

**2SHB 2449 - S AMD 750**

By Senators Hargrove, Darneille, O'Ban

**ADOPTED 03/09/2016**

1 Strike everything after the enacting clause and insert the  
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature recognizes that all  
4 children and youth in Washington state are entitled to a basic  
5 education and to an equal opportunity to learn. The legislature  
6 recognizes that poor school attendance can have far-reaching effects  
7 on academic performance and achievement, development of social skills  
8 and school engagement, dropout rates, and even college completion  
9 rates, and that these effects occur regardless of whether excessive  
10 absenteeism is considered excused or unexcused or the specific reason  
11 or reasons for the absences. The legislature recognizes that there  
12 are many causes of truancy and that truancy is an indicator of future  
13 school dropout and delinquent behavior. The legislature recognizes  
14 that early engagement of parents in the education process is an  
15 important measure in preventing truancy. It is the intent of the  
16 legislature to encourage the systematic identification of truant  
17 behavior as early as possible and to encourage the use of best  
18 practices and evidence-based interventions to reduce truant behavior  
19 in every school in Washington state. The legislature intends that  
20 schools, parents, juvenile courts, and communities share resources  
21 within and across school districts where possible to enhance the  
22 availability of best practices and evidence-based intervention for  
23 truant children and youth.

24 By taking a four-pronged approach and providing additional tools  
25 to schools, courts, communities, and families, the legislature hopes  
26 to reduce excessive absenteeism, strengthen families, engage  
27 communities and families with schools, promote academic achievement,  
28 reduce educational opportunity gaps, reduce juvenile delinquency,  
29 address juveniles' emotional, mental health, and chemical dependency  
30 needs, and increase high school graduation rates.

31 First, with respect to absenteeism in general, the legislature  
32 intends to put in place consistent practices and procedures,

1 beginning in kindergarten, pursuant to which schools share  
2 information with families about the importance of consistent  
3 attendance and the consequences of excessive absences, involve  
4 families early, and provide families with information, services, and  
5 tools that they may access to improve and maintain their children's  
6 school attendance.

7 Second, the legislature recognizes the success that has been had  
8 by school districts and county juvenile courts around the state that  
9 have worked in tandem with one another to establish truancy boards  
10 capable of prevention and intervention and that regularly stay  
11 truancy petitions in order to first allow these boards to identify  
12 barriers to school attendance, cooperatively solve problems, and  
13 connect students and their families with needed community-based  
14 services. While keeping petition filing requirements in place, the  
15 legislature intends to require an initial stay of truancy petitions  
16 in order to allow for appropriate intervention and prevention before  
17 using a court order to enforce attendance laws. The legislature also  
18 intends to encourage efforts by county juvenile courts and school  
19 districts to establish and maintain community truancy boards and to  
20 employ other best practices, including the provision of training for  
21 board members and other school and court personnel on trauma-informed  
22 approaches to discipline, the use of the Washington assessment of the  
23 risks and needs of students (WARNS) or other assessment tools to  
24 identify the specific needs of individual children, and the provision  
25 of evidence-based treatments that have been found to be effective in  
26 supporting at-risk youth and their families.

27 Third, the legislature recognizes that there are instances in  
28 which barriers to school attendance that have led to truancy may be  
29 best addressed by juvenile courts, which may refer truant students to  
30 a crisis residential center or HOPE center for the provision of  
31 services. The legislature further recognizes that even when a truant  
32 student is found in contempt of a court order to attend school, it is  
33 best practice that the truant student not be placed in juvenile  
34 detention but, where feasible and available, instead be placed in a  
35 secure crisis residential center. The legislature intends to increase  
36 the number of beds in HOPE centers and crisis residential centers in  
37 order to facilitate their use for truant students.

38 Fourth, the legislature recognizes that some problematic  
39 behaviors that are predictive of truancy and delinquency may be best  
40 addressed by appropriate screenings and, where appropriate, temporary

1 provision of home services. The legislature intends to strengthen the  
2 juvenile court's ability to seek a chemical dependency or mental  
3 health assessment for a child subject to a truancy petition, if the  
4 court finds that such an assessment might help to reengage a child in  
5 school. The legislature further finds that where family conflict  
6 exists or a juvenile's health or safety is in jeopardy due to  
7 circumstances in the child's home, referral to a crisis residential  
8 center might be appropriate to help achieve family reconciliation.

9 **Sec. 2.** RCW 28A.225.005 and 2009 c 556 s 5 are each amended to  
10 read as follows:

11 (1) Each school within a school district shall inform the  
12 students and the parents of the students enrolled in the school  
13 about: The benefits of regular school attendance; the potential  
14 effects of excessive absenteeism, whether excused or unexcused, on  
15 academic achievement, and graduation and dropout rates; the school's  
16 expectations of the parents and guardians to ensure regular school  
17 attendance by the child; the resources available to assist the child  
18 and the parents and guardians; the role and responsibilities of the  
19 school; and the consequences of truancy, including the compulsory  
20 education requirements under this chapter. The school shall provide  
21 access to the information ((at least annually.)) before or at the  
22 time of enrollment of the child at a new school and at the beginning  
23 of each school year. If the school regularly and ordinarily  
24 communicates most other information to parents online, providing  
25 online access to the information required by this section satisfies  
26 the requirements of this section unless a parent or guardian  
27 specifically requests information to be provided in written form.  
28 Reasonable efforts must be made to enable parents to request and  
29 receive the information in a language in which they are fluent. A  
30 parent must date and acknowledge review of this information online or  
31 in writing before or at the time of enrollment of the child at a new  
32 school and at the beginning of each school year.

33 (2) The office of the superintendent of public instruction shall  
34 develop a template that schools may use to satisfy the requirements  
35 of subsection (1) of this section and shall post the information on  
36 its web site.

37 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.225  
38 RCW to read as follows:

1 (1) Except as provided in subsection (2) of this section, in the  
2 event that a child in elementary school is required to attend school  
3 under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused  
4 absences in a single month during the current school year, or ten or  
5 more excused absences in the current school year, the school district  
6 shall schedule a conference or conferences with the parent and child  
7 at a time reasonably convenient for all persons included for the  
8 purpose of identifying the barriers to the child's regular  
9 attendance, and the supports and resources that may be made available  
10 to the family so that the child is able to regularly attend school.  
11 If a regularly scheduled parent-teacher conference day is to take  
12 place within thirty days of the absences, the school district may  
13 schedule this conference on that day. To satisfy the requirements of  
14 this section, the conference must include at least one school  
15 district employee such as a nurse, counselor, social worker, teacher,  
16 or community human services provider, except in those instances  
17 regarding the attendance of a child who has an individualized  
18 education program or a plan developed under section 504 of the  
19 rehabilitation act of 1973, in which case the reconvening of the team  
20 that created the program or plan is required.

