

A woman with glasses and a striped shirt is looking at a laptop screen. The background is dark and out of focus.

Creating a Community Truancy Board Process That Works For You

Presenters:

Claire Pearson Walker, Educational Service District 112

Barry Nusbaum, Longview School District

Laurie Hudson, Vancouver Public Schools

Amanda Klackner, Washougal School District

- Established in 1997 in response to the Becca Bill. Partnership between the Clark County Juvenile Court, local school districts and the Educational Service District 112.
- With the passing of the Becca Bill the Clark County Superior Court Judges and Commissioners have a historical understanding that detention is an inadequate response to truancy. Truancy is a symptom of an underlying problem.
- Cowlitz County Truancy Project began in the 2006-07 school year/modeled after the Clark County Truancy Project.
- Designed to intervene with youth and families referred for truancy petitions under the WA State Becca Law.
- The Project was created in 1996-97 school year with the guidance of:
 - Ernie Veach-White, Administrator Clark County Juvenile Court
 - Teresa Taylor, Administrator of Student Welfare and Attendance, Vancouver Public Schools
 - Lou Walker, Student Welfare and Attendance Specialist, Evergreen School District
 - Susan Gilson, Director of Youth Service Programs, Educational Service District 112



Introduction

The History of the Clark and Cowlitz County Process

Collaboration with our Partnerships, School Districts and Community Partnerships



Educational Service District
112

Truancy Project Staff,
various ESD programs
including the Next
Success Center, and
Prevention/Intervention
staff



Clark and Cowlitz County
Juvenile Court

Juvenile Court Commissioners,
Administrators, Truancy
Probation, mentors and
volunteers



Local School Districts

Attendance secretaries,
Becca clerks, administrators,
school counselors, advocates



Community

Truancy Board volunteers,
mentors, community
partnerships and donations



Clark and Cowlitz County Truancy Project

The goal of the Truancy Project in Clark and Cowlitz is to use education and support services in a graduate response plan to increase school attendance and to substantially reduce the need for the court to invoke contempt proceedings except in exceptional cases where alternative interventions have failed to address persistent truant behavior.

Truancy Project's Role

- **Case management to include:**

- Communicate with school, meet with administrators, school staff, counselors, etc. when necessary, and receive regular attendance reports
- Check in regularly with students to discuss progress
- Connect students to educational opportunities and alternative educational options
- If student is withdrawn or not attending, Truancy Project will conduct home visits
- Utilize a mental health screening tool

- **Provide support with Community Truancy Boards**

- Truancy Project staff is available to facilitate boards if needed in all of the districts in Clark and Cowlitz County.
- Roles of the project staff depends on the districts truancy board format.
- Provides consolation, support, materials and training to districts and incoming truancy board volunteers.
- Assist districts in board volunteer recruitment.

- **Provide exit summaries to the school district with recommendations.**

Parent Project[®]

- Truancy Project staff are trained *Parent Project[®]* facilitators.
- Program provides proven strategies for parents raising today's children and teens.
- Proven to improve attendance and school performance. Stop family arguments. Prevent alcohol and other drug use and learn effective interventions for difficult children.



The Purpose of the Truancy Boards – Clark/Cowlitz

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

Composition of the Community Truancy Board

- Volunteers can come from the local school, court, and local community in which the child attends school.
 - School administrator
 - Truancy staff
 - Becca Clerk
 - Project Specialist
 - Truancy Probation Specialist
- Staff from the school
- Parent and youth (over 12 years of age preferred)
- Community Service Providers
- Juvenile Court
- Community Volunteers
- Family Liaison/mental health providers

Example Truancy Board

- Pre-interview
 - Update truancy board members on student's progress.
 - Review student and parent/guardian's case – go over case report (attendance, discipline, etc.)
 - Discuss recommendations and resources.
 - Select roles for truancy board volunteers.
- Example Interview
 - Facilitator greets and introduces self, board members and staff.
 - Facilitator states the purpose of the truancy board, reviews the truancy laws, and discuss confidentiality.
 - Stick to the issue of truancy.
 - Complete questioning of the student and parent/guardian. (In some circumstances it may be appropriate to interview the parent/guardian and student separately.
- Contract Process and Follow up
 - Discuss contract, complete contract and obtain signatures.
 - Have time for discussing the recommendations.
 - Possibly schedule a follow up truancy board.
 - Have copies for the necessary partners (court file, district file, parent and student).
 - Confirm next meeting date with your board members.
 - Allow time to discuss the board and answer your volunteers questions post meeting.

Truancy Project
Notice of Client Confidentiality

During the course of normal Truancy Project duties, you may be given access to client records or information that is deemed private and confidential. You must limit access to such records to that which is necessary to fulfill the requirements of your job. You must only discuss confidential and personal information when necessary to fulfill the requirement of your job. After you leave your current position, information obtained during your employment must remain confidential.

You may not make any unauthorized disclosure of private or confidential information about clients to any other person or entity. Disclosure permission must be provided in writing by the client or if the client is a minor, by the client's parent or guardian. Confidential information includes but is not limited to school records, court records, case notes.

The unauthorized disclosure or abuse of information deemed private and confidential may subject you to disciplinary action or penalties under state and federal law.

I have read and understand the above Notice and agree to comply.

Printed Name _____

Signature _____ Date _____

Clark County Community Truancy Project

PARENT CONTRACT

Date: _____

I (We) _____, the parent(s) of _____, agree to actively participate in the Clark County Community Truancy Project. I (we) understand that my (our) active involvement in the program provides support for my (our) child in an effort to have him/her attend school.

