



**WVSD CTB Toolkit cover page graphic by
Spokane Valley High School Web Design Students**

FORWARD

Community Truancy Boards positively impact students' lives through a process that supports students and their families. Community Truancy Boards in Spokane have significantly impacted hundreds of vulnerable students who, without this intervention, may have been permanently disengaged from learning and dropped out of school. The Community Truancy Board program is especially attractive for replication because it can be accomplished without additional funding through re-allocation of existing resources.

Any school district wishing to improve its ability to identify barriers to school attendance, problem-solve solutions, connect truant youth and their families with community-based services, and strengthen collaboration between schools, community members, and juvenile courts should request and use the COMMUNITY TRUANCY BOARD TOOLKIT.

Community Truancy Board Toolkit

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Introduction
About the West Valley Community Truancy Board (WVCTB)

The WVCTB was established by West Valley School District in 1996-97 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. A recent preliminary evaluation of the WVCTB by Paul Strand, Principal Investigator, and Nicholas Lovrich, Co-Principal Investigator of the Division of Governmental Studies and Services at Washington State University, with assistance from Dr. Tom George of the Washington State Center for Court Research, and funded by *Models for Change*, concluded that the WVCTB is a promising intervention for truancy. It is an attractive program for replication because start up and sustainability costs can be minimal through re-allocation of existing resources. The WVCTB is already in the second year of replication in East Valley School District and is in development in Mead School District, both in Spokane County, WA. (For more information see Appendix B which contains the Executive Summary of the Spokane County Models for Change Project Final Report by Strand and Lovrich).

The trigger for West Valley to send a student to the CTB is filing of a "Stayed" Truancy Petition by the school district. When a student comes before the board, the truancy petition has a stay put on it to allow the CTB to collaborate with the student and family on a solution to the truancy issue, working in partnership to achieve positive educational outcomes for the youth and prevent further formal court involvement. The WVCTB is held in a conference room in one of the schools in the district. There is a horseshoe table set up at the far end of the room, and there is a row of chairs positioned in front of the table for the student and family to sit down in front of the board. Each board member introduces him-or herself to the student and family and indicates how s/he is connected to the school district or community. Each board member receives a packet of school-related attendance and academic performance information on each student prior to each meeting, including what school the student is attending, school attendance patterns for the present year, current and past grades, and a summary of completed credits on record. The administrator of the meeting then briefly explains the major provisions of the Becca Bill and highlights the possible future court consequences if the problem of non-attendance is not resolved in line with the community truancy board's findings and conditions of compliance. A question-and-answer session follows for roughly 10-20 minutes to determine what obstacles or barriers might stand in the way of the student attending school on a regular basis. These obstacles range from school-based problems (e.g., alleged harassment, class scheduling problems) to family-based problems (e.g., financial hardships, obligations to care for younger siblings). Acting collaboratively, the CTB members, the student, and their family identify resources and other solutions (i.e. changes in class schedule or school) to the student's truancy-related issues. A contract containing the recommendations of the CTB is completed, and then signed by the student, parents and the CTB members present.

Beginning in 2007, the WV CTB has included a Court-based Truancy Specialist who uses the best practice approach to truancy reduction entitled *Check and Connect* (**NOTE: see Appendix B- reference in the WSU report**) to follow-up with the student and assist with compliance with CTB recommendations. According to this concurrent project, funded by the Washington State Partnership Council for Juvenile Justice (formerly known as GJJAC), incorporating a truancy specialist and *Check and Connect* to track youth attending the WVSD CTB has substantially enhanced the effectiveness of the WVSD CTB. (**NOTE: See Appendix C- Spokane County Juvenile Court De-institutionalization of Status Offenders report by Linda Rinaldi.**) Replication sites have incorporated this aspect of the WVCTB by re-allocating existing school staff to follow up with students attending their CTBs.

Through the auspices of the Spokane County *Models for Change* (MfC) Truancy project, we have created this 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.

2010 WVSD CTB WA State Association of School Curriculum Development COMMUNITY AWARD



2010 STATE RECOGNITION AWARDS

Community Award

For Contributing to a Significant and Positive Impact on Student Learning
West Valley Community Truancy Board
West Valley School District, Spokane

In 1998, in response to the Becca Bill, the West Valley District Community Truancy Board was born. It was started to help deal with truant youth in a successful, proactive and positive way. This Board has been extremely successful and one of its greatest tools is its combined involvement of school staff, volunteers and community members. To date they have connected hundreds of students and their families to appropriate community agencies that offer specialized, critical support to eradicate barriers to student attendance. In 1998, 88% of district truancy cases ended up in court. Last year 93.5% of the cases were successfully mediated at the district level. The West Valley Truancy Board is highly respected throughout the state and is currently being used as a research base for Washington's *Models of Change* initiative.



Toolkit Instructions

The purpose of this toolkit is to assist school districts interested in replicating the WVSD CTB. Recognizing that school resources are valuable and time is often in short supply; every effort has been made to keep the toolkit as simple as possible.

The toolkit is organized into 3 sections and each section is color coded. **Section 1 is yellow**, **section 2 is blue**, and **section 3 is orange**.

Section 1 describes what needs to be accomplished prior to beginning work on the CTB itself, such as obtaining support from school boards, administration and the community and standardizing policies and procedures.

Section 2 describes the logistics for starting your Community Truancy Board.

Section 3 describes ways to continue to improve your Community Board and evaluate its effectiveness.

Examples obtained from the original WVCTB and replication sites in East Valley and Mead school districts follow each section. As you utilize these examples, remember that, although this is a “replication” toolkit, CTBs should be tailored to fit the needs of the school and community they serve. The examples may be altered to better fit your CTB.

This toolkit also includes a quick-glance, color-coded flowchart of the CTB development process and information about the historical development, operation, and effectiveness of the WVCTB. The appendices contain an Executive Summary of the WSU WVSD CTB evaluation report and information about a concurrent project, originally funded by GJJAC, incorporating a Court-based truancy specialist to track youth attending the WVSD CTB, and a list of agencies and individuals who contributed to the successful development of this toolkit.

We wish you the best of luck in your own Community Truancy Board development and we hope it will prove to be a valuable resource for your school, court, and community providing a process in which you can collaborate effectively and provide timely services to help truant youth and their families re-engage in successful educational experiences.



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WA State Models for Change Initiative

Before Starting a CTB:

- 1. Obtain School Board/Administrative, and Building-Level Support.**
- 2. Develop a School District and Community Vision**
- 3. Standardize and Document School Policies, Procedures, and Paperwork.**
- 4. Document all Available Interventions for Truancy**
- 5. Designate/Hire a Community Truancy Board Coordinator**



Community Truancy Board Start-Up Logistics

1. Name your CTB and set times, dates, locations of boards, room set up to meet your philosophy- (formal versus informal).
2. CTB Coordinator trained to facilitate boards and paperwork.
3. Engage Board Members
4. Designate a person to follow-up with families on CTB recommendations.
5. Hold Training for CTB Members

Continue to Look for Ways to Improve your CTB

1. Start utilizing your CTB to help Truant Students and their Families.
2. Take steps to periodically evaluate and document the successes of your CTB.
3. Continue to seek additional Community, School, and Court resources.

SECTION 1

Community Truancy Board Development

Before You Start

Obtain School Board/ Administrative and building-level support **(Some resources available are:)**

- Look at existing school and district policies and practices for truancy and identify how a CTB could benefit truant students and families.
- Meet with school leaders and staff to share what you have learned from observations, data and reports, and other CTB resources.
- Identify school leaders and staff who will be involved and supportive in CTB development. (Because development of a CTB may require changes in policy or procedure it is imperative to have support of school leaders.)

******See Appendices A and B for data and evaluations of the WVCTB and Truancy Specialist to help support the decision to develop your own CTB.***

Hold a Meeting to Develop School District and Community Vision and Goals for your CTB: (As you meet, remember to include restorative, individualized, concepts in your vision statement and goals such as:)

- The CTB is a way to show you care and want the student at school.
- The CTB is an intervention to help students and families rather than a punitive action.
- The CTB is an opportunity to communicate and improve relationships with students and their families.
- The CTB is a way of addressing truancy issues one student (and family) at a time.
- The intent behind CTBs is to provide support beyond the scope of what schools can provide on their own and without further court involvement.

****See Example 1.0*

Standardize existing school policies, procedures, and paperwork:
(Remember that consistency = success)

- Review and document existing policies, procedures and resources to address unexcused absences for each school. (Should be documented for every unexcused absence.) Some ideas include:
 - 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.)

- **Establish standardized 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.)

****See Examples 1.1, 1.2, 1.3*

- **Train staff to code absences according to the newly established procedures.**

****See Example 1.4*

- **Designate support staff assigned to track attendance and staff to notify for follow up.**

****See Example 1.7, 1.8, 1.9*

- **Hold a meeting to inform school staff of the new policies/procedures for recording attendance and addressing unexcused absences.**

****See Example 1.5*

- **Make changes in policies and procedures available to students and families through the student handbook, district website, and letters mailed home.**

Designate/Hire a CTB Coordinator.

- **The CTB Coordinator will be responsible for organizing and coordinating CTB, CTB attendees, and school district truancy paperwork.**
- **It is possible that the dollars the school district receives for filing can support this position.**

Section 1 Examples

Example 1.0Sample Vision Statement and Goals
Example 1.1SAMPLE Excused/Unexcused Absence Policy
Example 1.2Truancy Law (Becca) Procedures, Sample #1
Example 1.3Truancy Law (Becca) Procedures, Sample #2
Example 1.4Sample Absence Codes
Example 1.5Sample Agenda for School Staff Becca meeting
Example 1.6Sample parent/guardian CTB notification letter

Example 1.7.....Spokane County Truancy Mapping Flowchart
Example 1.8..... Spokane County Truancy Process for Filing Paperwork
Example 1.9.....Spokane County Juvenile Court Truancy Stay Petition

EXAMPLE 1.0- Sample Vision Statement and Mission Statement/Goals

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

EXAMPLE 1.1- SAMPLE Excused/ Unexcused Absence Policy

POLICY



Board of Directors

SUBJECT: EXCUSED AND UNEXCUSED ABSENCES

POLICY:

Students are expected to attend all assigned classes each day. Teachers shall keep a record of absence and tardiness.

