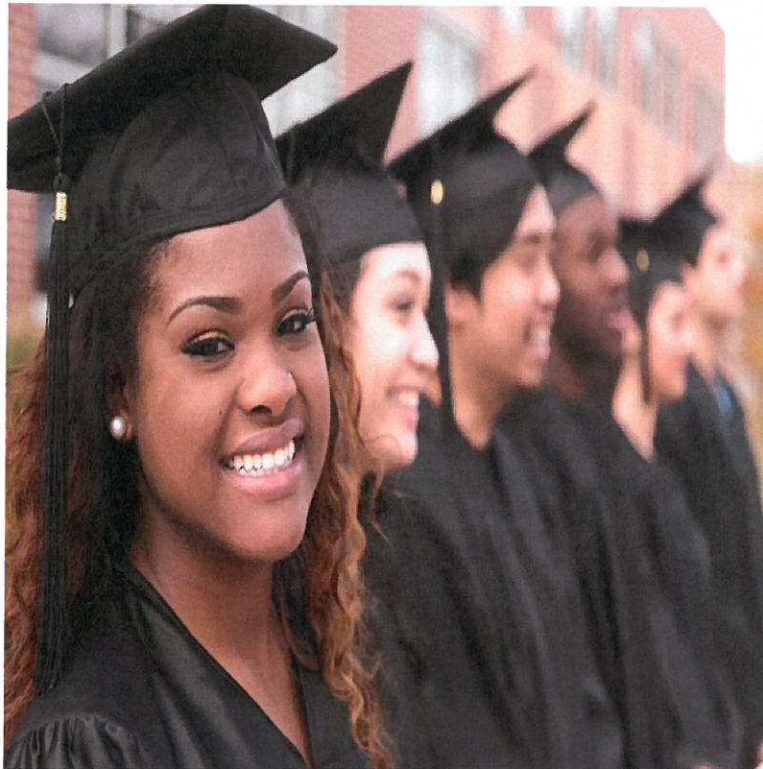


Creating Effective Community Truancy Boards





PROJECT OVERVIEW

Background:

Poor attendance is an early warning indicator of future drop-outs and can be the first contact students have with the court system. Community Truancy Boards are considered effective interventions to remove barriers to regular attendance and reduce the school to prison pipeline.

PSESD Positive Steps Educational Advocate Program and Pierce County Juvenile Court partnered to create and deliver a four session Creating Effective Community Truancy Board workshop for the school districts of Pierce County.

Purpose:

To facilitate the process for school districts to receive and utilize information to create their own local community truancy boards.

Outcomes:

Participants learned the important components of effective truancy boards including gaining support and standardizing policies, procedures and practices. Participants had the opportunity to ask questions and discuss logistics with several Pierce County districts who are already implementing local community truancy boards.

Partners:

Pierce County Juvenile Court: Tara Rodrigues

Puget Sound Educational Service District: Wendi Gilreath

Training based on Materials and Process Information from:

Spokane County *Models for Change* (MfC) Truancy Project

Puyallup School District Community Truancy Board

White River School District Community Truancy Board

Federal Way Public Schools Truancy Board

TABLE OF CONTENTS:

Session One:

Agenda

- Before Starting the CTB:
 - Obtaining Support
 - Vision and Goals
- Standardize the P's:
 - Policies
 - Procedures
 - Practices
 - Paperwork
- CTB Coordination:
 - Coordination and Logistics
 - Communication
 - Tracking

Objectives

- As a result of today's training, 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 materials and processes to review or create for CTB
 - Have identified roles and responsibilities for CTB Coordination

Session Two:

Agenda

- Logistics:
 - Schedule and structure
 - Roles and responsibilities
 - Membership recruitment and orientation
- Process and Flow Chart:
 - Student referral and problem identification
 - Meeting agendas and interview questions for students and families
 - Recommendations and follow through
- Panel of CTB members
 - Key Points
 - Questions and Answer
- Court Observation and Debrief
- Team Time – complete activities

Objectives

- As a result of today's training, I (please circle):
 - Have drafted our district CTB structure and schedule/timeline
 - Have drafted our district CTB roles and responsibilities
 - Have drafted our district CTB referral process
 - Have drafted our district CTB agenda structure and interview focus
 - Have drafted our district CTB structure for action planning and family follow up

Session Three:

Agenda

- Game Plan – Group Dialog for Scheduled CTBs
- Round Robin – 3 Topics in 3 Rounds
 - Motivating Parents to address Truancy
 - Increasing Urgency to address Truancy
 - Communication with the Court
- Workshop Observation

Objectives

- As a result of today's training, participants will:
 - Review plans, paperwork and/or logistics of local CTBs that are scheduled for the spring.
 - Identify strategies to Motivate and Support Parents to address Truancy
 - Identify strategies to Increase the Urgency with Families to address Truancy
 - Outline Communication Plan between School/District and the Court
 - Observe Truancy Court Workshop

Session Four:

Agenda

- ACTIVITY: Developing Shared Plan for Schools and Court
 - What do we see now? review current measures and status
 - What do we want to see 5 years from now?
 - What do we need to do to get there?
 - What might get in the way?
 - What will support it?
 - How will we know we got there? measuring the work: evaluation tools
- CODING and DATA in SKYWARD:

- OUTCOME MEASURES and EVALUATION TOOLS– School, Court, In-Common
- NEXT STEPS: Dialog for future

Objectives

- As a result of today's training, participants will:
 - Contributed to the creation of shared plan for Pierce County Truancy Court and Schools for 2015-2016
 - Learned strategies for tracking truancy in Skyward
 - Learned about WARNS and other screening/evaluation tools
 - Identified at least one next step I can take to move my district/school forward toward CTB readiness



Creating Effective Community Truancy Boards: Session 1, October 22, 2014

Welcome and Overview of the Series

PURPOSE: Pierce County Juvenile Court and PSESD Positive Steps are hosting free trainings to increase capacity for school districts to develop Community Truancy Boards (CTBs) in their communities.

DATES:

Oct 22:	Before Starting CTB
Nov 1:	Start Up Logistics and observation of truancy court
Jan 22:	Continuous Improvement and observation of truancy workshop
Mar 18:	Continued Networking and Group Consultation

Overview of Oct 22nd agenda

Before Starting the CTB:

1. Obtaining Support
2. Vision and Goals

Standardize the P's:

1. Policies
2. Procedures
3. Practices
4. Paperwork

CTB Coordination:

1. Coordination and Logistics
2. Communication
3. Tracking

Evaluation/Feedback

Next time:

Nov 18: Start Up Logistics
Pierce County Juvenile Court
5501 6th Ave, Tacoma, WA 98406

Creating Effective Community Truancy Boards

Session 1
Oct 22, 2014

Course Objectives:

By the end of this training, participants will:

- * Understand the Pierce County Juvenile Court new model for Truancy Court
- * Review a brief history of CTB's in Washington State
- * Identify starting points to obtain support for a local CTB
- * Identify key concepts for a local CTB purpose, mission and goals
- * Identify materials and processes to review for consistency
- * Identify roles and responsibilities for CTB coordination

Truancy in Washington State

- * Tens of thousands of students are chronically absent from school without a valid excuse.
- * Truancy has been linked to problems, such as dropping out, substance abuse, teen pregnancy, marital instability, criminality and incarceration.
- * The “Pipeline to Prison” impact.
- * Truancy is a “Pay now or Pay Later” issue.
- * Truancy is a school – court and community issue.

Adverse Childhood Experiences (ACE's)

- * 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.

The Movement in Pierce County

- * Better outcomes for students.
- * Increased collaboration between the court and schools.
- * Follow up with all youth after the truancy workshops and after court appearances.
- * Community Truancy Boards in every Pierce County School District by the end of the 2015 school year.
- * Truancy Probation Officers in the courtroom. The effort to keep school staff in the schools, providing support and intervention to their youth.

Partnerships and Collaboration

- * Pierce County Juvenile Court and Positive Steps (PSESD) have partnered up to provide this 4 part series of Community Truancy Board trainings.
- * The CTB series is designed to assist Districts in establishing their own CTBs by March of 2015.
- * The workshop allows for collaboration amongst Pierce County School Districts.

The Legislature's View

- * CTB's are supported by the legislature.
- * The legislature finds that utilization of CTB's 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 CTB's.

