and **accessible**, delivered in a **timely** manner, and **suitable for their intended applications.**” (Redman 2001).

“Data quality institutionalizes a set of repeatable processes to continuously monitor data and improve data **accuracy, completeness, timeliness and relevance.**” (Holly Hyland and Lisa Elliott, Federal Student Aid)

Evaluating CTBs

- ▶ Monitoring Implementation
- ▶ Evaluation

Formative... what data will we track to inform our CTB process (i.e. if/then statements)
Summative...what outcome data will we track to inform our desired state

Monitoring Implementation versus Evaluating

Evaluation answers the question:

- ✓ Did the intervention work?
- ✓ Did it meet the improvement targets and have the long range desired impact?

Implementation Monitoring Plan	Evaluation Plan
Assesses implementation indicators and interim outcomes	Assesses improvement targets
Focused on short-term incremental steps	Focused on the final product or outcome
Addresses the question: Are we effectively doing what we planned to do?	Addresses the question: Did our planned strategies have the desired outcome?
Internal stakeholders are the primary audience	External stakeholders are the primary audience

By answering these questions, summative evaluation can help determine if and how the initiative should be expanded, how it could be modified to increase its effectiveness, or, if the desired end states were not reached, what type of alternative intervention should be designed to get the desired results.

Adapted from OSPI District and Data Coaching Toolkit

THE desired end state...

- ▶ In your teams, brainstorm the desired end state of implementing Community Truancy Boards.
 - ▶ What will change
 - ▶ For what population
 - ▶ By how much
 - ▶ By when

Adapted from OSPI District and Data Coaching Toolkit

This will become our evaluation. Very similar to SMART goals

Simple

Measureable

Attainable

Realistic

Time

Ask them to write this on their Action Plan.

Developing the Monitoring Plan

A logic model helps determine and illustrate the logical connection of the intervention that you design to the desired end states (outcomes).

If ... then.... logic statements form the bridge between the strategies and objectives of your intervention and the desired outcomes.

Adapted from OSPI District and Data Coaching Toolkit

Having a logic model will help with the monitoring as well as provide check points for assumptions being made. It can also assist with applying for grants!

By June 2018, 75% of the students attending a community truancy board will show improvements in attendance at 30 and 90 days post CTB

- ▶ If students attending a CTB show improvements, then the Plan was successful.
- ▶ If the Plan was followed then the students, family/caregiver and other key adults found the Plan to be relevant and meaningful
- ▶ If the plan was meaningful then the Board and student/family/caregiver had the information they needed to accurately identify the barriers & strengths contributing to regular school attendance
- ▶ If the barriers & strengths were accurately identified and CTB's were determined as the intervention then the students were good candidates for the CTB

Share this example of a desired end state and possible if/then statements.

Have the teams create a list of if/then statements leading to the desired state.

Have them prioritize the top 3-4 that has the most significance (i.e. most impact on outcomes) and they have the most control over for the next activity. These statements will guide the development the Strategies and Objectives for the Action Plan.

PAUSE...consider how implicit bias in your if/then statements may lead to unintended impact

Using one if/then statements from previous slide

1. Could the composition of the Community Truancy Board be leading to unsuccessful outcomes including the lack of relevant & meaningful plan? How will we find out?
2. Is the assessment culturally relevant? If we don't know, how can I find out?
3. Did our criteria in selecting students unintentionally create and opportunity gap for student and families of color?

Remind the audience about Choice Points.

- Choice points are decision-making opportunities that influence outcomes.
- The cumulative impacts of many small choices can be as significant as the impacts of big decisions.
- When we're conscious of choice points and the related impacts, we're less likely to replicate implicit bias and the status quo, and we open new possibilities for equitable change.

The Racial Equity Tool helps us understand likely impacts.

Pick one if/then statement and discuss how implicit bias may contribute to an unfavorable outcome.

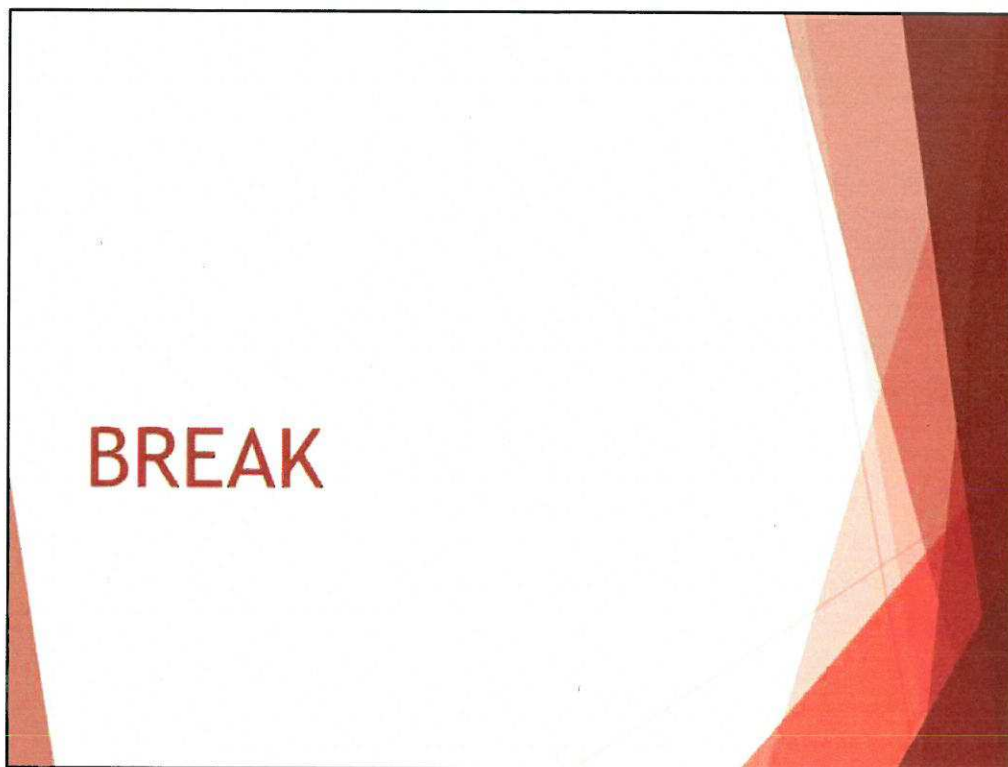
This slide highlights several choice points but is not inclusive of all. What might be some we are missing?

Racial Equity Tool

- ▶ To engage stakeholders in decision-making, especially those most adversely affected by current or potential conditions.
- ▶ To bring conscious attention to racial inequities and impacts *before* decisions get made.
- ▶ To avoid or minimize adverse impacts and unintended consequences.
- ▶ To prevent racism from occurring in the first place—to get ahead of the curve of rapidly replicating racism.
- ▶ To affirmatively advance racial equity, inclusion and unity.

REIA Prescription Webinat2 2012, Applied Research Center and Colorlines.com

This is a reminder slide. We have tools to help mitigate for implicit bias. Refer to Race Equity Tool from Session 1



Activity: Data Collection

Strategy 1: Recommendations resulted in improved attendance				
Data Needed	How collected?	Collected by whom?	Collected by when?	How stored?
Recommendations	Review of Plan	Secretary	At CTB	Excel database
Progress on recommendations	Interviews with key staff Skyward-schedule changes	Case Manager or truancy liaison	Depends on recommendation	Excel database
Attendance	Skyward	Case Manager or truancy liaison	30 and 60 days	Skyward

Adapted from OSPI District and Data Coaching Toolkit

Have Teams complete the Data Collection Handout for each if/then statement as well as for the Desired End State.

Have each team share out on strategy and the data they will collect.

If it doesn't come up, mention the value of participant surveys for students, caregivers and CTB members.

