

Truancy in Snohomish County

Introduction

RCW 28A.225 regarding “compulsory school attendance and admission” sets forth the laws that govern how schools and the courts are to manage truant youth in Washington State. Recently SSHB 2449 (<http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/2449-S2.PL.pdf>) and SSHB 1170 (<http://lawfilesexternal.wa.gov/biennium/2017-18/Pdf/Bills/Session%20Laws/House/1170-S2.SL.pdf>) made changes that provide clarification to the intent of the law and compels certain actions by school districts.

Snohomish County has been collaborating with schools and the community to develop a model that is consistent with, and adheres to the spirit of the truancy laws. Through this collaboration the Truancy Advisory Committee (TAC) was formed. It is comprised of a wide variety of school staff, court personnel, and community members. This committee has been tasked with establishing a “blueprint” for truancy protocol in Snohomish County. Where applicable, this document will identify mandatory requirements that are believed to be required by law. In other areas, recommendations will be made that are consistent with current best practices, but are not specifically identified as requirements under the law.

The law clearly states that “. . . ***juvenile courts must establish, through a memorandum of understanding with each school district within their respective counties, a coordinated and collaborative approach to address truancy through the establishment of a community truancy board.***”

This document provides clear direction for school districts in an effort to support them in their efforts to modify current practices regarding the management of truant youth in Snohomish County.

The Spirit of the Law

Truant behavior has a net negative impact on society. Unchecked, truancy leads to poor scholastic achievement, poor grades, increased drop-out rates and lowered graduation rates. This leads to higher unemployment rates, lower wages, reduced tax revenues, and an increase in the use of public assistance programs.

Truancy laws exist to help assure the well-being of our young people. Reduced truancy rates and increased graduation rates will benefit both the individual youth and society as a whole. Historically, truancy laws have been viewed as a means for schools to access punishment (consequences) in order to motivate youth to attend school. Over two decades of this approach have demonstrated that it is not effective in reducing truant behavior (or increasing graduation rates). Studies suggest that this approach actually makes matters worse by creating the “school to prison pipeline” (see the PBS “Tavis Smiley Reports, episode 6: Education Under Arrest” online at pbs.org).

The Legislature recently passed HB 2449, which became effective June 9, 2016 and HB 1170, which became effective on July 23, 2017. HB 2449 and HB 1170 directs school districts to focus on engaging youth in order to discover the underlying causes of truant behavior and to work collaboratively with them to develop internal motivation to graduate from school. The legislative intent is to increase access

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to Community Truancy Boards (CTB) and to utilize interventions that are proven to be effective, thereby reducing the use of truancy petitions that result in civil contempt or detention time. The Legislature has directed the Washington State Institute of Public Policy (WSIPP) to study the effectiveness of this law and provide a final report by January 1, 2021.

Snohomish County supports adopting protocols that encourage the use of “best practices”, evidence based (or research-based) interventions, and employs a Cognitive Behavioral approach that is grounded in developing a supportive, empathetic, non-judgmental, genuinely inquisitive and collaborative relationship with the youth and/or parents while being sensitive to trauma and building upon cultural strengths of the youths and families.

The Law

Informing youth and parents of school attendance requirements

Mandatory requirement: RCW 28A.225.005 states that schools districts “. . .shall inform the students and the parents of students enrolled in the school about the compulsory education requirements under this chapter.” This is to be done at the minimum of once per year.

Attendance requirements

Youth ages 8-18 are expected to attend public schools when they are in session. There are a variety of exceptions listed under RCW 28A.225.015.

School’s duties

Mandatory requirement: RCW 28A.225.020 states that schools are required to notify parents of students who have an unexcused absence, notify parents and students of the potential consequences of continued unexcused absences, schedule a conference with parents and the student, and to take steps to eliminate or reduce the youth’s absences. Reasonable efforts must be made to provide this information to parents and youth in the language in which they are fluent. These steps are to include, among other things, the use of Community Truancy Boards (CTBs).

