

---

**HOUSE BILL 2449**

---

**State of Washington****64th Legislature****2016 Regular Session**

**By** Representatives Orwall, Magendanz, Kagi, Santos, Senn, Peterson, Appleton, Moscoso, Goodman, Jenkins, Walkinshaw, Stanford, Clibborn, Sells, Fitzgibbon, Kilduff, Ryu, Bergquist, Pollet, and S. Hunt

Read first time 01/13/16. Referred to Committee on Judiciary.

1 AN ACT Relating to court-based and school-based intervention and  
2 prevention efforts to promote attendance and reduce truancy; amending  
3 RCW 28A.225.005, 28A.225.025, 28A.225.035, 28A.225.090, 43.185C.315,  
4 and 43.185C.320; adding new sections to chapter 28A.225 RCW; adding a  
5 new section to chapter 43.185C RCW; creating new sections; and  
6 providing expiration dates.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

8 NEW SECTION. **Sec. 1.** The legislature recognizes that school  
9 attendance really matters, and that poor school attendance can have  
10 far-reaching effects on academic performance and achievement,  
11 development of social skills and school engagement, dropout rates,  
12 and even college completion rates. According to an August 2014 report  
13 by Attendance Works titled "Absences Add Up: How School Attendance  
14 Influences Student Success," students who missed more school than  
15 their peers scored lower on the 2013 national assessment for  
16 educational progress (NAEP). This was true at every age, in every  
17 racial and ethnic group, and in every state and city examined in the  
18 state-by-state analysis, and reinforced other research that has shown  
19 that: Poor attendance in the first month of school can predict  
20 chronic absence for the entire year; absenteeism in kindergarten can  
21 affect whether a child develops necessary grit and perseverance;

1 absenteeism in preschool and kindergarten can influence whether a  
2 child will master reading by the end of third grade or be held back;  
3 absenteeism in middle and high school can predict dropout rates;  
4 absenteeism influences not just chances for graduating but also for  
5 completing college; improving attendance is important for reducing  
6 educational opportunity gaps; and when students reduce absences, they  
7 can make academic gains.

8 The legislature further finds that these effects occur regardless  
9 of whether excessive absenteeism is considered excused or unexcused  
10 or the specific reason or reasons for excessive absenteeism. By  
11 taking a three-pronged approach, focusing not just on truancy but on  
12 school attendance in general, and providing additional tools to  
13 schools, courts, communities, and families, the legislature hopes to  
14 reduce excessive absenteeism, strengthen family engagement with  
15 schools, involve communities, promote academic achievement, reduce  
16 educational opportunity gaps, and increase high school graduation  
17 rates.

18 First, with respect to absenteeism in general, the legislature  
19 intends to put in place consistent practices and procedures,  
20 beginning in kindergarten, pursuant to which schools share  
21 information with families about the importance of consistent  
22 attendance and the consequences of excessive absences, involve  
23 families early, and provide families with information, services, and  
24 tools that they may access to improve and maintain their children's  
25 school attendance.

26 Second, the legislature recognizes the success that has been had  
27 by school districts and county juvenile courts around the state that  
28 have worked in tandem with one another to establish truancy boards  
29 capable of therapeutic prevention and intervention and that regularly  
30 stay truancy petitions in order to first allow these boards to  
31 identify barriers to school attendance, cooperatively solve problems,  
32 and connect students and their families with needed community-based  
33 services, and that turn to court orders only as a last resort. While  
34 keeping petition filing requirements in place, the legislature  
35 intends to require an initial stay of truancy petitions in order to  
36 allow for appropriate intervention and prevention before using a  
37 court order to enforce attendance laws. The legislature also intends  
38 to encourage efforts by county juvenile courts and school districts  
39 to: Establish and maintain therapeutic truancy boards; and to employ  
40 other best practices, including the provision of training for board

1 members and other school and court personnel on trauma-informed  
2 approaches to discipline, the use of the Washington assessment of the  
3 risks and needs of students (WARNS) or other assessment tools to  
4 identify the specific needs of individual children, and the provision  
5 of evidence-based treatments that have been found to be effective in  
6 supporting at-risk youth and their families.