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. The following principles shall govern the development and administration of attendance procedures within the district:

- A. Absences due to illness or a health condition; a religious observance, when requested by a student's parent(s); school-approved activities; family emergencies; and, as required by law, disciplinary actions or short-term suspensions shall be excused. The principal may, upon request by a parent, grant permission in advance for a student's absence providing such absence does not adversely affect the student's educational progress. A student, upon the request of a parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property, or involves the school to any degree.
- B. If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher except that in participation-type classes a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- C. An excused absence shall be verified by the parent; adult, emancipated or appropriately aged student; or school authority responsible for the absence. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
- D. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused shall experience the consequences of his/her absence. A student's grade shall be affected if a graded activity or assignment occurs during the period of time when the student is absent.

- E. The school shall notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. A conference with the parent or guardian shall be held after two unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent shall be notified in writing in his/her primary language that the student has unexcused absences.

A conference shall be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent shall be notified of the steps the district has decided to take to reduce the student's absences.

Not later than the student's fifth unexcused absence in a month the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

- F. All suspensions and/or expulsions shall be reported in writing to the superintendent within 24 hours after imposition.

The superintendent shall enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures shall be disseminated broadly and made available to parents and students annually.

CROSS REFERENCES:	Board Policy 3230	Student Privacy
LEGAL REFERENCES:	RCW 13.34.300	Failure to cause juvenile to attend school as evidence under neglect petition
	RCW 28A.225	Compulsory School Attendance
	WAC 180-16-215(4)	Minimum 180 school day year — Five day flexibility — Students graduating from high school
	WAC 180-40-235	Discipline — Conditions and limitations
	WAC 180-40-260	Long-term suspension — Conditions and limitations

EXAMPLE 1.2 -Becca Policy Sample #1

Washington State Becca Bill

School must legally file a petition with Juvenile Court when:

Student has 5 unexcused absences in a month or 10 unexcused absences in a year.

Students in alternative programs are counted on absences and productivity

(1 appointment counts as 5 school days and any appointment missed has to be made up within the following week. Students are required to complete $\frac{1}{2}$ credit every 4 weeks or equals the same as 4 weeks unexcused absences)

West Valley School District School Policy

WVHS

1. Absent full day without excuse.
2. Absent 50 % of day without excuse, counts as full day absence.
3. Every 6 single period's unexcused equals 1 day.
4. All absences have 48 hrs to be excused.
5. Ten minutes tardy equals a full period unexcused.

SVHS

1. Absent full day without excuse.
2. Absent 50 % of day without excuse, counts as full day absence.
3. Every 5 single periods equals a day.
4. All absences have 48 hrs to be excused.
5. Transportation is not an excused absence.

SVHS Contract (students are counted for absences and/or productivity)

1. Must attend at least 1 time a week.
2. Must complete $\frac{1}{2}$ credit every 4 weeks.
3. Transportation is not an excused absence.

Contract Based Education (students are counted for absences and/or productivity)

1. .7 equals single period (Seven .7 single periods equals 5 days in month)
2. 14 single periods equals 10 days in year
3. 5 absences in month or 10 in year a stay will be filed and truancy board will be scheduled.
4. Transportation is not an excused absence.

Centennial

1. Absent full day without excuse.
2. Absent 50 % of day without excuse, counts as full day absence.
3. Every 6 single periods equals 1 day.

At any time, school official or office staff can tell the parent directly or in writing that they need to have medical excuse or see our school nurse because of excessive absences, they will be marked unexcused from that point on without either of the above being done.

Contract students need to complete same amount of time at school with their appointments and work that a traditional student does by attending daily.

West Valley Community Truancy Board

Once a student meets any of the requirements of the above conditions

1. Schedule a WVCTB hearing for student and parent.

2. File a petition with court with a stay attached.

Any school that needs to schedule a truancy board hearing for students that have excessive excused absences or medical issues we will do that as well.

EXAMPLE 1.3- Becca Policy Sample # 2

Steps in the BECCA/Truancy Process:

1. Each building is responsible for monitoring their attendance. We have district policies regarding attendance.
2. Calling students and or families each day and documenting with the correct school data system codes is the responsibility of each school.
3. Each evening the district phone calling system will contact the home of students who do not have their absence excused for the day. Make sure your phone calling message references what could happen if a student continues to have unexcused absences.
4. After two days of unexcused absences a letter will be mailed home. Record in school data system with appropriate code. We recommend that the letters sent home to families be standardized throughout the district.
5. Phone the family to schedule a conference regarding the student's attendance concerns. Phone conferences are acceptable. Continue calling all numbers and at a variety of times to make contact with families. These meetings or phone calls need to be documented and recorded in school data system with the codes. Any time you speak with the student or parent on this issue it should be documented in school data system to show the pattern of concern. Please document your attempts to make contact as well, even when you can't get a hold of the family.
6. Pay attention to excessive excused absences. Letters need to be sent when a student has excessive absences. This letter will state that continued absences without a Dr's. note will be counted as unexcused. This letter also needs to be recorded in (School Data System) with a code.
7. When the student reaches five days of unexcused absence in a month or 10 days of unexcused absences in a school year, you need to prepare the STAY petition to be sent to Spokane Juvenile Court. Send the STAY petition to Spokane Juvenile Court attention: Truancy Coordinator, Juvenile Court, 1208 West Mallon Ave. Spokane, WA 99201
8. Contact (CTB Coordinator Name and phone #), at (School Name) to request a date for the Community Truancy Board (CTB). CTB Coordinator will send the date and time to you via-e-mail. Please send out a letter to let the family know that we have scheduled a date and time for the CARB. Do not forget to add the date and time for the CTB. Please send the letter registered mail and put a copy in the student's cumulative file. This letter should be sent to the

family the same day you send the letter to Spokane Juvenile Court. In an effort to stay positive, we want our CTB letter to arrive before the court letter arrives at the home. Also record this letter in (School data System) with code.

9. Juvenile Court Truancy Coordinator will file the STAY petition with Spokane Juvenile Court. When the court copy is returned to you, go back to the original entry (do not create another entry) and enter the case # the court issued. Otherwise it will count as two stays.
10. CTB Truancy Coordinator will call each family to confirm their appointment with CTB. She will also document her communication with the family. She will record in school data system with a code for high school students and will send an e-mail to the principals to be documented.
11. CTB Truancy Coordinator will e-mail a reminder to the CTB members, principals and counselors the week before the CTB meeting.
12. Our goal at CTB is to inform the family and student we are willing to work with them to improve attendance. CTB Coordinator will document CTB agreements in school system for high school students. The other buildings will need to do the same.
13. If unexcused absences continue after the CTB meeting or the family refuses to attend the CTB, we file the next step in the BECCA process, AMENDED PETITION. Continue to document in school data system all phone calls, conferences, CTB date, etc. to show you have been working or attempting to work with the family to improve attendance for their child. Include this information in your on the AMENDED PETITION. If the parent and student do not come to the CTB meeting this needs to be entered as a QMI code.
14. Send the AMENDED PETITION to Juvenile Court Truancy Coordinator; make sure you use the court number from the STAY on your new paperwork, also record in Skyward with the Q code. Juvenile Court Truancy Coordinator will send the school and the family, paperwork with a court date.
15. Attendance by the administrator or counselor is recommended for the court date. You will be asked to state the facts in the case, how this is impacting achievement and/or graduation. Using percentages is powerful, knowing achievement needs for the student; family dynamics etc. will be helpful. Sometimes families, who are called to court on BECCA issues, do not tell the same story you are telling.
16. If the Commissioner feels the facts support the AMENDED PETITION he or she will give instructions to the student and family....every day, every period, on time.
17. If the student fails to appear at court and s/he has not been SERVED, a new court date will be scheduled and you will be required to SERVE the paperwork on the student or parents. Our SRD may be able to do this for you. If he not available, please remember, that the server must be a non-interested party. There is special paperwork for this process. The student must sign that

they have received the paperwork and the “server” must sign that s/he served (date and time). Send the paperwork back to the court and keep a copy for yourself.

18. If the student does not follow these guidelines, and you have documented three days of unexcused absence you will be required to file CONTEMPT. Continue to offer interventions, fill out the paperwork, make sure you have the court number correct, document in Skyward with Q code and send to Juvenile Court Truancy Coordinator. This is returned to the court. Keep a copy for your records.
19. When Juvenile Court Truancy Coordinator sends the paperwork back with the court date she will send the student copy to you as well. You will need to SERVE the paperwork on the student or parents. Dept. Scott may be able to do this for you. There is special paperwork for this process. The student must sign that they have received the paperwork and the “server” must sign that s/he served (date and time). Send to the court and keep a copy for your records.
20. Include a Process for Filing Paperwork and Checklist for Sending Petitions to the Court.

EXAMPLE 1.4- Sample Absence Codes

School District Absence Codes

Excused Absences

IL -	Ill
Dt-	Dentist
Dr-	Doctor
Pe-	Parent excused- family emergency, funeral, app. Vacation
SU-	Suspension (out of school) excluding court- ordered students
IS-	In School suspension

Unexcused Absences

UN- Unexcused

CT- Car Trouble

MB- Missed Bus

TU- Truant

DU- District Unexcused (parent excused- babysitting, unapproved vacation, moving) Parent excused.

Informational

Ft- Field Trip

At- Athletics

LB- Late Bus

SF- School Function

CO- Counselor

OF- Office

SR- Sick Room

EXAMPLE 1.5- Sample Agenda for School Staff CTB/ Becca Meeting

Becca Bill and Truancy Procedures Training
February 26, 2010
8:00-9:30 am
Administration Building

School District Mission Statement

Name of School District will inspire all students to achieve academic excellence and to become responsible citizens.

Purpose of Meeting

The purpose of this meeting is to ...Clear policies and procedures support students' ability to achieve the mission of School District.

Agenda

I.Welcome and Introductions

II.Becca Bill Overview

Juvenile Court Staff

III.EVSD procedures

Dean of Students and Director of Student Learning

IV.CARB (Community Attendance Review Board) Procedures

Truancy Board Coordinator and Administrator

V.Building Procedures and Challenges

CTB Administrator, Truancy specialist/Follow-up staff, CTB Coordinator

VI.Next Steps

CTB Administrator

Example 1.6- Sample parent/guardian CTB Letter

February 23, 2011

CTB Parent name
1234 Street Name
Spokane, WA. 99999

Dear CTB Parent,

In 1995 the Washington State Legislation passed a compulsory attendance law known as the “Becca Bill.” The legislature’s intent is to ensure that all children master the educational program provided by the state. Under the state law, the school district is obligated to take steps to eliminate absences. The first step taken by the school district is to file a petition with a stay attached, with the courts.

In an attempt to resolve these issues before the student and his/her parent are required to appear before a judge, we are scheduling a West Valley Community Truancy Board hearing. If there are any special circumstances, i.e., excessive absences due to illness, etc., please bring any documentation you may have.