As an involved parent, I (we) will make weekly contact with my child's school either by telephone, personal contact or in writing in an effort to monitor my (our) student's attendance and assist my (our) student in completing his/her Truancy Board requirements. In addition, I (we) agree to attend parent meetings and Truancy Board appointments as arranged by the Truancy Project staff and to complete requirements as presented below.

REQUIRED COMMUNITY SERVICES

_____ Family counseling
Family Reconciliation – 993-7903
After Hours – 993-7901

_____ Individual Counseling
Columbia River Mental Health
695-3416

_____ Children's Medical Coupons
SDHS 993-7700 (Vancouver)
260-6400 (Orchards)
687- 7126 (North County)
835-7802 (East County)

_____ Parent Support Group
C.H.A.D.D. – 750-6387
YWCA – 696–0167
Tough Love – 750-6779
Alanon Family Group – 693-5781

_____ School Staffing – Contact School Counselor

ADDITIONAL REQUIREMENTS

Furthermore, I (We) understand that failure to comply with the terms and conditions of this contract may lead to additional consequences.

PARENTS:

BOARD MEMBERS :

Clark County Community Truancy Project

STUDENT CONTRACT

Date: _____

I, _____, understand that I have chosen to be truant from school on numerous occasions. Consequently, I have been court ordered to participate in the Clark County Community Truancy Project.

As a Clark County Community Truancy Project participant, I understand that I must participate (as arranged by Truancy Project staff) in after school skill building activities, and appointments with the Clark County Community Truancy Board. In addition, I agree to have no unexcused absences from school and to complete the requirements as presented below.

REQUIRED COMMUNITY SERVICES

_____ Individual Counseling Children's Center – 699-2244 Children's Home Society – 695-1325 Columbia River Mental Health – 933-3000	_____ Family Counseling Family Reconciliation – 993-7903 After Hours – 993-7901
_____ Grief Counseling Stepping Stones – 696-5120	_____ Drug/Alcohol Evaluation Comm. D/A Center – 696-1631 Recovery NW – 695-1297
_____ Smoking Cessation Class	_____ Alternative Ed Program Info. Contact School Counselor
	_____ Tutoring

ADDITIONAL REQUIREMENTS

Furthermore, I understand that failure to comply with the terms and conditions of this contract may lead to additional consequences.

Student:

Board Members :



Parent/Guardian
Address

RE: [Student's Name](#)

Dear Parent/Guardian:

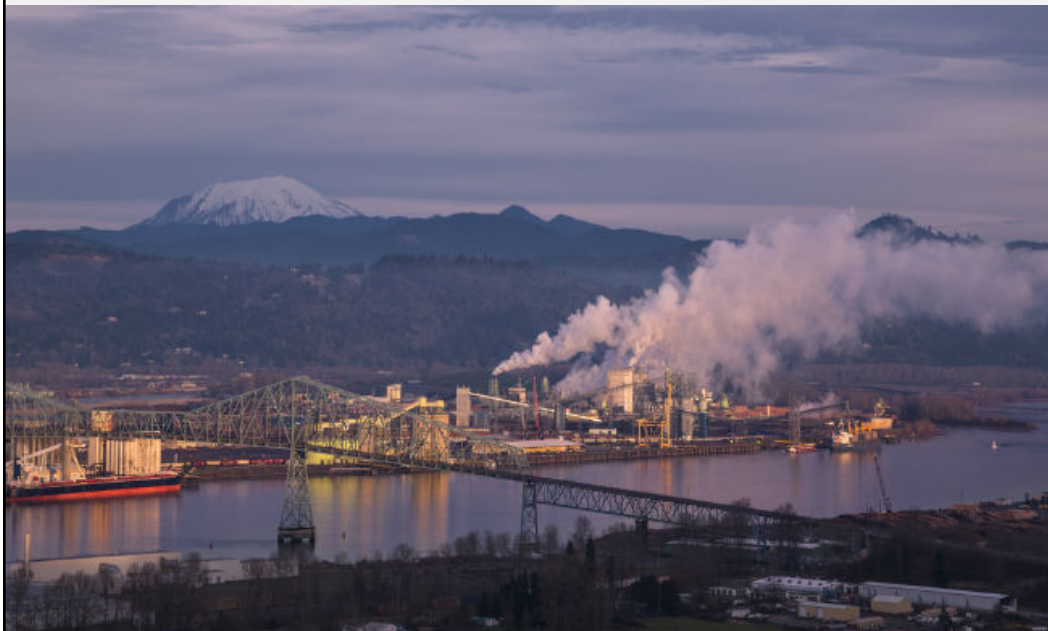
This is to notify you that your student has been scheduled to appear before the Clark County Community Truancy Board that represents the Vancouver School District. The appointment for you and your student is scheduled for the following date and time:

Date: Thursday, October 5th, 2017
Time: 4:00 pm
Location: Vancouver School District Offices
Jim Parsley Center
Address: 2901 Falk Road
Vancouver, WA 98661

Please note that both student and parent are required to attend the board meeting. We meet with several families each evening, so it is possible your family may be required to wait. If you do not attend the Truancy Board, you may be required to appear before Juvenile Court. There is a potential fine of up to \$25 per unexcused absences. The truancy board is an opportunity to work with the district and avoid potential consequences such as the fine listed above.

Please call to confirm your attendance. If you have a conflict with this date or have any questions, contact me at [\(360\) 952-3448](#).