7 Third, the legislature recognizes that there are instances in  
8 which individual barriers to school attendance that have led to  
9 truancy may be best addressed by providing access to a bed in a HOPE  
10 center. The legislature further recognizes that even when a truant  
11 student is found in contempt of a court order to attend school, it is  
12 best practice that the truant student not be placed in juvenile  
13 detention but, where feasible and available, instead be placed in a  
14 crisis residential center. The legislature intends to increase the  
15 number of beds in HOPE centers and crisis residential centers in  
16 order to facilitate their use for truant students.

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

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

1 before or at the time of enrollment of the child at a new school and  
2 at the beginning of each school year.

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

7 NEW SECTION. Sec. 3. A new section is added to chapter 28A.225  
8 RCW to read as follows:

9 (1) Except as provided in subsection (2) of this section, in the  
10 event that a child in elementary school is required to attend school  
11 under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused  
12 absences in a single month during the current school year, or ten or  
13 more excused absences in the current school year, the school district  
14 shall schedule a conference or conferences with the parent and child  
15 at a time reasonably convenient for all persons included for the  
16 purpose of identifying the barriers to the child's regular  
17 attendance, and the supports and resources that may be made available  
18 to the family so that the child is able to regularly attend school.  
19 To satisfy the requirements of this section, the conference must  
20 include at least one school district employee who is a nurse,  
21 counselor, social worker, or community human services provider,  
22 except in those instances regarding the attendance of a child who has  
23 an individualized education program or a plan developed under section  
24 504 of the rehabilitation act of 1973, in which case the reconvening  
25 of the team that created the program or plan is required.

26 (2) A conference pursuant to subsection (1) of this section is  
27 not required in the event of excused absences for which prior notice  
28 has been given to the school and an academic plan is put in place so  
29 that the child does not fall behind.

30 **Sec. 4.** RCW 28A.225.025 and 2009 c 266 s 2 are each amended to  
31 read as follows:

32 (1) For purposes of this chapter, "community truancy board" means  
33 a board composed of members of the local community in which the child  
34 attends school. Juvenile courts may establish and operate community  
35 truancy boards. If the juvenile court and the school district agree,  
36 a school district may establish and operate a community truancy board  
37 under the jurisdiction of the juvenile court. Juvenile courts may  
38 create a community truancy board or may use other entities that exist

1 or are created, such as diversion units. However, a diversion unit or  
2 other existing entity must agree before it is used as a truancy  
3 board. Duties of a community truancy board shall include, but not be  
4 limited to, recommending methods for improving school attendance such  
5 as assisting the parent or the child to obtain supplementary services  
6 that might eliminate or ameliorate the causes for the absences or  
7 suggesting to the school district that the child enroll in another  
8 school, an alternative education program, an education center, a  
9 skill center, a dropout prevention program, or another public or  
10 private educational program.

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

23 (3) For purposes of this chapter, "therapeutic truancy board"  
24 means a community truancy board operated within existing resources  
25 pursuant to a memorandum of understanding between a school district  
26 and a juvenile court. All members of a therapeutic truancy board  
27 receive training with respect to the identification of barriers to  
28 school attendance, the use of the Washington assessment of the risks  
29 and needs of students (WARNS) or other assessment tools to identify  
30 the specific needs of individual children, trauma-informed approaches  
31 to discipline, evidence-based treatments that have been found to be  
32 effective in supporting at-risk youth and their families, and the  
33 specific services and treatment available in the particular school,  
34 court, community, and elsewhere. A therapeutic truancy board  
35 identifies barriers to school attendance, cooperatively solves  
36 problems, and connects students and their families with community  
37 services and evidence-based services such as functional family  
38 therapy, multisystemic therapy, and aggression replacement training,  
39 and may refer children to a HOPE center.