What is a Community Truancy Board

- * 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.

Pierce County Truancy Boards

- * Existing CTB's: Puyallup, Sumner and White River.
- * Piloting this year: Bethel
- * Requested Truancy Board trainings: Bethel, Clover Park, Fife, Franklin Pierce, Steilacoom and Sumner.

The West Valley CTB (WVCTB)

- * Established in 1996.
- * The goals:
 - * 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.

The WSU Study of the WVSD-CTB

- * 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.

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 drop out 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.

Truancy Board Members

- * 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

Before Starting a CTB

1. Obtain Support
2. Develop Vision, Mission, Purpose, Goals
3. Standardize and Document School Policies, Procedures, and Paperwork.
4. Community Truancy Board Coordinator.

Obtain School Board/Administrative and building-level support

- * Approval Process
- * Key Leaders and Decision Makers
- * data and reports, and other
- * CTB resources and potential members.

Group Exercise

Obtaining Support Activity

CTB Purpose

Include restorative, 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 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.

District Vision and Goals

- * Examples from 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

Group Exercise

- * Examples: Federal Way, Spokane, others
- * Purpose and Goals Activity

Standardize School Policies, Procedures and Paperwork.

- * Review and document existing policies, procedures and resources to address unexcused absences for each school in the district.
- * Are there inconsistencies in policies throughout schools?
- * Consider standardizing policies and procedures regarding attendance throughout the entire district and re-train staff to code absences accordingly.
- * Designate support staff assigned to track attendance and staff to notify for follow up.
- * Designate or hire a CTB Coordinator, who will be responsible for organizing and coordinating the CTB, CTB attendees and school district truancy paperwork.

The Paperwork

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

Standardizing Policies, Procedures, Practices and Paperwork

- * Documents
- * Policies and Procedures
- * Coding
- * Tracking
- * Training Staff

Group Exercise

- * Standardizing the P's Activity

CTB Coordination

- * Coordination and logistics
- * Communication
- * Tracking

Group Exercise

- * CTB Coordinator Activity

Open Dialog

- * Collaboration amongst Districts.

Upcoming Workshops!

- * **November 18, 2014 - 10am-3pm** (lunch provided)
CTB Logistics- Start Up, observation of Truancy Court (optional)
Pierce County Juvenile Court
- * **January 22, 2015 – 12pm-4pm** (lunch provided)
CTB Logistics – Continuous Improvement, observation of Truancy Workshop (optional)
Pierce County Juvenile Court
- * **March 18, 2015 – 12:30-3pm** (lunch provided)
Group consultation and technical assistance
Pierce County Library Admin Bldg.

2014 BECCA Conference

- * October 30-31st in Yakima, Washington
- * Agenda covers At Risk Youth, CHINS petitions and Truancy related issues, to include Community Truancy Boards.
- * Handouts for the conference will be provided for those who would like more information.
- * **It's not too late to register!**

Thanks and Appreciation

- * Spokane County Juvenile Court, Bonnie Bush
- * Spokane County Models For Change Truancy Project
- * Barb Pope, Puyallup School District
- * Jennie Nicolls, White River School District
- * Tatia Holmes, Sumner School District
- * Jennie Tibbits, Federal Way Public Schools

Contacts:

- * Tara Rodriguez
- * Pierce County Juvenile Court
- * trodrig@co.pierce.wa.us
- * 253-798-7940



- * Wendi Gilreath
- * PSESD/Positive Steps
- * wgilreath@psed.org
- * 253-778-7818



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?*

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 work of CTB

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

Examples:

1. Spokane – page 12 in manual
2. Federal Way – handout of draft outline

Consider:

1. Will you follow a particular framework or other model of interventions: PBIS or other tiered interventions, Restorative Justice, etc?
2. What is your district and/or school mission, vision, benchmarks, etc?
3. How will race equity be reflected in the CTB?

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 documents to gather and review.

What documents do you have? What are you missing? What other items will you add to your own list?

- Automatic caller to inform parents of unexcused absences
- Letters home
- Parent/student conferences
- Change of schedule
- Change of school/program
- Change of class seating assignment
- Tutoring/ Extra help
- Require doctor's note when sick
- File Truancy Petition for every eligible student
- Attend CTB
- Community resources (Help with housing, clothing, medical, transportation, school supplies, utilities, food and clothing, alarm clocks, Job Corp, Next Generation Zone, etc.)
- Court Sanctions (Examples may include court order student to attend school, participation in weekend truancy programs, writing a paper, doing community service, attending alternative schools, etc., and may also involving a fine imposed on parents.)
- Policies and procedures for attendance. (For example, count single periods as well as part or full days, designate time allotted to excuse absences, what constitutes excessive excused, specify codes to enter in school attendance systems for tracking purposes and who will enter them.)
- Other

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 Coordinator Roles and responsibilities: As a result of this activity, participants will:

- Identify key duties of the CTC 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
 - d. Students/parents
 - e. Court
 - f. Community providers
 - g. Other
2. Communication
 - a. Members
 - b. Students/parents
 - c. Court
 - d. Community providers
 - e. Other
3. Tracking
 - a. Referrals
 - b. Process
 - c. Follow up
 - d. Outcomes
 - e. Other
4. Other:

NEXT STEPS:

People to contact:

Information and Data to collect:

Draft Budget:

Explore funding options:

Work Shop Evaluation

Title: Creating Effective Community Truancy Boards: Session 1
Date: October 22, 2014
Presenters: Tara Rodriguez, Pierce County Juvenile Court
Wendi Gilreath, Puget Sound ESD

As a result of today's training, I (please circle):

- Have identified starting points to obtain support for a local CTB
Agree Disagree Unsure
- Have identified key concepts for the purpose, mission and goals of a CTB
Agree Disagree Unsure
- Have identified materials and processes to review or create for CTB
Agree Disagree Unsure
- Have identified roles and responsibilities for CTB Coordination
Agree Disagree Unsure

For any "unsure" or "disagree" responses, please describe what would help move this to "agree":

Most Helpful:

Least Helpful:

Questions I still have:

Comments:



Creating Effective Community Truancy Boards: Session 2, November 18, 2014

PURPOSE: Increase capacity for school districts to develop Community Truancy Boards (CTBs) in their communities.

Welcome and Overview of the Series

Review of Accomplishments since Session 1:

1. What has been done
2. What remains to be done

Logistics:

1. Schedule and structure
2. Roles and responsibilities
3. Membership recruitment and orientation

Process and Flow Chart:

1. Student referral and problem identification
2. Meeting agendas and interview questions for students and families
3. Recommendations and follow through

Lunch – working lunch

Panel of CTB members

1. Key Points
2. Questions and Answer

Court Observation and Debrief

Team Time – complete activities

Evaluation/Feedback

Next Workshop:
January 22, 2015
Time and Schedule TBA
Pierce County Juvenile Court
5501 6th Ave, Tacoma, WA 98406

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?

[illegible]

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

[illegible]

Reviewing Resources... LOGISTICS: As a result of this activity, participants will:

- Review samples from existing CTBs
- Draft structure and schedule for their local CTB
- Identify roles and responsibilities for coordination of their local CTB
- Set timeline (with estimated dates) for CTB recruitment and member training/orientation

ACTIVITY: In your district team, identify the following:

1. After reviewing samples from other CTBs, what model do you think most closely fits the needs of your district? Why?
2. What modifications would you make to this model, if any?
3. What is 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 FOR PANEL OR OTHERS:

Reviewing Resources... PROCESS AND FLOW: As a result of this activity, participants will:

- Review samples from existing CTBs
- Draft process for student referral and problem identification
- Draft meeting agenda structure and student/family interview content
- Set timeline introducing CTB model to key staff in district/schools (ie: attendance secretaries, administration, etc)

ACTIVITY: In your district team, review the samples and 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 FOR PANEL OR OTHERS

Work Shop Evaluation

Title: Creating Effective Community Truancy Boards: Session 2
Date: November 18, 2014
Presenters: Tara Rodriguez, Pierce County Juvenile Court
Wendi Gilreath, Puget Sound ESD

As a result of today's training, I (please circle):

- Have drafted our district CTB structure and schedule/timeline
Agree Disagree Unsure
- Have drafted our district CTB roles and responsibilities
Agree Disagree Unsure
- Have drafted our district CTB referral process
Agree Disagree Unsure
- Have drafted our district CTB agenda structure and interview focus
Agree Disagree Unsure
- Have drafted our district CTB structure for action planning and family follow up
Agree Disagree Unsure

For any "unsure" or "disagree" responses, please describe what would help move this to "agree":

Most Helpful:

Least Helpful:

Questions I still have:

Comments:



AGENDA

CTB:

Session 3, January 22, 2015

PURPOSE: Increase capacity for school districts to develop Community Truancy Boards (CTBs) in their communities.