[Claire Pearson-Walker](#)
Truancy Project Specialist



Longview School District

Barry Nusbaum,
Attendance/Tuancy Officer

(360)414-2928

bnusbaum@longview.k12.wa.us



Longview Public Schools Truancy Board Attendance Agreement

Student's Name _____ DOB _____ Grade _____ Year _____

Parent's Name _____ School _____

Student Attendance Discussion:

What is keeping you from school? <i>Example: I stay up too late and can't get up in the morning.</i>	What is the student willing to do differently? <i>Get up at ___ a.m. Be out the door by ___ a.m. Go to every class on time. Will use alarm clock if I need to.</i>	What can the parent do to support the student? <i>Help student wake up at ___ a.m. and be out the door by ___ a.m.</i>

How can the School District Help?

- | | | | |
|---|---|--|--------------------------------------|
| <input type="checkbox"/> Transportation Issues | <input type="checkbox"/> Schedule or school change | <input type="checkbox"/> Housing issues | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Bullying or other conflict at school | <input type="checkbox"/> Special education or other disability need | <input type="checkbox"/> Other home issues | |
| <input type="checkbox"/> Need for additional academic help | <input type="checkbox"/> Other health or medical issues | <input type="checkbox"/> Counseling or Drug and Alcohol referral | _____ |

I, _____, agree to attend my school every day, on time, without unexcused absences, or skipped classes, by taking the steps described above.

We understand that continued failure to attend school as stated above, may result in a referral to the Cowlitz County Truancy Project and/or a court hearing before a Cowlitz County Superior Court Judge or Commissioner. In the event your case is referred to the Juvenile Court, this agreement shall be considered part of the record.

Student _____	Date _____	Parent/Guardian _____	Date _____
Truancy Board Member _____	Date _____	Truancy Board Member _____	Date _____

Distribution: White – School District; Yellow – Youth and Parent/Guardian

Truancy Court Representative Date

ELEMENTARY STUDENT- PARENT QUESTIONNAIRE

(to be completed after the third unexcused absence)

Directions: For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.

Name: _____ School/Grade: _____ Date: _____

	Not True	Somewhat True	Very True
My child does not think school is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child does not get along with their teacher(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child feels they are too far behind to attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School is too difficult for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child does not speak English well enough to understand what is going on in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is skipping class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is too tired to get up on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child does not feel well enough to go to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child often misses the bus and we live too far away to walk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has trouble sleeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child does not feel safe at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is picked on a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has trouble getting along with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As the parent/guardian, I forget to call in an excused absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child feels anxious around large crowds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child finds it hard to concentrate in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child thinks school is a scary place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child feels sad most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has skipped classes to smoke a cigarette.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is using drugs and/or alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What can the school do to help you? _____

PARENT SIGNATURE _____

STAFF SIGNATURE _____

STUDENT QUESTIONNAIRE

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.

Name: _____ School/Grade: _____ Date: _____

	Not True	Somewhat True	Very True
I don't think school is important; it is a waste of my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would rather get my GED than go to traditional school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't get along with my teacher(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm not learning anything that challenges me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm already so far behind there's no point in going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The classes are too difficult for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't speak English well enough to understand what is going on in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I skip classes sometimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm too tired to get up on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often don't feel well enough to go to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often miss my bus and I live too far to walk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have trouble sleeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't feel safe at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get picked on a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have trouble getting along with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parent/guardian forgets to call in an excused absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would rather work than go to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to help support my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a parent and I need to take care of my daughter or son.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm having trouble at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family needs me to help at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel anxious around large crowds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's hard to concentrate in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School is a scary place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel sad all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have skipped classes because I needed to smoke a cigarette.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have problems controlling my use of drugs and/or alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What can the school do to help you? _____