Data Collection- Puyallup & Franklin Pierce Example

Last Name	First Name	CTB Date	Expir Date	Outcome	School	Grade	Gender	Age	Race	Ethnicity	EL	MV	Lives with	IEP/504	Prior BECCA
Smith	John	10/26/16	12/14/16	Stay expired	Ford MS	7	Male	13	Two or More Races	Non Hispanic /Latino	No	Yes	Mother only	504	Yes
Pre Tar	Post Tar	30 days pre	30 days post	60 post	90 post	Grades	Discipline	Pre Supp Ad	Post Supp Ad	Prim barrier	Prim outcome	Sec barrier	Sec outcome		
Strategy 1	Progress 1	Strategy 2	Progress 2	WARNS ID	Agg-Def	Dep-Anx	Sub-Ab	Peer Dev	Family Env	School Eng					

If/then statement:

- 1) If we have accurately identified the barriers we will see improvements in attendance at 30, 60 and 90 days.
- 2) If we have a way to accurately identify students with whom the CTB is effective by using the WARNS then we have a good referral process.

Spokane example:

2011-2012 Stats	Pre CTB (#)		CTB - Attended (#)		CTB - Did Not Attend (#)	
Stay Petition		%		%		%
Amended		%		%		%
Contempt		%		%		%
still attending		%		%		%
transferred		%		%		%
dropped		%		%		%
SAC/jail		%		%		%
run away		%		%		%
LT/expelled		%		%		%
treatment		%		%		%

Desired measurable outcome (Evaluation)

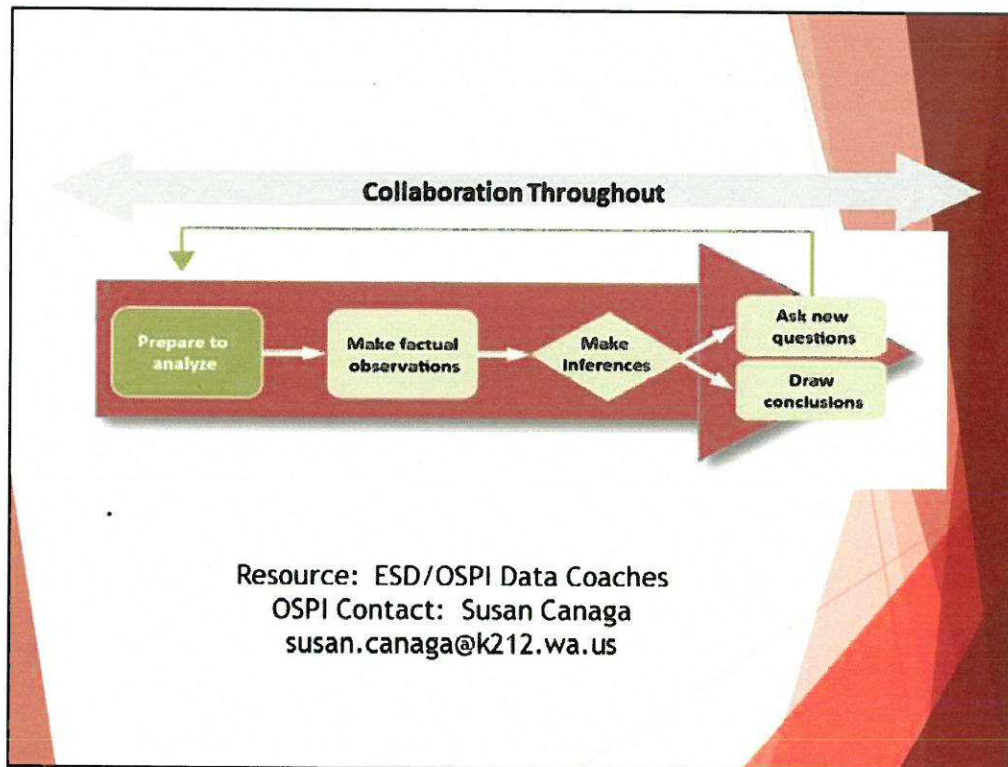
Students who receive the CTB intervention are less likely to progress along the school to prison pipeline

Review your Monitoring Plan and Evaluation Outcomes

To understand if the CTB's are making an impact on truancy ask....

1. Did the CTB's have the desired impact and for who?
2. Why was, or wasn't, the CTB effective?

25



We aren't going to elaborate here other than to remind you, each ESD has a Data Coach that can support your Team with simple protocols as you prepare to analyze, make factual observations, make inferences, ask new questions and draw conclusions. **Data Coaching**

Data coaching is one example of how OSPI and the ESDs are working collaboratively to implement sustainable decision-making tools and processes.

This project builds a common vocabulary and understanding of what the value-added impact can be to districts/networks using data to make informed decisions in supporting student achievement

Market your results!!!

Table : Spokane Comparison Data

	County	WVSD
Petitions filed*	3,533	489
Number with 2 nd petition	491	64
Demographics		
• Male	53%	50%
• Minority	21%	11%
Median age	15	16
• Age range	5-17	6-17
Highest consequence		
• Stayed petition	66%	79%
• Stay lifted	26%	19%
• Contempt order(s)	7%	1%
• Detention	2%	1%

*Petitions filed in 06/07 and 07/08 school years.

Once your CTB is up and running, you will want to document how it is impacting the students and families it serves. This could be periodically reported to school administrators and board members to gain additional support for the CTB process.

Here is an example of Spokane County Comparison data of all Spokane County youth who had Truancy Petitions filed and youth who had truancy petitions filed and attended the WVSD CTB. This table was taken from the 2nd Year Spokane County GJJAC DSO Report by Linda Rinaldi, 2010 and reflects positively on the WVSD CTB intervention process.

Review of Sessions 1-4:

► Replication Checklist

Replication Checklist- to take another look at the entire set up, as a way to evaluate, and to replicate. Relate the steps of the checklists to each session. Have each Team review to determine whether they have the knowledge and resources needed to replicate.

Allow 5-10 minutes for reflection and entering the beginnings of a strategy and objectives to accomplish this on the Action Plan Handout.

Closing

- ▶ Parking lot
- ▶ Questions

Questions and evaluation

Closing comment: What is one next step you are going to take to keep CTB's moving forward in your district?

Upcoming Workshops!

- ▶ *Intentionally left blank for you to input your training schedule*

Contacts:

► Megan Davis

Puget Sound Educational Service District

mdavis@psed.org

253-906-1178

► Laurie Shannon

OSPI

Laurie.Shannon@k12.wa.us

► Jill Patnode

Puget Sound Educational Service District

jpatnode@psed.org

253-778-7839



WORKSHOP SESSION MATERIALS

Session 1

Session 2

Session 3

Session 4

SESSION ONE



Objective: *To support the PSESd's goal of eliminating racial inequity, we will incorporate a racial equity analysis and best practices into program, policy and procedure decisions. Additionally, the PSESd will assist and engage our regional districts in the adoption and use of the Racial Equity Tool in order to close the opportunity gap.*

We Agree:

- That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional racism be addressed within our own organization as well as in the broader systems with which we interact.
- That the importance of training and skill building within our organization, departments, and internal and external programs is paramount. Increasing the number of trained and skilled employees, including leadership, staff, board members, etc, will not only help to make improvements supporting racial equity, but will also help to develop an anti-racist culture within our organization.
- To explore and develop a shared understanding relating to racial equity, and we also recognize that we and our external partners are all at different places as individuals, programs, and departments. We are committed to move forward with a focus that is intentional and strategic within our organization and our external partners. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.
- To have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool.
- That how the racial equity tool is implemented and used will differ from program to program, department to department and across our organization. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.
- To approach racial equity analyses from an evaluative / continuous improvement perspective, as opposed to a **check list**. We will seek to strengthen programs, policies and procedures until racial inequities are eliminated.
- That if the strategy, practice, policy, or procedure works for our most vulnerable communities, it works for everyone. The reverse however, is not true.
- That we will not let the perceived barriers such as (time, agendas, schedules, etc) prevent us from interrupting patterns of racial inequity.

RACIAL EQUITY TOOL

Racial equity tool: programs, practices, policies and procedures aimed at racial equity will employ the following **racial equity best practices criteria**:

- **Educate on racial issues and raises racial consciousness**
 - How does the program, policy or procedure educate about the history and current realities regarding race, racism, opportunity gap and/or culture?
 - How does the program, policy or procedure educate and encourage sharing about race and racism, including the connections between individual feelings and experiences and race-related systemic issues?
- **Promote racially inclusive collaboration and engagement**
 - How have people of color affected by the policy, program or procedure been involved in its development, implementation and evaluation?
 - How does the program, policy or procedure foster greater engagement in the PSESD community?
- **Assess community conditions and set goals for affecting desired community impact.**
 - Are community conditions, including racial inequities, clearly documented? If not, what is the plan for doing so?
 - How will goals be adjusted regularly to keep pace with changing community needs and racial demographics?