Settling In: Sign in and grab lunch

Welcome and Updates from Last Session

Game Plan – Group Dialog for Scheduled CTBs

Round Robin – 3 Topics in 3 Rounds

- Motivating Parents to address Truancy
- Increasing Urgency to address Truancy
- Communication with the Court

BREAK and move to other room

Workshop Observation

Debrief

Next Workshop:
March, 2015
Time and Schedule TBA
Pierce County Library Processing and Administration Center
3005 112th Street East
Tacoma, WA 98446

Notes from Round Robin Topics: As a result of this activity, participants will:

- Review plans, paperwork and/or logistics of local CTBs that are scheduled for the spring.
- Identify strategies to Motivate and Support Parents to address Truancy
- Identify strategies to Increase the Urgency with Families to address Truancy
- Outline Communication Plan between School/District and the Court
- Observe Truancy Court Workshop

1. CTB Plans for Spring

2. Motivating and Supporting Parents

3. Increasing the Urgency

4. Communication with the Court

5. Workshop Observation

REMAINING QUESTIONS AND IDEAS:

Work Shop Evaluation

Title: Creating Effective Community Truancy Boards: Session 3
Date: January 22, 2015
Presenters: Tara Rodriguez, Pierce County Juvenile Court
Wendi Gilreath, Puget Sound ESD

As a result of today's training, I (please circle):

Review plans, paperwork and/or logistics of local CTBs that are scheduled for the spring.

Agree Disagree Unsure

Identify strategies to Motivate and Support Parents to address Truancy

Agree Disagree Unsure

Identify strategies to Increase the Urgency with Families to address Truancy

Agree Disagree Unsure

Outline Communication Plan between School/District and the Court

Agree Disagree Unsure

Observe Truancy Court Workshop

Agree Disagree Unsure

For any "unsure" or "disagree" responses, please describe what would help move this to "agree":

Most Helpful:

Least Helpful:

Questions I still have:

Comments:



AGENDA

CTB:

Session 4: March 18, 2015

Settling In – Sign in and Grab Coffee

WELCOME AND UPDATES

ACTIVITY: Developing Shared Plan for Schools and Court

- **What do we see now? review current measures and status**
- **What do we want to see 5 years from now?**
- **What do we need to do to get there?**
- **What might get in the way?**
- **What will support it?**
- **How will we know we got there? measuring the work: evaluation tools**

BREAK:

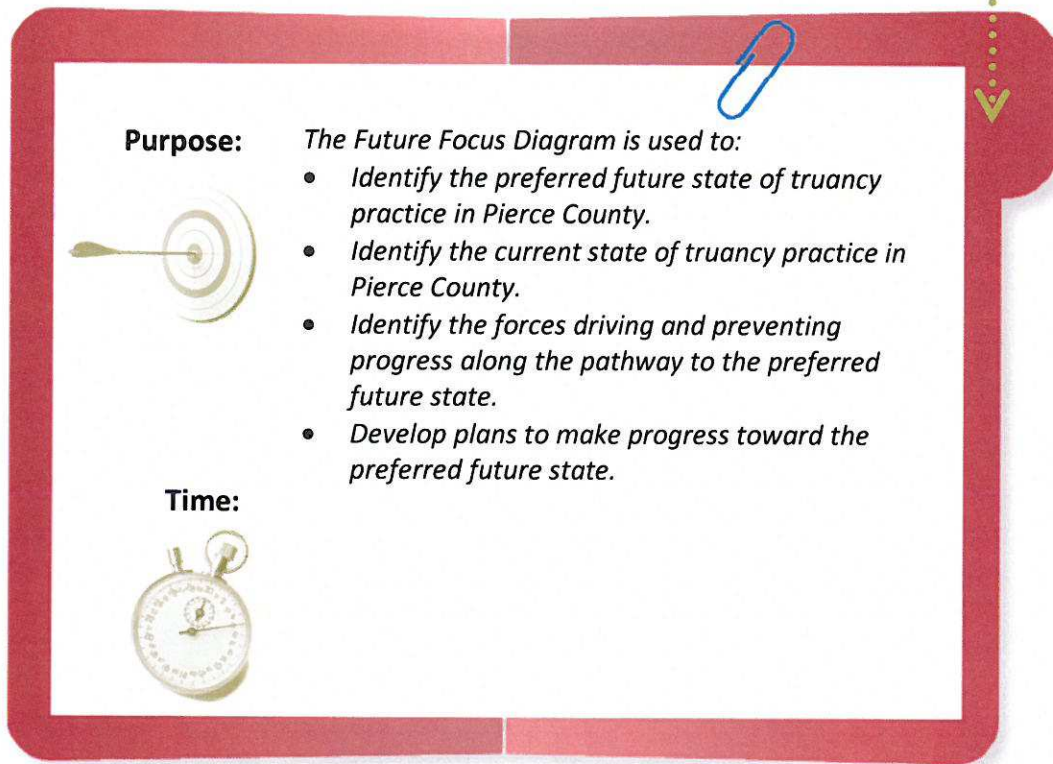
CODING and DATA in SKYWARD: Denise Cailing and Debbie VanHoof

OUTCOME MEASURES and EVALUATION TOOLS– School, Court, In-Common

NEXT STEPS:

EVALUATION



Future Focus

A graphic of a red-bordered notepad with a blue paperclip at the top right and a yellow arrow pointing down on the right side. Inside the notepad, the text is as follows:

Purpose: *The Future Focus Diagram is used to:*

- *Identify the preferred future state of truancy practice in Pierce County.*
- *Identify the current state of truancy practice in Pierce County.*
- *Identify the forces driving and preventing progress along the pathway to the preferred future state.*
- *Develop plans to make progress toward the preferred future state.*

Time:



Directions:

This series of activities is designed to help the members collaboratively envision a revised policy, as well as identify enabling conditions and barriers on the path to the policy.

Step 1: Imagining the revised practices

1. Each member of the team should take a few minutes to jot down on a sticky note, any changes to truancy practice that will bring it more in alignment with the future practices. One idea per note.
2. As a team, take turns sharing your individual ideas. Post each idea on chart paper.
3. Again as a team, consider all of the ideas that have been posted. Arrange similar ideas in the same space on the chart paper and eliminate duplicates.
4. Reach consensus as to what the future practices will be.



Step 2: Identify factors driving and preventing progress toward the revised practices.

1. Recreate the Force Field Analysis Template that appears on the next page on a piece of chart paper.
2. As a team, start with the driving forces and brainstorm the forces that support or encourage movement toward the preferred practice. List these on the chart paper template.
3. Next, repeat the brainstorming process for the forces that are preventing or restricting movement to the preferred practice.
4. Review the brainstormed list of driving and preventing forces. Reach consensus on the significant driving and preventing forces and eliminate insignificant forces from the Force Field Template.
5. The team has now created a listing of those variables that may be involved in the shift to the envisioned culture of inquiry and systemic data use



