

# Clark County Community Engagement Board Training



Promoting school attendance and preventing school dropout by identifying barriers and providing recommendations and support to address those barriers.

+

•

○

# What are we doing today

- We will learn about the importance of the Community Engagement Board
- Why there are boards and an understanding of the truancy policies and the process in the district your board represents
- What to expect during a Community Engagement Board
- Have a deeper understanding of the students and families you will be meeting at the boards
- Learn about the resources that can be beneficial in supporting students and families

# Guiding Principals for Clark County CEB Board

- Every child can succeed, no exceptions
- All students have the right to an education
- Education and opportunities for students are critical to promoting a healthy community
- Student, Family and CEB member voices are all equally valued and respected in the planning and intervention process
- Recommendations will be made using a strengths-based approach, using restorative practices and elevating student voices to address barriers and increase access to opportunities

---

# Mandatory Training Requirements for Community Engagement Boards (CEB)

- RCW 28A.225.025 requires Board members to be trained in the following
  - Identification of Barriers to School Attendance
  - Use of County assessments to identify specific needs of individual students.
  - Culturally responsive interactions
  - Trauma informed approaches
  - Evidence-based treatments that have been found effective in supporting at-risk youth and their families
  - Specific services and treatment available in Clark County



---

# What is a Community Engagement Board?

- A board of community members that have received specific training, that meets with students and families to identify barriers to attendance and recommend resources and services for improving attendance
- The Community Engagement Board (CEB) acts as a bridge between student success and the community.
- Provide a supportive space for students with ongoing truancy issues to openly discuss and identify the reasons behind their truancy.
- The CEB works in partnership with local community partners, volunteers, district staff and the local juvenile court to intervene with students' ongoing attendance issues.
- Boards are highlighted as a key intervention in the truancy process. According to our State Legislature, the CEB is a preferred means of intervention.



## The Becca Bill: 28A.225 RCW

- Named after Rebecca Hedman, whom the system failed in 1995
- Rebecca had been chronically truant, and involved in dangerous activities
- Systems were not required to communicate together
- Schools were not obligated to inform parents of her absences
- Her parents and legislators lobbied to create the BECCA Bill
- The Becca Law now requires children to be in an educational program; public, private or home-based
- Asks schools and parents to work together to reduce absenteeism
- Requires schools to file petitions with the local Juvenile Court and make a referral to a local Community Engagement Board

# Legislative Changes for 2021

## Senate Bill 5596

- Phases out use of Detention and Warrants for non-compliance with the Truancy Petition

## House Bill 1113

- Renames Community Engagement Boards
- Changes threshold for filing Petitions to give more time for school interventions

# Confidentiality and Mandatory Reporting

- As board volunteers you will be meeting with students and families that may share deeply personal issues and concerns at the board meeting.
- It is important to share with the student and family that what they say in the board will remain confidential.
- Family Educational Rights and Privacy Act (FERPA) dictates that all information discussed at Community Engagement Boards remains confidential and not shared outside of the Board
- If a mandatory reporting situation arises, the school district representative or ESD 112 Truancy Project specialist will be responsible for making any reports



# Clark County Truancy Process

---

Schools provide Multi-tiered systems of support

---

Files Petition with the Juvenile Court

---

Referral to ESD 112 Truancy Project

---

Referral to Community Engagement Board

---

Return to Court for Intervention Order

---

Referral to Court staff for case management

# Clark County Truancy Project

The Truancy Project is a collaboration between Clark County Juvenile Court, school districts, and Educational Service District 112 (ESD112).

The Truancy Project seeks to intervene with youth and their families to provide them a positive way to return to school and increase student success. Services include but are not limited to: workshops, case management, and Community Engagement Boards.

# Case Management

Work with students and families to create an education plan utilizing:

- Home visits
- School visits
- Phone calls, emails, and letters
- Refer to community services

Connect students to educational opportunities and alternative educational option

Collaborate with school staff including administrators, counselors, student advocates, etc.

Families are essential partners, please contact the Truancy Project with questions or additional support

# What does it take to be a good Board member?

---

- Attend regularly
- Be aware of implicit bias
  - 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)
- Maintain confidentiality
- Be aware of your non-verbal communication and body language
- Remain – non-judgmental

# Roles and Responsibilities

---

- During each board it can be helpful to assign roles and responsibilities to each of the volunteers. Those could include:
  - Facilitator
    - Welcomes the student and provides introductions. Explains why the family is there and the purpose of the CEB. Explains confidentiality.
  - Secretary
    - Takes notes and completes the agreement. Collect signatures and provide necessary copies to involved parties. Schedule a follow up if necessary.
  - Timekeeper
    - Keeps track of the time and keeps the meeting on task. The timekeeper can also check in with any waiting families if the meeting is going over the time allotted.

Get  
prepared by  
reviewing  
the student  
information.

- It is a great idea to bounce questions and ideas with other board members during this time.
- Review the student's history
  - Grades
  - Credit history
  - Attendance
  - Interventions that have been tried in the past
- Consider resources that can benefit the student
  - Prepare brochures and information ahead of time to give the family at the board
    - Example: brochures for job corps, tutoring programs, credit recovery, mental health resources...