21 (2) A conference pursuant to subsection (1) of this section is  
22 not required in the event of excused absences for which prior notice  
23 has been given to the school or a doctor's note has been provided and  
24 an academic plan is put in place so that the child does not fall  
25 behind.

26 **Sec. 4.** RCW 28A.225.020 and 2009 c 266 s 1 are each amended to  
27 read as follows:

28 (1) If a child required to attend school under RCW 28A.225.010  
29 fails to attend school without valid justification, the public school  
30 in which the child is enrolled shall:

31 (a) Inform the child's ~~((eustodial))~~ parent(~~(, —parents, —or~~  
32 ~~guardian))~~ by a notice in writing or by telephone whenever the child  
33 has failed to attend school after one unexcused absence within any  
34 month during the current school year. School officials shall inform  
35 the parent of the potential consequences of additional unexcused  
36 absences. If the ~~((eustodial))~~ parent(~~(, —parents, —or guardian))~~ is  
37 not fluent in English, the ~~((preferred practice is to))~~ school must  
38 make reasonable efforts to provide this information in a language in  
39 which the ~~((eustodial))~~ parent(~~(, —parents, —or guardian))~~ is fluent;

1 (b) Schedule a conference or conferences with the (~~eustodial~~)  
2 parent(~~(, parents, or guardian)~~) and child at a time reasonably  
3 convenient for all persons included for the purpose of analyzing the  
4 causes of the child's absences after two unexcused absences within  
5 any month during the current school year. If a regularly scheduled  
6 parent-teacher conference day is to take place within thirty days of  
7 the second unexcused absence, then the school district may schedule  
8 this conference on that day; and

9 (c) Take data-informed steps to eliminate or reduce the child's  
10 absences. These steps shall include application of the Washington  
11 assessment of the risks and needs of students (WARNS) by a school  
12 district's designee under section 6 of this act, and where  
13 appropriate, providing an available approved best practice or  
14 research-based intervention, or both, consistent with the WARNS  
15 profile, adjusting the child's school program or school or course  
16 assignment, providing more individualized or remedial instruction,  
17 providing appropriate vocational courses or work experience,  
18 referring the child to a community truancy board, (~~(if available,)~~)  
19 requiring the child to attend an alternative school or program, or  
20 assisting the parent or child to obtain supplementary services that  
21 might eliminate or ameliorate the cause or causes for the absence  
22 from school. If the child's parent does not attend the scheduled  
23 conference, the conference may be conducted with the student and  
24 school official. However, the parent shall be notified of the steps  
25 to be taken to eliminate or reduce the child's absence.

26 (2) For purposes of this chapter, an "unexcused absence" means  
27 that a child:

28 (a) Has failed to attend the majority of hours or periods in an  
29 average school day or has failed to comply with a more restrictive  
30 school district policy; and

31 (b) Has failed to meet the school district's policy for excused  
32 absences.

33 (3) If a child transfers from one school district to another  
34 during the school year, the receiving school or school district shall  
35 include the unexcused absences accumulated at the previous school or  
36 from the previous school district for purposes of this section, RCW  
37 28A.225.030, and 28A.225.015. The sending school district shall  
38 provide this information to the receiving school, together with a  
39 copy of any previous assessment as required under subsection (1)(c)  
40 of this section, history of any best practices or researched-based

1 intervention previously provided to the child by the child's sending  
2 school district, and a copy of the most recent truancy information  
3 including any online or written acknowledgment by the parent and  
4 child, as provided for in RCW 28A.225.005.

5 **Sec. 5.** RCW 28A.225.025 and 2009 c 266 s 2 are each amended to  
6 read as follows:

7 (1) For purposes of this chapter, "community truancy board" means  
8 a board established pursuant to a memorandum of understanding between  
9 a juvenile court and a school district and composed of members of the  
10 local community in which the child attends school. (~~Juvenile courts~~  
11 may establish and operate community truancy boards. If the juvenile  
12 court and the school district agree, a school district may establish  
13 and operate a community truancy board under the jurisdiction of the  
14 juvenile court. Juvenile courts may create a community truancy board  
15 or may use other entities that exist or are created, such as  
16 diversion units. However, a diversion unit or other existing entity  
17 must agree before it is used as a truancy board.)) All members of a  
18 community truancy board must receive training regarding the  
19 identification of barriers to school attendance, the use of the  
20 Washington assessment of the risks and needs of students (WARNS) or  
21 other assessment tools to identify the specific needs of individual  
22 children, trauma-informed approaches to discipline, evidence-based  
23 treatments that have been found effective in supporting at-risk youth  
24 and their families, and the specific services and treatment available  
25 in the particular school, court, community, and elsewhere. Duties of  
26 a community truancy board shall include, but not be limited to:  
27 Identifying barriers to school attendance, recommending methods for  
28 improving (~~school~~) attendance such as (~~assisting the parent or the~~  
29 child to obtain supplementary services that might eliminate or  
30 ameliorate the causes for the absences or)) connecting students and  
31 their families with community services, culturally appropriate  
32 promising practices, and evidence-based services such as functional  
33 family therapy, multisystemic therapy, and aggression replacement  
34 training, suggesting to the school district that the child enroll in  
35 another school, an alternative education program, an education  
36 center, a skill center, a dropout prevention program, or another  
37 public or private educational program, or recommending to the  
38 juvenile court that a juvenile be referred to a HOPE center or crisis  
39 residential center.

1 (2) The legislature finds that utilization of community truancy  
2 boards(~~(, or other diversion units that fulfill a similar function,)~~)  
3 is the preferred means of intervention when preliminary methods (~~(of~~  
4 ~~notice and parent conferences and taking appropriate steps)~~) to  
5 eliminate or reduce unexcused absences as required by RCW 28A.225.020  
6 have not been effective in securing the child's attendance at school.  
7 The legislature intends to encourage and support the development and  
8 expansion of community truancy boards (~~(and other diversion programs~~  
9 ~~which are effective in promoting school attendance and preventing the~~  
10 ~~need for more intrusive intervention by the court)~~). Operation of a  
11 school truancy board does not excuse a district from the obligation  
12 of filing a petition within the requirements of RCW 28A.225.015(3).

13 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.225  
14 RCW to read as follows:

15 (1) By the beginning of the 2017-18 school year, juvenile courts  
16 must establish, through a memorandum of understanding with each  
17 school district within their respective counties, a coordinated and  
18 collaborative approach to address truancy through the establishment  
19 of a community truancy board or, with respect to certain small  
20 districts, through other means as provided in subsection (3) of this  
21 section.