Force Field Analysis Template

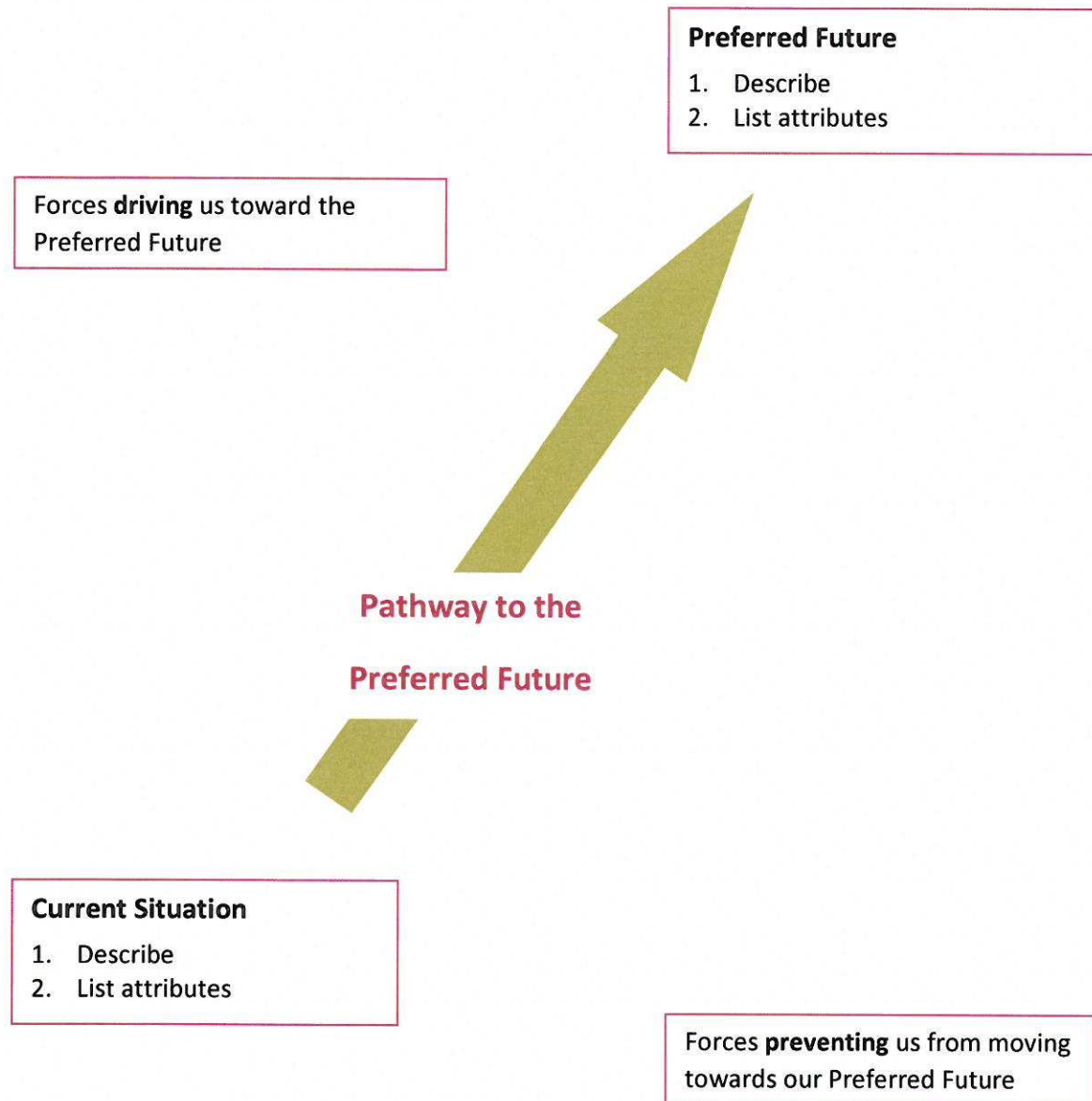
Revised practice:

Driving Forces

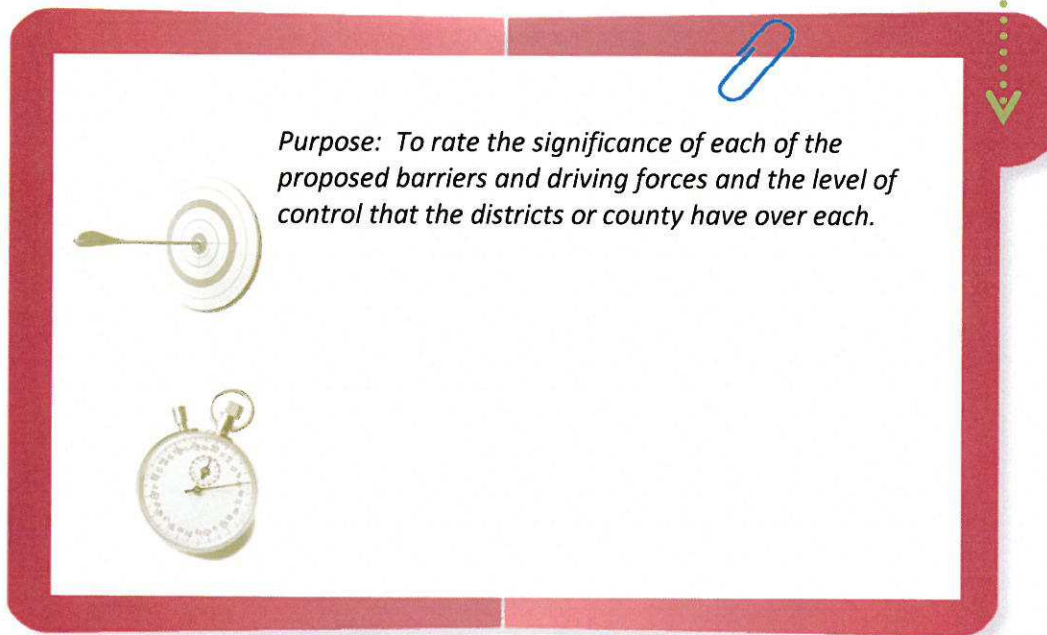
Preventing Forces



Preferred Future State Summary Template



Determining Significance and Control



Directions:

1. Create a Significance/Control Matrix on a piece of chart paper similar to the *Significance and Control Matrix Template* on page 2.
2. Write each of the possible barriers and driving forces identified in Activity 1 on a separate sticky note.
3. Place each sticky in a quadrant of the matrix based on the team's judgment about its significance as a cause of the underlying problem.
4. When all of the stickies have been placed in a quadrant of the matrix, revisit them, starting with Quadrant I (high significance). As a team, discuss the degree of control that the districts or county have over each of the stickies in Quadrant I.
5. Reposition each of the Quadrant I stickies along the degree of control axis to indicate the control that the districts or county have over that cause.
6. If there is time, repeat this process for each of the possible barriers/driving forces in each of the quadrants of the matrix.
7. When all of the possible barriers/driving forces have been positioned on the significance and control axes, those in Quadrant I represent the ones that are most significant and over which the district or school has the most control. These are the barriers and driving forces that should be easiest to address and which, if appropriately addressed, will have the greatest impact on student outcomes.