The program your child has elected to be enrolled in mandates that not only are appointments expected to be kept or made up within 7 days but also all work be finished in the time line required or this will be looked on as a truancy. Due to continued truanies/ lack of performance, you and (student’s name) are required to appear before the West Valley Community Truancy Board on Month and day, 2011 at time a.m. The board meets at Millwood Early Childhood Education Center, located at 8818 E. Grace. Millwood is located directly behind the Albertsons Grocery Store on Trent and Argonne.

The truancy board is an opportunity for the parent(s), student and the school to look at the obstacles to attendance. Some of the possible recommendations may be:

- Information regarding social services
- Change in schedule/academic program
- Additional academic assistance
- Counseling and or drug and alcohol testing

The district views this as an opportunity to look at issues regarding non-attendance and to identify possible solutions in an effort to keep the legal system from taking any further action. **Failure to attend the above board will compel the district to remove the stay and ask for a court date at Juvenile Court.**

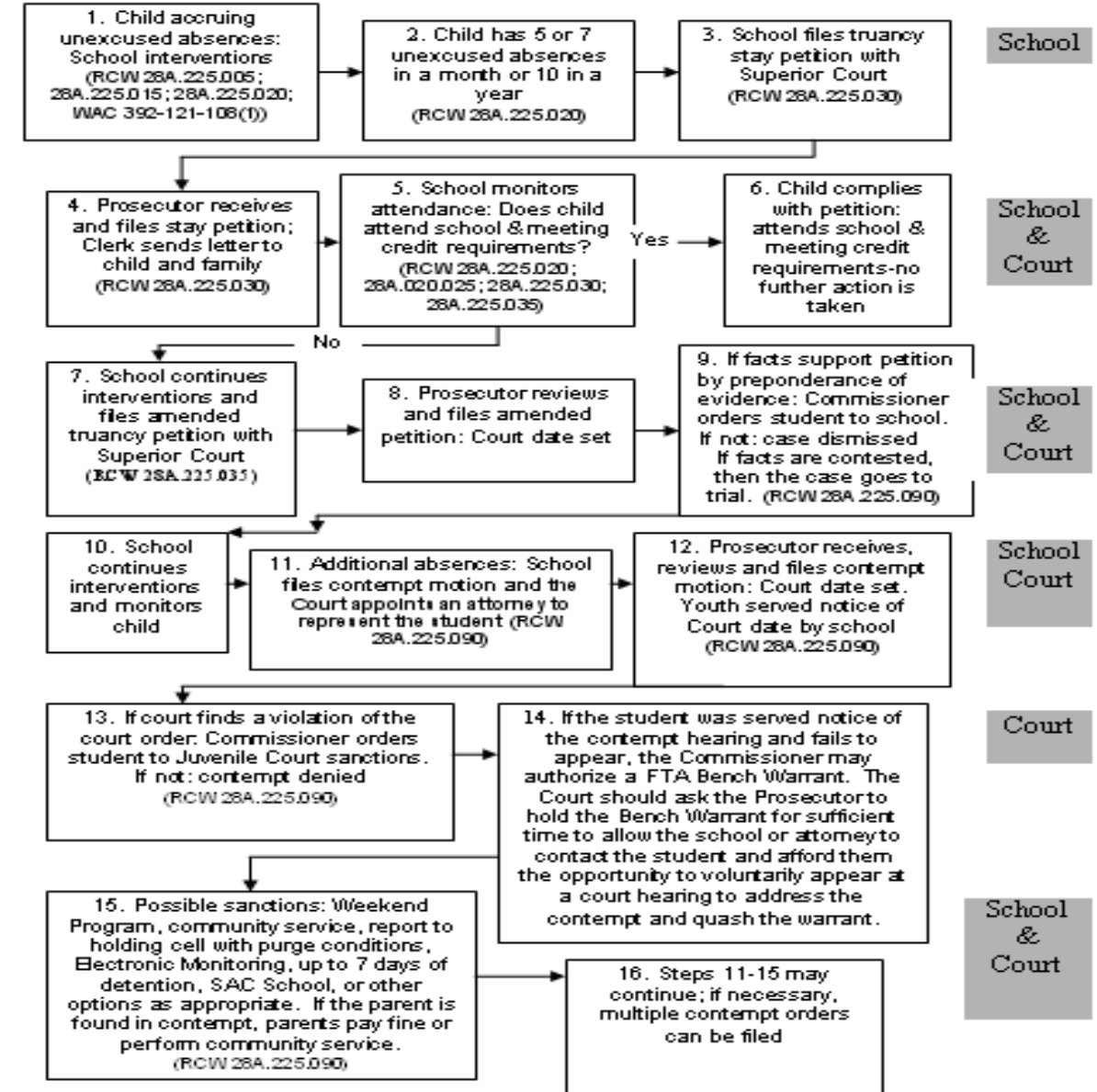
If you have any questions, please contact me at CTB Coordinator phone #.

Sincerely,
Name of

Example 1.7- Spokane County Truancy Mapping Flowchart

Spokane County *Models for Change*

Map of Truancy Process (Updated 10/4/2011)



Example 1.8- Spokane County Truancy Process for Filing Paperwork

SPOKANE COUNTY TRUANCY
PROCESS FOR FILING PAPERWORK
September, 2010

1st STEP

Stay Petition (Truancy Petition and Order Staying Proceedings)

- 2-page form
- Original + 3 copies to the court.
- No attendance records are required.
- 5 unexcused full days within a calendar month according to your attendance policy.
- No service is required. The court will send both the student and parent(s) a copy of this petition.
- The court will send a warning letter out to the family with a judge's signature. This gives the family a warning and they do not go to court at this point.
- This petition will be dismissed at the end of the school year if no further action is requested.

You are required to file a Stay Petition first unless the student was compelled to attend school by a court order during the 2009-2010 school year. Once you acquire 5 unexcused full days in a calendar month or 10 within the school year, you may file a court hearing request and we will set a fact finding hearing.

2nd STEP

Court Hearing (Amended Truancy Petition for Order Requesting Court Hearing)

- 4-page form
- Original + 4 copies to the court.
- Attendance records are required along with your attendance key code.
- 10 unexcused full days within the school year according to your attendance policy.
- No service is required for the first setting. The court sends notice to the student and parent(s). If the family does not show to court, we continue the case at which time you would be responsible for personally serving the student.
- This petition will be dismissed on October 31st of the following school year. If we are entering a 3rd order to compel on the student, we will enter the order in effect until they graduate or turn 18.

3rd STEP

Contempt Order and Motion (Order to Show Cause Re: Truancy Contempt-1 page form and Motion and Declaration for Order to Show Cause Re: Truancy Contempt-3 page form.) These 2 forms are filed together.

- Original + 4 copies to the court.
- 3 or 4 unexcused absences, tardies, or any expulsions, or suspensions. (This would be 3 or 4 different days.)
- Attendance records are required along with your attendance key code
- You are responsible for personally serving the student. The court sends notice to the parent, regular mail.
- If you are seeking contempt against the parent, the court sends notice certified restricted but you have the option to personally serve the parent.
- In seeking contempt against the parent, you must document why the parent is contributing to the student's truancy. (See page 2 in contempt motion.)
- You would file these documents once there was an Order to Compel in place and they have violated the order.

CHECKLIST FOR SENDING PETITIONS TO THE COURT:

Stay Petition

1. Paperwork is completely filled out and declaration is signed and dated.
2. Original plus 3 copies.
3. No attendance records required.
4. If hand writing petitions, please make sure to write legibly so that we can build and enter the cases correctly.

Court Hearing Request (Amended Petition)

1. Case number is on it.
2. Paperwork is completely filled out including section 2.2, 2.3 and 2.5.
3. Declaration is signed and dated.
4. Original with attendance records, plus 4 copies.
5. Attendance records are required.
6. If hand writing petitions, please make sure to write legibly so that we can enter the cases correctly.

Contempt Order and Motion

1. Case number is on it.
2. Paperwork is completely filled out and declaration is signed and dated.
3. Original Order to Show Cause Re: Truancy Contempt and Motion and Declaration for Order to Show Cause Re: Truancy Contempt with attendance records, plus 4 copies.
4. Attendance records are required.
5. If hand writing petitions, please make sure to write legibly so that we can enter the cases correctly.

Example 1.9...Spokane County Juvenile Court Truancy Stay Petition

SUPERIOR COURT OF WASHINGTON COUNTY OF SPOKANE JUVENILE DIVISION		(ORIGINAL AND 3 COPIES OF PETITION)
(School District) _____ Petitioner _____ vs. _____ Respondent _____ DOB _____ Parent(s)/Guardian(s), Respondent _____		STAY PETITION NO. _____ TRUANCY PETITION AND ORDER STAYING PROCEEDINGS [_____] (Name of School) (PTRU)

COMES NOW the above named school district, and petitions the Juvenile Court to assume jurisdiction over the truancy of the respondent(s) pursuant to RCW 28A.225.010 et. seq. and for an order staying proceedings pending the outcome of intervention efforts.

I. IDENTIFICATION OF THE RESPONDENTS

Address: _____ City: _____
 State: _____ Zip Code: _____
 Race: _____ Age: _____ Grade: _____ Male [] Female []
 Ethnicity: _____ Phone number: _____

Name of responsible parent or guardian: _____

 (Relationship of parent or guardian)

- [] Address and phone number for parent/guardian same as above.
 [] Address and phone number for parent/guardian if different than above. _____

II. FINDINGS

- 2.1 The respondent student resides within the aforementioned School District and is subject to the requirements of the Compulsory School Attendance law (RCW 28A.225).
- 2.2 The school district has informed the respondents of the requirements of the Compulsory School Attendance law and of the potential consequences to each respondent of non-compliance with the law.
- 2.3 The respondent student has unexcused school absences in the current school year that equal or exceed the maximum allowed by law; all pre-filing intervention requirements have been attempted but have not been successful and the filing of this petition is required by RCW 28A.225.
- 2.4 The school district wants the opportunity to attempt additional intervention efforts to eliminate or reduce the child's absences before asking this court to enter an order compelling school attendance. One of these interventions "MAY" require your presence at an Attendance Review Committee Meeting (ARC). If so, you will be notified by mail.

III. DECLARATION

3.1 I, _____ am employed as a _____ by the _____ School District. I declare under penalty of perjury under the laws of the State of Washington that the above information is true and accurate and that this School District has complied with the statutory requirements of RCW 28A.225.020.

I further declare under penalty of perjury under the laws of the State of Washington that I am a custodian of or supervisor over the attendance records of this student. That these records are kept in the ordinary course of the business of said school and school district, are records that are made near or at the time of the taking of attendance and are relied on by the school and school district for all purposes relating to attendance and truancy.