22 (2) Except as provided in subsection (3) of this section, each  
23 school district must enter into a memorandum of understanding with  
24 the juvenile court in the county in which it is located with respect  
25 to the operation of a community truancy board. A community truancy  
26 board may be operated by a juvenile court, a school district, or a  
27 collaboration between both entities, so long as the agreement is  
28 memorialized in a memorandum of understanding.

29 (3) A school district with fewer than two hundred students must  
30 enter into a memorandum of understanding with the juvenile court in  
31 the county in which it is located with respect to: (a) The operation  
32 of a community truancy board; or (b) addressing truancy through other  
33 coordinated means of intervention aimed at identifying barriers to  
34 school attendance, and connecting students and their families with  
35 community services, culturally appropriate promising practices, and  
36 evidence-based services such as functional family therapy,  
37 multisystemic therapy, and aggression replacement training. School  
38 districts with fewer than two hundred students may work cooperatively  
39 with other school districts or the school district's educational

1 service district to ensure access to a community truancy board or to  
2 provide other coordinated means of intervention.

3 (4) All school districts must designate, and identify to the  
4 local juvenile court, a person or persons to coordinate school  
5 district efforts to address excessive absenteeism and truancy,  
6 including tasks associated with: Outreach and conferences pursuant to  
7 section 3 of this act; entering into a memorandum of understanding  
8 with the juvenile court; establishing protocols and procedures with  
9 the court; coordinating trainings; sharing evidence-based and  
10 culturally appropriate promising practices; identifying a person  
11 within every school to serve as a contact with respect to excessive  
12 absenteeism and truancy; and assisting in the recruitment of  
13 community truancy board members.

14 (5) As has been demonstrated by school districts and county  
15 juvenile courts around the state that have worked together and led  
16 the way with community truancy boards, success has resulted from  
17 involving the entire community and leveraging existing dollars from a  
18 variety of sources, including public and private, local and state,  
19 and court, school, and community. In emulating this coordinated and  
20 collaborative approach statewide pursuant to local memoranda of  
21 understanding, courts and school districts are encouraged to create  
22 strong community-wide partnerships and to leverage existing dollars  
23 and resources.

24 **Sec. 7.** RCW 28A.225.030 and 2012 c 157 s 1 are each amended to  
25 read as follows:

26 (1) If a child under the age of seventeen is required to attend  
27 school under RCW 28A.225.010 and if the actions taken by a school  
28 district under RCW 28A.225.020 are not successful in substantially  
29 reducing an enrolled student's absences from public school, not later  
30 than the seventh unexcused absence by a child within any month during  
31 the current school year or not later than the tenth unexcused absence  
32 during the current school year the school district shall file a  
33 petition and supporting affidavit for a civil action with the  
34 juvenile court alleging a violation of RCW 28A.225.010: (a) By the  
35 parent; (b) by the child; or (c) by the parent and the child. The  
36 petition must include a list of all interventions that have been  
37 attempted as set forth in RCW 28A.225.020, include a copy of any  
38 previous truancy assessment completed by the child's current school  
39 district, the history of approved best practices intervention or



1 research-based intervention previously provided to the child by the  
2 child's current school district, and a copy of the most recent  
3 truancy information document signed by the parent and child, pursuant  
4 to RCW 28A.225.005. Except as provided in this subsection, no  
5 additional documents need be filed with the petition. Nothing in this  
6 subsection requires court jurisdiction to terminate when a child  
7 turns seventeen or precludes a school district from filing a petition  
8 for a child that is seventeen years of age.

9 (2) The district shall not later than the fifth unexcused absence  
10 in a month:

11 (a) Enter into an agreement with a student and parent that  
12 establishes school attendance requirements;

13 (b) Refer a student to a community truancy board(~~(, —if~~  
14 ~~available,~~) as defined in RCW 28A.225.025. The community truancy  
15 board shall enter into an agreement with the student and parent that  
16 establishes school attendance requirements and take other appropriate  
17 actions to reduce the child's absences; or

18 (c) File a petition under subsection (1) of this section.

19 (3) The petition may be filed by a school district employee who  
20 is not an attorney.

21 (4) If the school district fails to file a petition under this  
22 section, the parent of a child with five or more unexcused absences  
23 in any month during the current school year or upon the tenth  
24 unexcused absence during the current school year may file a petition  
25 with the juvenile court alleging a violation of RCW 28A.225.010.

26 (5) Petitions filed under this section may be served by certified  
27 mail, return receipt requested. If such service is unsuccessful, or  
28 the return receipt is not signed by the addressee, personal service  
29 is required.

30 **Sec. 8.** RCW 28A.225.035 and 2012 c 157 s 2 are each amended to  
31 read as follows:

32 (1) A petition for a civil action under RCW 28A.225.030 or  
33 28A.225.015 shall consist of a written notification to the court  
34 alleging that:

35 (a) The child has unexcused absences as described in RCW  
36 28A.225.030(1) during the current school year;

37 (b) Actions taken by the school district have not been successful  
38 in substantially reducing the child's absences from school; and

1 (c) Court intervention and supervision are necessary to assist  
2 the school district or parent to reduce the child's absences from  
3 school.

4 (2) The petition shall set forth the name, date of birth, school,  
5 address, gender, race, and ethnicity of the child and the names and  
6 addresses of the child's parents, and shall set forth (~~whether~~) the  
7 languages in which the child and parent are fluent (~~in English~~),  
8 whether there is an existing individualized education program, and  
9 the child's current academic status in school.

10 (3) The petition shall set forth facts that support the  
11 allegations in this section and shall generally request relief  
12 available under this chapter and provide information about what the  
13 court might order under RCW 28A.225.090.

14 (4)(a) When a petition is filed under RCW 28A.225.030 or  
15 28A.225.015, (~~the juvenile court shall schedule a hearing at which~~  
16 ~~the court shall consider the petition, or if the court determines~~  
17 ~~that a referral to an available community truancy board would~~  
18 ~~substantially reduce the child's unexcused absences, the court may~~  
19 ~~refer the case to a community truancy board under the jurisdiction of~~  
20 ~~the juvenile court~~) it shall initially be stayed by the juvenile  
21 court, and the child and the child's parent must be referred to a  
22 community truancy board or other coordinated means of intervention as  
23 set forth in the memorandum of understanding under section 6 of this  
24 act. The community truancy board must provide to the court a  
25 description of the intervention and prevention efforts to be employed  
26 to substantially reduce the child's unexcused absences, along with a  
27 timeline for completion.