STUDENT SIGNATURE _____

STAFF SIGNATURE _____

Vancouver Public Schools

Laurie Hudson, Field Attendance Specialist, Student Advocate

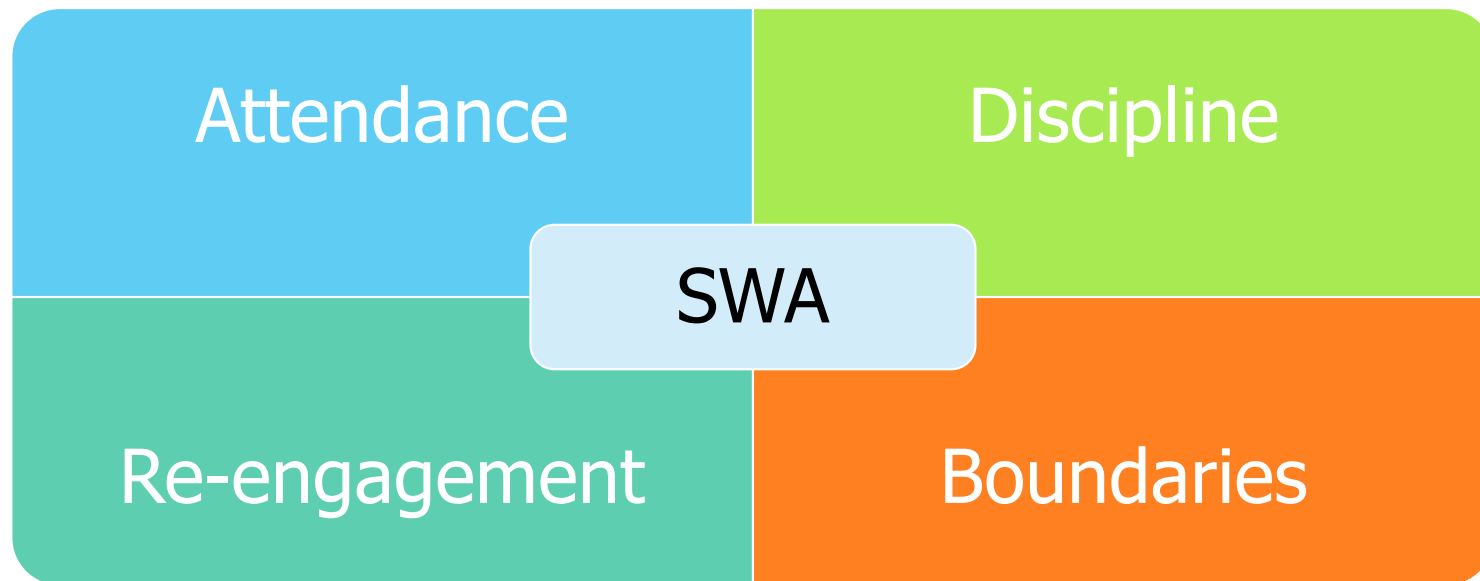
(360)313-1332

laurie.hudson@vansd.org

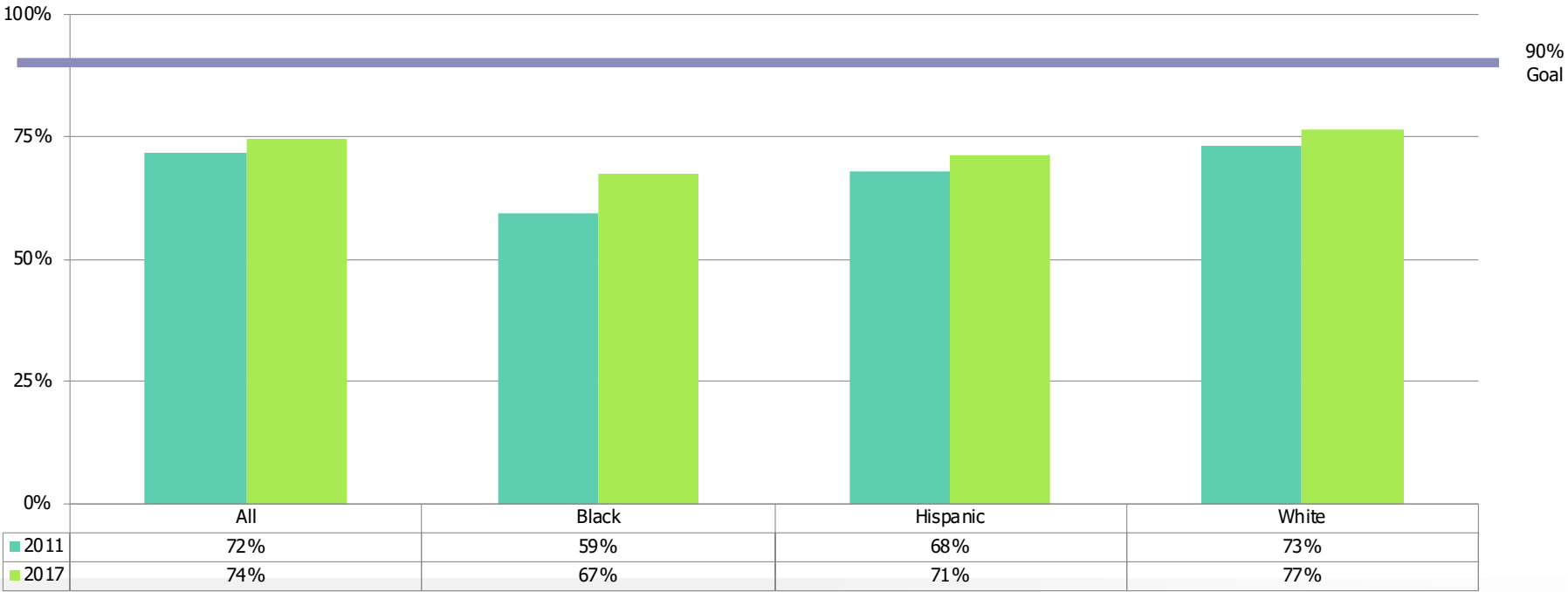


Vancouver Public Schools

Department of Student Welfare and Attendance



Attendance Data 2010-11 to 2016-2017



Attendance Data 2010-11 to 2016-2017

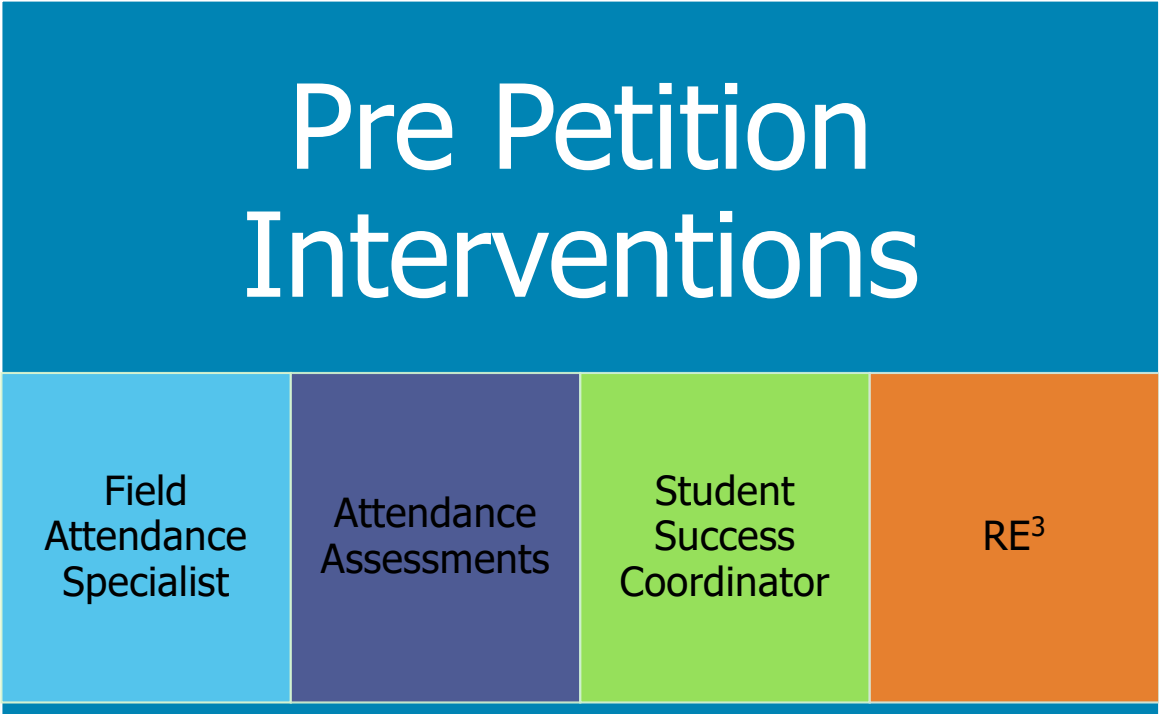


What are we doing? **Chronic Absenteeism**



- Attendance Campaign