Note: to be anti-racist, the assessment and goal-setting should be a process driven by the community. People using the tool should be working with the community.
- **Expand opportunity and access for individuals**
 - How does the program, policy or procedure increase opportunity and/or access for those who historically have been excluded? This means, more explicitly, who benefits from and/or who is harmed by the program, policy or procedure?
 - What are the strategies to improve access for immigrants and refugees, including appropriate interpretation and translation policies?
- **Affect systemic change**
 - How does the program, policy or procedure make changes within the organization to eliminate institutional racism (including the promotion of accountability)? How are issues of internalized racial oppression and internalized racial superiority acknowledged and attended to?
 - How does the program, policy or procedure work to address structural racism?

Note: to be anti-racist, an analysis of power and gatekeeping is critical.
- **Develop and implement strategies for eliminating racial inequity**
 - What are the overall goals and outcomes of the program, policy or procedure? What are the specific strategies for decreasing racial inequity? How do the specific strategies work to decrease racial inequity?
 - How will strategies be adjusted regularly to keep pace with changing community needs and racial demographics?

After conducting the analysis, think about:

What are the lessons learned?

What resources are needed to make changes?

What are the next steps?



Racial Equity Tool – Using Best Practices

Racial Equity Best Practices

1. Educate on racial issues and raises racial consciousness

- How does the program, policy, procedure or budget educate about the history and current realities regarding race, racism, and the opportunity gap?
- How does the program, policy, procedure educate and encourage sharing about race and racism, including the connections between individual feelings, experiences and actions and race-related systemic issues?

2. Promote racially inclusive collaboration and engagement

- How have people (staff, families, students and school staff and community members) affected by the policy, program or procedure been involved in the development, implementation and evaluation of the policy, program or procedure?
- How does the program, policy or procedure foster greater participation in schools and communities and promote family and community leadership? Or foster greater engagement in the PSESd community?

3. Assess community conditions and set goals for eliminating racial inequity (*Assessment and goal-setting should be a process with community involvement.*)

- Have racial inequities been clearly documented? If not, what is the plan for doing so?
- What are the goals and measures for eliminating racial inequity?
- How will goals be adjusted regularly to keep pace with changing community needs and racial demographics?

Racial Equity Tool – Using Best Practices

Racial Equity Best Practices	
<p>4. Expand opportunity and access for individuals students, families and school staff</p> <ul style="list-style-type: none"> • How does the program, policy, or procedure increase opportunity and/or access for those who historically have been excluded? This means, more explicitly, who benefits from and/or who is harmed by the program, policy, procedure or budget? • What are the strategies to improve access for ethnically diverse communities, including immigrants and refugees? Are interpretation and translation policies helping to improve access? 	
<p>5. Focus on and Impact systemic change (An analysis of power and gate-keeping is critical.)</p> <ul style="list-style-type: none"> • How does the program, policy, procedure or budget make changes within the organization to eliminate institutional racism? • What processes are you using to promote accountability? • How are issues of internalized racial oppression and internalized racial superiority acknowledged and attended to? • How does the program, policy, procedure or budget work to address and eliminate structural racism? 	
<p>6. Develop and implement strategies for eliminating racial inequity</p> <ul style="list-style-type: none"> • What are the overall goals and outcomes? What are the specific strategies for decreasing racial inequity and increasing student achievement? How do the specific strategies work to decrease racial inequity and increase student achievement? • How will strategies be adjusted regularly to keep pace with changing student and family needs and racial demographics? 	

After conducting the analysis:

What are the lessons learned?

What resources are needed to make changes?

What are the next steps?

Obtaining Support: As a result of this activity, participants will:

- Identified key decision makers, stakeholders and potential CTB members
- Identified current district/community climate issues and initiatives that may support the CTB
- Identified potential barriers and data/information to address concerns

ACTIVITY: In a small group, select several of the following questions to discuss.

1. Who will be your key allies and champions?
 - *How can you recruit these allies/champions?*
 - *How will race equity be addressed in recruitment?*
2. Who might be the hardest to get on board?
 - *What objections do you anticipate?*
 - *How might you overcome these objections?*
3. Who will need to approve the creation and support of CTB?
 - *What is the process?*
 - *Who are the key stakeholders and decision makers?*
4. *What current district or community initiatives might support the creation of a CTB?*
5. *What data can you collect to demonstrate need and measure intended outcomes? What story does it tell about disaggregate it in regards to race and other protected classes?*

NEXT STEPS:

People to contact:

Information and Data to collect:

Other thoughts:

Purpose and Goals: As a result of this activity, participants will:

- Identify district/community mission/vision statements and goals that a local CTB will support
- Identify foundational concepts for their local CTB
- Consider methods to address race equity in the development of a CTB

ACTIVITY: In small groups, list key concepts that may serve as cornerstones of your CTB

See examples in powerpoint

- Spokane
 - Federal Way
 - Puyallup
 - Bellevue
1. What have you learned from your district/schools data on chronic absenteeism and truancy? Is the story different for students of color or other protected classes? Data to consider: OSPI Chronic Absenteeism reports, truancy report to OSPI, court data, SIS custom reports
 2. particular framework or other model of interventions supports the development of CTB's? (i.e. multi-tiered interventions of support such as PBIS, Restorative Practices, Marzano, Danielson, CEL 5-D, Early Warning, Student Assistance Teams)
 3. What sections of your district and/or school mission, vision, benchmarks attendance or school improvement goals support the development of CTB's?
 4. How is race equity addressed in your district's vision, mission and purpose? How was input from communities of color in creating the vision, mission and purpose?

NEXT STEPS:

People to contact:

Information and Data to collect:

Identify link to district/building mission:

Standardizing the P's - Policy, Procedures, Practices and Paperwork:

As a result of this activity, participants will:

- Identify policies, procedures, practices and paperwork to review, update or draft
- Identify process needed for approval, as well as decision makers needed for support
- Identify training process to update staff about any changes

ACTIVITY: In a small group, review the list of possible policies, procedures and corresponding paperwork to gather and review in support of attendance interventions and community truancy boards.

Description	Policy, Procedure, Practice or Paperwork and how is it communicated (student handbook, informal or formal training)	In compliance	Needs revision	Missing	Not needed	Reviewed for equity	Unsure- Here's how I will find out
Attendance policy							
Tiered intervention flow chart (attendance)							
Petition filing flow chart							
Automatic caller							
Calculating absences							
Parent letter							

Attendance conference								
CTB Referral								
WARNS or other assessment								
Filing of stay petition								
Filing of progress reports								
Data collection								
Job descriptions including CTB coordination								

How will you train school/district staff on updates or changes?

NEXT STEPS:

People to contact:

Materials, information and data to collect:

Materials to create:

CTB Documents:

As a result of this activity, participants will:

- Identify CTB documents to review, update or draft

ACTIVITY: In a small group, review the list of possible documents to review to support your community truancy board.