Signature: _____ Date: _____
Name: _____

IV. ORDER

It is ORDERED that the Petitioning School District has shown good cause for Juvenile Court to assume jurisdiction and to stay truancy proceedings pending intervention efforts until June 30th, 2011 at which time the Stay Petition will be dismissed unless otherwise ordered.

Signed this _____ day of _____, 200____.

Presented by:

Court Commissioner/Judge

Deputy Prosecuting Attorney, WSBA _____

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.

Section 2 Examples

Examples for CTB Set Up:

- Example 2.1.....Sample Administrators assigned to CTB Schedule
- Example 2.2.....Sample CTB Schedule
- Example 2.3..... Sample Volunteer Recruitment Letter
- Example 2.4.....Characteristics for Staff Chosen to perform CTB Follow-Up

Examples for CTB Member Training:

- Example 2.5.....Introduction for CTB Training/Information
- Example 2.6.....CTB Process and Board Member Roles
- Example 2.7.....Sample Questions for CTB Members
- Example 2.8.....Possible Recommendations for Truant students
- Example 2.9.....Sample CTB Member Packet
- Example 2.11.....Sample CTB Recommendations/ Agreement Order

Example 2.12.....Power point available for CTB Training

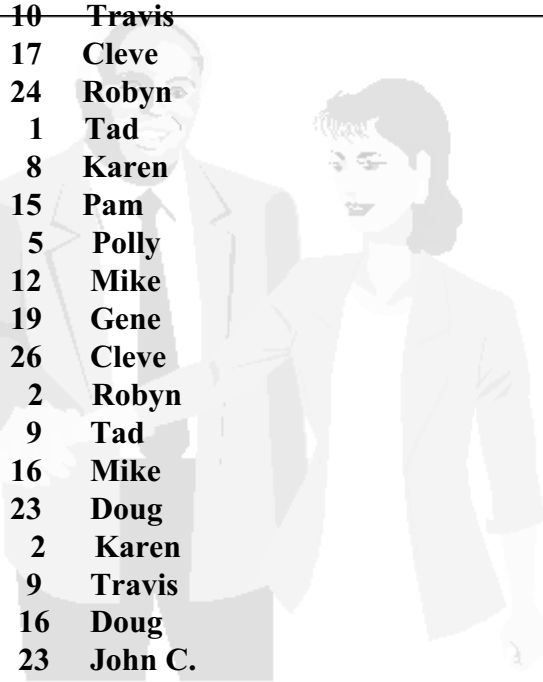
EXAMPLE 2.1- Rotating Schedule for CTB Administrators

**West Valley Community Truancy Board Schedule
2010/2011**

A. Location – Millwood

Time: 8:40 Wednesday Mornings

October	6	Larry
	13	Larry
	20	Gary
	27	Gary
November	3	Gene
	10	Travis
December	17	Cleve
	24	Robyn
	1	Tad
	8	Karen
January	15	Pam
	5	Polly
	12	Mike
	19	Gene
February	26	Cleve
	2	Robyn
	9	Tad
	16	Mike
March	23	Doug
	2	Karen
	9	Travis
	16	Doug
April	23	John C.
	30	Dusty
	13	John C



	20	Polly
	27	Julie
May	4	Julie
	11	Gene
	18	Connie
	25	Connie
June	1	Karen
	8	Pam

EXAMPLE 2.2- Sample CTB Schedule

West Valley Community Truancy Board				
Administrator	Date	School	Student	Time
Larry	10/6/10	CBE	Student Name	8:40
		WVHS	Student Name	9:00
		WVHS	Student Name	9:20
Larry	10/13/10	SVHS	Student Name	8:40
		SVHS	Student Name	9:00
		SVHS	Student Name	9:20
		SVHS	Student Name	9:40
Gary	10/20/10		CANCEL	
Gary	10/27/10	CBE	Student Name	8:40
		WVHS	Student Name	9:00
		WVHS	Student Name	9:20
		WVHS	Student Name	9:40
		WVHS	Student Name	10:00
Gene	11/3/10	CBE	Student Name	8:40
		CBE	Student Name	9:00
		CBE	Student Name	9:20
		CBE	Student Name	9:40

Example 2.3- 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 remediate the absences and intervene on the student's behalf. It may refer the student to participate in counseling, medical screening, drug & alcohol testing, weekly progress 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 (Millwood- E.C.E.C.) located at 8818 E. 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)

Example 2.4- Important Characteristics for Staff Chosen to perform CTB Follow-Up

It has been identified, through a concurrent grant project funded by the Governor's Juvenile Justice Advisory Committee (Now known as The Washington State Partnership Council for Juvenile Justice) and in the WVSD CTB Evaluation that it is important to have someone assigned to provide follow up by staff to the CTB recommendations with truant students and families. The GJJAC report introduced a Juvenile court based truancy specialist to follow up with the WVSD CTB students for a period of 3 years. While this was highly successful and viewed as a valuable enhancement to the CTB process, it was also a costly one. In order to keep start-up costs down, CTB replication sites have re-assigned existing school staff to provide follow up to CTB recommendations. A list of characteristics desirable in the staff assigned to follow up was compiled by our Juvenile Court Becca Unit supervisor and Models for Change Project Consultant, Courtney Meador. Here is the list:

Key Competencies for Staff assigned to CTB 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: to different schools, homes, juvenile court, community agencies)

Example 2.5- Introduction for CTB Training/Information

INTRODUCTION

Under the Becca bill (RCW 28A.225.030) educators are mandated to file a petition in court against the students with five or more unexcused absences in a month or ten unexcused absences in a year. The West Valley School District Community Truancy Board was established to assist students and their families in resolving obstacles to compliance with mandatory state attendance policies.

The purpose of the truancy board is to prevent students from being referred to court by eliminating the problems that are currently affecting their school attendance.

In an atmosphere of caring and concern, the truancy board gives students and their parents the opportunity to discuss their particular situation. The board then collaborates on recommendations to assist families in overcoming obstacles that attribute to poor school attendance. These recommendations give the family access to services and a clear and specific action plan to follow.

It is only after the efforts of the truancy board at truancy reduction have been exhausted and are unsuccessful that specific cases are referred to the Juvenile Court to ensure the school district's compliance with RCW 28A.225.

Example 2.6- CTB Process and Board Member Roles

The membership of the Truancy Board will consist of a school district administrator (West Valley administrators serve on a rotating basis.) who will preside over the board hearing, the district Truancy Coordinator, staff from the school the student attends, service providers, and community members.

Once the truant student and family have entered the room and are seated, **the District Truancy Coordinator** will give them a short review of the reasons they have been asked to attend the CTB and also a review of the truancy laws and processes. (For further example, see Example)

The **presiding facilitator for that day's CTB** will start by asking the student to describe what they believe the barriers are to their school attendance.

After the **student** has provided his/her explanation, the members of the board can then engage in discussions, identify helpful community resources, and collaborate with the student and parent to come up with creative solutions to the student's truancy issues.

Once a satisfactory plan is agreed upon, the **student and parent** will both be asked to sign an agreement to participate in the plan and will receive a copy of the signed agreement before they leave. At this point, a **staff member from the student's school** will also be assigned to follow up with the student and provide on-sight support.

Community members and service providers who volunteer to serve on the CTB are there to help provide suggestions and support to students beyond the scope of what the school district may be able to provide. By combining community resources (i.e. chemical dependency intervention, mental health support, job assistance, housing, utilities) with school district resources, we hope to create an atmosphere of support to prevent students with truancy issues from falling through the cracks and dropping out of school. It is also important to remember that while serving on the CTB, information discussed at the boards should remain confidential and not be shared beyond the scope of the board. ***Bottom line...What happens at Truancy Board stays at Truancy Board.***

Example 2.7- Sample Questions for CTB

Community Attendance Review Board SAMPLE QUESTIONS

For the student....

1. Would you take this opportunity to tell us why you have been referred to the Community Attendance Review Board?
2. How has your attendance been this year?
3. What are you doing when you are not in school?
4. Are drugs and/or alcohol involved?
5. What are your goals and aspirations?
6. What school or social activities are you involved in?
7. Can you tell us why you have not been successful in school so far?
8. Do you feel you would like to continue your education at (school)?
9. If yes, what changes are you willing to make to promote your success?
10. If yes, what can the school do to support you?
11. If yes, what can your parent do to support you?
12. If no, what school or program would you agree to do and still remain in compliance with the state laws regarding mandatory school attendance?

For the parent/guardian....

1. Did you know about your child's absences?
2. Is the 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?

Example 2.8- Possible CTB Recommendations for Students/Families

Possible CTB Recommendations for Students/ Families:

- Counseling, School or Private
- Weekly Progress Reports to the Home
- Student Reports Weekly to the Truancy Board Coordinator/ Representative
- Student Reports Back to the Truancy Board
- Attend Summer School
- Academic Evaluation
- Recommend Substance Abuse Program
- Family Contract with Expectations and Agreements
- Monitor enrollment Into a New Program
- Community Service
- Job Exploration
- Attend Youth Community Organization
- Anger Management Program

- Reading/ Study Skills Program

Example 2.9- Sample Truancy Board Member Packet

<h1>Schedule</h1>		
Community Truancy Board		
Date 00, 2011		
<u>Name of Student's School</u>		
Student Name	Grade: 8	Time: 9:00
3 weeks total unexcused absences		
Student Name	Grade: 7	Time: 9:30
7 days total unexcused absences		
Student name	Grade: 7	Time: 10:00
6 days total unexcused absences		

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?



