

Clark County

Clark County Truancy Manual

A Partnership between Clark County Juvenile Court,
Educational Service District 112,
and Clark County School Districts

2013

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Introduction

In 1995, Washington State passed the Becca Law to address at-risk and truant youth. The law was intended to empower parents, schools, law enforcement, and courts to intervene early in the lives of at-risk youth. With regard to truancy, the law mandates actions by school districts, commencing with the first unexcused absence. Truancy petitions must be filed with the juvenile court after seven unexcused absences in a month or ten unexcused absences in a school year.

The Juvenile Court is required to process school district petitions and assume jurisdiction if the evidence supports the petition. The court may order attendance, involvement with alternative programs, and other actions to resolve the attendance problem. If students and/or families are alleged to be noncompliant, the court may enter an order of contempt which may result in sanctions for youth and in some cases parents. Youth are subject to a variety of sanctions which may include detention and other actions.

Although the Becca Bill is a statewide statute, each county in the state can interpret and develop its truancy program based upon the philosophy of that county. 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 or need and that formal court involvement and juvenile detention should be used as a last resort, only after all appropriate and available resources have been tried. Early intervention is critical before a cycle of irregular attendance, school disengagement, and academic failure becomes entrenched. A coordinated, comprehensive approach provides the best opportunities for all students, maximize needed funding opportunities, and improve the future for individuals and communities.

The Clark County Truancy Project (CCTP) was developed in 1997, in partnership with Educational Service District 112 and local school districts, as a program to intervene with youth and families referred for truancy petitions under the Washington State Becca Law as a way to effectively deal with truancy while reducing the need for formal court hearings and action.

The goal of the program is to use education and support services in a graduated response plan to increase school attendance and 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.

In 2008, Clark County was selected as a Models for Change site and awarded a grant by the John D. and Catherine T. MacArthur Foundation. Models for Change enabled Clark County to evaluate and enhance the performance our Clark County's truancy interventions, improve outcomes for youth being served, and position the program for replication in other communities.

We would like to thank the John D. and Catherine T. MacArthur Foundation for their generous support of this project. Credit also goes to members of the Clark County Models for Change Steering Committee and workgroup members for their contributions and ongoing commitment to our local truancy interventions.

About this Manual

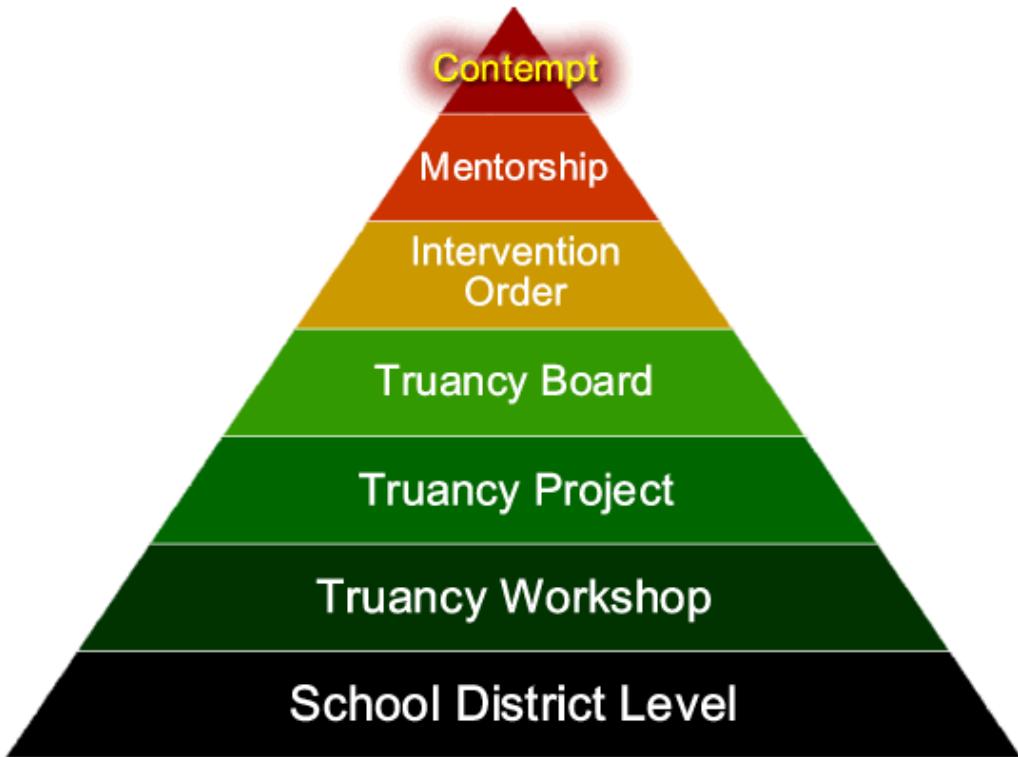
The Clark County Truancy Manual is intended to provide a single source of information for individuals involved in the truancy court process, including school officials, Juvenile Court staff, Clark County Truancy Project staff, attorneys, and attorneys.