<i>Description</i>	<i>Needs revision</i>	<i>Needs to be created</i>	<i>Not needed</i>	<i>Reviewed for equity</i>	<i>Who's responsible for production</i>	<i>Who's responsible for completion before/at CTB</i>	<i>Who's responsible for storage/filing</i>
Training Sign-in							
Confidentiality							
Invitation to CTB (families and members)							
Sign-in sheet							
Contract							
Notes							
Schedule of CTB students							
Student information-(include attendance if not including separately)							
Welcome letter							
Releases							
Community Resources							

Addressing Attendance and Truancy using a Multi-Tiered System of Support (MTSS)

Currently In Place

Tier 3: Students who are truant or chronically absent (10 Unexcused, 18 Excused annually)

Would like to have In Place

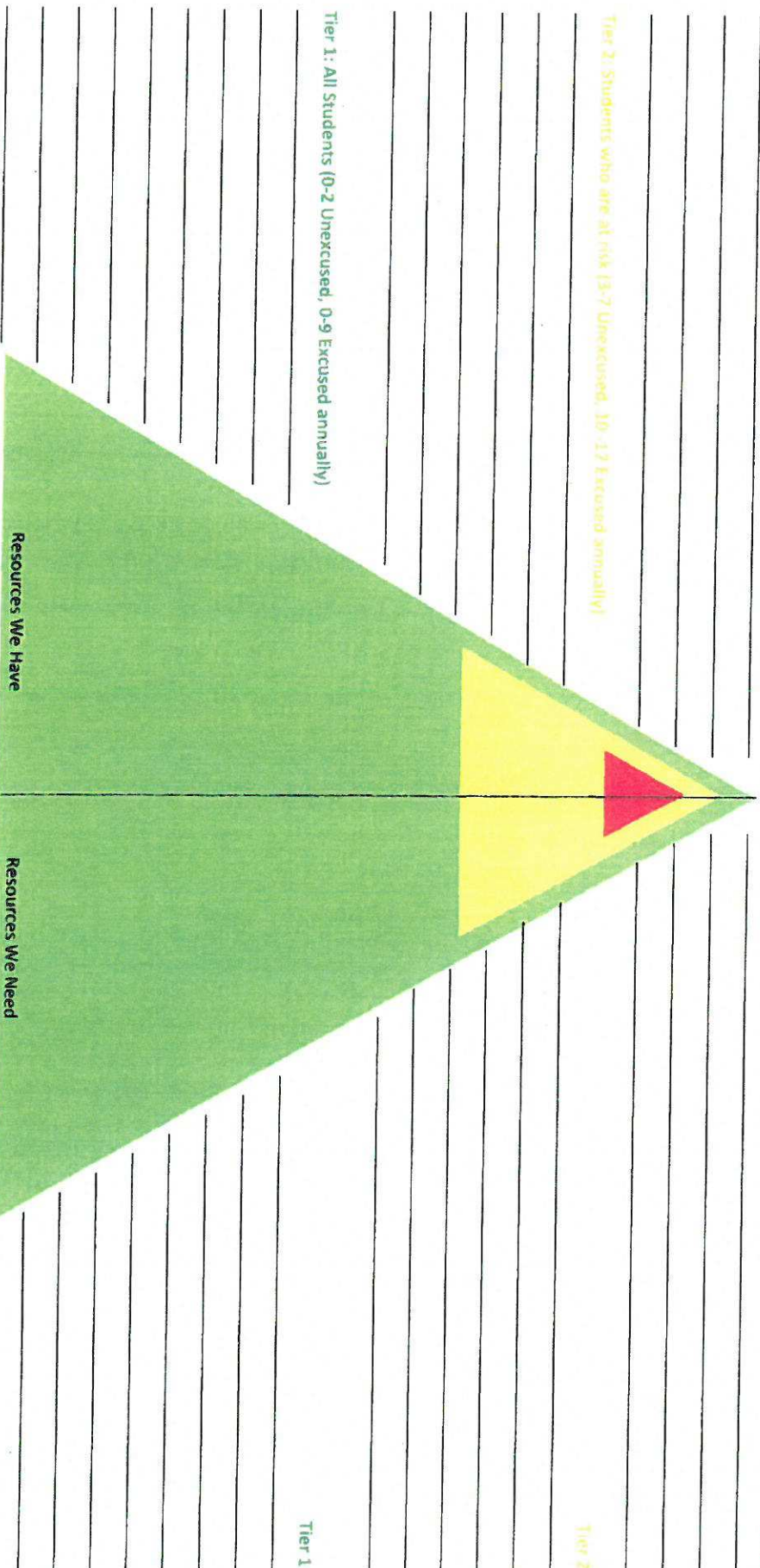
Tier 3:

Tier 2: Students who are at risk (3-7 Unexcused, 10-12 Excused annually)

Tier 2:

Tier 1: All Students (0-2 Unexcused, 0-9 Excused annually)

Tier 1:



Before you begin...

- Is the team completing this protocol reflective of the racial, linguistic and ethnic composition of the community?
- How have people (staff, families, students and school staff and community members) affected by the issue you are tackling been involved in the development, implementation and evaluation of the issue?
- Have racial inequities been clearly documented? If not, what is the plan for doing so?
- How are you considering a whole child approach, which ensures all people are healthy, safe, engaged, supported, and challenged?

5.7 Developing an Action Plan

Directions:

Part 1: Developing an Action Plan

1. Record the problem of practice measurable desired end state and each strategy with its associated objectives where indicated in the template¹.
2. Start with the first strategy and individually identify actions that need to be taken to reach each of the objectives and record each action on a large sticky note.
3. Place the sticky notes on a piece of chart paper organized by objective.
4. As a team, reach consensus on the required actions steps.
5. Once consensus has been reached, rearrange the sticky notes so that they appear in chronologic order.
6. Record the action steps in the *Action Plan Template*.
7. Next, determine the inputs or resources that will be needed to accomplish each of the action steps. Record them next to the appropriate action step in the *Action Plan Template*.
8. As a team, determine a best estimate of the timeline for each of the action steps. Think of when the action will start and finish. Many actions will result in the production of something that is finite; other actions will reach an end state and then continue in that end state for a long period of time. Consider the end date for an ongoing action as the time when the action or product is fully functional and sustainable.
9. Once the team has determined the action steps for each objective and its associated timeline and inputs/resources, assign a team member or other appropriate stakeholder to be the steward for that objective or action step(s) within the objective. As an alternative, the team may decide to assign one individual to be responsible for all of the objectives and action steps within one of the strategies. Make note of each of these items in the *Action Plan Template*.
10. Repeat steps 3 through 9 for each strategy. Expand the template as necessary.

¹ Portions of this tool were developed within the DATAUSE project (Using Data for Improving School and Student Performance) by the consortium of partners including: Public Consulting Group, University of Twente (the Netherlands), Institute of Information Management Bremen GmbH (Germany), Modern Didactics Center (Lithuania) and Specialist Schools and Academies Trust (UK). For more information on the project please visit: www.datauseproject.eu

Action Plan Template

Action Plan

Measurable Desired End State:

Strategy 1:

Objective 1:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Objective 2:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Objective 3:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Action Plan

Strategy 2:

Objective 1:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 2:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 3:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources



Journal

Stage 5: Plan and Take Action

A place to note your questions, thoughts, reminders

Example of drafting Federal Way Community Truancy Board Spring 2014

Project Launch Date: March 18, 2014

Summary Date: May 6th, 2014

Project Goals for Spring 2014:

- Conduct orientation (or refresher) for board members (done)
- Hold minimum of 3 CTB events (2/3 done)
- Establish outcomes and measurements (done)
 - Attendance
 - Math
 - Reading
- Establish Guiding Principles (done)
- Establish mechanism for protocol, practices and process: (in process)
 - Referral/identification
 - Communication with CTB members
 - Scheduling
 - Tracking
 - Reporting
 - Evaluation

Accomplishments to Date: (documents still in somewhat of “draft” form as they continue to be reviewed and edited based on feedback of key stakeholders)

- Goals/Purpose:
 - Increase intentional contact between truant youth, their families and supportive adults in the schools and community
 - Provide a “top tier” truancy intervention as an alternative to court
 - Promote collaboration between the school district, families and community agencies
 - Create a community-wide safety-net to prevent truant and out of school youth from slipping through the cracks
- Guiding Principles: Actions of the CTB are guided by the beliefs that:
 - All youth can be successful
 - All recommendations of the board are meant to reduce or eliminate further absences from school, not punish students for past absences
 - Youth, family and community truancy board member voices are all equally valued and respected in the intervention planning process
 - All youth have the right to an education, and education sets the foundation for a youth’s future
- Framework: the CTB is coordinated by a partnership between Federal Way Public Schools and Puget Sound Educational Service District, and is made up of representatives of community

agencies which provide interventions to address various barriers to school attendance. The CTB functions under the supervision of the King County Juvenile Court, and is authorized by the Legislature of the State of Washington to recommend methods for improving school attendance.