Significance and Control Matrix Template

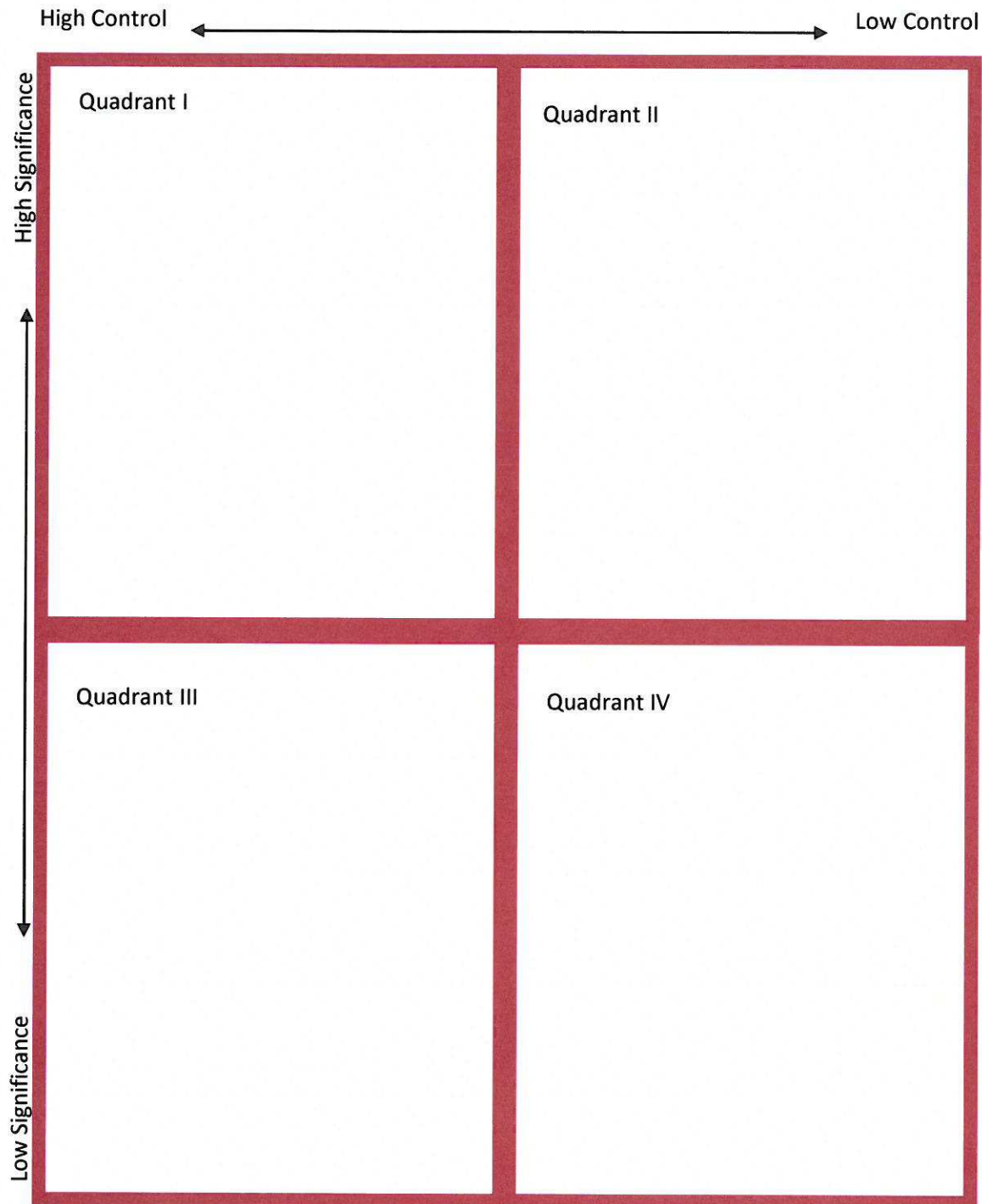


Figure 1. Charting Significance and Control

Setting Up and Using Student Indicators for tracking attendance issues

Orting uses the Student Indicators to track Attendance Contracts and BECCA related attendance.

In order to use indicators, someone with security in your district will have to do some setup behind the scenes first; probably your district contact person.

We created Category Codes for attendance and then linked those codes in the Student Indicator Module.

There are two steps to this setup.

1st Setup:

1. Create the Category Type Codes: PATH: WS\STUDENT\ST\SETUP\CO\CT

---We added a Category Type Code called **ATT (ATTENDANCE)**

2. And then added several Category sub codes under that Category Type:

A	Attendance Contract
BC1	1 BECCA
BC2	2 BECCA
LC	Loss of Credit
MED	Medical

The screenshot displays the WSIPC Student Indicator setup interface. The left sidebar shows a tree view of codes, with 'Category Types - CT' highlighted. The main window shows the 'Category Type Codes' table, which includes the 'ATT' (ATTENDANCE) category type. Below this, the 'Categories' section shows sub-codes: BC1 (1 BECCA), BC2 (2 BECCA), LC (Loss of Credit), and MED (Medical). A callout bubble labeled 'Category Type' points to the 'ATT' row. Another callout bubble labeled 'Category Sub-types' points to the 'Categories' section. The bottom right shows the 'Category Code Maintenance' form, which is used to add new category codes, with fields for Category Type, Category Code, Short Description, and Long Description.

Type Code	Short Description	Long Description
ATT	ATTENDANCE	ATTENDANCE

Code	Short Description	Long Description
BC1	1 BECCA	1 BECCA
BC2	2 BECCA	2 BECCA
LC	Loss of Credit	Loss of Credit
MED	Medical	Medical

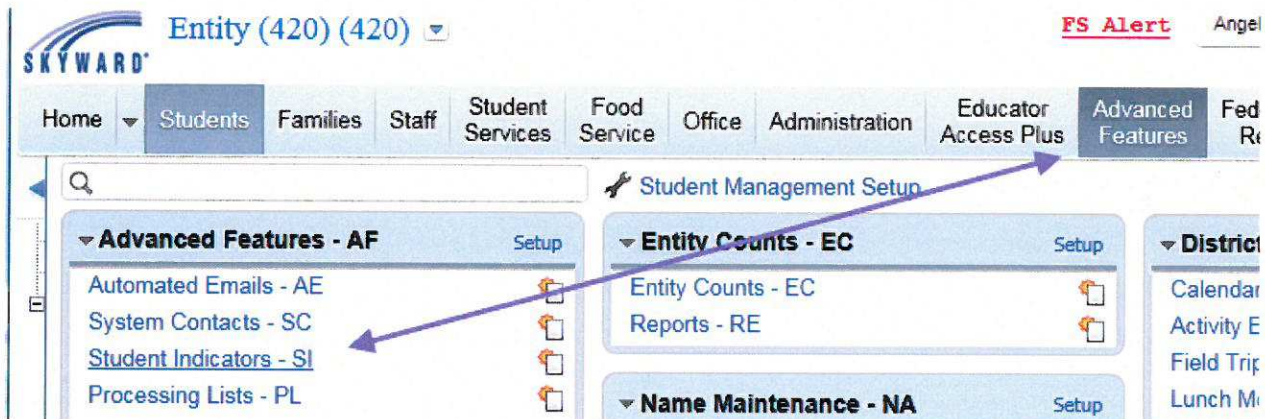
Category Type	Category Code	Short Description	Long Description
ATT - ATTENDANCE	A	Attendance Cont.	Attendance Contract

2nd Setup:

Now you will need to go to the Student Indicators module and create your indicators and link them to the appropriate Category Codes.

IMPORTANT: Student Indicators are entity specific, if you have multiple entities that will be using these indicators, you must create them in each entity.

PATH: WS\ADVANCED FEATURES\AF\SI



1. Click ADD, then create your indicator with the options outlined below:

- **INDICATOR CATEGORY**
 - Select: **Student has Entity Category**
- **INDICATOR OPTIONS**
 - **Enter a character for your indicator-** We used the indicators in the table below and then linked to the appropriate ATTN Category, but you can use any single character you want to use.




Indicator	Category Trigger
A	Attendance Contract
L	Loss of Credit
M	Medical
B	1 BECCA and 2 BECCA

NOTE: (you can only have 12 indicators in Total, and we use student indicators for other purposes, so we had to limit the number of indicators for attendance purposes to 4.. so combined the two BECCA reasons into 1 indicator)

- **STATUS- ACTIVE**
- **TOOLTIP-**
 - Type what you want to display when you hover over the indicator
- **AVAILABLE ENTITY CATEGORY CODE**
 - Unselect All and then locate and check your corresponding Category Code
- **SELECT AN INDICATOR COLOR AND THE DISPLAY POSITION**
-

SAVE and continue to ADD and build however many indicators you will need.

Edit Indicator

Student Indicator

Entity and All Current Student Indicators

420 - Entity (420)

All Student Indicators
for Entity: 420

s

5

H

M

S

A

A

L

h

Indicator Color

- ☐ Black
- ☐ Dark Blue
- ☐ Green
- ☐ Blue-Green
- ☐ Dark Red
- ☐ Purple
- ☐ Dark Yellow
- ☐ Dark Gray
- ☐ Light Gray
- ☒ Blue
- ☐ Light Green
- ☐ Light Blue
- ☐ Red
- ☐ Pink
- ☐ Yellow
- ☐ White

Indicator Category

- ☐ Student has a Special Ed Disability
- ☐ Student is Enrolled in a Special Ed Program
- ☐ Student has a Health Condition
- ☐ Student is Classified as Section 504
- ☐ Student is Gifted/Talented
- ☐ Student is Limited English Proficient
- ☐ Student has a Reason Code
- ☐ Student was Retained Last School Year
- ☐ Student has a Parental Consent Note
- ☐ Student is Enrolled in a Childcare Program
- ☐ Student has Homeless Information
- ☐ Student has District Category
- ☒ Student has Entity Category
- ☐ Student is Enrolled in an Activity
- ☐ Student has NCLB-2 Program Enrollment
- ☐ Student has unapproved AUP
- ☐ Student has an IHP - Individual Health Plan

Display Position

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Actual Display

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicator Options

Code:

Status: ☒ Active ☐ Inactive

Tooltip:

☐ Do not show Indicator in Educator Access Plus ?