28 (b) If a community truancy board or other coordinated means of  
29 intervention is not in place as required by section 6 of this act,  
30 the juvenile court shall schedule a hearing at which the court shall  
31 consider the petition.

32 (5) (~~If~~) When a referral is made to a community truancy board,  
33 the truancy board must meet with the child, a parent, and the school  
34 district representative and enter into an agreement with the  
35 petitioner and respondent regarding expectations and any actions  
36 necessary to address the child's truancy within twenty days of the  
37 referral. If the petition is based on RCW 28A.225.015, the child  
38 shall not be required to attend and the agreement under this  
39 subsection shall be between the truancy board, the school district,  
40 and the child's parent. The court may permit the truancy board or

1 truancy prevention counselor to provide continued supervision over  
2 the student, or parent if the petition is based on RCW 28A.225.015.

3 (6) If the community truancy board fails to reach an agreement,  
4 or the parent or student does not comply with the agreement within  
5 the timeline for completion set by the community truancy board, the  
6 community truancy board shall return the case to the juvenile court  
7 ((for a hearing)). The stay of the petition shall be lifted, and the  
8 juvenile court shall schedule a hearing at which the court shall  
9 consider the petition.

10 (7)(a) Notwithstanding the provisions in subsection (4)(a) of  
11 this section, a hearing shall not be required if other actions by the  
12 court would substantially reduce the child's unexcused absences. Such  
13 actions may include referral to an existing community truancy board,  
14 use of the Washington assessment of risks and needs of students  
15 (WARNS) or other assessment tools to identify the specific needs of  
16 individual children, the provision of community-based services, and  
17 the provision of evidence-based treatments that have been found to be  
18 effective in supporting at-risk youth and their families. When a  
19 juvenile court hearing is held, the court shall:

20 (i) Separately notify the child, the parent of the child, and the  
21 school district of the hearing. If the parent is not fluent in  
22 English, ((the preferred practice is for)) notice ((to)) should be  
23 provided in a language in which the parent is fluent as indicated on  
24 the petition pursuant to RCW 28A.225.030(1);

25 (ii) Notify the parent and the child of their rights to present  
26 evidence at the hearing; and

27 (iii) Notify the parent and the child of the options and rights  
28 available under chapter 13.32A RCW.

29 (b) If the child is not provided with counsel, the advisement of  
30 rights must take place in court by means of a colloquy between the  
31 court, the child if eight years old or older, and the parent.

32 (8)(a) The court may require the attendance of the child if eight  
33 years old or older, the parents, and the school district at any  
34 hearing on a petition filed under RCW 28A.225.030.

35 (b) The court may not issue a bench warrant for a child for  
36 failure to appear at a hearing on an initial truancy petition filed  
37 under RCW 28A.225.030. If there has been proper service, the court  
38 may instead enter a default order assuming jurisdiction under the  
39 terms specified in subsection (12) of this section.

1 (9) A school district is responsible for determining who shall  
2 represent the school district at hearings on a petition filed under  
3 RCW 28A.225.030 or 28A.225.015.

4 (10) The court may permit the first hearing to be held without  
5 requiring that either party be represented by legal counsel, and to  
6 be held without a guardian ad litem for the child under RCW 4.08.050.  
7 At the request of the school district, the court shall permit a  
8 school district representative who is not an attorney to represent  
9 the school district at any future hearings.

10 (11) If the child is in a special education program or has a  
11 diagnosed mental or emotional disorder, the court shall inquire as to  
12 what efforts the school district has made to assist the child in  
13 attending school.

14 (12) If the allegations in the petition are established by a  
15 preponderance of the evidence, the court shall grant the petition and  
16 enter an order assuming jurisdiction to intervene for the period of  
17 time determined by the court, after considering the facts alleged in  
18 the petition and the circumstances of the juvenile, to most likely  
19 cause the juvenile to return to and remain in school while the  
20 juvenile is subject to this chapter. In no case may the order expire  
21 before the end of the school year in which it is entered.

22 (13)(a) If the court assumes jurisdiction, the school district  
23 shall periodically report to the court any additional unexcused  
24 absences by the child, actions taken by the school district, and an  
25 update on the child's academic status in school at a schedule  
26 specified by the court.

27 (b) The first report under this subsection (13) must be received  
28 no later than three months from the date that the court assumes  
29 jurisdiction.

30 (14) Community truancy boards and the courts shall coordinate, to  
31 the extent possible, proceedings and actions pertaining to children  
32 who are subject to truancy petitions and at-risk youth petitions in  
33 RCW 13.32A.191 or child in need of services petitions in RCW  
34 13.32A.140.

35 (15) If after a juvenile court assumes jurisdiction in one county  
36 the child relocates to another county, the juvenile court in the  
37 receiving county shall, upon the request of a school district or  
38 parent, assume jurisdiction of the petition filed in the previous  
39 county.

1       **Sec. 9.** RCW 28A.225.090 and 2009 c 266 s 4 are each amended to  
2 read as follows:

3       (1) A court may order a child subject to a petition under RCW  
4 28A.225.035 to do one or more of the following:

5       (a) Attend the child's current school, and set forth minimum  
6 attendance requirements, ~~((including suspensions))~~ which shall not  
7 consider a suspension day as an unexcused absence;

8       (b) If there is space available and the program can provide  
9 educational services appropriate for the child, order the child to  
10 attend another public school, an alternative education program,  
11 center, a skill center, dropout prevention program, or another public  
12 educational program;

13       (c) Attend a private nonsectarian school or program including an  
14 education center. Before ordering a child to attend an approved or  
15 certified private nonsectarian school or program, the court shall:

16 (i) Consider the public and private programs available; (ii) find  
17 that placement is in the best interest of the child; and (iii) find  
18 that the private school or program is willing to accept the child and  
19 will not charge any fees in addition to those established by contract  
20 with the student's school district. If the court orders the child to  
21 enroll in a private school or program, the child's school district  
22 shall contract with the school or program to provide educational  
23 services for the child. The school district shall not be required to  
24 contract for a weekly rate that exceeds the state general  
25 apportionment dollars calculated on a weekly basis generated by the  
26 child and received by the district. A school district shall not be  
27 required to enter into a contract that is longer than the remainder  
28 of the school year. A school district shall not be required to enter  
29 into or continue a contract if the child is no longer enrolled in the  
30 district;