- Schedule:
 - Spring 2014: April 1, May 5, May 20, June 10
 - School Year 2014-2015: 2nd Tuesday, 3rd Wednesday of each month
- Orientation for CTB members: April 15th and May 1st
- CTB events held to date:
 - April 1st – one high school student attended, without parents
 - May 5th – 2 middle school siblings were scheduled, neither students or family attended, board developed plan for next steps and recommendations to present to court on May 9th.
- CTB packets – content and process
- Referral and Tracking – using district's current truancy tracking process

Partnering Organizations:

- King County Juvenile Court – Becca and At Risk Youth
- Multi Service Center
- Franciscan Health Systems
- Washington Youth Academy
- King County Prosecuting Attorney's Office
- Auburn Youth Resources
- Community Parent
- PSESD
- FWPS

In progress:

- Data collection and evaluation
- Flyer for parents

SESSION TWO

Since Session ONE... As a result of this activity, participants will:

- Review their work in Session 1
- Identify their achievements since Session 1
- Identify work remaining from Session 1
-

ACTIVITY: In your district team, identify the following:

1. What did your team accomplish in SESSION ONE?

DONE	NEXT STEPS

2. What has your team accomplished since SESSION ONE?

DONE	NEXT STEPS

3. What steps remain to be accomplished from SESSION ONE? Who is the lead to accomplish it?

WHAT NEEDS TO BE DONE	WHO WILL DO IT	WHEN WILL IT BE DONE

STRUCTURE:

In your district team, identify the following:

STRUCTURE	Ideas	Decision(s)
Day of the week?		
Time of day?		
How often to meet?		
Length of meeting?		
Informal or formal?		
Ways to create a warm environment (snacks, set up of room, location?)		
Number of Board Members?		
Identify Roles and Responsibilities?		

QUESTIONS FOR PANEL OR OTHERS:

PROCESS: As a result of this activity, participants will:

- Draft process for student referral and problem identification
- Draft student/family interview content
- Draft sample recommendations for the CTB contract
- Consider options for student and family follow up and continued support

ACTIVITY: In your district team, **DRAFT** the following:

1. District's process to refer students to the CTB:
2. Interview questions for students/families at CTB:
3. Action Plan for Student Success
4. Plan to support families to follow action plan created in CTB

QUESTIONS:

CTB Documents:

As a result of this activity, participants will:

- Identify CTB documents to review, update or draft

ACTIVITY: In a small group, review the list of possible documents to review to support your community truancy board.

<i>Description</i>	<i>Needs revision</i>	<i>Needs to be created</i>	<i>Not needed</i>	<i>Reviewed for equity</i>	<i>Who's responsible for production</i>	<i>Who's responsible for completion before/at CTB</i>	<i>Who's responsible for storage/filing</i>
Training Sign-in							
Confidentiality							
Invitation to CTB (families and members)							
Sign-in sheet							
Contract							
Notes							
Schedule of CTB students							
Student information-(include attendance if not including separately)							
Welcome letter							
Releases							
Community Resources							

Timeline for Implementation: As a result of this activity, participants will:

- Set timeline (with estimated dates) for CTB recruitment and member training/orientation

ACTIVITY: In your district team, identify your district's timeline to start date for your local CTB?
(working backwards)

BENCHMARK	DATE	WHO IS THE LEAD
First CTB		
Orientation for CTB members and key staff		
Recruitment of members		
Finalize documents and procedures		
Coordinate with court		
Create structure and schedule		
Identify Roles and Responsibilities		

QUESTIONS:

SECTION 2

Community Truancy Board Development Start up Logistics

Name your CTB and set times, dates, locations of boards, room set up

- ✓ Identify a school administrator who is supportive of the CTB and will be responsible for overseeing CTB development, designating members of a CTB development team, and setting meetings to decide on logistics for your CTB.
Some decision items include:
- ✓ Agree on a name for your Community Truancy Board. (Some examples are: "School District Name" Community Truancy Board, Community Attendance Review Board (CARB), etc.)
- ✓ Pick a day of week and time of day that will work for your school and community members. It is crucial to set the time around the community members and respect their time.
- ✓ Decide how often you will meet. (Suggestion: Meeting every 2-3 weeks and then increase if needed.)
- ✓ Decide on a length of time for each CTB meeting. (West Valley allows ½ hour. A newly developed board may want to allow 45 minutes so there is 15 minutes between meetings to reorganize, if necessary, and then cut back to 30 minutes as time goes on.)
- ✓ Decide how the CTB room should be set up. The West Valley CTB is set up in a "formal" way, with CTB Members seated at tables and the student and family in chairs facing the board. Schools could choose a more informal set up if it fits their school/community better.
- ✓ West Valley and some replication sites provide snacks/drinks to board members. Decide if this is appropriate for your board and, if so, who will be responsible for purchasing and set up, how it will be paid for, etc.

Designate/Hire CTB Coordinator to facilitate boards and paperwork CTB Coordinator's duties include:

- ✓ The Coordinator is responsible for organizing and coordinating the CTB.
- ✓ Requests and coordinates district administrators to sign-up for rotating CTB facilitator position.
- ✓ Files Truancy Stay Petition and follow-up petitions.
- ✓ Gathers necessary information about each student and prepares all necessary CTB paperwork.
- ✓ May represent school district during court hearings.
- ✓ Sends Parent/guardian CTB notification letter. (This is in addition to the letter they receive from court regarding Stay Petition.)
- ✓ Calls parent/guardian, contacts student the day before CTB to remind about meeting.

- ✓ Notifies CTB members and appropriate school staff of time and length (how many students) of board.
- ✓ Collects and reports on data regarding the CTB.
- ✓ Ensures confidentiality of the board. (This is a high priority.)

***See Examples 2.1, 2.2, 2.9

Identify CTB Members and schedule them to attend/serve on CTBs

- ✓ Each CTB includes the following school staff:
 - Rotating administrators who oversee boards
 - CTB Coordinator
 - 1 or 2 school staff who know each student.
- ✓ Student
- ✓ Parent or guardian
- ✓ Truancy Specialist or “CTB follow-up staff person”
- ✓ Volunteers from Community- look for volunteers who can contribute with one or more of the following:
 - Are not school staff
 - Care for kids
 - Have diverse backgrounds and experiences
 - Are Community service providers (Mental health, substance abuse, social services, youth serving agencies, Job Corp, GED programs, etc.)
- ✓ Determine how often each volunteer wants/is able to serve on board.
- ✓ Arrange for volunteer background checks if required.

***See Examples 2.1, 2.2, 2.3

Designate a person to follow-up with families on CTB recommendations, if possible

- ✓ Since 2007, WVSD has utilized a Court Truancy Specialist which has enhanced the effectiveness of their CTB. The Truancy Specialist utilizes “Check and Connect”, a best practice program for truancy reduction.
- ✓ If a full time truancy specialist is not an option, the “start-up” model, utilizing an existing school staff member for follow up to CTB recommendations can also be an effective intervention for truancy. This could be a school counselor, teacher, community mentor, etc. A full time Truancy Specialist could be added at a later date.
- ✓ Decide if one specialist will serve the entire district, or if you will designate one per school, or?
- ✓ The Truancy Specialist/follow-up school staff:
 - Attends each CTB and meets students/guardians
 - Meets with each student following CTB attendance; meets with them at school on a regular basis and may visit the home.
 - Monitors the attendance of all youth after CTB

- Is present in the school and known to students and staff
- Continues to connect CTB students with positive services and activities
- Maintains contact with parent/guardian
- Mediates between school and student, if necessary, to overcome barriers or pose alternatives to follow up petitions.

*****See Example 2.4**

Hold Training for CTB Members prior to first board

- ✓ Purpose of CTB
- ✓ Confidentiality of CTB process
- ✓ Roles of administrative, school, community members during meeting
- ✓ Format/Flow of CTB meetings
- ✓ How to read CTB school information packets.
- ✓ Example Questions to ask Student/Guardian
- ✓ Explanation of court process

*****See Examples 2.5, 2.6, 2.7, 2.8, 2.11, 2.12**

NOTE: It is best to start “small” and then expand your CTB once it is established.