Purpose: Notifying parents of their student’s absenteeism provides an opportunity to explore both the youth’s and the parent’s values with respect to education as well as identifying barriers to regular school attendance. While most school districts choose to comply with the strict legal requirement of notifying parents via some automated process, this is a missed opportunity by the school district to meaningfully engage parents regarding their child’s education, community resources and supports available to the family.

Community Truancy Boards (CTBs)

RCW 28A.225.025 states that CTBs are “the preferred means of intervention when preliminary methods of notice and parent conferences . . . have not been effective.” The statute clearly anticipates that running CTBs shall be a collaborative effort between schools, the community, and court personnel. The

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purpose of CTBs is to address the underlying causes of the truant behavior by utilizing existing resources in the community as well as making recommendations to the school regarding the utilization of existing alternative school programs.

Because CTBs are identified by the Legislature as *“the preferred means of intervention”*, The Snohomish County model, established by the TAC, calls for the creation of a “roving” CTB to serve all school districts. The roving CTB is intended as a model for school districts to emulate. The court will cease operating the roving CTB at the end of the 2017-2018 school year.

Filing a petition (& more about CTBs)

Mandatory requirement: Per RCW 28A.225.030, schools must file a truancy petition by the seventh unexcused absence within a single month or by the tenth unexcused absence in a single school year. Additionally, the statute states that the school district must “enter into an agreement” with the youth (the agreement needs to establish school attendance requirements), refer the student to a CTB, and file a petition. The petition is to contain the allegation that the youth has skipped school, what actions have been taken to address the underlying causes of the child’s absences, and provide information about what actions the court might take to support the reduction in unexcused absences. If the child’s parent does not attend the scheduled conference, the conference may be conducted with the student and school official. However the parent shall be notified of the steps to be taken to eliminate or reduce the child’s absences.

Purpose: Entering into an “agreement” provides another opportunity for the school district to engage youth/parents in order to discover the underlying causes of the truant behavior. It is also an opportunity for the school district to discover or create the value of an education with the youth/parent. Finally, the agreement provides an opportunity for school districts to collaborate with the youth/parent in creating a meaningful plan to address the underlying causes of the truant behavior.

Per RCW 28A.225.035, the court may choose to refer the youth to a CTB. The CTB shall enter into an agreement with the youth, parent, and school representative regarding expectations and any actions necessary to address the youth’s truant behavior. This agreement should be created through the lens of being culturally aware of the family’s beliefs and impact from trauma. Should the CTB fail to reach an agreement, or the parties fail to comply with the agreement, the CTB shall return the case to juvenile court for a hearing. If the court approves the petition, the school district may be required by the court to periodically update the court on the status of the case; the first report due no later than 3 months from the date the court assumes jurisdiction of the case.

Mandatory requirement: Per HB 2449 and HB 1170, as of July 23rd, 2017 school districts must employ the Washington Assessment of the Risks and Needs of Students (WARNS) assessment or other assessment for middle school and high school students and refer youth to *“an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied.”*

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Purpose: The purpose of the assessment is to identify the underlying factors that most contribute to the student's truant behavior. Any subsequent action taken by the school district with respect to HBs 2449 & 1170 should be seen through this "lens" of addressing truant behavior. The WARNS and similar risk assessment tools will provide a lot of information that may or may not be relevant to truancy. The TAC encourages school districts to prioritize needs and collaborate with the family on culturally responsive community resources and supports to help address the identified needs of the student.

Recommendation: It is recommended that the WARNS assessment or other assessment be conducted at the mandatory "conference" that occurs prior to referring a youth/parent to a CTB. The WARNS is appropriate for youth who are 13-17 years of age and have a 5th grade reading level. If a youth does not meet these requirements then the school district should utilize another assessment or have an individual meeting with the youth and/or parent to identify barriers to attendance, support networks and find the underlying causes of the truant behavior by utilizing motivation interviewing techniques.

Mandatory requirement: School districts are required to administer the WARNS assessment or other assessment prior to filing a petition. This is needed in order to collaborate with the youth/parent in creating a plan that addresses the underlying causes of the truant behavior. Submission of a copy of the WARNS assessment or other assessment is required in order to schedule a youth to one of the Snohomish County Roving CTBs.