1       **Sec. 5.** RCW 28A.225.035 and 2012 c 157 s 2 are each amended to  
2 read as follows:

3       (1) A petition for a civil action under RCW 28A.225.030 or  
4 28A.225.015 shall consist of a written notification to the court  
5 alleging that:

6       (a) The child has unexcused absences during the current school  
7 year;

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

10       (c) Court intervention and supervision are necessary to assist  
11 the school district or parent to reduce the child's absences from  
12 school.

13       (2) The petition shall set forth the name, date of birth, school,  
14 address, gender, race, and ethnicity of the child and the names and  
15 addresses of the child's parents, and shall set forth whether the  
16 child and parent are fluent in English, whether there is an existing  
17 individualized education program, and the child's current academic  
18 status in school.

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

23       (4)(a) When a petition is filed under RCW 28A.225.030 or  
24 28A.225.015, it shall initially be stayed and intervention and  
25 prevention efforts employed in order to substantially reduce the  
26 child's unexcused absences. Intervention and prevention efforts under  
27 this subsection may include referral to a community truancy board,  
28 preferably a therapeutic truancy board, use of the Washington  
29 assessment of the risks and needs of students (WARNS) or other  
30 assessment tools to identify the specific needs of individual  
31 children, the provision of community-based services, and the  
32 provision of evidence-based treatments that have been found to be  
33 effective in supporting at-risk youth and their families.

34       (b) If intervention and prevention efforts under (a) of this  
35 subsection are unsuccessful at substantially reducing the child's  
36 unexcused absences, the stay shall be lifted and the juvenile court  
37 shall schedule a hearing at which the court shall consider the  
38 petition, or if the court determines that ((a)) an initial or  
39 subsequent referral to an available community truancy board would  
40 substantially reduce the child's unexcused absences, the court may

1 refer the case to a community truancy board under the jurisdiction of  
2 the juvenile court.

3 (5) If a referral is made to a community truancy board, the  
4 truancy board must meet with the child, a parent, and the school  
5 district representative and enter into an agreement with the  
6 petitioner and respondent regarding expectations and any actions  
7 necessary to address the child's truancy within twenty days of the  
8 referral. If the petition is based on RCW 28A.225.015, the child  
9 shall not be required to attend and the agreement under this  
10 subsection shall be between the truancy board, the school district,  
11 and the child's parent. The court may permit the truancy board or  
12 truancy prevention counselor to provide continued supervision over  
13 the student, or parent if the petition is based on RCW 28A.225.015.

14 (6) If the truancy board fails to reach an agreement, or the  
15 parent or student does not comply with the agreement, the truancy  
16 board shall return the case to the juvenile court for a hearing.

17 (7)(a) Notwithstanding the provisions in subsection (4)(a) of  
18 this section, a hearing shall not be required if other actions by the  
19 court would substantially reduce the child's unexcused absences. When  
20 a juvenile court hearing is held, the court shall:

21 (i) Separately notify the child, the parent of the child, and the  
22 school district of the hearing. If the parent is not fluent in  
23 English, the preferred practice is for notice to be provided in a  
24 language in which the parent is fluent;

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

3        (1) Subject to funds appropriated for this purpose, the office of  
4    the superintendent of public instruction shall allocate to  
5    therapeutic truancy boards grant funds that may be used to supplement  
6    existing funds in order to pay for training for board members or the  
7    provision of evidence-based treatment to children and their families.

8        (2) The superintendent of public instruction must select grant  
9    recipients based on the criteria in this section. This is a  
10   competitive grant process. A prerequisite to applying for either or  
11   both grants is a memoranda of understanding, between a school  
12   district and a court, to institute a new or maintain an existing  
13   therapeutic truancy board that meets the requirements of RCW  
14   28A.225.025.

15       (3) Successful applicants for an award of grant funds to  
16   supplement existing funds to pay for the training of therapeutic  
17   truancy board members must commit to the provision of training to  
18   board members regarding the identification of barriers to school  
19   attendance, the use of the Washington assessment of the risks and  
20   needs of students (WARNS) or other assessment tools to identify the  
21   specific needs of individual children, trauma-informed approaches to  
22   discipline, evidence-based treatments that have been found to be  
23   effective in supporting at-risk youth and their families, and the  
24   specific services and treatment available in the school, court,  
25   community, and elsewhere.