Attendance Records

List Attendance for [REDACTED]

Student	Current Grade	Attendance Date	Att. School	PA	PS	PU	PL	PR	PT
1	8	8/14/2010	Northwood Middle School						
2	8	8/15/2010	Northwood Middle School						
3	8	8/16/2010	Northwood Middle School						
4	8	8/17/2010	Northwood Middle School						
5	8	8/18/2010	Northwood Middle School						
6	8	8/19/2010	Northwood Middle School						
7	8	8/20/2010	Northwood Middle School						
8	8	8/21/2010	Northwood Middle School						
9	8	8/22/2010	Northwood Middle School						
10	8	8/23/2010	Northwood Middle School						
11	8	8/24/2010	Northwood Middle School						
12	8	8/25/2010	Northwood Middle School						
13	8	8/26/2010	Northwood Middle School						
14	8	8/27/2010	Northwood Middle School						
15	8	8/28/2010	Northwood Middle School						
16	8	8/29/2010	Northwood Middle School						
17	8	8/30/2010	Northwood Middle School						
18	8	8/31/2010	Northwood Middle School						
19	8	9/1/2010	Northwood Middle School						
20	8	9/2/2010	Northwood Middle School						
21	8	9/3/2010	Northwood Middle School						
22	8	9/4/2010	Northwood Middle School						
23	8	9/5/2010	Northwood Middle School						
24	8	9/6/2010	Northwood Middle School						
25	8	9/7/2010	Northwood Middle School						
26	8	9/8/2010	Northwood Middle School						
27	8	9/9/2010	Northwood Middle School						
28	8	9/10/2010	Northwood Middle School						
29	8	9/11/2010	Northwood Middle School						
30	8	9/12/2010	Northwood Middle School						
31	8	9/13/2010	Northwood Middle School						
32	8	9/14/2010	Northwood Middle School						
33	8	9/15/2010	Northwood Middle School						
34	8	9/16/2010	Northwood Middle School						
35	8	9/17/2010	Northwood Middle School						
36	8	9/18/2010	Northwood Middle School						
37	8	9/19/2010	Northwood Middle School						
38	8	9/20/2010	Northwood Middle School						
39	8	9/21/2010	Northwood Middle School						
40	8	9/22/2010	Northwood Middle School						
41	8	9/23/2010	Northwood Middle School						
42	8	9/24/2010	Northwood Middle School						
43	8	9/25/2010	Northwood Middle School						
44	8	9/26/2010	Northwood Middle School						
45	8	9/27/2010	Northwood Middle School						
46	8	9/28/2010	Northwood Middle School						
47	8	9/29/2010	Northwood Middle School						
48	8	9/30/2010	Northwood Middle School						
49	8	10/1/2010	Northwood Middle School						
50	8	10/2/2010	Northwood Middle School						
51	8	10/3/2010	Northwood Middle School						
52	8	10/4/2010	Northwood Middle School						
53	8	10/5/2010	Northwood Middle School						
54	8	10/6/2010	Northwood Middle School						
55	8	10/7/2010	Northwood Middle School						
56	8	10/8/2010	Northwood Middle School						
57	8	10/9/2010	Northwood Middle School						
58	8	10/10/2010	Northwood Middle School						
59	8	10/11/2010	Northwood Middle School						
60	8	10/12/2010	Northwood Middle School						
61	8	10/13/2010	Northwood Middle School						
62	8	10/14/2010	Northwood Middle School						
63	8	10/15/2010	Northwood Middle School						
64	8	10/16/2010	Northwood Middle School						
65	8	10/17/2010	Northwood Middle School						
66	8	10/18/2010	Northwood Middle School						
67	8	10/19/2010	Northwood Middle School						
68	8	10/20/2010	Northwood Middle School						
69	8	10/21/2010	Northwood Middle School						
70	8	10/22/2010	Northwood Middle School						
71	8	10/23/2010	Northwood Middle School						
72	8	10/24/2010	Northwood Middle School						
73	8	10/25/2010	Northwood Middle School						
74	8	10/26/2010	Northwood Middle School						
75	8	10/27/2010	Northwood Middle School						
76	8	10/28/2010	Northwood Middle School						
77	8	10/29/2010	Northwood Middle School						
78	8	10/30/2010	Northwood Middle School						
79	8	10/31/2010	Northwood Middle School						
80	8	11/1/2010	Northwood Middle School						
81	8	11/2/2010	Northwood Middle School						
82	8	11/3/2010	Northwood Middle School						
83	8	11/4/2010	Northwood Middle School						
84	8	11/5/2010	Northwood Middle School						
85	8	11/6/2010	Northwood Middle School						
86	8	11/7/2010	Northwood Middle School						
87	8	11/8/2010	Northwood Middle School						
88	8	11/9/2010	Northwood Middle School						
89	8	11/10/2010	Northwood Middle School						
90	8	11/11/2010	Northwood Middle School						
91	8	11/12/2010	Northwood Middle School						
92	8	11/13/2010	Northwood Middle School						
93	8	11/14/2010	Northwood Middle School						
94	8	11/15/2010	Northwood Middle School						
95	8	11/16/2010	Northwood Middle School						
96	8	11/17/2010	Northwood Middle School						
97	8	11/18/2010	Northwood Middle School						
98	8	11/19/2010	Northwood Middle School						
99	8	11/20/2010	Northwood Middle School						
100	8	11/21/2010	Northwood Middle School						

21	8	11/10/2010	Northwood Middle School	PO	PO	PO	PO	PO	PO
22	8	11/15/2010	Northwood Middle School	TR	TR	TR	TR	TR	TR
23	8	11/22/2010	Northwood Middle School	FL	FL	FL	FL	FL	FL
24	8	11/29/2010	Northwood Middle School	TR	TR	TR	TR	TR	TR
25	8	12/04/2010	Northwood Middle School	TR	TR	TR	TR	TR	TR
26	8	12/10/2010	Northwood Middle School	TR	TR	TR	TR	TR	TR
27	0	11/26/2010	Northwood Middle School				OF		
28	8	12/13/2010	Northwood Middle School	TR	TR	TR	TR	TR	TR
29	8	12/27/2010	Northwood Middle School	WQ	WQ	WQ	WQ	WQ	WQ
30	8	12/30/2010	Northwood Middle School	DE	DE	DE	DE	DE	DE
31	8	12/31/2010	Northwood Middle School	RE	RE	RE	RE	RE	RE
32	8	1/6/2011	Northwood Middle School	RE	RE	RE	RE	RE	RE
33	8	1/20/2011	Northwood Middle School	DE	DE	DE	DE	DE	DE
34	8	1/27/2011	Northwood Middle School	RE	RE	RE	RE	RE	RE
35	8	2/3/2011	Northwood Middle School	RE	RE	RE	RE	RE	RE
36	8	2/10/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
37	8	2/17/2011	Northwood Middle School	RE	RE	RE	RE	RE	RE
38	8	2/24/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
39	8	3/3/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
40	8	3/10/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
41	8	3/17/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
42	8	3/24/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
43	8	3/31/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
44	8	4/7/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
45	8	4/14/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
46	8	4/21/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
47	8	4/28/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
48	8	5/5/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
49	8	5/12/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR
50	8	5/19/2011	Northwood Middle School	TR	TR	TR	TR	TR	TR

Student Grades

School: District Office
Term: Y10-11 Semester 1

Start Page > Student Selection > Historical Grades (Last Login: 12/16/2010 at 10:12 AM) Patterson, Kelly J

Historical Grades Print Page

NHS

Year/Term	Grd Lvl	Course	Passed Credit	S1	S2	T1	T2
Y10-11 S1	8	ART	0.00	-	-	-	-
Y10-11 S1	8	ENGLISH 8	0.00	-	-	F	-
Y10-11 S1	8	PE 7-8	0.00	-	-	C	-
Y10-11 S1	8	PRE-ALGEBRA II	0.00	-	-	F	-
Y10-11 S1	8	SCIENCE 8	0.00	-	-	F	-
Y10-11 S1	8	SOC STUDIES 8	0.00	-	-	F	-
Y09-10 S1	7	ADVISORY 7	0.00	-	-	-	-
Y09-10 S1	7	ENGLISH 7	0.00	-	F	B	F
Y09-10 S1	7	HS READ STRATEGY	0.00	-	F	D	C
Y09-10 S2	7	PACIFIC NW HIST	0.00	-	F	-	F
Y09-10 S1	7	PE-HEALTH 7	0.00	-	F	B	D
Y09-10 S1	7	PRE-ALG I	0.00	-	F	F	F
Y09-10 S1	7	SCIENCE 7	0.00	-	F	B	F
Y09-10 S1	7	SOC STUDIES 7	0.00	-	-	F	-
Y08-09 S2	7	ADVISORY 7 B	0.00	-	-	-	-
Y08-09 S1	7	ADVISORY 7A	0.00	-	-	-	-
Y08-09 S1	7	CONNECTED MATH	0.00	F	F	-	-
Y08-09 T1	7	CORE ELECTIVE 7	0.00	-	-	B	-
Y08-09 S1	7	ENGLISH 7A	0.00	F	-	-	-
Y08-09 S2	7	ENGLISH 7B	0.00	-	F	-	-
Y08-09 S1	7	HS READ STRATEGY	0.00	F	F	-	-
Y08-09 S2	7	PACIFIC NW HIST	0.00	-	F	-	-
Y08-09 S1	7	PE-HEALTH 7	0.00	F	F	-	-
Y08-09 S1	7	SCIENCE 7A	0.00	F	-	-	-
Y08-09 S2	7	SCIENCE 7B	0.00	-	F	-	-
Y08-09 S1	7	SOC STUDIES 7 A	0.00	F	-	-	-

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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 _____ day of
BOARD hearing on the _____
_____ 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:

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

(School District Name) COMMUNITY TRUANCY BOARD

Example 2.12- Power point for CBT Training

Example 2.1 is a hard copy of the power point presentation. If desired, you may request an electronic copy of the power point presentation from either:

Bonnie Bush
Juvenile Court Administrator
Spokane County Juvenile Court
1208 W. Mallon, Spokane WA 99201
(509) 477-2406
[**Bbush@spokanecounty.org**](mailto:Bbush@spokanecounty.org)

or

Jennie Marshall
Models for Change Coordinator
Spokane County Juvenile Court
1208 W. Mallon, Spokane, WA 99201
(509) 477-2440
jmarshall@spokanecounty.org

“School District Name”
and logo

**Community
Truancy Board
Training**

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

BACKGROUND

The BECCA Law (or truancy law) mandates all schools in Washington State must file a Truancy Petition with Juvenile Court when a child has five to seven unexcused absences in a month, or ten in a school year.



Spokane Truancy Process-

(Yours may be different- Check with your Juvenile Court)

The first step in the petition process is called a “Stay Petition”. A Stay Petition simply informs the Juvenile Court System the school is having attendance issues with a student, but asks the court to allow the school more time to work with the student and family to correct the attendance problem before the court becomes involved.

SUPERIOR COURT OF WASHINGTON COUNTY OF SPOKANE JUVENILE DIVISION		(ORIGINAL AND 3 COPIES OF PETITION)
(School District)	Petitioner	STAY PETITION
vs.	DOB	NO.
Respondent		TRUANCY PETITION AND ORDER STAYING PROCEEDINGS
Parent(s)/Guardian(s), Respondent		(Name of School) (PTIR)
COMES NOW the above named school district, and petitions the Juvenile Court to assume jurisdiction over the truancy of the respondent(s) pursuant to RCW 26A.225.030 et seq. and for an order staying proceedings pending the outcome of intervention efforts.		
I. IDENTIFICATION OF THE RESPONDENTS		
Address:	City:	
State:	Zip Code:	
Race:	Age:	Grade: Male [] Female []
Ethnicity:	Phone number:	
Name of responsible parent or guardian:		
(Relationship of parent or guardian)		
[] Address and phone number for parent/guardian same as above.		
[] Address and phone number for parent/guardian if different than above.		
Truancy Petition and Order Staying Proceedings (Revised 10/11)		Page 1 of 1

If the student continues to have unexcused absences the next step for the school is to file an “Amended Petition”.