The Process

Prior to the "conference"

The Snohomish County model allows each individual school district to decide how to implement the legally required steps prior to the school "conference". School districts will be required to identify how they will achieve the annual delivery of information regarding compulsory school attendance, the potential consequences of continued truant behavior, the scheduling of a conference and taking the initial steps necessary to address the underlying causes of the truant behavior.

Filing the petition

Mandatory requirement: School districts must file a petition by the seventh unexcused absence in a month or the tenth unexcused absence in a year. In order to have a petition approved by the court, the law requires that the school district perform a WARNS assessment or other assessment and provide approved culturally appropriate best practice or research-based intervention consistent with the WARNS profile or other assessment, if an assessment was applied.

Recommendation: In addition to their own best practices and research based interventions, it is recommended that school districts utilize Motivational Interviewing (MI) and an approved CTB prior to the court considering the petition. Both MI and CTBs are considered best practices (as is the use of a standardized risk assessment such as the WARNS). It is also recommended that school districts utilize

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trauma-informed approaches to discipline and be aware of cultural strengths when dealing with truant youth and their families.

Staying the petition

Recommendation: In order to allow reasonable time for the youth to engage in changing their truant behavior, it is recommended that the school district “stay” the petition after filing. It is the TAC’s opinion that staying the petition is necessary to engage the youth in a collaborative plan and allow time to assess the effectiveness of that plan.

Purpose: Staying the petition embodies the spirit of collaboration and support by providing reasonable time for a student to genuinely work on improving attendance. Once a Petition has been filed by the school district, it is expected that there has been considerable work on addressing the truant behavior without success. By filing the Petition and staying it the school district establishes that this is a serious matter and allows for continued opportunities to collaborate with youth and family prior to legal action with the court.

The Washington Assessment of Risks and Needs for Students (WARNS) assessment or other assessment

School districts are responsible for implementing the WARNS assessment or other assessment in a manner that best accommodates their individual structure and available resources.

Recommendation: It is recommended that the plan for implementing the WARNS assessment or other assessment be included in the required Memorandum of Understanding (MOU). The WARNS assessment is governed by specific rules, protocols and expectations that will be the responsibility of each school district to negotiate. Snohomish County model is consistent with the law in that the WARNS assessment or other assessment is utilized and central to the function of CTBs.

Purpose: The WARNS assessment or other assessment is to identify the underlying causes of truant behavior. The use of a standardized risk assessment tool is identified as a “best practice” for juvenile offenders. The WARNS assessment is a questionnaire that takes approximately 20 minutes to administer. School districts are referred to information available on the internet for further information about the WARNS assessment tool.

The agreement

Recommendation: At the conference, school districts are required to “enter into an agreement” with the youth that addresses the underlying causes of the truant behavior. It is recommended that school districts utilize the standardized agreement developed by the TAC (see appendix C). It is also recommended that school districts train staff on how to work collaboratively with youth and/or parents to create such an agreement. It is recommended that schools employ “Motivational Interviewing” (MI) as described by William Miller and Stephen Rollnick in their book by the same name. MI has been identified as a “best practice” and is incorporated into the CTB training identified under the “Community Truancy Board” section of this document. Refresher trainings on MI will be periodically offered.

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If school districts intend to use any forms that are different from the forms contained in the Appendixes, it is recommended that they work collaboratively with the court to insure that the intended key components are present.

Recommendation: In order to maximize the potential to motivate youth to change their truant behaviors, the following four items should be included in the agreement:

- 1) A statement made by the youth and/or parent that identifies why the youth and/or parent believes that getting an education is important.
- 2) A statement by the youth and/or parent that identifies what the underlying cause of the truant behavior is (barriers to school attendance).
- 3) A statement by the youth and/or parent that identifies steps that can be taken to overcome the barriers identified under #2.
- 4) A statement by the youth identifying a person (preferably a school staff member) who the youth feels can support them in attaining better attendance at school (someone at school who the youth feels comfortable talking with).