Community Truancy Board
Puyallup School District

Hearing Process

The facilitator will preside over the Community Truancy Board hearing process. Required members will include the school administrator, the school counselor or OTGS, and a district administrator, such as the director of student services. Other members for optimal representation may include a drug/alcohol specialist, a mental health expert, a youth pastor, a representative from Building the Bridges, the School Resource Officer, a representative from the Diversity Committee, a representative from Indian Education, a Chief Academic Officer, and/or someone from DSHS—all dependent on the individualized needs of the student.

1. The student and family will be greeted and signed in by the family liaison.
2. Once the student and family have entered the room and are seated, the presiding facilitator will give a short review of the truancy laws and processes and the reasons they have been asked to attend the CTB.
3. The school administrator will review the student's attendance and grades with the Board.
4. The presiding facilitator will ask the student to describe what he/she believes are the barriers to school attendance and academic progress.
5. The presiding facilitator will ask the parents to describe what they believe are the barriers to school attendance and academic progress.
6. The members of the Board can then engage in questions and discussion, identify community resources, and collaborate with the student and parent.
7. The Board secretary will fill out the recommended plan of the Board on the CTB Agreement and will solicit signatures from Board members.
8. A staff member from the school will be assigned to follow-up with the student and provide on-site support.
9. The family will verbally be asked if they are in agreement with the plan.
10. The family liaison will have the student and parent sign the CTB Agreement and will give them a copy of the agreement before they leave.

While serving on the Community Truancy Board, all information discussed at the hearing will remain confidential and not be shared beyond the scope of the Board.

Community Truancy Board
Puyallup School District

Roles of Community Truancy Board Members

Family Liaison

- Greet the family and have them sign in
- Assist the family in signing the CTB Agreement
- Make a copy of the Agreement for the family
- Timekeeper

Facilitator

- Welcomes, Introductions
- Explain Truancy law and BECCA process, including CTBs
- Responsible for leading the group through the student intervention
- Maintain the flow of each session; work collaboratively with timekeeper
- Keep the group "on track"
- Ensure the purpose of the Board is carried out

School Administrator

- Present school data on attendance and grades; discipline, as necessary
- Provide the school's history in working with the family
- Provide information on previous interventions
- Assign a staff member as contact for follow-up

Secretary

- Take notes of each hearing
- Fill in the Agreement based on the Board's recommendations
- Gather Board signatures on the Agreement

Members

- Seek to understand the situation
- Make inquiries based on the data
- Analyze data and patterns in attendance, grades, and behavior
- Be professional in all communications and body language
- Make reasonable recommendations based on individualized needs
- Keep information confidential within the scope of the Board

Recruiting Volunteers

Superior Court has been operating community-based, volunteer-driven programs for over forty years. Volunteers provide a crucial service to families and children in King County through their work with the Partnership for Youth Justice and the Court Appointed Special Advocates Program. The Court has learned a lot about recruiting, retaining, training and celebrating volunteers in this time. Much of what follows comes from this experience. Please experiment with these ideas and pick the ones that work best in your community.

Three Good Ways to Recruit Volunteers:

- 1) Personal contact with interested individuals
- 2) Short article in local community-based newsletters and newspapers
- 3) Short presentations at local service organizations

What Material to Present When Encouraging People to Volunteer:

- 1) A description of the program intent and structure
- 2) A description of the role of a volunteer
- 3) A statement of the time requirements
- 4) Information on how to apply and who to contact

Local newsletters and newspapers are generally very responsive to new programs being developed in their communities. Contact the editor or staff writer on education or juvenile justice in person. In the back of this handbook, you will find reference information on Puget Sound newspapers, special interest publications, newsletters and trade journals.

Community Truancy Board Composition:

The composition of the CTB is critical to its success. Students and parents who come before the board must feel heard and understood. Board members should:

- 1) Reflect the diversity and demographic characteristics of the larger community
- 2) Live in the community served by the board
- 3) Meet the qualifications identified by the school district

Each board should strive to have three board members at each board meeting. Fewer than three can be awkward for families and more than four can be overwhelming and intimidating. This is especially true if more than one school representative will be attending the hearings.

Reflecting the Community You Serve:

A community-based board must reflect the community it serves in order to maintain its credibility. Parents, students, teachers, and school board members should feel that the board really is representative of the community and that there will be peer support for the familial, social or academic problems that may be contributing to the student's truancy. While recruiting volunteers, be aware of the wisdom figures and informal leaders found in the community that may not be tied to the teaching profession or to social work but who would nevertheless bring common sense, life experience and specialized community knowledge to

the table. Commitment to education and to the safety and success of adolescents should be among the most important qualifications for board membership.

Consider recruiting older, successful teenagers for your community-based truancy board. Many organizations have experienced great success with teenage volunteers. They bring a specific and valuable set of tools to the task and may put the student at ease in a room full of adults.

Diversity of profession and life experience is one way to tap into the richness of your local community. Another consideration is making sure that your board reflects the cultural and racial diversity of your community. A racially and culturally diverse board builds the board's credibility and ensures that a variety of perspectives will be presented during the board's deliberations. In addition, a diverse board maximizes the possibility for insight and understanding when school problems are intimately associated with cultural or racial differences.

A recent study undertaken by United Way in California polled a number of people from various minority groups to find out why they didn't volunteer. Here's what they found:

- 1) Individuals from minority communities were never asked
- 2) Fear of being used as a token
- 3) Did not feel connected to the majority community
- 4) Limited personal time
- 5) Family involvement was more valued than community involvement
- 6) Lack of identification with the agencies that are serving minority clients
- 7) Lack of knowledge about volunteer opportunities
- 8) Belief that minority input is not taken seriously
- 9) Uncertainty about benefits of involvement
- 10) Economic hardship

Keep these things in mind when you are tapping into the strengths and experience found in the diversity of your community. **Volunteering for the community truancy board is valuable and meaningful – make sure people know it!**

Community Truancy Board

Sample Questions to ask Students and Parents

For Students:

There are lots of reasons why people start skipping school. Why do you think you started skipping school?
What kinds of things make it hard for you to go to school?
What do you do in your spare time?
Do you skip school alone or with friends?
What do your friends think about you skipping?
What are you planning or thinking about for the future?
What classes do you like? Dislike?
How do you think your parents feel about you not going to school?
How did they find out you weren't going?
Who do you go to at the school for help?
If there is one thing you could change about school, what would it be?
Who lives at your house? If siblings, do they go to school?
How do you get to school?
What do you enjoy doing? What do you do well?
Is there anything else you'd like us to know?
Do you have any questions for us?

For parents:

Tell us about _____ and school.
How did you know they weren't going to school?
How did you respond?
What kind of contact have you had with the school?
Why do you think they don't go to school?
What do you think would help _____ get back in school?
Have you noticed any changes in _____'s behavior since the truancy?
What does _____ do well? What does _____ get rewarded for?
Is there anything else you'd like us to know?
Do you have any questions for us?

Consider role-playing these questions with your volunteers

Community Truancy Board
Puyallup School District

Sample Questions

For the student:

1. Would you take this opportunity to tell us why you have been referred to the CTB?
2. What are you doing when you are not in school?
3. When was the last time you used marijuana? Alcohol?
4. What are your goals and aspirations?
5. What are your in-school and out-of-school activities and interests?
6. What is one thing that you are really good at?
7. Can you tell us why your grades are not-so-good?
8. Do you like school? Why or why not?
9. Would you say you are being harassed at school?
10. Tell us about a time when you were successful in school.
11. What changes are you willing to make to promote your own success?
12. What can the school do to support you?
13. What can your parents do to support you?
14. What school or program would you agree to attend?

For the parents:

1. When did you become aware of your child's absences/truancies?
2. Where your child is when he/she is not at school?
3. To what extent are drugs/alcohol involved?
4. What is one thing that your child is really good at?
5. What are the reasons you see for your child not being successful in school?
6. What are your basic household rules and how are they enforced?
7. What does your child need to do differently to be successful in school?
8. What can the school do to support your child?
9. What changes are you willing to make to support your child's success in school?