The Amended Petition lets the court know the school needs their assistance with encouraging the student to attend school.

A date will be set for the student and their family to come before a judge.

The judge will also order the student to attend school at this time.

If a student still continues to have unexcused absences after the initial court date, the school will then file a "Contempt Petition". The student (and possibly the parent), is then found in contempt of the court order compelling them to attend school.

At this point a judge can become punitive with the student and can order a punishment ranging anywhere from:

Writing an Essay

Community Service

7 days in Juvenile Detention

Fine of \$25/day of non school attendance

TRUANCY BOARD GOAL & PROCESS



Positive solutions to attendance issues before the Juvenile Court System becomes involved.

Invitation letter sent home to attend Truancy Board

Letter sent at the same time the Stay Petition is filed.

What does Truancy Board look like?

- Room Set Up
- Process
- Student explanation
- Creative Problem Solving
- Signed Agreement
- Follow Up



Membership



The membership of the Truancy Board will include:

A School District Administrator who will preside over the board hearing.

District Truancy Coordinator

Staff from the school the student attends.

Service providers and community members.

Community Truancy Board Members help create an atmosphere of support to help keep truant students from falling “through the cracks” and dropping out of school.



Roles of Board Members

Truancy Coordinator

Explain truancy law.

Guide the student and family through the mandatory truancy process.

Records the recommendations from the Truancy Board.

Keeps copies of the agreement signed by the student and parent.

Review the plan with the family.

File further petitions with Juvenile Court should it become necessary.

Facilitating Administrator

Responsible for leading the group through the student intervention.

Maintain the flow of each session

Keep the group on track

Make sure the purpose of the meeting is carried out.

Make inquiries based on the data

Analyze the data and patterns in attendance, grades, and behavior.

School Staff & Administrator

Act as a check and balance system.

Affirm or contradict testimony provided by the student and their family.

Provide the schools perspective & experience with the student.

Provide information on school support services.

Assign a staff member as a contact for follow up as a result of the intervention.

Community Members & Service Providers

Provide suggestions and support to students beyond the scope of what the school district may be able to provide within its' own resources.



Confidentiality



It is important to remember while serving on this board that members are agents of the school district and bound by the same laws and regulations as all district employees. FERPA (Family Education Rights & Privacy Act) dictates that all information discussed at these hearings remain confidential, and should not be shared beyond the scope of the board.

Bottom line...what happens at Truancy Board stays at Truancy Board.

Board Schedule



Day of week, dates, and times of CTBs
(also include expected arrival time for CTB
members).

Each student will be allotted 30 minutes of
board time for creative problem solving.

SAMPLE Community Truancy BOARD PACKET

Schedule

Mead Community Truancy Board
January 11, 2011

Northwood Middle School

Student Name	Grade: 8	Time: 9:00
3 weeks total unexcused absences		
Student Name	Grade: 7	Time: 9:30
7 days total unexcused absences		
Student Name	Grade: 7	Time: 10:00
6 days total unexcused absences		

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?



Attendance Records

List Attendance for [Student Name] from 8/20/2010 to 12/20/2010

Student	Current Date	Attendance Date	Att. School	PK	PS	PC	PE	PD	PA
1	8/20/2010	Northwood Middle School							
2	8/23/2010	Northwood Middle School							
3	8/26/2010	Northwood Middle School							
4	8/29/2010	Northwood Middle School							
5	9/1/2010	Northwood Middle School							
6	9/4/2010	Northwood Middle School							
7	9/7/2010	Northwood Middle School							
8	9/10/2010	Northwood Middle School							
9	9/13/2010	Northwood Middle School							
10	9/16/2010	Northwood Middle School							
11	9/19/2010	Northwood Middle School							
12	9/22/2010	Northwood Middle School							
13	9/25/2010	Northwood Middle School							
14	9/28/2010	Northwood Middle School							
15	10/1/2010	Northwood Middle School							
16	10/4/2010	Northwood Middle School							
17	10/7/2010	Northwood Middle School							
18	10/10/2010	Northwood Middle School							
19	10/13/2010	Northwood Middle School							
20	10/16/2010	Northwood Middle School							
21	10/19/2010	Northwood Middle School							
22	10/22/2010	Northwood Middle School							
23	10/25/2010	Northwood Middle School							
24	10/28/2010	Northwood Middle School							
25	11/1/2010	Northwood Middle School							
26	11/4/2010	Northwood Middle School							
27	11/7/2010	Northwood Middle School							
28	11/10/2010	Northwood Middle School							
29	11/13/2010	Northwood Middle School							
30	11/16/2010	Northwood Middle School							
31	11/19/2010	Northwood Middle School							
32	11/22/2010	Northwood Middle School							
33	11/25/2010	Northwood Middle School							
34	11/28/2010	Northwood Middle School							
35	12/1/2010	Northwood Middle School							
36	12/4/2010	Northwood Middle School							
37	12/7/2010	Northwood Middle School							
38	12/10/2010	Northwood Middle School							
39	12/13/2010	Northwood Middle School							
40	12/16/2010	Northwood Middle School							
41	12/19/2010	Northwood Middle School							
42	12/22/2010	Northwood Middle School							
43	12/25/2010	Northwood Middle School							
44	12/28/2010	Northwood Middle School							
45	12/31/2010	Northwood Middle School							

Student	Current Date	Attendance Date	Att. School	PK	PS	PC	PE	PD	PA
1	8/20/2010	Northwood Middle School							
2	8/23/2010	Northwood Middle School							
3	8/26/2010	Northwood Middle School							
4	8/29/2010	Northwood Middle School							
5	9/1/2010	Northwood Middle School							
6	9/4/2010	Northwood Middle School							
7	9/7/2010	Northwood Middle School							
8	9/10/2010	Northwood Middle School							
9	9/13/2010	Northwood Middle School							
10	9/16/2010	Northwood Middle School							
11	9/19/2010	Northwood Middle School							
12	9/22/2010	Northwood Middle School							
13	9/25/2010	Northwood Middle School							
14	9/28/2010	Northwood Middle School							
15	10/1/2010	Northwood Middle School							
16	10/4/2010	Northwood Middle School							
17	10/7/2010	Northwood Middle School							
18	10/10/2010	Northwood Middle School							
19	10/13/2010	Northwood Middle School							
20	10/16/2010	Northwood Middle School							
21	10/19/2010	Northwood Middle School							
22	10/22/2010	Northwood Middle School							
23	10/25/2010	Northwood Middle School							
24	10/28/2010	Northwood Middle School							
25	11/1/2010	Northwood Middle School							
26	11/4/2010	Northwood Middle School							
27	11/7/2010	Northwood Middle School							
28	11/10/2010	Northwood Middle School							
29	11/13/2010	Northwood Middle School							
30	11/16/2010	Northwood Middle School							
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38	12/10/2010	Northwood Middle School							
39	12/13/2010	Northwood Middle School							
40	12/16/2010	Northwood Middle School							
41	12/19/2010	Northwood Middle School							
42	12/22/2010	Northwood Middle School							
43	12/25/2010	Northwood Middle School							
44	12/28/2010	Northwood Middle School							
45	12/31/2010	Northwood Middle School							

Attendance Codes:

Student has 16 days (3 weeks) unexcused absences.

Student Grades

School: District Office
Term: Y10-11 Semester 1

Start Page > Student Selection > Historical Grades (Last Login: 12/16/2018 at 10:12 AM) Peterson, Kelly J

Historical Grades Print Page

AMS

YearTerm	Grd Lvl	Course	Earned Credit	S1	S2	T1	T2
Y10-11 S1	8	ART	0.00	-	-	-	-
Y10-11 S1	8	ENGLISH 8	0.00	-	-	F	-
Y10-11 S1	8	PE 7-8	0.00	-	-	C	-
Y10-11 S1	8	PRE-ALGEBRA II	0.00	-	-	F	-
Y10-11 S1	8	SCIENCE 8	0.00	-	-	F	-
Y10-11 S1	8	SOC STUDIES 8	0.00	-	-	F	-
Y09-10 S1	7	ADVISORY 7	0.00	-	-	-	-
Y09-10 S1	7	ENGLISH 7	0.00	-	-	F	F
Y09-10 S1	7	HS READ STRATEGY	0.00	-	F	D	C
Y09-10 S2	7	PACIFIC NW HIST	0.00	-	F	-	F
Y09-10 S1	7	PE-HEALTH 7	0.00	-	F	D	D
Y09-10 S1	7	PRE-ALG I	0.00	-	F	F	F
Y09-10 S1	7	SCIENCE 7	0.00	-	F	D	F
Y09-10 S1	7	SOC STUDIES 7	0.00	-	-	F	-
Y09-09 S2	7	ADVISORY 7 A	0.00	-	-	-	-
Y09-09 S1	7	ADVISORY 7A	0.00	-	-	-	-
Y09-09 S1	7	CONNECTED MATH	0.00	F	F	-	-
Y09-09 T1	7	CORE ELECTIVE 7	0.00	-	-	B	-
Y09-09 S1	7	ENGLISH 7A	0.00	F	-	-	-
Y09-09 S2	7	ENGLISH 7B	0.00	-	F	-	-
Y09-09 S1	7	HS READ STRATEGY	0.00	F	F	-	-
Y09-09 S2	7	PACIFIC NW HIST	0.00	-	F	-	-
Y09-09 S1	7	PE-HEALTH 7	0.00	F	F	-	-
Y09-09 S1	7	SCIENCE 7A	0.00	F	-	-	-
Y09-09 S2	7	SCIENCE 7B	0.00	-	F	-	-
Y09-09 S1	7	SOC STUDIES 7 A	0.00	F	-	-	-

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THANK YOU FOR THE
VALUABLE CONTRIBUTION
OF YOUR TIME AND
EXPERTISE!



SECTION 3

Community Truancy Board Development

Continue to Improve your CTB

Start Utilizing your CTB to help Truant Youth and Families

- Focus on “one student at a time” (Every student is important.)
- Use the CTB to bridge gaps between community, school and court
- Find positive solutions to attendance issues before the Juvenile Court becomes formally involved.
- Provide continued support to truant students and families through follow up meetings.