Purpose: Working through an agreed plan to address truant behavior is an excellent opportunity to engage youth/parents. By being collaborative and avoiding absolutes (e.g., “you have to . . .” or “You need to . . .”), engagement and empathy will result. Employing genuine inquisitiveness will go a long way towards being empathetic and understanding the youth’s values and beliefs in a non-judgmental manner. This, in turn, will strengthen and facilitate engagement. Natural solutions to truant behavior will likely emerge if this template is followed.

Individual Education Plan or 504 Plan

Mandatory Requirement: For any child with an existing individual education plan (IEP) or 504 plan, the school district must convene the child’s IEP team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absences behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

With respect to any child, without an existing IEP or 504 plan, reasonably believed to have a mental or physical disability or impairment, the school district must inform the child’s parent of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the child has a disability or impairment and needs accommodations, related services, or special education services. If the school district obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the child is found to be eligible for special education services, accommodations, or related services, a plan developed to address the child’s needs.

Community Truancy Boards

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RCW 28A.225.030 (2) (b) states that the school shall (within the time frames specified) *“Refer a student to a community truancy board, as defined in RCW 28A.225.025.”* If utilizing the Snohomish County roving CTB, school districts must make referrals in accordance with the protocols enumerated below.

Purpose: CTBs have demonstrated promising outcomes with respect to addressing truant behavior in Washington State. A CTB is a late-stage step to take prior to seeking formal court involvement (which has been shown to have poor outcomes). It provides an opportunity to review all of the actions that have taken place to address the truant behavior and to collaboratively develop a plan that builds on the efforts made thus far. For this reason, it is imperative that school districts do a good job of documenting all of the interactions that have taken place between school district staff and the truant youth and/or youth’s parent. In addition, CTBs are an opportunity for the school district and family to collaborate with the community. It is the recommendation of the TAC that board members be a reflection of their diverse communities, have knowledge and connections to resources to help support a variety of families and needs. The board members need to be culturally appropriate and fit the needs of the family in order to build strong community connections and relationships that change behavior.

The Snohomish County roving CTB will be available to all school districts who wish to participate until June of 2018. The requirements for participation in the roving CTB are:

1. Schools must host (provide a meeting place on the agreed upon dates and times) CTBs in accordance with the schedule provided by the TAC.
2. Schools must make available at least one school staff member who is trained to run CTBs in Snohomish County.
 - a. Initial training to run CTBs requires only that the person attend and complete the CTB training (available numerous times per year and initially provided by the court).
 - b. Ongoing Quality Assurance (QA) measures will be developed in collaboration with school district personnel. CTB members will be expected to comply with the QA measures developed.
 - c. School districts will collaborate with the court to oversee the implementation of the established QA protocols.
 - d. Snohomish County will support schools by providing training opportunities to school districts periodically.
3. Schools must recruit community members to participate in the CTBs. The court will provide a list of persons who have been trained via court-offered CTB trainings. School districts are encouraged to develop their own CTB training protocols. Court staff will be available to assist school districts in this endeavor.
4. Schools are responsible for insuring that at least one trained community member be present at the CTB when scheduled to take place in their district. Initial QA provided by the court is to help support and collaborate with school districts during this transition.
5. Documentation that the school district notified the student/family of the benefits of school attendance and absences must be provided by the referring school district.

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6. School districts must have conducted a conference which established a plan to address the barriers to school attendance. A copy of this plan must be provided when a youth is referred to a roving CTB.
7. School districts must have conducted the WARNS or other assessment and identified the underlying cause of the truant behavior and referred to an intervention consistently with the assessment. Documentation of the assessment and the outcome of the intervention are required in order to refer a youth to the roving CTB.
8. School districts must follow up with the student after the conference and after the WARNS or other assessment to update and track progress.