31       ~~((Be referred to a community truancy board, if available; or~~  
32 ~~(e)))~~ Submit to ~~((testing for the use of controlled substances or~~  
33 ~~alcohol based on a determination that such testing))~~ a substance  
34 abuse assessment if the court finds on the record that such  
35 assessment is appropriate to the circumstances and behavior of the  
36 child and will facilitate the child's compliance with the mandatory  
37 attendance law and, if any assessment, including a urinalysis test  
38 ordered under this subsection indicates the use of controlled  
39 substances or alcohol, order the minor to abstain from the unlawful  
40 consumption of controlled substances or alcohol and adhere to the

1 recommendations of the ((drug)) substance abuse assessment at no  
2 expense to the school;

3 (e) Submit to a mental health evaluation or other diagnostic  
4 evaluation and adhere to the recommendations of the drug assessment,  
5 at no expense to the school, if the court finds on the court records  
6 that such evaluation is appropriate to the circumstances and behavior  
7 of the child, and will facilitate the child's compliance with the  
8 mandatory attendance law; or

9 (f) Submit to a temporary placement in a crisis residential  
10 center or a HOPE center if the court determines there is an immediate  
11 health and safety concern, or a family conflict with the need for  
12 mediation.

13 (2) If the child fails to comply with the court order, the court  
14 may order the child to be subject to detention, as provided in RCW  
15 7.21.030(2)(e), or may impose alternatives to detention such as  
16 community restitution. Failure by a child to comply with an order  
17 issued under this subsection shall not be subject to detention for a  
18 period greater than that permitted pursuant to a civil contempt  
19 proceeding against a child under chapter 13.32A RCW. Detention  
20 ordered under this subsection may be for no longer than seven days.  
21 Detention ordered under this subsection shall preferably be served at  
22 a secure crisis residential center close to the child's home rather  
23 than in a juvenile detention facility. A warrant of arrest for a  
24 child under this subsection may not be served on a child inside of  
25 school during school hours in a location where other students are  
26 present.

27 (3) Any parent violating any of the provisions of either RCW  
28 28A.225.010, 28A.225.015, or 28A.225.080 shall be fined not more than  
29 twenty-five dollars for each day of unexcused absence from school.  
30 The court shall remit fifty percent of the fine collected under this  
31 section to the child's school district. It shall be a defense for a  
32 parent charged with violating RCW 28A.225.010 to show that he or she  
33 exercised reasonable diligence in attempting to cause a child in his  
34 or her custody to attend school or that the child's school did not  
35 perform its duties as required in RCW 28A.225.020. The court may  
36 order the parent to provide community restitution instead of imposing  
37 a fine. Any fine imposed pursuant to this section may be suspended  
38 upon the condition that a parent charged with violating RCW  
39 28A.225.010 shall participate with the school and the child in a  
40 supervised plan for the child's attendance at school or upon

1 condition that the parent attend a conference or conferences  
2 scheduled by a school for the purpose of analyzing the causes of a  
3 child's absence.

4 (4) If a child continues to be truant after entering into a  
5 court-approved order with the truancy board under RCW 28A.225.035,  
6 the juvenile court shall find the child in contempt, and the court  
7 may order the child to be subject to detention, as provided in RCW  
8 7.21.030(2)(e), or may impose alternatives to detention such as  
9 meaningful community restitution. Failure by a child to comply with  
10 an order issued under this subsection may not subject a child to  
11 detention for a period greater than that permitted under a civil  
12 contempt proceeding against a child under chapter 13.32A RCW.

13 (5) Subsections (1), (2), and (4) of this section shall not apply  
14 to a six or seven year old child required to attend public school  
15 under RCW 28A.225.015.

16 **Sec. 10.** RCW 43.185C.315 and 2015 c 69 s 22 are each amended to  
17 read as follows:

18 (1) The department shall establish HOPE centers that provide no  
19 more than seventy-five beds across the state and may establish HOPE  
20 centers by contract, within funds appropriated by the legislature  
21 specifically for this purpose. HOPE centers shall be operated in a  
22 manner to reasonably assure that street youth placed there will not  
23 run away. Street youth may leave a HOPE center during the course of  
24 the day to attend school or other necessary appointments, but the  
25 street youth must be accompanied by an administrator or an  
26 administrator's designee. The street youth must provide the  
27 administration with specific information regarding his or her  
28 destination and expected time of return to the HOPE center. Any  
29 street youth who runs away from a HOPE center shall not be readmitted  
30 unless specifically authorized by the street youth's placement and  
31 liaison specialist, and the placement and liaison specialist shall  
32 document with specific factual findings an appropriate basis for  
33 readmitting any street youth to a HOPE center. HOPE centers are  
34 required to have the following:

35 ~~((1))~~ (a) A license issued by the department of social and  
36 health services;

37 ~~((2))~~ (b) A professional with a master's degree in counseling,  
38 social work, or related field and at least one year of experience  
39 working with street youth or a bachelor of arts degree in social work

1 or a related field and five years of experience working with street  
2 youth. This professional staff person may be contractual or a part-  
3 time employee, but must be available to work with street youth in a  
4 HOPE center at a ratio of one to every fifteen youth staying in a  
5 HOPE center. This professional shall be known as a placement and  
6 liaison specialist. Preference shall be given to those professionals  
7 cross-credentialed in mental health and chemical dependency. The  
8 placement and liaison specialist shall:

9       ~~((a))~~ (i) Conduct an assessment of the street youth that  
10 includes a determination of the street youth's legal status regarding  
11 residential placement;

12       ~~((b))~~ (ii) Facilitate the street youth's return to his or her  
13 legally authorized residence at the earliest possible date or  
14 initiate processes to arrange legally authorized appropriate  
15 placement. Any street youth who may meet the definition of dependent  
16 child under RCW 13.34.030 must be referred to the department of  
17 social and health services. The department of social and health  
18 services shall determine whether a dependency petition should be  
19 filed under chapter 13.34 RCW. A shelter care hearing must be held  
20 within seventy-two hours to authorize out-of-home placement for any  
21 youth the department of social and health services determines is  
22 appropriate for out-of-home placement under chapter 13.34 RCW. All of  
23 the provisions of chapter 13.32A RCW must be followed for children in  
24 need of services or at-risk youth;

25       ~~((c))~~ (iii) Interface with other relevant resources and system  
26 representatives to secure long-term residential placement and other  
27 needed services for the street youth;

28       ~~((d))~~ (iv) Be assigned immediately to each youth and meet with  
29 the youth within eight hours of the youth receiving HOPE center  
30 services;

31       ~~((e))~~ (v) Facilitate a physical examination of any street youth  
32 who has not seen a physician within one year prior to residence at a  
33 HOPE center and facilitate evaluation by a county-designated mental  
34 health professional, a chemical dependency specialist, or both if  
35 appropriate; and