- Attendance Pilot Project
- Prize Patrol
- Principle Tool Kit

What are we doing?
Truancy



RE³

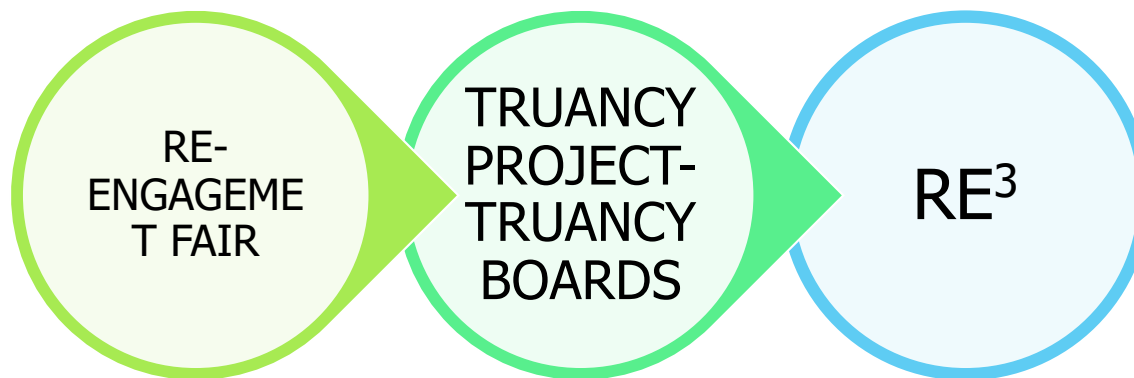
RE-CONNECT

RE-COMMIT

RE-ENGAGE

PROJECT

RE³ CONCEPTION



FRESH START WITH RE³

RE³ gives students an opportunity to.....



Commit to an alternative education options or job skills programs that may better suit their individual needs



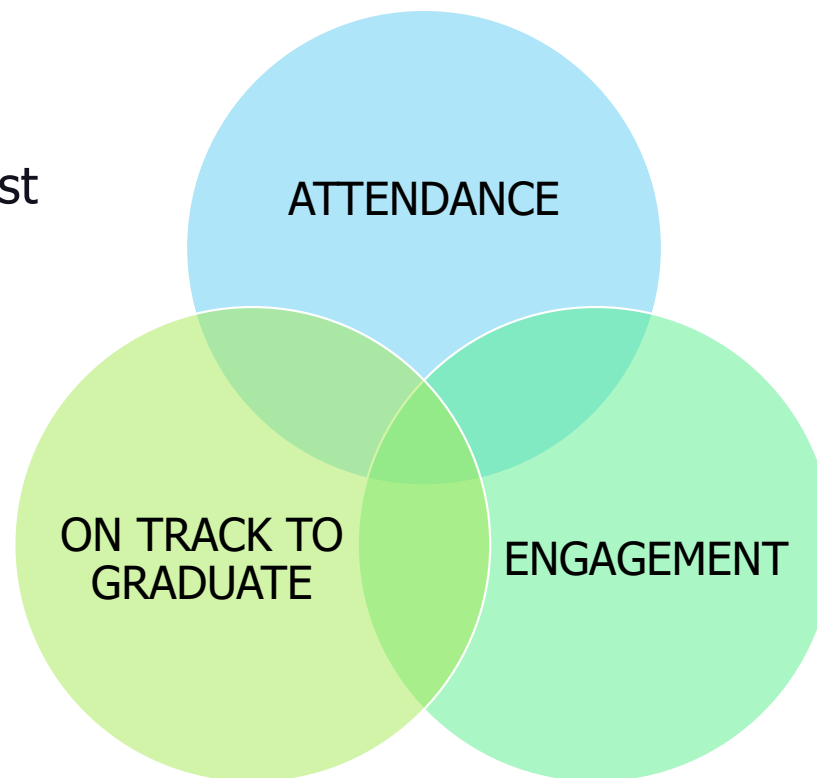
Engage with a truancy board
(If student is currently engaged in the truancy process)