The Manual is divided into four parts. Part one provides school district representatives a step-by-step process for the district's involvement in each level of the Clark County truancy process. Part two provides a description of the Clark County Truancy Workshop. Part three details the Clark County Truancy Project operated by Educational Service District 112. Part four focuses on what happens if pre-court interventions are unsuccessful and, as a last resort, the child is referred to court.

Applicable statutes, regulations, and model forms have also been included in the appendices.

Throughout this Manual, unless indicated otherwise, the term "parent" means biological parent, adoptive parents, step-parent, person with legal custody, or guardian. "Guardian" is defined by statute as "a person who legally has the care and management of a child."

Statutes and state regulations are current as of July 1, 2012. Go to <http://apps.leg.wa.gov/rcw/> to check for updates.



Clark County Truancy Process: School District Level

SCHOOL DISTRICT LEVEL

This section is intended to provide school district representatives a step-by-step process for the district's involvement in each level of the Clark County truancy process.

Step 1: School Monitoring, Notifying and Conferencing

School/District Requirements

- **One unexcused absence in a month** – the school is required to inform the parent in writing or by phone.
- **Two unexcused absences in a month** – the school is required to initiate a parent conference to improve the student's attendance.
- **Five unexcused absences in a month** – the parent and school must enter an agreement to improve the student's attendance.
- **Seven unexcused absences in a month, or ten unexcused absences in an academic year** – the school district shall file truancy petitions with the juvenile court.

Step 2: Filing a Truancy Petition

A truancy case begins when the school files a truancy petition. In the petition, the school alleges that the student has had seven unexcused absences in a month or ten unexcused absence in a school year, and despite efforts by the school, the student's absences continue without substantial reduction.

Once the school official determines that a petition must be filed on a student because he/she has met the statutory definition of truant, the school official must prepare a Truancy Petition (1), a Notice and Summons (2), attach copies of attendance records, the attendance agreement, and any other supporting documents, and file the original and a copy of the Petition and Notice with the Clark County Juvenile Court. While preparing the above documents, the school official will ensure the petition states the youth's full name, date of birth, parent/guardian name and date. He/she will also be mindful to set the hearing date on the notice and summons out 3-4 weeks in order to allow for court clerk processing and mailing rules. Court staff will assign each student a Juvis number and then provide the paper work to the Clerk's office. Once processed by the Clerk's Office, a case number (SCOMIS#) and appearance date is set. The school official must pick up the conformed copies of the Petition and Notice and Summons from the Clerk's

Office and personally serve it to the student. Service is commonly achieved by either certified mail using a Declaration of Service and Mailing (3) or by personal deliver to the student/parent using an Affidavit of Personal Service (3b). If a Declaration of Service and Mailing is used, it should state what is being mailed to the family. For instance, "I hereby declare that I served the Petition for court Intervention and Notice and summons regarding Truancy on (student name) and his/her parent, (parent name) by mailing to them on... (Date)

Regardless of the method used, families will receive:

- a copy of the Declaration of Service and Mailing
- a copy of the Notice and Summons
- a copy of the Truancy Petition
- a Proposed Intervention Order on Truancy Petition
- an informational brochure (if the district uses one).

Families served in person must receive notification at least 5 days prior to their scheduled court appearance, while families served via certified mail will receive 8 days prior notice, excluding weekends and holidays (5 days notice prior to the court date plus 3 additional days for mailing).

Step 3: Stay of Proceedings (Workshop stage)

At the court appearance (Truancy Workshop), the school official must bring the certified mail return receipt card, the Affidavit or Declaration of Service and Mailing, the original Order for Stay (4), and three copies of the Stay. The three copies of the Order for Stay shall be given to the Truancy Staff at the Juvenile Court front desk upon arrival to allow for the orders to be conformed and date stamped prior to, or during the workshop on that day. Two of the copies will be given to the family during the second half of the workshop and the school district will keep a copy for their records. After the original is signed by the family and school official, it will be signed by the judge or commissioner and filed with the Juvenile Court Clerk before the Clerk's office closes (4:30pm) on the same day.

If the youth continues to accrue unexcused absences after the workshop, the school official should refer the youth to the Clark County Truancy Project. If the youth does not improve his/her attendance or does not cooperate with the Clark County Truancy Project, he/she will be negatively exited from the program and referred back to the school district for court intervention. At this point, the school official should file a Motion to Vacate the Stay and request an Intervention Order on Truancy Petition.

Step 4: Vacate Stay and Intervention Order

If a Stay must be vacated, the school official must complete the Motion to Vacate Stay of Proceeding (5) and the Notice to Appear for Court Hearing (6), bring the original and a copy of

each to file with the Clark County Juvenile Court Clerk's Office and pickup the conformed copies. A copy of the school district's conformed copies of the Motion and Notice to Appear must be sent or delivered to the family, giving them at least 5 days notice.