Periodically evaluate and document the success and evolution of your CTB

- Periodically evaluate attendance/progress of youth who attend the CTB. Set up a way of collecting and analyzing data such as:
 - Have attendance/grades improved?
 - Are more students making progress toward graduation or other goals?
 - How many students have been successfully linked to resources/interventions as a result of CTB attendance/follow up?
 - What resources/interventions are used most often or are most successful?
- What changes (if any) have you made to your CTB process and why?
- What suggestions would you offer to other school districts who want to develop their own CTB?
- Conduct annual surveys of CTB members, students, and families

****See Examples 3.1, 3.2*

Continue to seek additional Community, School, and Court Resources

- Look at community indicators or surveys to identify possible areas of need for students.
- Utilize assessment tools, if available, to determine risks and needs of students who attend CTBs.
- Identify CTB services accessed most often or areas of need not currently addressed by board participants.
- Seek additional community volunteers/service providers to address areas of need for students in your schools.

Section 3 Examples

Example 3.1Sample Questions for CTB Evaluation Surveys

Example 3.2Document and Report the Success and Evolution of your CTB

Sample Questions for CTB Evaluation Surveys:

Sample Questions for CTB Members

1. How would you describe the purpose of the Community Truancy Board?
2. Do you feel the training you received for service on the community truancy board was adequate? If not, how do you think we could make it better?
3. Do you think we should conduct periodic refresher trainings for existing CTB members? If yes, how often?
4. Is the student background information you provided with before the community truancy board meeting enough? If not, what other information would be helpful to you?
5. What is your definition of a successful outcome with respect to the Community Truancy Board?
6. Based on your own experience, do you know of improvements that could be made in the Community Truancy Board?
7. Do you feel you have personally benefitted from your experience with the Community Truancy Board? If so, how?
8. Would you recommend this process as an effective intervention for truancy in other school districts? Why?

Sample Questions for Students and Parents

1. What is your understanding of the requirements for school attendance?
2. Do you feel you received adequate notification of your appointment for the CTB? If not, what method might have been better?
3. What were the reasons you missed school?
4. What do you think of the truancy board process?
5. What do other kids (or parents) think about the process?
6. Do you feel the truancy board helped you or your family? If so, how? If not, why not?

7. What supports did you need to improve your school attendance? Can you think of additional support that might have benefitted you but was not offered/available at the board?
8. From the time you (or your student) began missing school what might have been done differently by your schools or community agencies that would have helped you attend/be successful at school?

Example 3.3- Document the Success and Evolution of your CTB

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 (**See Appendix C**) and reflects positively on the WVSD CTB intervention process.

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.		

Acknowledgements

Production of this Community Truancy Board Development Toolkit would not have been possible without funding from the John D. and Catherine T. MacArthur Foundation's ***WA State Models for Change Initiative***. The Foundation's support allowed Spokane County to collaborate with the West Valley School District and Spokane community members on an unprecedented level to establish the West Valley Community Truancy Board (WVCTB) as a promising intervention for truancy and to create a toolkit to help other schools interested in reducing truancy and drop out rates to replicate the community truancy board process. Toolkit development was greatly aided by the qualitative and quantitative research evaluation conducted by Washington State University. It was this comprehensive study that enabled us to identify essential elements to include in our toolkit. The Washington State Administrative Office of the Courts collaborated with the Office of the Superintendent of Public Schools to link and analyze risk and protective factor information, court involvement information, and school record information to provide a quantitative analysis of

the WVSD CTB. One of our national resource bank partners, the VERA Institute of Justice (in New York City), provided sample toolkits and helpful advice in proofreading our CTB replication toolkit.

Other Spokane County *Models for Change* activities also contributed to this toolkit. Truancy Mapping exercises, facilitated by national resource bank representatives from Robert F. Kennedy Children's Foundation, formerly Child Welfare League of America, resulted in detailed truancy mapping documents of the official and unofficial truancy process in Spokane County which were shared with all Spokane area schools and the WA State Becca Taskforce. These mapping exercises entailed a great deal of cross-agency collaboration and cooperation as well as time and energy expended by many people in the service of truant youth. The mapping exercises provided a template for Spokane area schools to utilize when establishing district BECCA procedures as well as contributing to a deeper understanding of the process as a whole.

Two local Spokane area school districts, East Valley and Mead, have already replicated the WVSD CTB process in their respective districts. East Valley is in their second year of replication and Mead is in the developmental stages. These two replications required NO ADDITIONAL FUNDING. Because they were accomplished through paradigm shifts and the re-allocation of existing resources, the replications are sustainable at current budgetary levels. They are proof that, even in times of tight budgets, it is possible for schools to implement Community Truancy Board interventions to help their truant students and their families.

The following people and agencies contributed to the development of the WVSD CTB Replication Toolkit. We want to thank them for their efforts:

West Valley School District:

Contacts for additional WVSD CTB Information:

Dr. Polly Crowley, West Valley School District Superintendent
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Organizations who Participate on the West Valley CTB:

Spokane Valley Partners
YFA Connections
Next Generation Zone
Millwood Community Presbyterian Church
Job Corp

A very special thanks to all the West Valley School District staff members who serve on the West Valley School District Community Truancy Board and work so hard to help truant youth and families re-engage in school. Their willingness to participate in the WSU CTB evaluation and

to allow us to copy their processes and participate on their Community Truancy Boards is what made this whole project possible.

Many thanks also to the West Valley School District students and families who attended the West Valley Community Board and shared their experiences and opinions to help us with our surveys, evaluation, and toolkit.

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Spokane County Superior Court Judicial Officers:

Superior Court Judge Honorable James M. Triplet
Superior Court Commissioner Honorable Royce H. Moe
Superior Court Commissioner Honorable Michelle Ressa
Superior Court Commissioner Honorable Valerie D. Jolicoeur

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Appendix A

ModelsforChange
Systems Reform in Juvenile Justice

SPOKANE COUNTY JUVENILE COURT MODELS FOR CHANGE PROJECT
[November 1, 2009—October 31, 2010]

FINAL REPORT

Washington State University, Division of Governmental Studies and Services

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SPOKANE COUNTY JUVENILE COURT MODELS FOR CHANGE PROJECT

Executive Summary

Paul Strand, Principal Investigator
Nicholas Lovrich, Co-Principal Investigator
Division of Governmental Studies and Services
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This report documents an evaluation of the West Valley School District (Spokane, WA) *Community Truancy Board* (WVCTB). Continuously operating since 1996-1997, the WVCTB seeks to address the problem of truancy by engaging truant youth and their families in a restorative justice-oriented program in which a variety of resources are brought to bear on school attendance and performance problems of truant youth. The goal of the intervention is successful school re-engagement and renewed progress toward school completion. Commissioned by the Spokane Juvenile Court and funded by the MacArthur Foundation's *Models for Change* initiative, the present study sought to document the historical development, operation, and effectiveness of the WVCTB with an eye toward facilitating its replication in other school districts in Spokane County and throughout Washington State. To achieve these goals a variety of data collection methods were undertaken that included: (a) interviewing key actors who participated in the development and/or functioning of the WVCTB; (b) facilitating focus group sessions of those key actors; (c) interviewing CTB-involved students and their parents; and (d) obtaining school outcomes data on truant youth who attended West Valley School District (WVSD) schools and comparable truant youth who attended other Spokane County schools.

Data collection revealed that the WVCTB is a multi-level intervention that has grown in complexity since its original inception. It is the belief of key actors that it is a positive intervention for youth and that it could be successfully replicated in other school districts. Interviews with CTB-involved youth and their parents suggest that a goal of any replication efforts, and indeed efforts to improve the WVCTB, should focus on identifying and intervening

with truant youth at the earliest possible time and focusing on individual-specific barriers to school participation. This advice is consistent with the mandates of Washington's BECCA Law and the policy of the WVCTB to file court petitions when youth accrue five unexcused absences instead of delaying this action (as is done in most of the state's school districts).

In addition, the results of the quantitative analysis of archival school data are positive. Specifically, linked school and court data collected by the Washington State Administrative Office of the Courts for school years 2004-2007 revealed that graduation/GED rates relative to dropout and transfer-out-of-district rates were higher for truant students attending WVSD compared to those for students attending comparison districts. These positive results support the effectiveness of an intervention that is less complex and presumably less effective than the current WVCTB model in operation. That is the case because since 2008-2009 the WVCTB incorporates greater school-court collaborations in the form of a court-based truancy specialist who operates within schools; the key actors interviewed believe that the addition of this element to the WVCTB model has improved program effectiveness principally through ongoing follow-up to the board's actions. The importance of the benefits of the older model should not be overlooked, however, because they support a replication process that would be more easily implemented and provide a foundation for a phased replication of the full scale WVCTB model in other sites.

Based on the information gathered and presented in this report, we conclude that the concept of a community truancy board as implemented by the WVSD is an effective and replicable intervention for truancy, and we recommend that it be replicated. It is further recommended that any replications that occur be evaluated along the lines of the mixed-methods approach used here in this study to determine if the community truancy board approach possesses potential as a best practice approach to reducing truancy in a variety of settings.

For a copy of the complete report *The Spokane County Models for Change Project* by Principal Investigators Paul S. Strand and Nicholas Lovrich of Washington State University, Division of Governmental Studies and Services, please contact:

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Appendix B

DEINSTITUTIONALIZATION OF STATUS OFFENDERS (DSO) PROJECTS MULTI-SITE EVALUATION

**SECOND YEAR EVALUATION REPORT
July 1, 2009 – June 30, 2010**

Prepared for:
State of Washington
Governor's Juvenile Justice Advisory Committee

Funded by:
Federal JJDP Act Title II Formula Grants Program

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SPOKANE COUNTY JUVENILE COURT DEINSTITUTIONALIZATION OF STATUS OFFENDERS

The Spokane County Juvenile Court, working with several schools in the West Valley School District, is targeting youth for whom truancy petitions with stays attached have been filed and who have gone through the West Valley Community Truancy Board. The Truancy Specialist meets youth and their families or guardians at the Truancy Board and, depending on continued absences and other presenting needs, intervenes with more intensive case management as required. In partnership with the Models for Change Grant in Spokane County, this project also aims to establish stronger partnerships with schools and community agencies, to develop systematic practices applicable to truancy boards and truancy petition filing, and to create a better methodology for assessing risks for status offenders.

Project outcomes are avoidance of instatement of petitions (lifting stays), avoidance of contempt petitions and orders, and avoidance of use of secure detention.