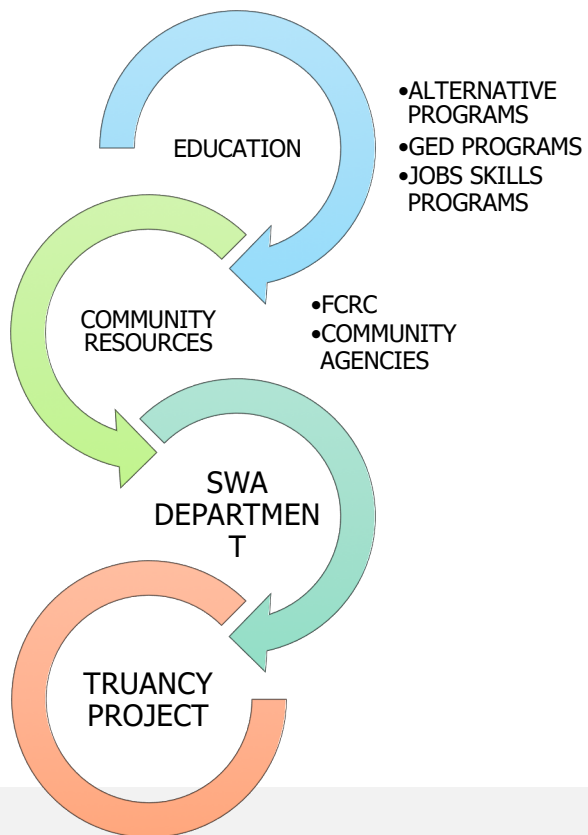
Connect with resources that can address any barriers that the student and family may be facing

TARGET STUDENT GROUP

9th -12th grade students who struggle with at least one of the following factors are an ideal participant.



CONNECTIONS AT RE³



Partners

Lieser Campus

Open Doors

Partners in Careers

Connect to Careers

Washington Youth Academy

Family- Community Resource Centers

Jobs Corps

GRADS

Janus Youth

NAME OR LOGO

THE TAKE AWAY FROM RE³

STUDENTS  Connection • Relationship • Plan

PARENTS  Connection • Relationship • Alliance

VPS STAFF  Resource • Relationship

NEXT STEPS

- Emails with the dates, times and locations of the RE³ projects for the 18/19 school year will be sent out to all high school administrators, counselors, deans and advocates.
- Postcard/Invitation will be provided for every building

Elementary School Attendance Boards

- Adaption of the Re3 boards for elementary students and their families.
- Purpose is to provide support to students with truancy/chronic absenteeism issues.
- Families are invited to attend to one of the pilot elementary schools for the event.
- Family Resource Center staff are available to provide resources and support.
- A pizza dinner is provided to families in attendance.



Vancouver Public Schools
Elementary Attendance Plan

Student: _____

School: _____

Parent: _____

Phone Number: _____

My Child has:

_____ absences _____ tardies

- My Child & I will work together to improve his/her attendance so that he/she misses fewer than _____ days the rest of the school year.

School Representative

ATTENDANCE BARRIER: _____

STRATEGIES TO IMPROVE MY CHILD'S ATTENDANCE

Please check 3 additional strategies you can commit to in order to improve your child's attendance:

- ★ I will talk to my child about how going to school every day will help them do well in school and achieve their hopes and dreams
- ★ If my child has a cold but no fever (less than 100 degrees), I will send him/her to school anyway.
 - ☐ I will keep an attendance chart at home. At the end of the week, I will recognize my child for attending school every day with _____. (i.e. visit to the park, a new book, a break from doing chores, a special treat)
 - ☐ I will make sure my child is in bed by _____ p.m. and the alarm clock is set for _____ a.m.
 - ☐ If my child complains of a stomachache or headache and medical concerns have been ruled out, I will send him/her to school anyway and call _____ so that he/she can check in with my child during the day.
 - ☐ I will find a relative, friend or neighbor who can take my child to school if I can't make it.
 - ☐ If my child is absent, I will contact his/her teacher to find out what he/she missed.
 - ☐ I will set up medical and dental appointments for weekdays after school.
 - ☐ _____

The school will: _____

Parent Signature: _____

School Representative: _____

Date: _____

NAME OR LOGO

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Attendance Board Parent Questionnaire

Student Name: _____ Date: _____

Parent/Guardian: _____ Phone: _____

You know your child best. What are the reasons your child is missing school?

-
1. Does your child want to come to school? (Circle) Yes No
 2. Who does your child connect with at school? Teachers/adults: _____
Classmates/friends: _____
 3. What is your child's favorite part of the day? _____
 4. What is your child's least favorite part of the day? _____

Health

5. Does your child have health issues that are impacting their attendance? Yes No
Describe: _____ Is there a diagnosis? Yes No

Sleep

Which of the following impacts your child's attendance? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Up late playing video games,
Watching TV, on cell phone, etc. | <input type="checkbox"/> Student doesn't have an alarm |
| <input type="checkbox"/> Trouble sleeping at night | <input type="checkbox"/> Sleeps through alarm |
| <input type="checkbox"/> Sleeps through alarm | <input type="checkbox"/> Other? _____ |

Transportation

6. How does your child get to school? (circle) School Bus Walk Parent
Other: _____
7. Is transportation impacting your child's attendance? Yes No
8. Is there anything else we should know so we can support your child's attendance?