36       ~~((f))~~ (vi) Arrange an educational assessment to measure the  
37 street youth's competency level in reading, writing, and basic  
38 mathematics, and that will measure learning disabilities or special  
39 needs;



1        ~~((3))~~ (c) Staff trained in development needs of street youth as  
2 determined by the department, including an administrator who is a  
3 professional with a master's degree in counseling, social work, or a  
4 related field and at least one year of experience working with street  
5 youth, or a bachelor of arts degree in social work or a related field  
6 and five years of experience working with street youth, who must work  
7 with the placement and liaison specialist to provide appropriate  
8 services on site;

9        ~~((4))~~ (d) A data collection system that measures outcomes for  
10 the population served, and enables research and evaluation that can  
11 be used for future program development and service delivery. Data  
12 collection systems must have confidentiality rules and protocols  
13 developed by the department;

14        ~~((5))~~ (e) Notification requirements that meet the notification  
15 requirements of chapter 13.32A RCW. The youth's arrival date and time  
16 must be logged at intake by HOPE center staff. The staff must  
17 immediately notify law enforcement and dependency caseworkers if a  
18 street youth runs away from a HOPE center. A child may be transferred  
19 to a secure facility as defined in RCW 13.32A.030 whenever the staff  
20 reasonably believes that a street youth is likely to leave the HOPE  
21 center and not return after full consideration of the factors set  
22 forth in RCW 43.185C.290(2)(a) (i) and (ii). The street youth's  
23 temporary placement in the HOPE center must be authorized by the  
24 court or the secretary of the department of social and health  
25 services if the youth is a dependent of the state under chapter 13.34  
26 RCW or the department of social and health services is responsible  
27 for the youth under chapter 13.32A RCW, or by the youth's parent or  
28 legal custodian, until such time as the parent can retrieve the youth  
29 who is returning to home;

30        ~~((6))~~ (f) HOPE centers must identify to the department of  
31 social and health services any street youth it serves who is not  
32 returning promptly to home. The department of social and health  
33 services then must contact the missing children's clearinghouse  
34 identified in chapter 13.60 RCW and either report the youth's  
35 location or report that the youth is the subject of a dependency  
36 action and the parent should receive notice from the department of  
37 social and health services; and

38        ~~((7))~~ (g) Services that provide counseling and education to the  
39 street youth(~~and~~).

1        ~~((+8))~~ (2) The department shall award contracts for the  
2 operation of HOPE center beds with the goal of facilitating the  
3 coordination of services provided for youth by such programs and  
4 those services provided by secure and semi-secure crisis residential  
5 centers.

6        (3) Subject to funds appropriated for this purpose, the  
7 department must incrementally increase the number of available HOPE  
8 beds by at least seventeen beds in fiscal year 2017, at least  
9 seventeen beds in fiscal year 2018, and at least seventeen beds in  
10 fiscal year 2019, such that by July 1, 2019, seventy-five HOPE beds  
11 are established and operated throughout the state as set forth in  
12 subsection (1) of this section.

13        (4) Subject to funds appropriated for this purpose, the beds  
14 available in HOPE centers shall be increased incrementally beyond the  
15 limit of seventy-five set forth in subsection (1) of this section.  
16 The additional capacity shall be distributed around the state based  
17 upon need and, to the extent feasible, shall be geographically  
18 situated so that HOPE beds are available across the state. In  
19 determining the need for increased numbers of HOPE beds in a  
20 particular county or counties, one of the considerations should be  
21 the volume of truancy petitions filed there.

22        **Sec. 11.** RCW 43.185C.320 and 2015 c 69 s 23 are each amended to  
23 read as follows:

24        To be eligible for placement in a HOPE center, a minor must be  
25 either a street youth, as that term is defined in this chapter, or a  
26 youth who, without placement in a HOPE center, will continue to  
27 participate in increasingly risky behavior, including truancy. Youth  
28 may also self-refer to a HOPE center. Payment for a HOPE center bed  
29 is not contingent upon prior approval by the department; however,  
30 approval from the department of social and health services is needed  
31 if the youth is dependent under chapter 13.34 RCW.

32        NEW SECTION. **Sec. 12.** A new section is added to chapter 43.185C  
33 RCW to read as follows:

34        Subject to funds appropriated for this purpose, the capacity  
35 available in crisis residential centers established pursuant to this  
36 chapter shall be increased incrementally by no fewer than ten beds  
37 per fiscal year through fiscal year 2019 in order to accommodate  
38 truant students found in contempt of a court order to attend school.

1 The additional capacity shall be distributed around the state based  
2 upon need and, to the extent feasible, shall be geographically  
3 situated to expand the use of crisis residential centers as set forth  
4 in this chapter so they are available for use by all courts for  
5 housing truant youth.

6 **Sec. 13.** RCW 28A.165.005 and 2013 2nd sp.s. c 18 s 201 are each  
7 amended to read as follows:

8 (1) This chapter is designed to: (a) Promote the use of data when  
9 developing programs to assist underachieving students and reduce  
10 disruptive behaviors in the classroom; and (b) guide school districts  
11 in providing the most effective and efficient practices when  
12 implementing supplemental instruction and services to assist  
13 underachieving students and reduce disruptive behaviors in the  
14 classroom.

15 (2) School districts implementing a learning assistance program  
16 shall focus first on addressing the needs of students:

17 (a) In grades kindergarten through four who are deficient in  
18 reading or reading readiness skills to improve reading literacy; and

19 (b) For whom a conference is required under section 3 of this act  
20 or who are the subject of a petition under RCW 28A.225.035 to  
21 increase regular school attendance and eliminate truancy.

22 (3) For purposes of this chapter, "disruptive behaviors in the  
23 classroom" includes excessive absenteeism and truancy.

24 **Sec. 14.** RCW 28A.165.035 and 2013 2nd sp.s. c 18 s 203 are each  
25 amended to read as follows:

26 (1) Beginning in the 2015-16 school year, expenditure of funds  
27 from the learning assistance program must be consistent with the  
28 provisions of RCW 28A.655.235.