26       (4) Successful applicants for an award of grant funds to  
27   supplement existing funds to pay for community services and evidence-  
28   based treatments provided to children and their families must commit  
29   to the provision of community services and evidence-based treatments  
30   that have been found to be effective in supporting at-risk youth and  
31   their families, such as functional family therapy, multisystemic  
32   therapy, and aggression replacement training.

33       **Sec. 7.**    RCW 28A.225.090 and 2009 c 266 s 4 are each amended to  
34   read as follows:

35       (1) A court may order a child subject to a petition under RCW  
36   28A.225.035 to do one or more of the following:

37       (a) Attend the child's current school, and set forth minimum  
38   attendance requirements, including suspensions;

1 (b) If there is space available and the program can provide  
2 educational services appropriate for the child, order the child to  
3 attend another public school, an alternative education program,  
4 center, a skill center, dropout prevention program, or another public  
5 educational program;

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

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

24 (d) Be referred to a community truancy board, if available; or

25 (e) Submit to testing for the use of controlled substances or  
26 alcohol based on a determination that such testing is appropriate to  
27 the circumstances and behavior of the child and will facilitate the  
28 child's compliance with the mandatory attendance law and, if any test  
29 ordered under this subsection indicates the use of controlled  
30 substances or alcohol, order the minor to abstain from the unlawful  
31 consumption of controlled substances or alcohol and adhere to the  
32 recommendations of the drug assessment at no expense to the school.

33 (2) If the child fails to comply with the court order, the court  
34 may order the child to be subject to detention, as provided in RCW  
35 7.21.030(2)(e), or may impose alternatives to detention such as  
36 community restitution. Failure by a child to comply with an order  
37 issued under this subsection shall not be subject to detention for a  
38 period greater than that permitted pursuant to a civil contempt  
39 proceeding against a child under chapter 13.32A RCW. Detention  
40 ordered under this subsection may be for no longer than seven days.

1 Detention ordered under this subsection shall preferably be served at  
2 a crisis residential center close to the child's home rather than in  
3 a juvenile detention facility. A warrant of arrest for a child under  
4 this subsection may not be served on a child inside of school during  
5 school hours in a location where other students are present.

6 (3) Any parent violating any of the provisions of either RCW  
7 28A.225.010, 28A.225.015, or 28A.225.080 shall be fined not more than  
8 twenty-five dollars for each day of unexcused absence from school.  
9 The court shall remit fifty percent of the fine collected under this  
10 section to the child's school district. It shall be a defense for a  
11 parent charged with violating RCW 28A.225.010 to show that he or she  
12 exercised reasonable diligence in attempting to cause a child in his  
13 or her custody to attend school or that the child's school did not  
14 perform its duties as required in RCW 28A.225.020. The court may  
15 order the parent to provide community restitution instead of imposing  
16 a fine. Any fine imposed pursuant to this section may be suspended  
17 upon the condition that a parent charged with violating RCW  
18 28A.225.010 shall participate with the school and the child in a  
19 supervised plan for the child's attendance at school or upon  
20 condition that the parent attend a conference or conferences  
21 scheduled by a school for the purpose of analyzing the causes of a  
22 child's absence.

23 (4) If a child continues to be truant after entering into a  
24 court-approved order with the truancy board under RCW 28A.225.035,  
25 the juvenile court shall find the child in contempt, and the court  
26 may order the child to be subject to detention, as provided in RCW  
27 7.21.030(2)(e), or may impose alternatives to detention such as  
28 meaningful community restitution. Failure by a child to comply with  
29 an order issued under this subsection may not subject a child to  
30 detention for a period greater than that permitted under a civil  
31 contempt proceeding against a child under chapter 13.32A RCW.