9. What do you think would help your student get to school every day?

NAME OR LOGO

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Resources

Alternative Educational Options:

Cascadia Technical Academy 360-604-1050
NeXT 360-207-2628 <https://nextsuccess.org>
Contains the following programs-partners in Careers (PIC), Open Doors, Job Corps, Clark College,
Employment Assistance and Mental Health services
Washington Youth Academy 360-473-2617 <http://mil.wa.gov/youth-academy>
NW All Prep (Online School) 360-828-0205 www.nwallprep.com
Washington Virtual Academies 1-866-548-9444

Counseling & Mental Health Support:

Children's Center 360-699-2244
Kids 2-18 & their families, Medical coupons & sliding scale, M-F:8am-7pm
Columbia River Mental Health 360-993-3000
6926 NE 4th Plain Blvd., Vancouver, M-Th: 8am-7pm; F: 8am 5pm
Community Services Northwest 360-695-1297
1601 E. 4th Plain Blvd., Bldg. #17, Ste. 222, Vancouver, Mental health. Medicaid ONLY.
Children's Home Society 360-695-1325
Real Life Counseling 360-619-2226

Hotlines:

211 INFO Dial 211 from your phone and it will provide you with a wide variety of resources
Child/Adult Protective Services 24/7 hotline 1-866-363-4276
Clark County Crisis Line 360-696-9560 or 1-800-626-8137
Council for the Homeless 360-695-9677 www.councilforthehomeless.org
Domestic Violence/Sexual Assault Hotline (YWCA Safe Choice) 360-695-0501 or 1-800-695-0167
Mental Health Crisis Line 360.696.9560 or 1-800-686-8137
National Hunger Hotline www.nhc.fns.usda.gov
Washington Recovery Help Line 1-866-789-1511

Public Assistance:

Department of Social & Health Services 1-877-501-2233
Friends of the Carpenter 360-750-4752 www.friendsofthecarpenter.org
Human Services Council 360-694-6577 www.hsc-wa.org

Utilities:

Clark Public Utilities 360-992-3000 www.clarkpublicutilities.com/index.cfm/paymentoptions

Youth Services:

Clark County Teen Talk (warmline) 360-397-2428 www.ccteentalk.clark.wa.gov
Columbia River Mental Health Options Youth Program 360-750-7033
Community Services Northwest Youth SUD Program 360-397-8484 www.communityservicesnw.org
Janus Youth – Oak Bridge Youth Shelter 360-891-2364 or 888-979-4357
YWCA – CASA and Independent Living Skills (ILP) 360-695-0501 www.ywcaclarkcounty.org

Washougal School District

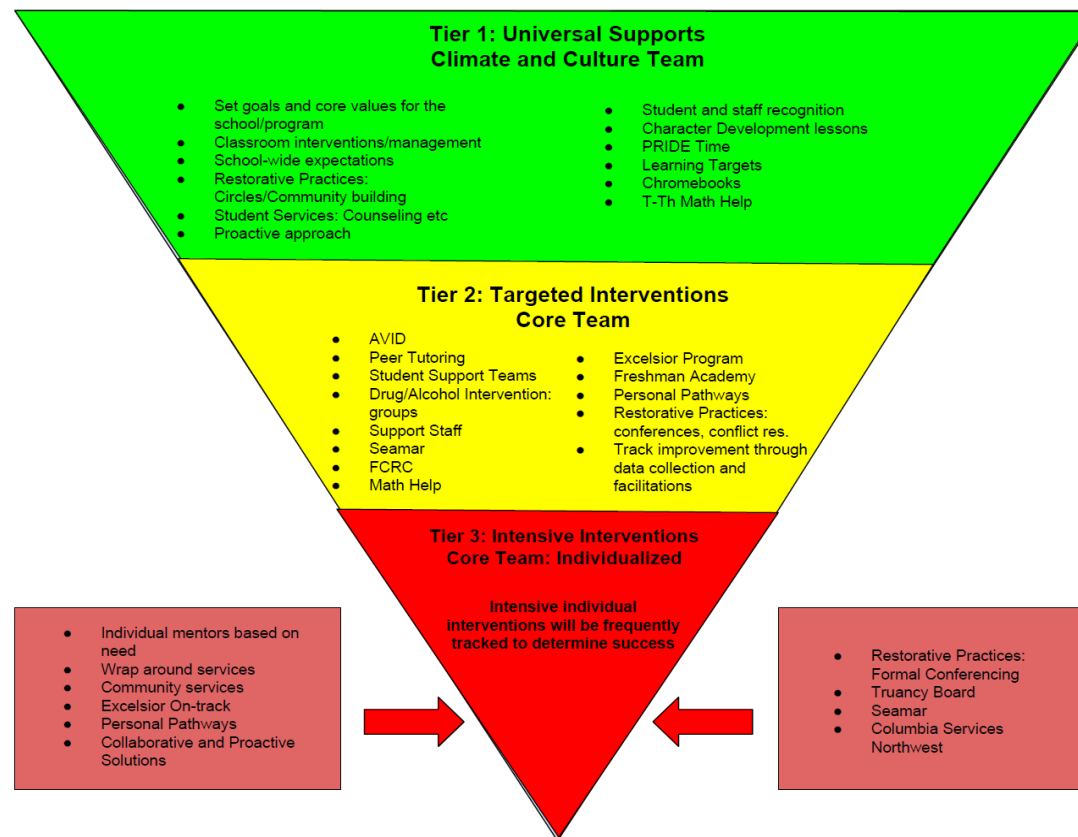
Amanda Klackner, District Attendance Coordinator

(360)954-3100x3169

amanda.klackner@washougalsd.org



Tier 1-3 Systems of Support



Washougal School District Community Truancy Board (CTB) Framework

- **Key Concepts for CTB Members:**

- **Attend-** scheduled CTB's when available (we appreciate your time)
- **Listen** – intently to student and family (looking for barriers that are preventing student from attending school)
- **Focus-** on problem solving (what solutions do you know of that might support attendance- it is okay to be creative)
- **Develop-** an intervention plan that aligns with identified need(s)/ barrier(s)
- **Maintain-** confidentiality (do not share after board is complete with others - all CTB members are required to sign a confidentiality agreement)
- **Remain-** non-judgmental