29 (2) Use of best practices that have been demonstrated through  
30 research to be associated with increased student achievement  
31 magnifies the opportunities for student success. To the extent they  
32 are included as a best practice or strategy in one of the state menus  
33 or an approved alternative under this section or RCW 28A.655.235, the  
34 following are services and activities that may be supported by the  
35 learning assistance program:

36 (a) Extended learning time opportunities occurring:

37 (i) Before or after the regular school day;

38 (ii) On Saturday; and

1 (iii) Beyond the regular school year;

2 (b) Services under RCW 28A.320.190;

3 (c) Professional development for certificated and classified  
4 staff that focuses on:

5 (i) The needs of a diverse student population;

6 (ii) Specific literacy and mathematics content and instructional  
7 strategies; and

8 (iii) The use of student work to guide effective instruction and  
9 appropriate assistance;

10 (d) Consultant teachers to assist in implementing effective  
11 instructional practices by teachers serving participating students;

12 (e) Tutoring support for participating students;

13 (f) Outreach activities and support for parents of participating  
14 students, including employing parent and family engagement  
15 coordinators; ~~((and))~~

16 (g) Up to five percent of a district's learning assistance  
17 program allocation may be used for development of partnerships with  
18 community-based organizations, educational service districts, and  
19 other local agencies to deliver academic and nonacademic supports to  
20 participating students who are significantly at risk of not being  
21 successful in school to reduce barriers to learning, increase student  
22 engagement, and enhance students' readiness to learn. The office of  
23 the superintendent of public instruction must approve any community-  
24 based organization or local agency before learning assistance funds  
25 may be expended; and

26 (h) Up to two percent of a district's learning assistance program  
27 allocation may be used to fund school efforts to address excessive  
28 absenteeism and truancy as described in section 3 of this act and RCW  
29 28A.225.025.

30 (3) In addition to the state menu developed under RCW  
31 28A.655.235, the office of the superintendent of public instruction  
32 shall convene a panel of experts, including the Washington state  
33 institute for public policy, to develop additional state menus of  
34 best practices and strategies for use in the learning assistance  
35 program to assist struggling students at all grade levels in English  
36 language arts and mathematics and reduce disruptive behaviors in the  
37 classroom. The office of the superintendent of public instruction  
38 shall publish the state menus by July 1, 2015, and update the state  
39 menus by each July 1st thereafter.

1 (4)(a) Beginning in the 2016-17 school year, except as provided  
2 in (b) of this subsection, school districts must use a practice or  
3 strategy that is on a state menu developed under subsection (3) of  
4 this section or RCW 28A.655.235.

5 (b) Beginning in the 2016-17 school year, school districts may  
6 use a practice or strategy that is not on a state menu developed  
7 under subsection (3) of this section for two school years initially.  
8 If the district is able to demonstrate improved outcomes for  
9 participating students over the previous two school years at a level  
10 commensurate with the best practices and strategies on the state  
11 menu, the office of the superintendent of public instruction shall  
12 approve use of the alternative practice or strategy by the district  
13 for one additional school year. Subsequent annual approval by the  
14 superintendent of public instruction to use the alternative practice  
15 or strategy is dependent on the district continuing to demonstrate  
16 increased improved outcomes for participating students.

17 (c) Beginning in the 2016-17 school year, school districts may  
18 enter cooperative agreements with state agencies, local governments,  
19 or school districts for administrative or operational costs needed to  
20 provide services in accordance with the state menus developed under  
21 this section and RCW 28A.655.235.

22 (5) School districts are encouraged to implement best practices  
23 and strategies from the state menus developed under this section and  
24 RCW 28A.655.235 before the use is required.

25 **Sec. 15.** RCW 28A.655.235 and 2013 2nd sp.s. c 18 s 106 are each  
26 amended to read as follows:

27 (1)(a) Beginning in the 2015-16 school year, except as otherwise  
28 provided in this subsection (1), for any student who received a score  
29 of basic or below basic on the third grade statewide student  
30 assessment in English language arts in the previous school year, the  
31 school district must implement an intensive reading and literacy  
32 improvement strategy from a state menu of best practices established  
33 in accordance with subsection (3) of this section or an alternative  
34 strategy in accordance with subsection (4) of this section.

35 (b) A community truancy board or other coordinated means of  
36 intervention as provided in section 6 of this act is considered a  
37 best practice under this section.

38 (c) Reading and literacy improvement strategies for students with  
39 disabilities whose individualized education program includes

1 specially designed instruction in reading or English language arts  
2 shall be as provided in the individualized education program.

3 (2)(a) Also beginning in the 2015-16 school year, in any school  
4 where more than forty percent of the tested students received a score  
5 of basic or below basic on the third grade statewide student  
6 assessment in English language arts in the previous school year, as  
7 calculated under this subsection (2), the school district must  
8 implement an intensive reading and literacy improvement strategy from  
9 a state menu of best practices established in accordance with  
10 subsection (3) of this section or an alternative strategy in  
11 accordance with subsection (4) of this section for all students in  
12 grades kindergarten through four at the school.

13 (b) For the purposes of this subsection (2), the office of the  
14 superintendent of public instruction shall exclude the following from  
15 the calculation of a school's percentage of tested students receiving  
16 a score of basic or below basic on the third grade statewide student  
17 assessment:

18 (i) Students enrolled in the transitional bilingual instruction  
19 program unless the student has participated in the transitional  
20 bilingual instruction program for three school years;

21 (ii) Students with disabilities whose individualized education  
22 program specifies a different standard to measure reading performance  
23 than is required for the statewide student assessment; and

24 (iii) Schools with fewer than ten students in third grade.

25 (3) The office of the superintendent of public instruction shall  
26 convene a panel of experts, including the Washington state institute  
27 for public policy, to develop a state menu of best practices and  
28 strategies for intensive reading and literacy improvement designed to  
29 assist struggling students in reaching grade level in reading by the  
30 end of fourth grade. The state menu must also include best practices  
31 and strategies to improve the reading and literacy of students who  
32 are English language learners and for system improvements that  
33 schools and school districts can implement to improve reading  
34 instruction for all students. The office of the superintendent of  
35 public instruction shall publish the state menu by July 1, 2014, and  
36 update the state menu by each July 1st thereafter.

37 (4) School districts may use an alternative practice or strategy  
38 that is not on a state menu developed under subsection (3) of this  
39 section for two school years initially. If the district is able to  
40 demonstrate improved outcomes for participating students over the

1 previous two school years at a level commensurate with the best  
2 practices and strategies on the state menu, the office of the  
3 superintendent of public instruction must approve use of the  
4 alternative practice or strategy by the district for one additional  
5 school year. Subsequent annual approval by the superintendent of  
6 public instruction to use the alternative practice or strategy is  
7 dependent on the district continuing to demonstrate an increase in  
8 improved outcomes for participating students.

9 NEW SECTION. **Sec. 16.** The office of the superintendent of  
10 public instruction shall develop recommendations as to how mandatory  
11 school attendance and truancy amelioration provisions under chapter  
12 28A.225 RCW should be applied to online schools and report back to  
13 the relevant committees of the legislature by November 1, 2016.