Available Entity Category Code Codes

	Code	Description
<input checked="" type="checkbox"/>	ATT A	Attendance Contract
<input type="checkbox"/>	ATT BC1	1 BECCA
<input type="checkbox"/>	ATT BC2	2 BECCA
<input type="checkbox"/>	ATT LC	Loss of Credit

Select All Codes

Unselect All Codes

That is it for the behind the scenes setup.. Now it is up to your attendance people or whoever will be attaching these indicators to students.

IMPORTANT: ONE other step behind the scenes will need to occur end of Semester or end of Year and that is to REMOVE the indicators.

3

TO REMOVE the indicators at either Semester time or End of Year you will need to run a utility.

To run this utility you must be in the entity you want to remove the indicators/categories from.

You CANNOT run the utility at district level, you must be at an entity level.

1. Go to Student Management/Office/Year End/Utilities/FS (Mass Delete Student Categories from Students)
2. Add a new template and name it (we called ours Attendance Categories)

Report Ranges:

Category Type- enter in low and high boxes whatever you called your category type (ours was ATT)

Category Code- to mass delete ALL ATT categories enter the letter- a- in the low box and – zzz- in the high

If you want to remove ONLY a particular category/indicator enter only that category code

Delete From- Categories/Entity

RANGES- We want a clean start so we leave everything wide open...and included ACTIVE and INACTIVE;

3. Save and Process

The utility will process first for you to preview. Click the Preview Data to Process button; a list of the students that have ATT Categories will be displayed. If everything looks good, select the back button and then select, Run the Update to process.

4. Check a few students to make sure the utility ran as expected.

The next time you need to run this utility to remove categories/indicators, EDIT the existing template and make sure your ranges are correct OR ADD a new template.

The screenshot displays the Skyward Student Management interface. At the top, the 'Entity (420) (420)' dropdown is visible. The navigation menu includes 'Home', 'Students', 'Families', 'Staff', 'Student Services', 'Food Service', 'Office', 'Administration', 'Educator Access Plus', 'Advanced Features', 'Federal/State Reporting', and 'Custom Reports'. The 'Utilities' section is expanded, showing 'Student Year End Utilities - YU' and 'Mass Delete Student Categories from Students - FS'. The 'Delete Categories from Students' form is open, showing the following details:

- Template Settings:** Template Description: ATTENDANCE Categories. A checkbox for 'Share this template with other users in entity 420' is present.
- Report Ranges:** Category Type: ATT, Category Code: a, ZZZ. The 'Delete From' options are 'Categories / Entity' (selected), 'Categories / District', and 'Both'.
- Student Selection:** 'By Range' is selected, with a 'Ranges' button.

Buttons for 'Save', 'Save and Process', 'Back', 'Process', 'Add', 'View', 'Clone', 'Delete', 'Scheduled Tasks (0)', and 'Monitoring Tasks (0)' are visible. A footer note states 'Asterisk (*) denotes a required field'.

ATTACHING INDICATORS

To ADD an Indicator to a student you will need to be on a student's profile.

Navigate to Categories on the side bar and select the ENTITY Category, and then click the EDIT CATG button.

Entity (420) (420) FS

Home ▾ Students Families Staff Student Services Food Service Office Administration Educator Access Plus

Entity Categories Tab ☆

Customize Tabs

General

- Profile
- Address
- Birth Hist
- Eth/Race
- School Path
- Vehicles
- Web Access
- Change Hist

Entity

Categories

- District
- Entity**
- Families

Student: **ALYEASHE000** ▾ Alyeascr, Sherril R

Grad Year (Grade): **2016 (11)** DOB (Age): **09/30/1998 (16)** Entity, School, Customize

Advisor: Gender: **F** NY Status: **A** Other ID:

Entity Category Codes

Edit Catg

After you select the EDIT Catg button, in the next screen, select the appropriate ATTENDANCE indicator you want to assign.

Entity Category Codes

Edit Catg

Student Category Codes - Entity 420 - WS\ST\TB\CA\TB\EC - 9744 - 05.14.10.00.10 - Login - Powere...

<https://www2.tla.wa-k12.net/scripts/cgiip.exe/WService=ww588c73/sstudcatedit001.w?vCategoryEntity=420&vDetailT>

Student Category Codes

Select	Type	Value	Short Description	Long Description
<input type="checkbox"/>	11M	11M	11G Math Retest	11th Grade Math Retest
<input type="checkbox"/>	11R	11R	11G Read Retest	11th Grade Reading Retest
<input type="checkbox"/>	11W	11W	11G WriteRetest	11th Grade Writing Retest
<input type="checkbox"/>	ADR	AC	Address Conf	Address Confidentiality
<input type="checkbox"/>	ALT	ALT	ALT. SCHOOL	ALT. SCHOOL
<input checked="" type="checkbox"/>	ATT	A	Attendance Cont	Attendance Contract
<input type="checkbox"/>	ATT	BC1	1 BECCA	1 BECCA
<input type="checkbox"/>	ATT	BC2	2 BECCA	2 BECCA
<input type="checkbox"/>	ATT	LC	Loss of Credit	Loss of Credit

Save **Select All Codes** **UnSelect All Codes** **Back**

Now an indicator will appear in the indicator box in these locations:

In Student Management

On the Student Information page

And in EAPlus-Teacher access (unless you check the box to NOT display in EAPlus back in the Student Indicator setup)

STUDENT MANAGEMENT:

The screenshot shows the 'Entity Category Codes' section in the Student Management interface. The 'Attendance Contract' button is circled in green. The interface includes a sidebar with 'General' and 'Entity' sections, and a main area with fields for Student ID, Name, Grade, DOB, and various status indicators.

Student Information Page:

The screenshot shows the 'Student Information Page' for Sherril R Alyeascr. The 'Student Alert Indicators' button is circled in green. The page includes a sidebar with 'Profile' and 'Student Info' sections, and a main area with fields for Name, Grade, Address, and various status indicators.

TEACHER ACCESS/ATTENDANCE DISPLAY. (Displays also in student rosters, and student information page)

The screenshot shows the 'Teacher Access/Attendance Display' interface. It includes a header for 'Take Attendance for Thursday, February 12, 2015' and a message 'Attendance cannot be entered, this class does not meet today.' Below this is a table with columns for Alerts, Student Indicators, Home Entity, Student Name, GR, Absent, Tardy, Present, Absent Count, Tardy Count, and Per. The table lists two students: Sherril R Alyeascr and Delma L Barrancoscr.

Alerts	Student Indicators	Home Entity	Student Name	GR	Absent	Tardy	Present	Absent Count	Tardy Count	Per
	A		Alyeascr, Sherril R	11	○	○	○	19		
	M		Barrancoscr, Delma L	10	○	○	○	5		

WARNS Areas of Assessment

INDIVIDUAL CHARACTERISTICS:

1. Age
2. Grade
3. Gender
4. Racial/Ethnic Identity

PERSONAL HISTORY:

17. How many times in your life have you been placed by an agency in a foster home, group home, or with a relative for more than 30 days?
18. How many times have you run away or been kicked out of your home for more than a day?
19. How many times have you been arrested or charged with a crime?
20. How many times have you spent at least one night in juvenile detention?
21. How old were you the first time you were arrested or charged with a crime?
22. Have you ever had a learning disability, a mental health or drug/alcohol problem, ADD/ADHD, or behavior disorder (like oppositional defiant or conduct disorder)?

CURRENT LIVING SITUATION:

12. Who do you currently live with?
14. How many of the adults in your home currently have a full-time job?
15. Are you currently homeless?
27. Do you receive free or reduced-price meals at school?

SCHOOL BEHAVIOR:

5. What were your most recent grades at school?
7. How many times have you been held back or not promoted to the next grade in school?
9. In the past YEAR, how many times did you skip or cut class?
10. In the past YEAR, how many times were you late or tardy to school?
11. How many times in your life have you been suspended or expelled from school?