IMPLEMENTATION

The Deinstitutionalization Project has been funded for two years and has received \$73,314 in grant funding for each year. Key elements of the project include:

- Truancy Specialist is present at each meeting of the West Valley Truancy Board and meets each youth and their family or guardian.
- Check and Connect model of staying in touch with youth, particularly those at a higher risk level, or who do not self-correct after the Truancy Board. Check and Connect includes four components: mentoring, systematic monitoring, timely and individualized intervention, and enhancing home-school support.
- The project uses the Social History section of the Washington State Juvenile Court risk assessment to gather information about truant youth. A new assessment instrument (WARNS) was developed in conjunction with Models for Change and was piloted with project youth during the second year.
- The Truancy Specialist works out of each school, monitors the attendance of all youth after the Truancy Board, and sees every student in person during the year.
- More intense case management is available for youth who do not self-correct or who require additional services. The Truancy Specialist may also mediate between the school and the student to overcome barriers to continued enrollment or pose alternatives to lifting the stays on petitions.
- Youth at higher risk may be introduced to the multidisciplinary Child Study Team. The goal of the Child Study Team is to keep the student in school, including identifying alternate schools, when appropriate. In addition to the vice principal and Truancy Specialist (provided by the court), the meeting is attended by appropriate school staff, counselors, youth and family or legal guardian, and occasionally by outside agencies.

Barriers Encountered in the Second Year

- The Truancy Specialist is able to connect youth with critical services. However, families are experiencing more unemployment and continue to face hardships in this economy. Many families are facing critical basic needs.

- Success in working with youth and being known in the schools also increases demands on the Truancy Specialist, including from youth who are not currently truant.
- Budget shortfalls continue to threaten court and school staff, as well as community agencies.

Successes and Accomplishments

- Partnerships have continued to improve. The Truancy Specialist now has an office in each school and is regularly available to youth and staff. He has also been working this year with two ESD 101 student advocates (currently grant-funded) to create positive relationships with the youth.
- The Truancy Specialist continues to utilize the pre-screen risk assessment instrument, as was the case in the first year. The data collection process has been streamlined and the online form has been expanded. In part, this allows several questions from the risk assessment developed by the Administrative Office of the Courts (AOC) in Washington.
- The Truancy Specialist is an active member of the West Valley Truancy Board. He also has become a resource in advising on the formation of boards in other districts.
- The Truancy Specialist is an active spokesperson on truancy, with other agencies, and other school districts, and sits on the Spokane County Gang Task Force.
- The West Valley Truancy Board is part of a study by Washington State University on the effectiveness of community truancy boards and is serving as a model for creation of a tool kit for implementation in other districts.
- The ESD101 NET School is a credit retrieval option with promise for some students. One student was referred last year and several students participated in the summer program. This is a unique approach to helping youth get back on track to graduate. Students in the summer of 2010, for example, attended an intensive 60-day course. The course of study was individualized, designed with real-life, practical applications of learning. The goal is to ready the student to complete the following year at a par for the grade level. Successful students have all credit deficiencies waived.

Concurrent Initiatives

Several programs were initiated in Spokane County during the 2009/2010 school year. Instead of sending students to alternative programs in West Valley School District, neighboring districts (Spokane and East Valley, in particular) have created options for youth. These include several alternative programs and more GED options. As a result, enrollment in West Valley alternative programs, such as CBE (Contract-Based Education) and Spokane Valley High School has been reduced. This means more options for youth in their home districts, but means reduced resources and enrollment in West Valley.

The Models for Change grant is partnering in several ways. A new risk and needs assessment instrument has been piloted in Spokane and parts of it are integrated in the current screening process employed by the Truancy Specialist. The West Valley Truancy Board is serving as a model for replication in another district in Spokane. A tool kit is being developed for use in creating truancy boards. The grant has also supported qualitative research to provide insight into truancy, the role of schools, perceptions of parents, and perceptions of youth.

The Juvenile Detention Alternatives Initiative (JDAI) grant has been in place in Spokane County since 2004. The grant supports building collaborations to develop alternatives to secure detention. While not

targeted specifically to status offenders, steps in assessing risk and developing detention alternatives benefit all juvenile offenders.

PROJECT YOUTH

Table 12 provides summary data on the 318 youth referred to the West Valley Truancy Board in the first two years of the grant. For 25 of the youth, this was the second petition.

Table 12: Spokane Participation

	Year 1	Year 2	Total
Petitions filed*	139	179	318
Closed during year	124	177	301
Open at end year two	15	2	17

*25 youth had petitions in both years.

Petitions are initially filed with a stay. If that stayed status remains in effect, the petition is dismissed at the end of the school year. Only 17 petitions were open at the end of the second year. Petitions filed late in the year, such as in May and June, and that remain stayed and are dismissed, have a short period for consequences. Presumably, however, since West Valley files consistent with state guidelines, additional absences at the end of the year or other circumstances that would lead to a fact finding hearing are not as likely for these students as they are for students with unexcused absences at the beginning of the year.

Table 13: Spokane Truancy Petitions

	Year 1	Year 2
Demographics		
• Male	47%	48%
• Female	53%	52%
• Minority*	10%	10%
Median age	16.0	16.0
• 11-13	9%	4%
• 14-15	28%	32%
• 16-17	63%	64%
Grade in school		
• 6 th -8 th grade	14%	6%
• 9 th -10 th grade	41%	65%
• 11 th -12 th grade	45%	29%
School		
• West Valley	55%	47%
• Spokane Valley	19%	18%
• CBE	14%	29%
• Centennial Middle	12%	6%
IEP**	14%	15%
Employed**	17%	14%
Prior truancy petitions***	38%	46%

*Non-white and/or Hispanic.

**Determined at risk assessment meeting.

***Since September 2006.

Table 13 provides information about youth with petitions in each of the grant years. Slightly more of the students were female than male in both years, although percentages were close to half. Ten percent of the students were minorities in both years.

The median age was 16 – over 60% of students with petitions coming before the West Valley Truancy Board were 16 or 17 years old. Only a small percentage was referred at the middle school level. Just 12% in the first year and 6% in the second came from Centennial Middle School.

Of note is that 14% of the students in the first year and 15% in the second had an IEP (individual education plan). These data were drawn from the risk assessment interview, which was completed on 247 of the students. A substantial percentage of the students had truancy petitions in earlier years (since 2006) – 38% in the first year and 46% in the second.

Risk Assessment

The risk assessment continues to provide valuable information to identify needs of the youth and barriers they face in being successful in school. The data in **Table 14** are from the Pre-Screen, Social History portion of the Washington Juvenile Court Youth Risk Assessment instrument. Assessments were completed on 250 of the 318 students in the first two years. (Some petitions are closed before the Truancy Specialist has an opportunity to work with the youth, such as those filed late in the year.)

Table 14: Spokane Risk Assessment Results*	
Total number petitions	318
Number completed assessments	250
Risk element: Peers	
• All antisocial or gang	6%
Risk elements: substance abuse	
• Substance use (not disruptive)	56%
• Drugs/alcohol disruptive	6%
Risk element: Mental health	
• Mental health risk factor	26%
Risk element: DSHS	
• One or more placements	8%
Risk element: Runaways/placements	
• One or more events	16%
Risk elements: Abuse	
• Victim of abuse	13%
Risk element: Family/siblings	
• Jail or imprisonment	38%
*Washington Juvenile Court Youth Risk Assessment Pre-screen instrument.	

Scoring on the social history section excludes criminal history and results in “moderate” risk scores as the highest attainable risk level. In fact, many of these youth have had criminal involvement, a risk not captured here. (The AOC risk assessment instrument includes questions that capture more of that information as well as past experience with violence.)

Based on the social history screening most youth were low risk. The Truancy Specialist completes a subjective assessment for his own preliminary use in working with these youth. He estimated that about one-third of the youth were fairly low risk, requiring little intervention other than monitoring and occasional check in. The other students were at greater risk and warranted more intense case management.

It is clear that the youth were facing challenges and had risks in areas beyond school attendance and performance. Risk assessment data supplement anecdotal reports of poverty, family problems, and even homelessness. Substance use and abuse was an issue for the majority (62%) of youth interviewed. Mental health was a factor for 26%. That 38% of these students had a parent or sibling in jail or in prison is notable.

OUTCOMES

Table 15 shows subjective measures on the level of intervention, level of involvement or engagement of the youth, regardless of the level of the intervention, and the highest consequence at the end of the petition. Some of the youth had more time for consequences because of earlier filing dates than others. The appellate court ruling (*Bellevue School District, Respondent V. E.S., Appellant*) in the first year had an impact on outcomes in that some of the petitions had to be reissued, giving students less time to go to the next level, if indicated.

Table 15: Spokane Interventions and Outcomes	
Total number closed petitions	301
Level of intervention (n=245)	
• Initial meeting, monitor	47%
• Limited case management	36%
• More intensive CM	17%
Level of engagement (n=248)	
• Low	17%
• Medium	33%
• High	49%
Highest consequence	
• Stayed petition only	91%
• Stay lifted	9%
• Contempt order	0%
• Detention	0%

The Truancy Specialist was active in both years of the grant in seeking solutions and preventing stays on petitions from being lifted. For the first time, there has been a consistent procedure in place to review requests to lift stays on petitions. For that to occur, it requires the approval of the Truancy Specialist, the school administrator and the truancy coordinator. The Truancy Specialist acts as the gatekeeper.

While data are subjective, the project monitored the levels of intervention (extent of case management or other work with the student) and engagement (extent to which the student was actively participating). It is hoped that the third year of the grant will provide school performance data (credits earned and attendance). Levels of engagement and intervention may be useful correlates in looking at those data.

For the second year since 1998, West Valley did not have a single contempt order associated with a truancy petition. Stays were lifted on 9% of the project youth with closed petitions during the first two years of the grant. There was a single detention, but it was the result of a warrant on a prior petition, so not included below.

COMPARISON DATA

Comparison data were drawn from the court data system for a two-year period from September 2006 through August 2008. Data shown in **Table 16** are for all districts in Spokane County and the subset for just the West Valley School District. Petitions filed after April 2008 (those filed late in the second school year) were excluded. The remaining petitions were matched with outcomes through August 2008.

Table 16: 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.

Two-thirds (66%) of petitions in the county during this period had no consequences beyond the original petition; 26% had the stay lifted on the petition and 9% resulted in contempt orders or detentions. A lower percentage of youth in the West Valley School District had stays lifted (19%) and just 2% had consequences beyond the stay being lifted.

Roughly 15% of comparison youth with petitions had petitions in both the 2006/07 and 2007/08 school years. The median age of youth was 15 countywide and 16 in the West Valley School District.