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

35 **Sec. 8.** RCW 43.185C.315 and 2015 c 69 s 22 are each amended to  
36 read as follows:

37 (1) The department shall establish HOPE centers that provide no  
38 more than seventy-five beds across the state and may establish HOPE  
39 centers by contract, within funds appropriated by the legislature

1 specifically for this purpose. HOPE centers shall be operated in a  
2 manner to reasonably assure that street youth placed there will not  
3 run away. Street youth may leave a HOPE center during the course of  
4 the day to attend school or other necessary appointments, but the  
5 street youth must be accompanied by an administrator or an  
6 administrator's designee. The street youth must provide the  
7 administration with specific information regarding his or her  
8 destination and expected time of return to the HOPE center. Any  
9 street youth who runs away from a HOPE center shall not be readmitted  
10 unless specifically authorized by the street youth's placement and  
11 liaison specialist, and the placement and liaison specialist shall  
12 document with specific factual findings an appropriate basis for  
13 readmitting any street youth to a HOPE center. HOPE centers are  
14 required to have the following:

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

17       (~~(2)~~) (b) A professional with a master's degree in counseling,  
18 social work, or related field and at least one year of experience  
19 working with street youth or a bachelor of arts degree in social work  
20 or a related field and five years of experience working with street  
21 youth. This professional staff person may be contractual or a part-  
22 time employee, but must be available to work with street youth in a  
23 HOPE center at a ratio of one to every fifteen youth staying in a  
24 HOPE center. This professional shall be known as a placement and  
25 liaison specialist. Preference shall be given to those professionals  
26 cross-credentialed in mental health and chemical dependency. The  
27 placement and liaison specialist shall:

28       (~~(a)~~) (i) Conduct an assessment of the street youth that  
29 includes a determination of the street youth's legal status regarding  
30 residential placement;

31       (~~(b)~~) (ii) Facilitate the street youth's return to his or her  
32 legally authorized residence at the earliest possible date or  
33 initiate processes to arrange legally authorized appropriate  
34 placement. Any street youth who may meet the definition of dependent  
35 child under RCW 13.34.030 must be referred to the department of  
36 social and health services. The department of social and health  
37 services shall determine whether a dependency petition should be  
38 filed under chapter 13.34 RCW. A shelter care hearing must be held  
39 within seventy-two hours to authorize out-of-home placement for any  
40 youth the department of social and health services determines is

1 appropriate for out-of-home placement under chapter 13.34 RCW. All of  
2 the provisions of chapter 13.32A RCW must be followed for children in  
3 need of services or at-risk youth;

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

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

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

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

19 ~~((3))~~ (c) Staff trained in development needs of street youth as  
20 determined by the department, including an administrator who is a  
21 professional with a master's degree in counseling, social work, or a  
22 related field and at least one year of experience working with street  
23 youth, or a bachelor of arts degree in social work or a related field  
24 and five years of experience working with street youth, who must work  
25 with the placement and liaison specialist to provide appropriate  
26 services on site;

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

32 ~~((5))~~ (e) Notification requirements that meet the notification  
33 requirements of chapter 13.32A RCW. The youth's arrival date and time  
34 must be logged at intake by HOPE center staff. The staff must  
35 immediately notify law enforcement and dependency caseworkers if a  
36 street youth runs away from a HOPE center. A child may be transferred  
37 to a secure facility as defined in RCW 13.32A.030 whenever the staff  
38 reasonably believes that a street youth is likely to leave the HOPE  
39 center and not return after full consideration of the factors set  
40 forth in RCW 43.185C.290(2)(a) (i) and (ii). The street youth's

1 temporary placement in the HOPE center must be authorized by the  
2 court or the secretary of the department of social and health  
3 services if the youth is a dependent of the state under chapter 13.34  
4 RCW or the department of social and health services is responsible  
5 for the youth under chapter 13.32A RCW, or by the youth's parent or  
6 legal custodian, until such time as the parent can retrieve the youth  
7 who is returning to home;

8 ~~((+6))~~ (f) HOPE centers must identify to the department of  
9 social and health services any street youth it serves who is not  
10 returning promptly to home. The department of social and health  
11 services then must contact the missing children's clearinghouse  
12 identified in chapter 13.60 RCW and either report the youth's  
13 location or report that the youth is the subject of a dependency  
14 action and the parent should receive notice from the department of  
15 social and health services; and

16 ~~((+7))~~ (g) Services that provide counseling and education to the  
17 street youth~~((+and))~~.