SCHOOL EXPECTATIONS

6. How far do you think you will go in school?
 8. How many of your brothers or sisters dropped out of elementary, middle, or high school?
 13. How many of the adults in your home graduated from high school?
- How far would you like to go in school? (under consideration)

BARRIERS TO ATTENDANCE:

16. How many different places (homes, apartments, shelters) have you lived during the past YEAR?
23. Do you have any children of your own?
24. Do you have any health problems that make you miss a lot of school?
25. How often do you babysit or provide care for someone during school hours?
26. How often do you have trouble getting a ride to school?
32. How many hours a week do you spend working at a job?

WARNS Report

ID **psq12**

DATE OF REPORT **7/24/2009**

GENDER **Male**
RACE/ETHNICITY **White**

AGE **15**
GRADE **10**

CURRENTLY LIVING WITH **Mom, Siblings**
HOMELESS? **No**

Student
Report

7/24/2009

Mother
Report

7/24/2009

AGGRESSION **0.4**
ANXIETY **0.4**
DEFIANCE **1.7**
DEPRESSION **1.5**
FAMILY ENVIRONMENT (-) **2.1**
PEER DEVIANCE **1.0**
SCHOOL ENGAGEMENT (-) **2.0**
SUBSTANCE ABUSE **0.0**
TRAUMATIC EXPERIENCES **1.0**

0.0
1.8
1.3
1.8
1.6
0.9
2.4
0.0

Suicidal ideation
History of disability or disorder
Family history of dropping out
Low expectations for schooling

Barriers to School Attendance:

Multiple living situations
Has own children
Health problems
Transportation difficulties
Provides care during school hours
Employed 20+ hours/week

Diagnosed in past	Receiving Services	Student conditions
	No	Learning disability
	No	Behavioral disorder
	No	ADD/ADHD
	No	Substance abuse
	Yes	Other mental health: depression
	Trauma	
	Health problems:	mental health
	Transportation difficulties	
	Exposure to domestic violence	
	Exposure to substance abuse	
	Low parental school involvement	
	Low parental school expectations	
	Low parental value of education	

WARNS SCALES

1. AGGRESSION/DEFIANCE:

- I got into physical fights.
- I lost my temper and hit or yelled at someone.
- I threatened to hurt someone.
- I picked on, bullied, or harassed other kids.
- I got so angry that I hit or broke something.

- I broke the rules at home, school, or work.
- I got into trouble at school (kicked out of class, disciplined, suspended).
- I lied, disobeyed, or talked back to adults.
- I lied, hustled, or conned someone to get what I wanted.
- I damaged or stole something on purpose.
- I stayed out past my curfew or stayed overnight somewhere without telling my parents where I was.

2. ANXIETY/DEPRESSION:

- I was so worried or bothered by things it was hard to concentrate.
- I had trouble sleeping or eating because I couldn't get something off my mind.
- I felt more tense, irritated, or worried than usual.
- I got nervous to the point of feeling sick, having trouble breathing, or feeling shaky.
- When I thought about going to school, I got worried or nervous.

- I was in a bad mood.
- I felt like nothing could cheer me up.
- I felt sad, down, or unhappy.
- I had little interest or pleasure in doing the things that I usually like to do.
- I felt like seriously hurting or killing myself.
- I felt like I didn't care about anything or anyone.

3. FAMILY ENVIRONMENT:

- (R) I felt close to my parents.
- (R) If I wanted to study or do homework, my parents' home was a good place to be.
- I got into arguments with my parents.
- (R) I felt like I could talk to my parents if I had a problem.
- Things in my home were stressful or chaotic.
- (R) I talked to my parents about school, college, or my plans for the future.
- (R) When I wasn't at home, my parents wanted to know where I was and who I was with.
- (R) My parents would help me with my homework if I asked.

4. PEER DEVIANCE:

- (R) My friends liked going to school.
- My friends got drunk or high.
- My friends did things that could have got them arrested.
- My friends got into trouble at school.
- My friends skipped or cut class.
- My friends got into physical fights.
- I hung out with gang members.

5. SCHOOL ENGAGEMENT:

- (R) I liked going to school.
- (R) I felt supported and respected by the adults at school.
- I skipped or cut class.
- (R) I felt like there was an adult at school I could talk to if I had a problem.
- (R) I learned things in class that will be important later in life.
- I was threatened, harassed, or bullied by other kids at school.
- (R) I studied for my quizzes and tests.
- (R) I got my homework completed and turned in on time.
- I thought about dropping out of school.
- (R) My teachers cared about how I was doing.
- (R) My classes were interesting.

6. SUBSTANCE ABUSE:

- I got sick, passed out, or couldn't remember what happened because of alcohol or drugs.
- I got drunk or high from alcohol, marijuana (pot, weed), or other drugs.
- I used drugs such as cocaine, meth, heroin, ecstasy, pills, or inhalants.
- I missed or skipped school in order to use or recover from drugs or alcohol.

OTHER INFORMATION:

TRAUMATIC EXPERIENCES (Yes/No):

- Have your parents divorced or separated in the last year?
- Have you ever seen anyone very badly hurt or killed in person (not on TV, video, or the computer)?
- Did anyone close to you die or almost die in the last year?
- Have you ever thought you were about to be very badly hurt or killed?

Other rating-scale items:

- I participated in supervised community or after-school activities such as sports, clubs, church, or other groups.
- I felt like I could talk to my friends if I had a problem.
- I felt like there was someone I could talk to if I had a problem.

____/____/____
Today's Date

W_(1.2)
Student Questionnaire

Fill in circles with pencil or pen.

1. AGE: ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20

2. GRADE: ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

3. GENDER: ☐ F Female ☐ M Male

4. RACIAL/ETHNIC IDENTITY:

- ☐ American Indian/Alaska Native
☐ Asian/Pacific Islander
☐ Black/African American
☐ Hispanic/Latino
☐ White/Caucasian
☐ Other: _____

5. What were your most recent grades at school?

- ☐ N
☐ N
☐ Mostly C's and D's
☐ Mostly D's and F's
☐ Not enrolled at school

6. How far do you think you will go in school?

- ☐ Won't finish high school
☐ High school diploma
☐ 2-year college degree (Associate's)
☐ 4-year college degree (Bachelor's)
☐ Graduate or other advanced degree

7. How many times have you been held back or not promoted to the next grade in school?

- ☐ Never
☐ Once
☐ 2 times or more

8. How many of your brothers or sisters dropped out of elementary, middle, or high school?

(If no brothers or sisters, mark "None")

- ☐ None ☐ Some ☐ All

9. In the past YEAR, how many times did you skip or cut class?

- ☐ Never
☐ A few times all year
☐ About once or twice a month
☐ About once a week
☐ More than once a week

10. In the past YEAR, how many times were you late or tardy to school?

- ☐ Never
☐ A few times all year
☐ About once or twice a month
☐ About once a week

DO NOT USE, COPY, or DISTRIBUTE

11. How many times in your life have you been suspended or expelled from school?

- ☐ 0 ☐ 3 - 5
☐ 1 ☐ 6 - 10
☐ 2 ☐ 11 or more

12. Who do you currently live with?

(mark all that apply)

- ☐ Mother ☐ Grandmother
☐ Father ☐ Grandfather
☐ Step-mother ☐ Other adult(s)
☐ Step-father ☐ I live alone
☐ Brothers, sisters, or other children
☐ Wife, husband, boyfriend, girlfriend, or friends

13. How many of the adults in your home graduated from high school?

- ☐ None ☐ Some ☐ All

14. How many of the adults in your home currently have a full-time job?

☐ None ☐ Some ☐ All

15. Are you currently homeless?

☐ Yes ☐ No

16. How many different places (homes, apartments, shelters) have you lived during the past YEAR?

☐ 1 ☐ 6 - 10
☐ 2 ☐ 11 or more
☐ 3 - 5

17. How many times in your life have you been placed by an agency in a foster home, group home, or with a relative for more than 30 days?

☐ 0 ☐ 3 - 5

22. Have you ever had a learning disability, a mental health or drug/alcohol problem, ADD/ADHD, or a behavior disorder (like oppositional defiant or conduct disorder)?