Community Truancy Board
Puyallup School District

Sample Recommendations

For Student

- Counseling, school or private
- Daily school progress reports
- Student reports back to the Truancy Board
- Attend summer school (9-12)
- Academic evaluation for special services
- ESL testing
- Drug/alcohol assessment
- New program or school
- Set educational goals with counselor or OTGS
- Community service
- Job or career exploration
- Attend youth community organization
- Anger management program
- Tutoring, homework club, math club
- Extra-curricular activity
- Positive incentive (reward)
- Positive Steps
- Student Mentor, or Adult Mentor

(over)

For Parents

- Set school-day and weekend curfews
- Set evening end-time for videogaming
- Provide student with an alarm clock
- Appointment for physical exam
- Family Contract with expectations and agreements
- File an Youth-at-Risk Petition
- Weekly contact with school counselor, asst principal, et
- Apply for McKinney-Vento services or Free & Reduced services
- Parenting classes

For School

- Daily check-in with _____
- Daily morning phone call
- Modify schedule
- Weekly Student Reports to the Truancy Board Coordinator
- Credit retrieval
- Conduct home visit

Example 2.11- Sample CTB Recommendations/ Agreement

SCHOOL DISTRICT NAME AND LOGO

School District, Petitioner,

vs.

SCHOOL DISTRICT
COMMUNITY TRUANCY BOARD
RECOMMENDATIONS

Student Name

DOB _____ 2/18/95

Truancy Petition Respondent

and

Name, Name

Parent(s)/Guardian(s).

ORDER

This matter was heard by the Community Truancy Board, pursuant to School District's petition for an order to compel _____ Student's Name to attend school. Petitioner, School District, appeared through the SCHOOL DISTRICT'S Community Truancy Board. Respondent, _____ Student Appeared with _____ Parent(s)

Based on the evidence presented at the SCHOOL DISTRICT COMMUNITY TRUANCY BOARD hearing on the _____ day of _____ MONTH 201 _____

IT IS, THEREFORE, AGREED THAT this (District Name) Community Truancy Board has jurisdiction over _____ Student Name, a juvenile, and orders [] him [] her to regularly attend school in the District Name School District at _____. Further, the District Name CTB makes the following recommendations:

- ☐ Attend school every day, every period, on time. (traditional school)
- ☐ Attend scheduled appointments & complete credits in allotted time frame, lack of credits equals same as zero attendance.
- ☐ Medical excuse for any absence, or see the school nurse.
- ☐ Must make successful progress towards a high school diploma.
- ☐ Parent must use best efforts to see that student attend school.
- ☐ Adjust program (i.e. modify school schedule and or placement at alternative location).
- ☐ Drug/Alcohol assessment with any follow-up treatment recommended.
- ☐ Medical or Counseling services recommended.
- ☐ Attend study table after school program.
- ☐ Meet with (School Contact Name) at your school at _____

IF THE STUDENT DOES NOT FOLLOW THESE COMMUNITY TRUANCY BOARD RECOMMENDATIONS THE SCHOOL DISTRICT MAY REMOVE THE STAY ON THE TRUANCY PETITION AND THE STUDENT AND THE PARENT WILL BE REQUIRED TO APPEAR IN COURT.
I AGREE TO ALL THE TERMS AND CONDITIONS OF THIS AGREEMENT:

Presented by:

Board Administrator

Truancy Coordinator

Date

Parent/Guardian

Date

Student

Date

WVSD Administrator

Date

WVSD Counselor

Date

WVSD Staff (Responsible to track student)

Date

WVSD Staff

Date

WVSD Staff

Date

Community Member

Date

Community Member

Date

Resource Professional

Date

Resource Professional

Date

Resource Professional

Date

Resource Professional

(School District Name) COMMUNITY TRUANCY BOARD

Action Plan Template

Action Plan

Measurable Desired End State:

Strategy 1:

Objective 1:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Objective 2:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Objective 3:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Action Plan

Strategy 2:

Objective 1:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 2:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 3:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

SESSION THREE

CTB Coordinator Roles and responsibilities:

As a result of this activity, participants will:

- Identify key duties of the CTB Coordinator
- Consider options to fill that role – hire staff, share duties, add to current duties

ACTIVITY: In a small group, expand the list of key responsibilities for this role. Consider options to fill this role.

1. Coordination and Logistics

- a. Dates
- b. Location
- c. Members (Recruitment, Training)
- d. Scheduling (Calendar, Notifications)
- e. Maintaining files and prepping packets
- f. Other

2. Communication

- a. Members
- b. Students/parents
- c. Court
- d. Community providers
- e. Other

3. Tracking

- a. Referrals
- b. Progress
- c. Follow up
- d. Data Collection
- e. Evaluation
- f. Other

4. Other:

NEXT STEPS:

People to contact:

Information and Data to collect:

Draft Budget:

Explore funding options:

<i>Description</i>	<i>Needs revision</i>	<i>Needs to be created</i>	<i>Not needed</i>	<i>Reviewed for equity</i>	<i>Who's responsible for production</i>	<i>Who's responsible for completion before/at CTB</i>	<i>Who's responsible for storage/filing</i>
TRAINING PACKETS							
Training Sign-in							
Vision							
Confidentiality							
Hearing Process							
Copy of Welcome Letter							
Role of Board Members							
Copy of cover sheet and attendance							
Sample questions							
Copy of contract							
Copy of community resources							

<i>Description</i>	<i>Needs revision</i>	<i>Needs to be created</i>	<i>Not needed</i>	<i>Reviewed for equity</i>	<i>Who's responsible for production</i>	<i>Who's responsible for completion before/at CTB</i>	<i>Who's responsible for storage/filing</i>
BOARD MEMBER PACKET							
Schedule of CTB students							
Student attendance							
Student information							
FAMILY PACKET							
Welcome letter							
Attendance							
WARNS							
Releases							
Community Resources							

School-Community Resources to reduce barriers to regular attendance

Barrier	Resources
Family Conflict	<ul style="list-style-type: none"> • Catholic Community Services-Barbara Boisvert, Service Director (800) 566-9053 • • • • • •
Mental Health	<ul style="list-style-type: none"> • Pierce County Crisis Line (253) 272-9882 (24 hours) • The Trevor Line-Suicide Prevention for Gay Youth (800) 850-8078 • • • • • •
Drugs and Alcohol	<ul style="list-style-type: none"> • Alateen/Al-Anon <ul style="list-style-type: none"> -for friends and family of alcoholics and addicts (800) 813-3105 -for addicts (800) 726-8094 • Meeting referral line (800) 356-9996 • Alcohol and Drug Referral Helpline (800) 821-4357 • Marijuana Anonymous/Helpline (800) 766-6779 • • • • •
Domestic Violence	<ul style="list-style-type: none"> • CHINS (253) 983-6100 • Domestic Violence Hotline (800) 562-6025 • • • • • •
Gang Involvement	
Medical/Dental Issues	<ul style="list-style-type: none"> • Karen Webber, School Nurse (253) 841-8725 • • • • • •

School-Community Resources to reduce barriers to regular attendance

Homelessness	<ul style="list-style-type: none"> • Pierce County Housing Authority (253) 620-5400 • District McKinney Vento Liaison • • • • •
Transportation	<ul style="list-style-type: none"> • Pierce Transit (253) 581-8000 • • •
Social Issues	<ul style="list-style-type: none"> • Good Samaritan Behavioral Health (253) 697-8400 • • • • •
Academic Issues	<ul style="list-style-type: none"> • PAVE (253) 267-5007 • WA State Office of Education Ombuds 1-866-297-2597 • • • • •
Bullying	<ul style="list-style-type: none"> • • • • •
Teen Parenting/Pregnant	<ul style="list-style-type: none"> • Nurse-Family Partnership (253) 798-3539 • • • • • •
Legal Issues	<ul style="list-style-type: none"> • Team Child (253) 274-9929 • Washington PAVE (253) 565-2266 • Northwest Justice Project (888) 201-1014

School-Community Resources to reduce barriers to regular attendance

Basic Needs	<ul style="list-style-type: none">• DSHS: 201 W Main St, Puyallup, WA, 98371 (877) 501-2233• Food bank••••
Credit Deficient	<ul style="list-style-type: none">•••••

Action Plan Template

Action Plan

Measurable Desired End State:

Strategy 1:

Objective 1:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Objective 2:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Objective 3:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Action Plan

Strategy 2:

Objective 1:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 2:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 3:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Data Inventory

District/School Name: _____ Your Name: _____

Date: _____

Part 1: Data Systems

1. Complete the table below to develop a list of the data systems in use in your district. For each system identify:

- System Name:** Write the name of the system or software being described.
- Type of Data:** Describe the types of data captured by the system (e.g., attendance, discipline, course grades).
- Reporting Features:** Describe any reporting features the system has (e.g., ad hoc, one-click, predefined).
- Users:** Describe who has access to the system (e.g., principals, secretaries, teachers).
- Additional Notes:** Add any additional information about the system you would like to record.