The Snohomish County roving CTBs will schedule CTB dates (for school districts that choose to participate) based on estimates of student populations in their prospective districts (e.g., a school district with 20% of the registered student population in Snohomish County would receive 20% of the available CTB scheduled meetings). In order to maintain consistency with past efforts, all documentation that has been collected by the school district (i.e., attendance records, copies of agreements, documentation of interventions and resources that have been attempted, documentation of conversations, etc.) will need to be provided to the roving CTB along with the referral.

Recommendation: It is recommended that school districts develop a strategy whereby all interactions with truant youth are documented in a single location (e.g., a file). This serves the dual purpose of being able to demonstrate to the court the efforts that have been made to address the underlying causes of the truant behavior and assisting the CTB in efficiently interviewing youth and/or parents regarding the truant behavior.

The role of the CTB is to engage youth and/or parents, establish motivation to attend school, identify barriers to attending school, and collaborate with the youth and/or parent in establishing a plan to eliminate the barriers to school attendance. Plans shall be developed collaboratively and will frequently include referrals to evidence or research based interventions or programs that best address the identified risk factors from the WARNS assessment or other assessment and the CTB interview process. CTBs can make recommendations to the school district also. All youth and/or parents who attend the Snohomish County roving CTB will be provided a copy of their plan (or, agreement) as well as a copy of any other recommendations that may have been made by the CTB. It is recommended that CTBs utilize the standardized agreement form (see appendix A). It is also recommended that the youth be able to bring anyone to the truancy board that they feel connected with. The setting for the truancy board is recommended to be “informal” to encourage an atmosphere of support and trust.

Recommendation: It is recommended that school districts develop a strategy to review plans that are produced by the CTBs and allow ample time for the plan to impact truant behavior. It is recommended that schools collaborate with a specific person (preferably a person identified by the youth) to act as a support to the youth and as a conduit for communicating progress or barriers to successfully implementing the plan established by the CTB. Should the youth and/or parent fail to respond favorably to the established plan, it is strongly recommended that a consistent person work with the youth to adjust their plan in a collaborative manner before seeking court intervention.

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Purpose: Research has shown that people are more likely to change undesirable behavior when working with someone who is empathetic, collaborative, supportive, non-judgmental and genuinely inquisitive. This type of relationship is more likely to occur with one individual as opposed to a “team” of people. Behavior change and success in life is based upon relationships that the student builds with their schools and communities.

Elementary Truancy

Truancy laws apply to six or seven year old children whose parents enroll them full time in public school and do not formally remove them from enrollment. If a child is six or seven years old and enrolled part time or formally remove from enrollment this section does not apply.

Mandatory Requirement: The school district shall inform the child’s custodial parent, parents, or guardian by a notice in writing or by telephone whenever the child has failed to attend school after one unexcused absences within any month during the current school year.

The school district shall request a conference or conferences with the custodial parent, parents, or guardian and child at a time reasonably convenient to all persons included for the purpose of analyzing the causes of the child’s absences. The school district shall take steps to eliminate or reduce the child’s absences.

Recommendations: The TAC recommends that school districts follow the same truancy steps outlined above with elementary students and their parent, parents or guardians. CTBs are recommended for parent, parents or guardians of children who are truant. The decision of whether to include children in elementary grades in CTBs is determined by the child’s age and maturity level. If a child is deemed not appropriate to attend the CTB it is recommended that someone from the school meet with the child to determine if the child enjoys school, who they feel comfortable talking to and why the child is not attending school. This information will then be provided to the parent, parents or guardians and the CTB members.

It is also recommended by the TAC that school teachers or school staff make an effort to highlight strengths whenever interacting with youth, parent, parents, or guardian. Establishing a ratio of three strengths or positive traits to every one concern or negative trait is the recommended ratio in contingency management models.

The TAC recommends that school districts utilize a flexible approach that is cognizant of trauma and relationships when working with elementary students and families. Getting input and support from parents is essential while exploring the underlying issues of the truant behavior while always being aware of how community supports can be applied.

Lifting the stay

Should the youth and/or parent demonstrate unacceptable progress towards substantially reducing truant behavior, the school district may file an order lifting the stay and requesting a hearing for the court to consider the petition (formerly called a “Fact Finding” hearing).