# Meeting with the student and their family

---

## Interviewing techniques:

- Listen with an “information gathering perspective, not just “information giving”
- Use open-ended questions if possible.
- Remember to give the student and parent/guardian time to answer. Don’t bombard them with questions.
- Ask the family and student if they are open to ideas and let their voices lead the process in identifying barriers and setting a plan
- 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

# Motivational Interviewing

---

- OARS

- **Open ended Questions**
- **Affirmations:** acknowledge strengths and reinforce positive thoughts and behaviors
- **Reflections:** Reflective statements show actively listening and allows students to hear back what they have said
- **Summarize** what the student has said throughout the meeting, highlighting important points, next steps, and to transition to the next topic or end of the meeting.





# Sample Questions

## For Student

- How do you feel school is going this year?
- Do you know when or why you started missing school?
- What are your goals?
- What do you like to do outside of school?
- What do you think would help you be successful at school?
- Who are the people who will help you work toward your goals?
- Is there anything else you'd like us to know?

## For Parent

- How do you feel school is going for\_\_\_\_\_ this year?
- When do you think the absences started? Were there any changes at that time?
- What are your goals for\_\_\_\_\_?
- What do you think would help\_\_\_\_\_ be successful at school?
- What do you think would help\_\_\_\_\_ be successful at school?
- Is there anything else you'd like us to know?

# Family Access

- Encourage Parents to get access to Skyward
  - Online access to attendance, grades, communication
  - Great way to communicate with teachers and see missing assignments
  - Update family's contact information on skyward
  - Excuse Absences
  - Parents can contact their school for information on getting Skyward
  - There is also a Smartphone App



# Sample Recommendations for Parents

---

- Help your student to follow up on any resources or recommendations given at the board
- Meet with the student's doctor or care provider if any health concerns were indicated
- Communicate with the school and connect with the school to learn about resources and programs that can help you monitor the student's progress and attendance
- Parent classes or local parent support groups such as Parent Project
- Family Counseling

# Sample Recommendations for the Student

---

- Counseling, school or private, good for anxiety, anger management etc
- Daily school progress reports.
- Attend summer school or credit recovery. Look into tutoring, math club etc
- Academic evaluation for special services or ESL (English as second Language)
- Drug/alcohol assessment – treatment.
- New program or school, Explore Career goals and find best fit
- Find extra curricular activities.
- Student mentor or adult mentor.

# Complete the Agreement

---

- Recommendations are intended to reduce or eliminate absences.
- Review the recommendations together with the student and parent/guardian
- Be certain that the recommendations are realistic for the student and parent/guardian
- Be sure to include specific details like contact information for resource recommended
- Try to set a timeline for completion

# Understanding Barriers to School Attendance

- Each student and family is unique in their circumstances.
- What are some things that can get in the way of their success?
  - Poverty
    - Watching younger siblings and getting them to school
    - Parents working longer hours
    - Being without stable housing
  - Mental Health
  - Addictions
  - Language and Cultural considerations
  - Undiagnosed learning issues
  - Not having good relationships with teachers and schools
  - ??? So many other things!



# Resources provided in School Districts

## **504 Accommodations**

- Ensure that students with any disability are provided accommodations that allow them equal access to learning and school activities

## **Individualized Educational Program (IEP)**

- Special education services and supports to ensure students with disabilities have access to a free and appropriate public education.
  - To qualify a student must have a disability that interferes with academic performance
  - Requires testing and data collection from the school.
  - Parents may request this

## **Open Doors**

- Alternative learning and GED prep

## **McKinney Vento**

- Rights and support for students lacking a fixed, regular and adequate nighttime residence
  - Eliminates barriers to enrollment and allows students to stay enrolled at their school if housing instability causes them to relocate out of the neighborhood. Requires district to provide transportation.

## **Family-Community Resource Centers**

- Works to remove barriers and connect families to community resources
- Most schools and districts have these


## **Drug and Alcohol and Personal Counseling**

- Many Schools have outside agencies that provide services within the school


# Community Resources


- 211
- Youth mobile Crisis line
- Teen Talk
- DCYF for volunteer family services such as FFT
- LCYC, Legal Counsel for Youth and Children. Housing consultation 16–24-year-olds
- Youth House Options program
- NEXT for educational and career assistance
- Partners in Careers, Educational and career
- Job Corp
- Washington Youth Academy
- Various counseling programs and drug and alcohol resources
- WISE services





# Trauma Informed Approaches to Discipline



- Sarah Barr is a 3<sup>rd</sup> year Clinical Psychology graduate student at Pacific University with a Masters of Arts in Clinical Psychology. Sarah has experience working in both outpatient and school settings with children, adolescents, and families. Sarah's interests include working with children and adolescents involved in the juvenile justice system, as well as youth with a history of complex trauma. She is also interested in conducting forensic assessment.
- 

# Cultural Competence and Biases

- I have worked at Clark County Juvenile Court for 20 years, much of that time was spent in the Mental Health Unit, Connections, as a Care Coordinator where I worked with youth with mental health and behavioral challenges and their families. I was recently promoted to Program Manager overseeing Community Programs and Court Processing.
- I have also served as Adjunct Faculty with Eastern Washington University teaching Master of Social Work Students since 2011 to present.
- I graduated from Portland State University with a Master of Social Work in 1998 and obtained my License for Social Work in 2004.
- My most recent and relevant training to Cultural Competency was an 8 week Train the Trainer course on Paloma Medina's Neurology of Equity and Inclusion at work in June 2021.
- I am passionate about my family, the outdoors and our dogs. We have 2 dogs, a Korean Jindo who we rescued from South Korea and a 4-month-old Golden Retriever puppy who we adore and definitely keep us busy.
- Dawn Young

# Questions?

---

+  
•  
○