The table below contains information about state data systems that may be available to users in your district. Please add additional rows as necessary to capture ALL data systems in use in your district.

System Name	Type of Data	Reporting Features	Users	Additional Notes
Washington Education Data Support System (WEDSS)	<ul style="list-style-type: none"> Attendance Demographics Discipline Grades Graduation Rate OSPI Report Card Programs Schedules 	<ul style="list-style-type: none"> Pre-defined, User-defined, Ad-hoc 	<ul style="list-style-type: none"> Administrators 	
Comprehensive Education Data And Research System (CEDARS)	<ul style="list-style-type: none"> Dropout Rates Enrollment Student Enrollment Teacher Certification Vocational Education 	<ul style="list-style-type: none"> Pre-Defined 	<ul style="list-style-type: none"> Administrators Business Manager Secretaries 	

System Name	Type of Data	Reporting Features	Users	Additional Notes
Bilingual Database	<ul style="list-style-type: none"> Bilingual Program (e.g., professional development, bilingual students) 	<ul style="list-style-type: none"> Pre-Defined 	<ul style="list-style-type: none"> Bilingual Director 	

SESSION FOUR

The Replication Fidelity Checklist is an instrument developed by Washington State University researchers as a tool to collect systematic data on the CTB replication process and provide feedback to the sites which are replicating the truancy intervention process developed in the West Valley School District. The **Replication Fidelity Checklist** was developed in collaboration with the Spokane County Juvenile Court and West Valley School District. It can also be used as a checklist for replication site to use in ensuring they are maintaining fidelity to the original WVSD CTB model.

Spokane County CTB Model Replication Fidelity Checklist

PHILOSOPHY OF COMMUNITY TRUANCY BOARD

- Is the CTB process introduced to the student and family as a positive (rather than punitive) intervention?
Yes () No ()

ADMINISTRATIVE LEADERSHIP PARTICIPATION

- Is a representative of the administration of this student's school present at the CTB? Yes () No ()

COMMUNITY MEMBER PARTICIPATION

- Did a representative of the community, not employed by the school, participate on the Board?
Yes () No ()

BOARD PROCESS

- Was each child/family (or stand-in) presented information regarding the BECCA law and how it applies to them?
Yes () No ()
- Is the Board presented to the student and family as a post-truancy filing, pre- formal court hearing, intervention designed to re-engage the student in school and keep them out of court? Yes () No ()
- Did the Board engage the child and family (or stand-in) in a dialogue to generate solutions to truancy-related problems? Yes () No ()

Fairness indicators

- Did the Board treat all students similarly regardless of gender, race, ethnicity, and social class? Yes () No ()
- Did the Board respect confidentiality with respect to child information? Yes () No ()

STUDENT SUPPORT

- Was a person, either on the Board or who the student already relates to as an advocate, identified as a contact person for the student, and was a tangible plan for follow-up contact made apparent to the child?
Yes () No ()
- Was a Behavioral Contract generated and signed by the student? Yes () No ()

CONCLUDING SENTIMENTS OF BOARD, FAMILY COMMUNICATION & AFFECT NOTED

At the conclusion of the proceeding, did the child/family seem (circle one set):

hopeful/satisfied/understood OR doubtful/frustrated/confused/misunderstood?

Similarly, did Board members [with emphasis on person(s) charged with follow-up] seem:

hopeful/satisfied/understood OR doubtful/frustrated/confused/misunderstood?

Action Plan Template

Action Plan

Measurable Desired End State:

Strategy 1:

Objective 1:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Objective 2:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Objective 3:

Person(s)
Responsible

Action Steps

Timeline

Inputs/Resources

Action Plan

Strategy 2:

Objective 1:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 2:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 3:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Action Plan Template

Action Plan				
Measurable Desired End State:				
Strategy 1:				
Objective 1:				
Person(s) Responsible	Action Steps	Timeline	Inputs/Resources	
Objective 2:				
Person(s) Responsible	Action Steps	Timeline	Inputs/Resources	
Objective 3:				
Person(s) Responsible	Action Steps	Timeline	Inputs/Resources	

Action Plan

Strategy 2:

Objective 1:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 2:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Objective 3:

Person(s) Responsible	Action Steps	Timeline	Inputs/Resources

Identifying and Locating Data Sources Template

Focusing Question				
Data Element	Stored Where	Provided Access by Whom	Collected by Whom	Collected By When

BENTON/FRANKLIN COUNTIES JUVENILE JUSTICE CENTER

Truancy Program Annual Report



AUGUST 01, 2015- July 31, 2016

INTRODUCTION

The Benton/Franklin Counties Juvenile Justice Center's Truancy Program was established in response to RCW 28A.225. The program is designed to assist students, families, and schools in identifying and overcoming obstacles that hinder a student's academic attendance. Truancy is often a symptom of other problems in a student's life that are unique to each student. Research has shown there are numerous school, family, economic, and student factors contributing to a student's non-attendance. We believe that enhancing protective factors such as increased communication between the student, their family, and the school; increasing opportunities for academic success; developing positive relationships between students and school personnel; and linking a student to community resources to address life challenges is vital in mitigating risk factors. It is the goal of the Benton/Franklin Counties Juvenile Justice Center's Truancy Program to empower youth and their families to identify their strengths and encourage a solution-focused approach in resolving barriers for school attendance.

MISSION

To work with schools, students, parents, and community partners in the facilitation of a successful educational experience for students by increasing a youth's attendance, attachment, and achievement in school, thereby preventing further involvement with the Juvenile Justice System.

TO ACCOMPLISH THIS MISSION WE WILL:

- Provide effective procedures and court processes for handling truancy matters.
- Utilize a diverse group of community volunteers to provide truancy boards that educate students and parents on the truancy laws, help students and parents create a truancy intervention plan, and refer families to appropriate community resources.
- Collaborate with school officials to develop interventions that engage and motivate a youth to increase their attendance, attachment, and achievement in school.
- Provide assessment and case management to chronically truant youth, empowering the youth, parent, school, and community in a problem solving process.
- Develop appropriate and meaningful sanctions for youth that violate the truancy petition, utilizing incarceration as a last resort.

BENTON/FRANKLIN COUNTIES STATISTICAL EXPLANATIONS

TRUANCY PETITIONS FILED	BENTON	FRANKLIN
Petitions	338	376
Agreed Orders signed at Truancy Board	195	250
Approved in Court	90	86
Dismissed prior to being approved/signed	18	12
Continued to September 2016	1	10
Youth were 17 years of age at time of filing	57	55
CONTEMPTS FILED	BENTON	FRANKLIN
Contempts were filed by the schools	411	685
Contempts were approved in court	357	578
Contempts were dismissed or denied	52	86
Contempts pending court in September 2016	1	8
PETITIONS EXTENDED	BENTON	FRANKLIN
Petitions extended beyond August 16, 2016	86	190
PARENT PETITIONS	BENTON	FRANKLIN
Parent Petitions were filed	54	92
Agreed Orders signed at Truancy Board	23	34
Approved in Court	19	41
Dismissed prior to being approved/signed	8	7
Contempts were filed by the schools	43	53
SANCTIONS	BENTON	FRANKLIN
Youth referred to Clinic	122	196
Youth attended Clinic	116	177
Youth referred to TASC	130	199
Youth attended TASC	86	142
Youth referred to PVL	75	134
Youth attend PVL	58	114
Ordered tutoring	6	24
Ordered community service	4	7
CONFINEMENT	BENTON	FRANKLIN
Youth ordered work crew days	43	83
Work crew days ordered	179	325
Work crew days served	141	219
Youth ordered detention	15	45
Detention days ordered	37	164
Detention days served	17	79