At the time of the hearing, the Order Vacating the Stay (7) and the Intervention Order (8) must be completed and present in the event the judge or commissioner decides to go forward. If signed, an email notification must be sent to the Truancy Probation Counselor at the Juvenile Court. If the School District wishes the Juvenile Court to assume supervision, they should include a copy of the Intervention Order, the youth's most recent attendance records, the Clark County Juvenile Court Truancy Intervention Referral Form and the exit summary from the truancy project if applicable. The case is then monitored by the Truancy Probation Counselor. A referral to the Juvenile Court for supervision can happen any time after an Intervention Order is authorized. School Districts will continue to provide attendance records to the court for youth on Intervention Orders that are not referred to Probation for supervision.

Step 5: Contempt

After the intervention hearing described above, the judge or commissioner will not see the youth again unless a Motion for Contempt of Court is filed by the Juvenile Court staff. School Districts will be notified by the Juvenile court Truancy Probation Counselor and asked to prepare and submit an Affidavit in Support of Order to Show Cause Re: Truancy Contempt (9) if the youth has additional absences from school or fails to comply with the directives outlined in the intervention order. The school district is not required to be involved in these court hearings except to provide updated attendance information, and to serve as the State's witness in the event of a contested hearing. School districts, however, are welcome at these hearings and encouraged to attend. The school official's presence conveys to the students and their parents the fact that the schools are part of the overall truancy "team," and the overall commitment to resolving truancy issues.

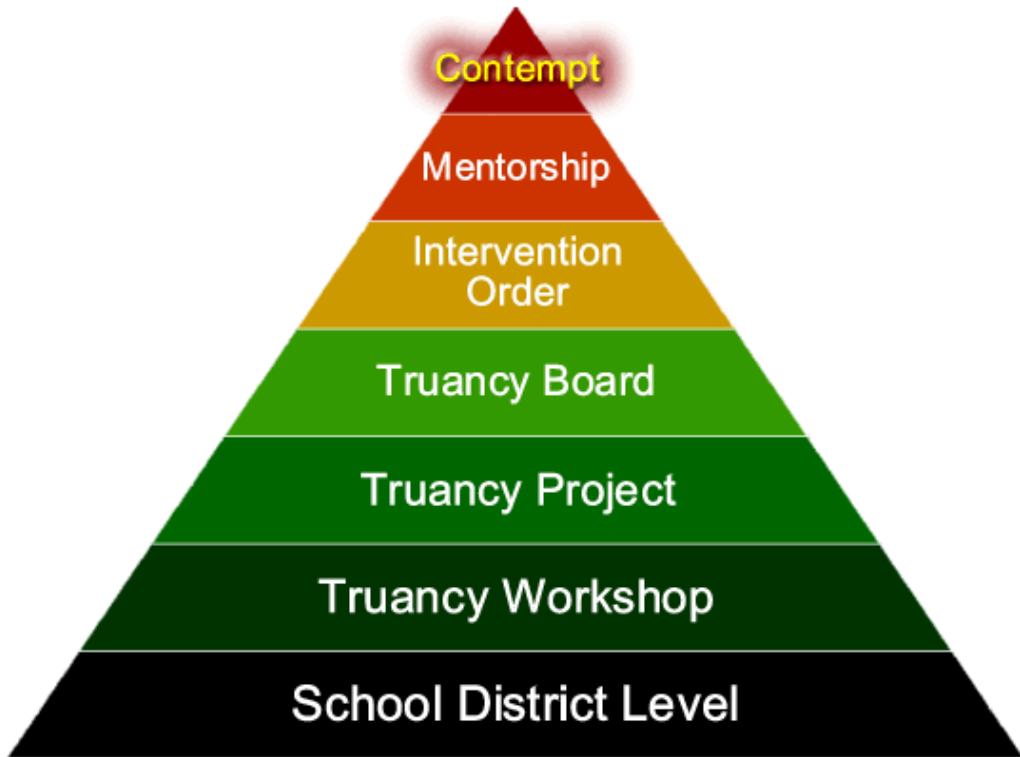
At the youth's first appearance on the motion for contempt, he or she will be appointed an attorney at public expense. The student is entitled to an attorney because the judge or commissioner has the option of placing the youth in custody. A second hearing will be set at this time, typically two to three weeks from the first hearing.

At the second hearing, the youth admits or denies that s/he is in contempt. If they do not admit, then a contested hearing will be held so that the court can determine whether the student is, in fact, in contempt of its prior Intervention Order.

After the admission or finding of contempt by the judge or commissioner, then a Truancy Contempt Order (10) is signed by the judge or commissioner. The Order will typically include seven (7) days of detention, which will be suspended if the youth partakes and successfully completes designated tasks such as going to school, completing a drug/alcohol evaluation, performing restorative community service hours, etc. In addition, the court will typically set a review date to track the student's progress.

At that review hearing, if the student does not partake or successfully complete the designated tasks, then the judge or commissioner may place him or her in detention for a portion of the seven (7) days that were previously ordered. The goal of the Contempt process is to reinstitute the child in an educational program. The goal is not to place the child in detention, although that is used.