18 ~~((+8))~~ (2) The department shall award contracts for the  
19 operation of HOPE center beds with the goal of facilitating the  
20 coordination of services provided for youth by such programs and  
21 those services provided by secure and semi-secure crisis residential  
22 centers.

23 (3) Subject to funds appropriated for this purpose, the beds  
24 available in HOPE centers shall be increased incrementally beyond the  
25 limit of seventy-five set forth in subsection (1) of this section.  
26 The additional capacity shall be distributed around the state based  
27 upon need and, to the extent feasible, shall be geographically  
28 situated so that HOPE beds are available across the state. In  
29 determining the need for increased numbers of HOPE beds in a  
30 particular county or counties, one of the considerations should be  
31 the volume of truancy petitions filed there.

32 **Sec. 9.** RCW 43.185C.320 and 2015 c 69 s 23 are each amended to  
33 read as follows:

34 To be eligible for placement in a HOPE center, a minor must be  
35 either a street youth, as that term is defined in this chapter, or a  
36 youth who, without placement in a HOPE center, will continue to  
37 participate in increasingly risky behavior, including truancy. Youth  
38 may also self-refer to a HOPE center. Payment for a HOPE center bed  
39 is not contingent upon prior approval by the department; however,

1 approval from the department of social and health services is needed  
2 if the youth is dependent under chapter 13.34 RCW.

3 NEW SECTION. **Sec. 10.** A new section is added to chapter 43.185C  
4 RCW to read as follows:

5 Subject to funds appropriated for this purpose, the capacity  
6 available in crisis residential centers established pursuant to this  
7 chapter shall be increased incrementally in order to accommodate  
8 truant students found in contempt of a court order to attend school.  
9 The additional capacity shall be distributed around the state based  
10 upon need and, to the extent feasible, shall be geographically  
11 situated so that crisis residential centers are available for use by  
12 all courts.

13 NEW SECTION. **Sec. 11.** (1) The educational opportunity gap  
14 oversight and accountability committee shall conduct a review and  
15 make recommendations to the appropriate committees of the legislature  
16 with respect to:

17 (a) The cultural competence training that therapeutic truancy  
18 board members, as well as others involved in the truancy process,  
19 should receive;

20 (b) Best practices for supporting and facilitating parent and  
21 community involvement and outreach; and

22 (c) The cultural relevance of the assessments employed to  
23 identify barriers to attendance and the treatments and tools provided  
24 to children and their families.

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

28 (3) For the purposes of this section, "cultural competence"  
29 includes knowledge of children's cultural histories and contexts, as  
30 well as family norms and values in different cultures; knowledge and  
31 skills in accessing community resources and community and parent  
32 outreach; and skills in adapting instruction and treatment to  
33 children's experiences and identifying cultural contexts for  
34 individual children.

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

36 NEW SECTION. **Sec. 12.** (1) The Washington state institute for  
37 public policy shall survey local practices under sections 3 and 6 of

1 this act and RCW 28A.225.005, 28A.225.020, 28A.225.025, 28A.225.030,  
2 and 28A.225.035 and evaluate the effectiveness of the various  
3 practices in reducing absenteeism, fostering school engagement,  
4 improving academic performance and achievement, increasing graduation  
5 rates, and decreasing dropout rates.

6 (2) In conducting its analysis, the institute may consult with  
7 employees and access data systems of the office of the superintendent  
8 of public instruction and any educational service district or school  
9 district and the administrative office of the courts, each of which  
10 shall provide the institute with access to necessary data and  
11 administrative systems.

12 (3) The Washington state institute for public policy shall report  
13 the findings of the survey under subsection (1) of this section to  
14 the appropriate committees of the legislature by December 1, 2017.

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

16 NEW SECTION. **Sec. 13.** This act shall be known and cited as the  
17 keeping kids in school act.

--- END ---