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Requesting court intervention

Recommendation: It is recommended that the person who will be appearing in court on behalf of the school district (court representative) meet with the youth and/or parent prior to appearing in court. Prior to the meeting, it is recommended that the court representative review all of the information regarding the youth that has been collected with regard to the youth's truant behavior. It is recommended that this information contain documentation of initial attempts to notify/contact the youth/parents, any information (pamphlets, letters, etc.) that has been provided to the youth/parents, a copy of the previous 3 months of attendance, documentation of any interactions that other school staff have had with the youth regarding truancy, and any notes that have been recorded regarding the efforts to identify and address the underlying causes of the truant behavior.

At this meeting, it is recommended that the court representative seek to understand:

1. What value the youth may hold with regard to obtaining an education
2. What the youth's intentions are regarding future truant behaviors
3. Why the previous plan to address the underlying causes of the truant behavior has not been effective at reducing the truant behavior
4. Whether a court hearing is necessary to reduce the youth's truant behavior and, if so,
5. What the court can do to support the plan to reduce the youth's truant behavior

At the hearing

When the court considers the school districts petition, the court can order the youth and/or parent to take specific actions requested by the school district.

Recommendation: It is recommended that the school district come to court prepared to ask for specific actions to be ordered in order to support the plan to reduce the youth's truant behavior. Some of the actions a school district might request are for the youth and/or parent to participate in a substance abuse evaluation, a mental health evaluation, or some other intervention or program that will address the underlying causes of the truant behavior. It is further recommended that school districts make recommendations based on the WARNS risk and needs profile.

The court can order the school district to provide periodic updates on the status of the truant youth and/or parent. The spirit of the law is to allow time for the plan to effectuate an improvement in truant behavior.

When a petition is approved

Recommendation: It is recommended that school districts view the approval of a petition as a tool to support a plan that will result in increased attendance and graduation rates. We encourage school districts to continue to develop and support a collaborative, empathetic, non-judgmental, supportive and genuinely inquisitive relationship with the youth. Interventions, programs, and plans will be developed with the goal of reducing truant behavior and increasing the likelihood of graduation. Should

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the youth continue to demonstrate unsatisfactory effort in changing their truant behavior, the district can summons the youth to court and address the alleged contempt of the court's order via court action.

At the contempt hearing

The school district can request that the court find the youth and/or parent in contempt of the approved petition. Should the court grant this request, the school district can ask the court to impose sanctions designed to reduce truant behavior. Requested sanctions should provide motivation to take steps towards addressing the underlying causes of the truant behavior.

Recommendation: It is recommended that school districts adhere to the following guidelines when seeking sanctions for youth who are in contempt of a court order:

1. Sanctions should not be a surprise to the youth
2. Whenever possible, sanctions should be imposed to support a plan that the youth has already agreed to (e.g., to get a substance abuse evaluation)
3. Sanctions should logically support the plan to reduce truant behavior (one should be able to answer the question "How will this sanction help the youth to attend school more often?")
4. Community restitution or Detention Alternative programs (available through the court's Youth Enrichment Services, or YES) should be sought prior to seeking secure confinement
5. Secure confinement should be sought only as a last resort

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Appendix A: Attendance Agreement

Date: _____ Youth's Name: _____

Parent's Name: _____

Option 1:

I value earning a High School diploma for the following reasons (why might you want to earn a High School diploma?):

I have identified the following barrier to my regular attendance at school (What is it that is keeping you from attending school regularly?):

I feel that if I take the following steps, I can overcome these barriers (What do you need to do to improve your attendance at school?):

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I feel that the following person (teacher, counselor, Resource Officer, Coach, etc.) at school is someone I can talk to and would support me in my efforts to have better attendance at school:

Option 2:

I have attended the truancy conference. I was informed of the State Law as it pertains to compulsory school attendance. Specifically, I have been informed of the reporting requirements that are required of the school district, the requirements of the school district for filing a truancy petition, the potential consequences of continued unexcused absences, and the requirements for school districts to put forth effort to support youth/parents in eliminating truant behavior.