The Truancy Contempt Order is reviewed by the court periodically for approximately one year. The Probation Department actively monitors the students for a period of six (6) months. If the youth has successfully complied, then the Order of Truancy is dismissed.



Clark County Truancy Process: Truancy Workshop

Truancy Workshop

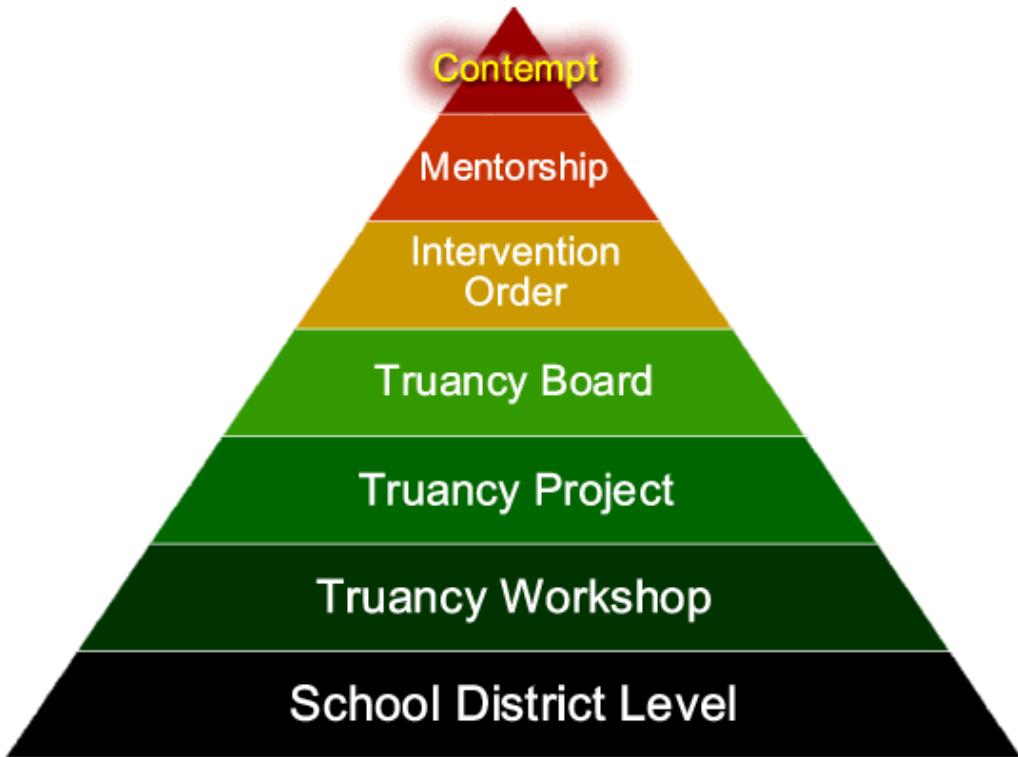
Truancy workshops are held every Monday at 3:00 in the Multi-Purpose Room at the Clark County Juvenile Court. There is a 30- to 45- minute presentation in which a Court Commissioner school district representative, Truancy Project staff and Juvenile Court staff inform students and parents of the concerns and laws regarding truancy, their obligations to attend school, and the consequences of poor attendance.

The origination of the Becca Bill (Truancy Laws) is explained at the workshop to better illustrate the purpose of this school attendance law. An analysis of career options and salary ranges is also explored to encourage youth that a diploma, while difficult for some, may help to alleviate several of the financial stressors of adulthood. The presentation ends with an interactive budget discussion to engage students in conversation about the cost of living and how education is the gateway to achieving their desired standard of living.

The presentation is followed by individual meetings between the family and their school district representative. During each meeting, youth and parents are asked to sign a Stay of Proceedings, Truancy Workshop Agreement and Clark County Truancy Project Authorization for Use and disclosure of Information. The Stay of Proceedings places the Truancy Petition on hold for up to one year, allowing time for families to address their attendance issues with or without the use of the Truancy Project in hopes of preventing further court intervention. The Truancy Workshop Agreement helps workshop staff identify mitigating factors in the student's life such as complex trauma or adverse childhood experiences that may require more individualized care. At this point students may be "fast-tracked" to the Truancy Project to begin interventions immediately. A local service referral directory may also be used to inform parents and students of additional services available in the community if needed. Last but not least, the Clark County Truancy Project Authorization for Use and disclosure of Information grants permission for students to participate in MAYSI-2 screenings administered by Truancy Project staff and facilitates a seamless referral process between the school district and Truancy Project.

After attending a Truancy Workshop, if the student returns to school and is no longer truant, the case will automatically dismiss in one year. However, if the student continues to have unexcused absences, the School District may refer him/her to the Clark County Truancy Project for further intervention.

If participants choose not to sign the Stay of Proceedings, a Notice of Hearing on Truancy Petition will be completed at the workshop and the case will be brought before the Truancy Court the following Monday at 1:30pm.