14 NEW SECTION. **Sec. 17.** A new section is added to chapter 43.330  
15 RCW to read as follows:

16 (1) By requiring an initial stay of truancy petitions for  
17 diversion to community truancy boards, the legislature intends to  
18 achieve the following outcomes:

19 (a) Increased access to community truancy boards and other  
20 truancy early intervention programs for parents and children  
21 throughout the state;

22 (b) Increased quantity and quality of truancy intervention and  
23 prevention efforts in the community;

24 (c) A reduction in the number of truancy petitions that result in  
25 further proceedings by juvenile courts, other than dismissal of the  
26 petition, after the initial stay and diversion to a community truancy  
27 board;

28 (d) A reduction in the number of truancy petitions that result in  
29 a civil contempt proceeding or detention order; and

30 (e) Increased school attendance.

31 (2) No later than January 1, 2021, the Washington state institute  
32 for public policy is directed to evaluate the effectiveness of  
33 chapter . . . , Laws of 2016 (this act). An initial report scoping of  
34 the methodology to be used to review chapter . . . , Laws of 2016  
35 (this act) shall be submitted to the fiscal committees of the  
36 legislature by January 1, 2018. The initial report must identify any  
37 data gaps that could hinder the ability of the institute to conduct  
38 its review.

1        NEW SECTION.     **Sec. 18.**     (1) The educational opportunity gap  
2 oversight and accountability committee shall conduct a review and  
3 make recommendations to the appropriate committees of the legislature  
4 with respect to:

5        (a) The cultural competence training that community truancy board  
6 members, as well as others involved in the truancy process, should  
7 receive;

8        (b) Best practices for supporting and facilitating parent and  
9 community involvement and outreach; and

10       (c) The cultural relevance of the assessments employed to  
11 identify barriers to attendance and the treatments and tools provided  
12 to children and their families.

13       (2) By June 30, 2017, a preliminary review shall be completed and  
14 preliminary recommendations provided. The review shall be completed,  
15 and a report and final recommendations provided, by December 1, 2017.

16       (3) For the purposes of this section, "cultural competence"  
17 includes knowledge of children's cultural histories and contexts, as  
18 well as family norms and values in different cultures; knowledge and  
19 skills in accessing community resources and community and parent  
20 outreach; and skills in adapting instruction and treatment to  
21 children's experiences and identifying cultural contexts for  
22 individual children.

23       (4) This section expires July 1, 2018.

24       NEW SECTION.     **Sec. 19.**     A new section is added to chapter 2.56  
25 RCW to read as follows:

26       (1)(a) To accurately track the extent to which courts order youth  
27 into a secure detention facility in Washington state for the  
28 violation of a court order related to a truancy, at-risk youth, or a  
29 child in need of services petition, all juvenile courts shall  
30 transmit youth-level secure detention data to the administrative  
31 office of the courts.

32       (b) Data may either be entered into the statewide management  
33 information system for juvenile courts or securely transmitted to the  
34 administrative office of the courts at least monthly. Juvenile courts  
35 shall provide, at a minimum, the name and date of birth for the  
36 youth, the court case number assigned to the petition, the reasons  
37 for admission to the juvenile detention facility, the date of  
38 admission, the date of exit, and the time the youth spent in secure  
39 confinement.



1 (c) Courts are also encouraged to report individual-level data  
2 reflecting whether a detention alternative, such as electronic  
3 monitoring, was used, and the time spent in detention alternatives.

4 (d) The administrative office of the courts and the juvenile  
5 court administrators must work to develop uniform data standards for  
6 detention.

7 (2) The administrative office of the courts shall deliver an  
8 annual statewide report to the legislature that details the number of  
9 Washington youth who are placed into detention facilities during the  
10 preceding calendar year. The first report shall be delivered by March  
11 1, 2017, and shall detail the most serious reason for detention and  
12 youth gender, race, and ethnicity. The report must have a specific  
13 emphasis on youth who are detained for reasons relating to a truancy,  
14 at-risk youth, or a child in need of services petition.

15 NEW SECTION. **Sec. 20.** A new section is added to chapter 28A.225  
16 RCW to read as follows:

17 (1) Subject to funds appropriated for this purpose, the office of  
18 the superintendent of public instruction shall allocate to community  
19 truancy boards grant funds that may be used to supplement existing  
20 funds in order to pay for training for board members or the provision  
21 of services and treatment to children and their families.

22 (2) The superintendent of public instruction must select grant  
23 recipients based on the criteria in this section. This is a  
24 competitive grant process. A prerequisite to applying for either or  
25 both grants is a memoranda of understanding, between a school  
26 district and a court, to institute a new or maintain an existing  
27 community truancy board that meets the requirements of RCW  
28 28A.225.025.

29 (3) Successful applicants for an award of grant funds to  
30 supplement existing funds to pay for the training of community  
31 truancy board members must commit to the provision of training to  
32 board members regarding the identification of barriers to school  
33 attendance, the use of the Washington assessment of the risks and  
34 needs of students (WARNS) or other assessment tools to identify the  
35 specific needs of individual children, trauma-informed approaches to  
36 discipline, research about adverse childhood experiences, evidence-  
37 based treatments and culturally appropriate promising practices, as  
38 well as the specific academic and community services and treatments

1 available in the school, court, community, and elsewhere. This  
2 training may be provided by educational service districts.

3 (4) Successful applicants for an award of grant funds to  
4 supplement existing funds to pay for services and treatments provided  
5 to children and their families must commit to the provision of  
6 academic services such as tutoring, credit retrieval and school  
7 reengagement supports, community services, and evidence-based  
8 treatments that have been found to be effective in supporting at-risk  
9 youth and their families, such as functional family therapy, or those  
10 that have been shown to be culturally appropriate promising  
11 practices.

12 NEW SECTION. **Sec. 21.** Sections 13 through 15 of this act take  
13 effect September 1, 2016."

**2SHB 2449 - S AMD 750**

By Senators Hargrove, Darneille, O'Ban

**ADOPTED 03/09/2016**

14 On page 1, line 2 of the title, after "truancy;" strike the  
15 remainder of the title and insert "amending RCW 28A.225.005,  
16 28A.225.020, 28A.225.025, 28A.225.030, 28A.225.035, 28A.225.090,  
17 43.185C.315, 43.185C.320, 28A.165.005, 28A.165.035, and 28A.655.235;  
18 adding new sections to chapter 28A.225 RCW; adding a new section to  
19 chapter 43.185C RCW; adding a new section to chapter 43.330 RCW;  
20 adding a new section to chapter 2.56 RCW; creating new sections;  
21 providing an effective date; and providing an expiration date."

--- END ---