

**SUPERIOR COURT OF THE STATE OF WASHINGTON
COUNTY OF KITSAP – JUVENILE DIVISION**

<p>SCHOOL DISTRICT <u>PETITIONER</u></p> <p>VS.</p> <p>STUDENT</p> <p>D.O.B.: AGE: <i>(If student is 6 or 7, write "In the interest of" and student's name)</i></p> <p>PARENT(S) OR LEGAL GUARDIAN RESPONDENTS <i>(only include parents here if filing against the parents)</i></p>	<p>CASE NO:</p> <p>COMMUNITY ENGAGEMENT BOARD AGREEMENT (CEBAS) FORM #3</p> <p>(OFFICIAL USE ONLY)</p>
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I. FACTS

A Community Engagement Board was held on: _____ at _____ AM/PM.

at Student's school Other: _____

The following persons were present:

Student (Mandatory): _____ Parent/Guardian: _____

_____ Parent/Guardian: _____

School/District Representative (Mandatory): _____ Board member: _____

_____ Board member: _____

Board member: _____ Board member: _____

Board member: _____ Board member: _____

Board member: _____ Board member: _____

Other: _____ Other: _____

Current number of unexcused absences: _____

Current number of excused absences: _____

In accordance with RCW 28A.225.020, all parties agree the school has completed a:
 WARNS School Barriers Assessment Other Assessment (name): _____

OR

The assessment was: Offered today and Completed Declined
 Scheduled for (date, time, location): _____

II. AGREED RESOLUTION

Previously Identified Barriers to Regular School Attendance:

Previously Attempted Interventions to Improve Attendance:

Current Identified Barriers to Regular School Attendance:

The Student is expected to attend school every day, and shall take the following steps to address barriers to his/her attendance (including dates):

The Parent/Guardian(s) is expected to cause the student to attend school and shall take the following steps to address barriers to the student's regular school attendance (including dates):

- Set medical and dental appointments for after school and weekends when available. Provide doctor's notes moving forward for absences, unless otherwise agreed by school administration.

The student's School and School District are expected to monitor the student's attendance, notify the parent/guardian of any continued absences, and shall take the following steps to address barriers to the student's regular school attendance (including dates):

- The student shall meet with _____ at a frequency of _____ per _____ regarding attendance until such time attendance improves or otherwise agreed.

An adult at school the student feels connected to that they can talk to if they need assistance is:

Additional recommendations or guidance:

A follow-up appointment regarding attendance will occur at the school with (Required):

_____ on: _____

From this day forward, I, _____, agree to attend school daily without any unexcused absences, including skipping classes or tardies, and I agree to the terms and conditions of this agreement. I understand that, if I am not in compliance with this agreement and unexcused absences continue, the _____ School District will be compelled to move forward in the truancy petition process with Kitsap County Juvenile Court. This may result in the student and parent/ guardians(s) having to appear in the Truancy Workshop and/or Kitsap County Juvenile Court.

I AM SIGNING THIS DECLARATION ON MY OWN FREE WILL. No threats have been made to get me to sign this declaration by anyone including my parent(s) or guardian(s).

Student signature/Date

Parent/Guardian Signature/Date

School Representative/Date

Parent/Guardian Signature/Date

Board Member signature/Date

Board Member Signature/Date

Board Member signature/Date

Board Member Signature/Date

Board Member signature/Date

Board Member Signature/Date

Other signature/Date

Other Signature/Date

Community Engagement Board Checklist

Pre-Board

- Did you schedule the board for a time that is convenient for all members including the student and family?
- If the parent/guardian needed interpretive services, were you able to contact the family to let them know who will be providing the services?
- Do you have a plan if the student does not attend with a parent/guardian or vice versa?
- Were you able to gather information to determine what are some of the barriers keeping the student from school? This can be helpful in collecting resources for the student and parent/guardian prior to the CEB.
- If the student has an IEP/504 were you able to consult with their IEP/504 team prior to the CEB?
- Were you able to review resources and information with your members prior the meeting?

The CEB Meeting

- Provide the family with an introduction. Be sure to explain the Becca Law and the truancy process.
 - Let them know why they are now at this point in the process.
- Introduce your board members to the student and family. Ask if they are comfortable with the members present.
- Make sure that you explain confidentiality to the student and family.
- Remember to have recommendations and referrals for the family that are doable and reasonable for them.
- Make certain that the purpose of your CEB is positive with the purpose of re-engagement.
- Make sure the student and family have the necessary resources and contact information.
- Ensure all parties present sign the CEB agreement.

- **Sample questions for students:**
 - What do you like about school?
 - Do you remember when you started to struggle?
 - What have you tried before?
 - What are your future goals?
 - How is your attendance going to impact these goals?
 - What can your school do to support you?
 - What changes are you willing to make to improve your attendance?
 - Are there programs you are interested?
 - If school were perfect, what would that look like to you?
 - Who are your positive connections at your school?
 - How do you get to school? Do you know what time your bus comes and where it picks up?

- **Sample recommendations for students:**
 - Daily/weekly school progress reports.
 - Tutoring, homework club, math club.
 - Positive incentives.
 - Student mentor or adult mentor.
 - Morning/night time routines (Include specific times for waking up & going to bed).
 - Student reports back to the Community Engagement Board.
 - Attend summer school or credit recovery.
 - Academic evaluation for special services.
 - ESL testing.
 - Drug/alcohol assessment – treatment.
 - New program or school.
 - Educational goals.
 - Job or career exploration.
 - Anger management program.
 - Extra curricular activities.

➤ **Sample questions for parents:**

- When did you first become concerned about your child's attendance?
- What can your school or district do to support you and your student?
- What are some things that your child is really good at?
- Are there specific areas that you have identified that your student has excelled or struggled?
- Do you feel supported at your child's school?
- Can you identify a positive contact at your child's school?
- Is there a backup plan if your child misses the bus?

➤ **Sample recommendations for parents:**

- Help the student to follow up on any resources or recommendations given at the board.
- Set screen time limits and/or phone/electronic expectations.
- 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 them monitor the student's progress and attendance.
- Parent classes or local parent support groups.

➤ **Sample questions for schools/board members:**

- What positives do you see in the student?
- What areas for improvement does this student have?
- Is the student on track to graduate? If not, what options do they have for credit recovery?
- What positives do you see in the parent(s)?
- What areas for improvement does this parent(s) have?
- What supports are currently in place for this student/family?
- What supports are available and can be offered to the student/family?

➤ **Sample recommendations for schools:**

- Consider schedule change.
- Provide before/after school opportunities to "make up" missed time and/or provide access to homework help.
- Meetings with trusted adult at regular, predictable intervals.
- Follow Washington State attendance requirements.
- Check in/check out.
- Provide positive incentives.
- Provide pass for a short break period in specified room when student is feeling overwhelmed.
- Provide information on bus route and pick up time.
- Provide referral to school counselor and/or mental health counseling.
- Provide information for attendance secretary.

Post CEB

- Identify who will provide follow up with the student and family post CEB.
- Continue engaging with the student and family.
- Confirm with you board members the upcoming board meeting dates and times.
- Praise progress!
- Send completed CEB agreement to Court Services Officer to be filed with Juvenile Court.
 - Remember, this is a legal document!