☐ Yes ☐ No

23. Do you have any children of your own?

☐ Yes ☐ No

24. Do you have any health problems that make you miss a lot of school?

☐ Yes ☐ No

25. How often do you babysit or provide care for someone during school hours?

☐ Never ☐ Sometimes ☐ Often

26. How often do you have trouble getting a ride to school?

☐ Often

DO NOT USE, COPY, or DISTRIBUTE

18. How many times have you run away or been kicked out of your home for more than a day?

☐ 0 ☐ 3 - 5
☐ 1 ☐ 6 - 10
☐ 2 ☐ 11 or more

19. How many times have you been arrested or charged with a crime?

☐ 0 ☐ 3 - 5
☐ 1 ☐ 6 - 10
☐ 2 ☐ 11 or more

20. How many times have you spent at least one night in juvenile detention?

☐ 0 ☐ 3 - 5
☐ 1 ☐ 6 - 10
☐ 2 ☐ 11 or more

21. How old were you the first time you were arrested or charged with a crime?

☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20

☐ Never arrested or charged with a crime

27. Do you receive free or reduced-price meals at school?

☐ Yes ☐ No

28. Have your parents divorced or separated in the last year?

☐ Yes ☐ No

29. Have you ever seen anyone very badly hurt or killed in person (not on TV, video, or the computer)?

☐ Yes ☐ No

30. Did anyone close to you die or almost die in the last year?

☐ Yes ☐ No

31. Have you ever thought you were about to be very badly hurt or killed?

☐ Yes ☐ No

32. How many hours a week do you spend working at a job?

☐ 0 ☐ 20 - 29
☐ 1-9 ☐ 30 or more
☐ 10-19

<i>How have you been doing in the past 2 MONTHS?</i>	Never or Hardly ever	Some- times	Often	Always or Almost always
I liked going to school.	(N)	(S)	(O)	(A)
I got into physical fights.	(N)	(S)	(O)	(A)
I felt close to my parents.	(N)	(S)	(O)	(A)
My friends liked going to school.	(N)	(S)	(O)	(A)
I was in a bad mood.	(N)	(S)	(O)	(A)
If I wanted to study or do homework, my parents' home was a good place to be.	(N)	(S)	(O)	(A)
I lost my temper and hit or yelled at someone.	(N)	(S)	(O)	(A)
I felt supported and respected by the adults at school.	(N)	(S)	(O)	(A)
I felt like nothing could cheer me up.	(N)	(S)	(O)	(A)
I skipped or cut class.	(N)	(S)	(O)	(A)
My friends got drunk or high.	(N)	(S)	(O)	(A)
I broke the rules at home, school, or work.	(N)	(S)	(O)	(A)
I got into trouble at school (kicked out of class, disciplined, suspended).	(N)	(S)	(O)	(A)
I felt like there was an adult at school I could talk to if I had a problem.	(N)	(S)	(O)	(A)
I felt sad, down, or unhappy.	(N)	(S)	(O)	(A)
I got sick, passed out, or couldn't remember what happened because of alcohol or drugs.	(N)	(S)	(O)	(A)
I was so worried or bothered by things it was hard to concentrate.	(N)	(S)	(O)	(A)
I learned things in class that will be important later in life.	(N)	(S)	(O)	(A)
I had little interest or pleasure in doing the things that I usually like to do.	(N)	(S)	(O)	(A)
My friends did things that could have got them arrested.	(N)	(S)	(O)	(A)
I was threatened, harassed, or bullied by other kids at school.	(N)	(S)	(O)	(A)
I got into arguments with my parents.	(N)	(S)	(O)	(A)
I got drunk or high from alcohol, marijuana (pot, weed), or other drugs.	(N)	(S)	(O)	(A)
I studied for my quizzes and tests.	(N)	(S)	(O)	(A)
I threatened to hurt someone.	(N)	(S)	(O)	(A)
I had trouble sleeping or eating because I couldn't get something off my mind.	(N)	(S)	(O)	(A)
I lied, disobeyed, or talked back to adults.	(N)	(S)	(O)	(A)

DO NOT USE, COPY, or DISTRIBUTE

<i>During the past 2 MONTHS:</i>	Never or Hardly ever	Some- times	Often	Always or Almost always
I felt like I could talk to my parents if I had a problem.	(N)	(S)	(O)	(A)
I felt like seriously hurting or killing myself.	(N)	(S)	(O)	(A)
My friends got into trouble at school.	(N)	(S)	(O)	(A)
I felt more tense, irritated, or worried than usual.	(N)	(S)	(O)	(A)
I got my homework completed and turned in on time.	(N)	(S)	(O)	(A)
Things in my home were stressful or chaotic.	(N)	(S)	(O)	(A)
I used drugs such as cocaine, meth, heroin, ecstasy, pills, or inhalants.	(N)	(S)	(O)	(A)
My friends skipped or cut class.	(N)	(S)	(O)	(A)
I talked to my parents about school, college, or my plans for the future.	(N)	(S)	(O)	(A)
I picked on, bullied	DO NOT USE, COPY, or DISTRIBUTE			
I participated in supervised community or after-school activities such as sports, clubs, church, or other groups.	(N)	(S)	(O)	(A)
I got nervous to the point of feeling sick, having trouble breathing, or feeling shaky.	(N)	(S)	(O)	(A)
I felt like there was someone I could talk to if I had a problem.	(N)	(S)	(O)	(A)
I missed or skipped school in order to use or recover from drugs or alcohol.	(N)	(S)	(O)	(A)
I thought about dropping out of school.	(N)	(S)	(O)	(A)
I felt like I didn't care about anything or anyone.	(N)	(S)	(O)	(A)
I got so angry that I hit or broke something.	(N)	(S)	(O)	(A)
My teachers cared about how I was doing.	(N)	(S)	(O)	(A)
I lied, hustled, or conned someone to get what I wanted.	(N)	(S)	(O)	(A)
When I wasn't at home, my parents wanted to know where I was and who I was with.	(N)	(S)	(O)	(A)
When I thought about going to school, I got worried or nervous.	(N)	(S)	(O)	(A)
My classes were interesting.	(N)	(S)	(O)	(A)
I damaged or stole something on purpose.	(N)	(S)	(O)	(A)
My friends got into physical fights.	(N)	(S)	(O)	(A)
I stayed out past my curfew or stayed overnight somewhere without telling my parents where I was.	(N)	(S)	(O)	(A)
I hung out with gang members.	(N)	(S)	(O)	(A)
My parents would help me with my homework if I asked.	(N)	(S)	(O)	(A)
I felt like I could talk to my friends if I had a problem.	(N)	(S)	(O)	(A)

Work Shop Evaluation

Title: Creating Effective Community Truancy Boards: Session 4
Date: March 18, 2015
Presenters: Tara Rodriguez, Pierce County Juvenile Court
Wendi Gilreath, Puget Sound ESD

As a result of today's training, I (please circle):

Contributed to the creation of shared plan for Pierce County Truancy Court and Schools for 2015-2016

Agree Disagree Unsure

Learned strategies for tracking truancy in Skyward

Agree Disagree Unsure

Learned about WARNS and other screening/evaluation tools

Agree Disagree Unsure

Identified at least one next step I can take to move my district/school forward toward CTB readiness

Agree Disagree Unsure

For any "unsure" or "disagree" responses, please describe what would help move this to "agree":

Most Helpful:

Least Helpful:

Questions I still have:

Comments:



Creating Effective Community Truancy Boards:

CONTACTS

Pierce County Juvenile Court: Tara Rodriguez, 253-798-7940, trodrig@co.pierce.wa.us
Puget Sound ESD: Wendi Gilreath, 425-917-7818, wgilreath@psed.org

WEB SITE LINKS to Manual and other Supporting Documents

- Creating Effective CTB Manual Documents:
<http://www.psed.org/services/learning-and-teaching/dropout-prevention-and-re-engagement/truancy/>
- Spokane County WA Toolkit for CTB:
<http://www.psed.org/wp-content/uploads/sites/16/2014/12/Spokane-County-WA-Toolkit-forCTB.pdf>
- Models for Change:
<http://www.modelsforchange.net/publications/475>
- Center for Children and Youth Justice:
<http://www.ccyj.org/resources/school-engagement-resources/>
- OSPI/Truancy:
<http://www.k12.wa.us/gate/truancy/>
- RCW: Attendance Mandatory:
<http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.225.010>
- Early Warning Indicator Systems:
<http://www.psed.org/services/learning-and-teaching/dropout-prevention-and-re-engagement/early-warning-indicator-systems/>