Clark County Truancy Process: Truancy Project

Project Overview

The Clark County Truancy Project (CCTP) was developed in 1996, in partnership with Educational Service District 112, as a program to intervene with youth and families referred for truancy petitions under the Washington State Becca Law as a way to effectively deal with truancy while reducing the need for formal court hearings and action.

This project was created in 1996-97 school year under the guidance of:

- Ernie Veach-White, Administrator
Clark County Juvenile Court
- Teresa Taylor, Administrator of Student Welfare and Attendance
Vancouver School District
- Lou Walker, Student Welfare and Attendance Specialist
Evergreen School District
- Jada Rupley, Assistant Superintendent
Educational Service District 112
- Susan Gibson, Director of Youth Service Programs
Educational Service District 112

The Truancy Project seeks to intervene with truant youth and their families to provide them a positive way to return to school and increase student academic achievement.

Partnerships

The Truancy Project relies on several partners for its success. The Clark County Juvenile Court plays a major role through financial and judicial support. The Juvenile Court staff understands that truancy can be a gateway to delinquency and if not stopped early may result in failure at school, failure at home and failure in society. The largest predictor of dropping out of high school is early truancy. As a result, the Juvenile Court partnership and support is critical to keeping youth in school and out of trouble.

All school districts in Clark County participate in the Truancy Project. Each of these districts offers support to the Truancy Project staff as they work to keep kids in school. Further, the school districts support the Truancy Boards with volunteers and referrals.

STAFFING

In order for the Clark County Community Truancy Project to be successful, it must be composed of all individuals that touch a student's life – student's family, school staff, Truancy Project staff, court personnel, and truancy board volunteers.

❖ LOCAL SCHOOL DISTRICT PERSONNEL

- Attendance Secretaries
- Principals / Associate Principals
- School Counselors

❖ ESD 112 TRUANCY PROJECT EMPLOYEES

- One full time Director
- Three full time Case Managers

❖ CLARK COUNTY JUVENILE COURT STAFF

- Juvenile Court Judges and Commissioners
- Juvenile Court Administrators
- Probation Counselors

❖ TRUANCY BOARD VOLUNTEERS

- One representative from each participating school district
- Volunteers throughout the community
- A Truancy Project Specialist

Target Population

The target population for the Clark County Truancy Project is students ages 8 to 17 who are enrolled in a Clark County public school district and have been issued an Order for Stay of Proceedings re: Truancy. Participating youth typically exhibit multiple risk factors for school failure including unexcused absences, class failure, poverty, health or medical issues, and housing issues.

Referral to the Truancy Project

Students who have unexcused absences after an Order for Stay of Proceedings re: Truancy has been entered can be referred to the Clark County Truancy Project. Also, youth who are identified at the Truancy Workshop as needing immediate intervention can be “fast tracked” to the Truancy Project. The school district representative needs to send a completed Clark County Community Truancy Project Referral Form to Project staff. The referring district may also include student's transcripts/academic status, attendance records, and disciplinary history information.

Case Management

After the referral is received, Truancy Project Specialists will immediately begin working individually with the youth and family.

Screening

To assist in rapid identification of potential risk factors/barriers to school engagement and performance, program youth are asked to participate in the MAYSI-2 (Massachusetts Youth Screening Instrument – Second Version). The MAYSI-2 provides information that alerts staff to the potential for the following mental and behavioral problems: Alcohol/Drug Use, Angry-Irritable, Depressed-Anxious, Somatic Complaints, Suicide Ideation, Thought Disturbance, and Traumatic Experiences. Students are required to have parental authorization in order to participate in the MAYSI-2.

Case Planning

The specialist monitors the student's progress through school and home visits and phone calls to the student, parent/guardian and school counselors. The specialist then assesses the student and family needs to determine an individualized plan of action for each student.

- Provide necessary consistent contact to students on an individualized level.
- Serve as a liaison between a student and his/her family and the school district and/or community resources.
- Explore alternative educational opportunities with the student. Possibly connect to resources such as credit recovery, and tutoring if necessary.
- Enhance community involvement through service projects and activities.

Activities and Support

The Truancy Project believes that youth who are engaged in their community and with positive, supportive adults will do better in school overall. To that end, the Truancy Project works with other organizations to provide enrichment activities, service projects, work readiness skills and summer work experiences to enhance the youth's abilities.

- **Skill Building Classes**

The Truancy Project partners with the Youth Workforce Program to provide educational, work readiness and occupational skill building classes. These classes are available for any youth enrolled in the Truancy Project. In order to participate, a youth must sign up for the class through his/her Truancy Specialist.

- **Experiential Learning**

The Truancy Project hosts field trips several times per year. The trips are designed to help youth gain an understanding of their environment and community and to enhance their interest in education. The field trips have included tours of local cities such as Portland, Oregon, visits to museums and the zoo, challenging activities such as spelunking in the Ape Caves, and leadership building opportunities such as the Clark County Skills Center high ropes course and mountain biking on Mt. Adams. All of our activities are supervised by trained staff and experts in specific fields.