- **Meeting Structure:**

- **Review-** student attendance/information (Truancy Project Specialist and School District will provide need to know information)
- **Greet** - student and family- we will have introductions (please welcome family as they enter we will have introductions)
- **Explain-** the person navigating the CTB will explain the process (Truancy Project Specialist/School District Representative will explain to family what/why we are coming together)
- **Interview-** with in-depth questioning/mindful inquiry
- **Engage creatively-** our goal is to provide a student and family with efficient, engaging, targeted, responsive, effective, and motivating concepts to encourage and support that their needs are being met to be able to attend and find value in school
- **Desired outcome-** the student and family leave feeling supported
- *A concept I recently heard: "Everyone is trying to get their needs met, find ways that work for them on how they can get their needs met, and respond differently to get their needs met. We want to be able to validate distress (the need) without reinforcing the behavior that has developed to meet the need."*

Clark County Community Truancy Board

Purpose:	Promote and enforce school success by developing individual plans to assist the chronic non-attender in eliminating truancy.
Rationale:	Reduce school truancy by providing a countrywide system of intervention services for school truants designed to reinforce individual responsibility and personal growth.
Action:	Review case history, assess problems areas, and develop contracts and recommendations to assist the student and parent in attaining consistent school attendance.
Term:	Serve one school year, with the option to renew.
Meetings:	Meet once or twice per month for 2-3 hours.

Truancy Board Member Criteria

- Demonstrate a sense of respect for the rights of students and their parents/guardians.
- Demonstrate ability to be non-judgmental toward the individuals being interviewed.
- Demonstrate ability to listen actively and communicate clear expectations of students/guardians.
- Listen and respond to students and parents/guardians concerns about truancy.
- Identify the problems that are contributing to truancy and recommend services, which may help students and parent/guardians, address problem areas.

Clark County Truancy Board General Meeting Tips

Stick to the Issue –Truancy

- ❖ Don't talk about personal experiences (legal trouble, drinking, how you used to cut school, carousing) or other cases you had before the Board.

Team Interviewing

- ❖ Listen carefully to what members have asked as well as what the student has answered.
- ❖ Alternate Chairperson-encourage everyone to participate.
- ❖ Consider assigning certain Board members to ask certain questions.
- ❖ Use pacing and sensitivity in questioning to avoid overwhelming student and parent/guardian.
- ❖ Allow for silences between questions.

Questioning

- ❖ Use open-ended questions. Ex. "Tell us about...", "Describe the difficulty you have getting to school in the morning," "Tell us in your own words.."
- ❖ Allow student time to answer the questions.
- ❖ Use clarifying questions-"Can you tell me what you mean by..."
- ❖ Use verbal encouragements-Say "yes" and "uh-huh" to respond and indicate you understand what the student is saying. It encourages the student to continue talking.
- ❖ Use focusing statements to direct students back to the issue.
- ❖ Use statements that reflect the student's feelings.
- ❖ Use non-judgmental responses like "I understand."
- ❖ Use summarizing statements to clarify and make sure you understand.
- ❖ Keep the level of discussion and vocabulary age appropriate.

Don'ts of Interviewing

- ❖ Don't ask yes or no questions
- ❖ Don't ask irrelevant questions.
- ❖ Don't berate, lecture, challenge the student personally, point fingers or wave hands.
- ❖ Don't get emotional
- ❖ Don't become personally involved by making personal promises or buy things.
- ❖ Don't bombard the student with questions or confuse with vocabulary beyond their grade level.
- ❖ Don't give out religious information, poems, or inspirational material.
- ❖ Don't air grievances or disagreements in front of student.
- ❖ Don't minimize truancy
- ❖ Don't allow parents to dominate the meeting.

Always

- ❖ Arrive on time
- ❖ Honor the time you have
- ❖ Dress appropriately
- ❖ Avoid alcohol use before meeting
- ❖ Share leadership, report writing, and questioning.
- ❖ Conclude the meeting with student on a positive note

Remember why we are here

- ❖ We are concerned
- ❖ We value students
- ❖ We want to see students become successful.

Clark County Community Truancy Board Structure of Meeting

Pre-Interview

- ❖ Board member become familiar with the case and attendance records
- ❖ Board members may excuse themselves if they know student personally
- ❖ Select chairperson, report writer and timekeeper.

Interview

- ❖ Chairperson greets and introduces self, board members and staff
- ❖ Chairperson states the purpose and the interview and confidentiality.
- ❖ Begin open-ended questioning. Stick to issue of truancy.
- ❖ Complete questioning of student and guardian.

Contract Process

- ❖ Discuss contract, complete contract and obtain signatures.
- ❖ Explain the terms of the contract and why these terms were chosen. Answer any questions or comments.
- ❖ Thank them for coming, and excuse them.

After the Meeting

- ❖ Discuss meeting and evaluate strengths and weaknesses.
- ❖ Confirm next meeting date.

Final Thoughts

- Your board can be adapted to fit your districts needs. Consider the resources within your schools and district. Look at teams that area already working within your schools – example (PBIS teams).
- Partner with other agencies.
- Look into an internship collaboration with your local universities and colleges.
- Reach out to districts that are similar to yours that have model truancy boards. Consider adapting various forms from resources such as OSPI and Attendance Works.