I understand that by failing to enter into an agreement to cease truant behavior that my case will proceed and a Petition may be filed with the Court. I further understand that, should I continue in my truant behavior, further court action is likely and that the court may eventually order sanctions against me including possible detention confinement.

With this in mind, I do not wish to enter into an agreement with the school district establishing why I value earning a High School diploma, what the barriers are that are preventing me from regularly attending school, and identifying specific steps that I can take to overcome these barriers.

Youth's signature: _____ Date: _____

Parent's signature: _____ Date: _____

School Representative: _____ Date: _____

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Appendix B: Roving CTB Protocols

The Snohomish County roving CTB will be available to all school districts who wish to participate. The court is committed to maintaining the CTB until June of 2018 for transition purposes. The requirements for participation are:

1. Schools must host (provide a meeting place on the agreed upon dates and times) CTBs in accordance with the schedule provided by the TAC.
2. Schools must make available at least one school staff member who is trained to run CTBs in Snohomish County.
3. Schools must recruit community members to participate in the CTBs. All persons involved in running CTBs must be trained according to the process provided by the TAC. The court will provide a list of CTB trained participants to the identified contact person for each school district.
4. Schools are responsible for insuring that at least one trained community member be present at the CTB when scheduled to take place in their district. Initial QA provided by the court is to help support and collaborate with school districts during this transition.
5. Documentation that the school district notified the student/family of the benefits of school attendance and absences.
6. Conducted a conference which established a plan to address the barriers to school attendance.
7. Conducted the WARNNS or other assessment and identified the underlying cause of the truant behavior and referred to an intervention consistently with the assessment.
8. Followed up with the student after the conference and after the WARNNS or other assessment to update and track progress.

Appendix C: Roving CTB Referral



Roving Community Truancy Board Referral Form

Youth's Name: Click here to enter text.

Date: Click here to enter a date.

School District: Choose an item.

IEP or 504 Plan: YES NO

Race: Choose an item.

McKinney-Vento: YES NO

Ethnicity: Choose an item.

Filed Petition Date: Click here to enter a date.

Interpreter: **Language:** _____

Mandatory Requirements

Notified student/family benefits of school attendance: YES NO

Notified student/family of absences: YES NO

Conference: YES NO

What happened:

WARNS or another Assessment done: YES NO **Follow up date with youth:** _____

What is the underlying truant behavior? What Intervention offered or done?

***Plan:** YES NO **Follow up date with youth on plan:** _____

*Reason to attend school, barriers to school attendance, steps to overcome barriers and support person identified.

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Appendix D: Truancy Agreement

Date: _____ Youth's Name: _____

Parent's Name: _____

I value earning a High School diploma for the following reasons:

I have identified the following barriers to my regular attendance at school:

I feel that if I take the following steps, I can overcome these barriers:

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I agree to talk with the following person if I encounter difficulties in sticking with my plan:

Youth's signature: _____ Date: _____

Parent's signature: _____ Date: _____

Timeline: _____

Community Truancy Board Recommendations

In ***addition*** to the plan identified by the youth above, the Community Truancy Board makes the following recommendations:

Recommendations for the School

Recommendations for the Family

Recommendations for the Student

Community Truancy Board Representative: _____

Signature: _____

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Appendix E: CTB Agreement- Elementary

Date: _____ Youth's Name: _____

Parent's Name: _____

I value my child earning an education for the following reasons:

I have identified the following barriers to my child's regular attendance at school:

I feel that if I take the following steps, my child can overcome these barriers:

I agree to talk with the following person if I encounter difficulties in sticking with my plan:

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Youth's signature: _____ Date: _____

Parent's signature: _____ Date: _____

Timeline: _____

Community Truancy Board Recommendations

In ***addition*** to the plan identified by the youth above, the Community Truancy Board makes the following recommendations:

Recommendations for the School

Recommendations for the Family

Recommendations for the Student

Community Truancy Board Representative: _____

Signature: _____ Date: _____

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