- **Service Learning**

Understanding one's place in the world and being able to give of one's time and abilities helps to promote confidence, compassion and commitment to one's community. To that end, the Truancy Project offers youth opportunities to participate in service activities designed to build core competencies. Some of the past service projects include working at the Food Bank, building trails, repairing computers and bicycles, and preparing a community garden. The Truancy Project partners with the Youth Workforce Program to frequently provide a wide variety of service opportunities.

- **Community Action Academy**

The Community Action Academy promotes a positive approach to learning and a fun way to explore careers. During this summer work experience, youth are paid while they build skills and self-esteem. The youth may spend time in trainings such as First Aid/CPR, Food Handler's and work based trainings such as Harassment Prevention and True Colors, a personality exploration program that helps youth understand teamwork better. Youth are also exposed to career options through a tour of Clark College and offered computer classes to enhance their software knowledge. The Academy concludes with an educational field trip.

Truancy Boards

If youth continue to miss school and the efforts made to intervene are unsuccessful, the Truancy Project Specialist will refer the youth to the Clark County Community Truancy Board.

There are approximately six truancy boards that meet once a month:

1. Battle Ground/Hockinson/Ridgefield/La Center
2. Camas/Washougal
3. Evergreen One
4. Evergreen Two
5. Vancouver One
6. Vancouver Two

The truancy boards generally consist of four to six members, including a school district representative, the youth's Truancy Project Specialist, and volunteers from the community. Truancy boards generally schedule 4 families per board meeting (each is seen separately).

Truancy board volunteers are invited to attend annual trainings. Training topics include motivational interviewing techniques, available community resources and services, and information on youth issues such as suicide, and complex trauma, Adverse Childhood Experiences.

When the Truancy Project Specialist refers a youth and parent to the truancy board, a letter is sent to the family two weeks before the appearance. Prior to meeting with each family, the Truancy Project Specialist gives each truancy board member an information packet, including a written summary of the student's "case," as well as attendance records. If the family does not show up for their scheduled appearance, the student may be negatively exited from CCTP and the Truancy Project Specialist will refer the student back to the school district.

The truancy board meets with the youth, a parent, and a school district representative. The youth and parent are able to share the barriers to getting the youth to school. The members evaluate the youth's circumstances, using both the written summary from the Truancy Project Specialist and first-hand information from the child and family, and then make recommendations for services. The youth and family enter into a written agreement with the Truancy Board that they will follow through with the board's recommendation. The agreement is voluntary in that the family does not have to utilize the recommended services, but if the student does not improve his or her attendance, he or she may be referred back to the school district with a recommendation for formal court intervention.

Truancy Project Exit

The Truancy Project provides case management services to students referred to them during the "stay" period. A stay is in effect for 12 months. It is highly recommended that school district's refer youth who have 6 months or more remaining on their stay, however, they will not refuse services to youth with less than 6 months. One to two months prior to the stay ending, Truancy Project staff will notify the school district by sending an exit report on each student. Depending on the type of exit (positive, negative, neutral), a recommendation will be made on how to proceed with the student based upon his/her progress. Recommendations may result in a continuation of services with the Truancy Project or a referral to Juvenile Court staff for more intensive services.

Positive:

The student has significantly improved their attendance, graduated from high school, enrolled in Job Corps, or completed their GED.

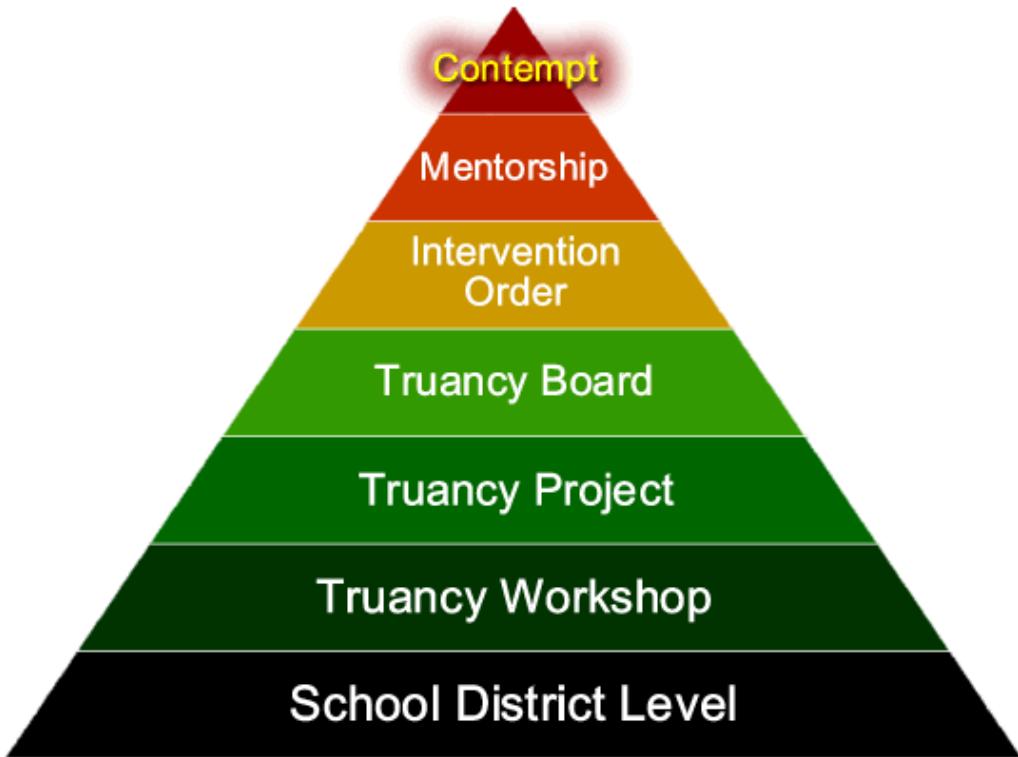
Neutral:

- Emancipation
- Moved out of jurisdiction
- Home School (could be considered neutral or positive, depending on reason for home school decision)

- Unable to locate
- Parent non-compliant
- Juvenile Probation or JRA Involvement

Negative:

The student does not have improved attendance and has not followed through with board agreements or recommended resources or services. The Truancy Project staff will recommend formal court intervention when the student is in need of services beyond what the Truancy Project is able to offer.



Clark County Truancy Process: Truancy Court Supervision (Intervention Order, Mentorship and Contempt)

PROBATION DEPARTMENT RESPONSIBILITIES FOR TRUANT YOUTH

The Clark County Juvenile Court has a multifaceted mandate to work with the youth of Clark County. This mandate includes truant youth. In responding to truant youth, the Court must take into account the immediate and long-term safety and well-being of the youth and of the community. The Clark County Juvenile Court is committed to Balanced and Restorative Justice. A restorative response to truancy requires the community, through its courts and educational systems, to recognize the obstacles that prevent a youth from being successful and create an appropriate level of support for that youth to build competency and become successful.

The Clark County Juvenile Court submits that the use of detention in and of itself, as a consequence of truancy, will not address the youth's issues that may contribute to truancy. Our experience tells us that prevention/intervention with youth and families involving community resources will give the best possible chance for positive results. Therefore the Juvenile Court will seek evaluation where appropriate, and provide recommendations and supervision of youth found to be truant, placed on an Intervention Order and referred to the Truancy Probation Counselor for further supervision. The following procedures will be utilized to process the contempt cases.

The Clark County Juvenile Court will take an active role in assisting school districts through the court process and paperwork, supporting the Truancy Project in their activities with the youth and collaborating in the Workshop process.

REFERRAL TO THE TRUANCY PROBATION COUNSELOR

At the time that the Intervention Order is signed, a copy must be forwarded to the Truancy Probation Counselor at the Juvenile Court. If the School District wishes the Juvenile Court to assume supervision they should include with the youth's most recent attendance records, the Clark County Juvenile Court Truancy Intervention Referral Form and the exit summary from the truancy project if applicable. The case is then handed off for Juvenile Court intervention/case management and will no longer be supervised by the school district. Districts must however continue to provide attendance records to Juvenile Court staff supervising the youth. A referral to the Juvenile Court for supervision can happen any time after an Intervention Order is authorized.

ROLE OF THE PROBATION COUNSELOR

- The Truancy Probation Counselor will receive referrals from the School Districts on youth that have active Intervention Orders and are not responding to services provided thus far.

- Probation Counselor meets with youth and parent for interview re family/youth history, completes WARNS assessment, obtains education assessments and releases of information, and gathers information from other agencies involved in the family.
- If drug/alcohol concerns, mental health issues, or family issues are found, the Probation Counselor will provide referrals to appropriate resources and evaluation services for the youth and family.
- Probation Counselor will provide case management services and meet regularly with youth and family to assist in re-engagement into school.
- During the court supervision period, non-compliant behavior will be addressed by the Probation Counselor and may result in further Court appearances.
- Once referred to the Juvenile Court, Intervention Orders can be supervised by the for the duration of the order. Intervention Orders on Truancy Petitions remain in effect until the youth is 18 years of age or graduates or achieves a GED. Intervention Orders could be dismissed if a youth is doing well at school.
- The court will review violations before further detention or intervention is instituted. The court will consider graduated sanctions.

Under the guidance of the Truancy Probation Counselor the Tracker/Intern/Mentor will:

- Track truancy intervention orders that have been referred to the Juvenile Court.
- Meet with youth, school and family on a regular basis to monitor attendance and establish a relationship with the youth in order to work toward re-engagement with school.
- Communicate with the Truancy Probation Counselor regarding of the youth's performance, especially in regard to non-compliant behavior.
- Have in place referrals to CDAC, DCFS and evaluation services for the youth and family to complete as part the plan where D/A, mental health, of family issues are discovered.

TRUANTS AND CRIMINAL CONDUCT

- If a truant youth moves from a stay order or intervention order to community supervision (probation) the truancy order may be dismissed. This is dependent on the youth's age and the length of community supervision. In such cases, the Probation Counselor will notify the school district of the youth's status. School attendance issues are monitored as part of the youth's community supervision order.
- In cases where the youth is given a short term of community supervision, or is very young, the Intervention Order will remain in effect. The Probation Counselor will monitor and address the youth's attendance while they are under community supervision. When the youth is discharged from community supervision, the Probation Counselor will notify the school district. The youth could then be supervised by the Truancy Probation Counselor or referred back to the school

**Note: When a youth enters a diversion contract, the Intervention Order remains in place. The youth's attendance should continue to be monitored by the school district or Truancy Probation Counselor as diversion contracts are short term interventions and do not address truancy concerns.

CONTEMPT PROCEDURE

Contempt proceedings are considered a last resort for youth. Studies show that contact with the Court system can increase a youths risk to offend criminally. When all attempts to engage a youth have failed and it is determined that a youth's refusal to attend school is a "will" issue and not a "skill" problem, contempt paperwork can be filed. The Juvenile Court will collaborate with the School District on this process to make sure that no options have been missed.

The School District Representative will be responsible for filing an Affidavit in Support of Order to Show Cause Re: Truancy Contempt (9). The Truancy Probation Counselor will be responsible for filing the Motion for Order to Show Cause (11) and Order to Show Cause (12) and sending appropriate notice to the youth and family. A Truancy Contempt Order (13) will be prepared for Court also.

See Step 5 under School District Level for more information on the Contempt Process.

Chapter 28A.225 RCW COMPULSORY SCHOOL ATTENDANCE AND ADMISSION

RCW Sections

- [28A.225.005](#) Compulsory education, requirements -- Informing students and parents annually.
- [28A.225.010](#) Attendance mandatory -- Age -- Exceptions.
- [28A.225.015](#) Attendance mandatory -- Six or seven year olds -- Unexcused absences -- Petition.
- [28A.225.020](#) School's duties upon child's failure to attend school.
- [28A.225.025](#) Community truancy boards.
- [28A.225.030](#) Petition to juvenile court for violations by a parent or child -- School district responsibilities.
- [28A.225.031](#) Alcohol or controlled substances testing -- Authority to order.
- [28A.225.035](#) Petition to juvenile court -- Contents -- Court action -- Referral to community truancy board -- Transfer of jurisdiction upon relocation.
- [28A.225.055](#) Excused absences -- Search and rescue activities.
- [28A.225.060](#) Custody and disposition of child absent from school without excuse.
- [28A.225.080](#) Employment permits.
- [28A.225.090](#) Court orders -- Penalties -- Parents' defense.
- [28A.225.095](#) Authority of court commissioners and family law commissioners to hear cases under this chapter.
- [28A.225.110](#) Fines applied to support of schools.
- [28A.225.115](#) Educational services -- Funding for children referred to community truancy board.
- [28A.225.140](#) Enforcing officers not personally liable for costs.
- [28A.225.151](#) Reports.
- [28A.225.155](#) Condensed compliance reports -- Second-class districts.
- [28A.225.160](#) Qualification for admission to district's schools -- Fees for preadmission screening.
- [28A.225.170](#) Admission to schools -- Children on United States reservations -- Idaho residents with Washington addresses.
- [28A.225.200](#) Education of pupils in another district -- Limitation as to state apportionment -- Exemption.
- [28A.225.210](#) Admission of district pupils tuition free.
- [28A.225.215](#) Enrollment of children without legal residences.
- [28A.225.217](#) Children of military families -- Continued enrollment in district schools.
- [28A.225.220](#) Adults, children from other districts, agreements for attending school -- Tuition.

- 28A.225.225 Applications from nonresident students or students receiving home-based instruction to attend district school -- School employees' children -- Acceptance and rejection standards -- Notification.
- 28A.225.230 Appeal from certain decisions to deny student's request to attend nonresident district -- Procedure.
- 28A.225.240 Apportionment credit.
- 28A.225.250 Cooperative programs among school districts -- Rules.
- 28A.225.260 Reciprocity exchanges with other states.
- 28A.225.270 Intradistrict enrollment options policies.
- 28A.225.280 Transfer students' eligibility for extracurricular activities.
- 28A.225.290 Enrollment options information booklet *(as amended by 2009 c 450)*.
- 28A.225.290 Enrollment options information booklet -- Posting on web site *(as amended by 2009 c 524)*.
- 28A.225.290 Enrollment options information *(as amended by 2009 c 556)*.
- 28A.225.300 Enrollment options information to parents.
- 28A.225.310 Attendance in school district of choice -- Impact on existing cooperative arrangements.
- 28A.225.330 Enrolling students from other districts -- Requests for information and permanent records -- Withheld transcripts -- Immunity from liability -- Notification to teachers and security personnel -- Rules.