1. Is the CEB process introduced to the student and family as a positive, supportive and collaborative intervention?

Yes ( ) No ( )

1. Is a representative of the school district and/or from the student’s school present?

Yes ( ) No ( )

1. Did a representative of the community, not employed by the school district, participate on the board?

Yes ( ) No ( )

1. Was each student/family presented information about the BECCA law and how it applies to them?

Yes ( ) No ( )

1. Did the Board present to the student and family the reason for the board and not discuss punitive or potential consequences?

Yes ( ) No ( )

1. Did the board members engage the student and family in a dialogue using motivational technics and did the student do the majority of the talking?

Yes ( ) No ( )

1. Were the board members thoughtful in regards to trauma and culturally aware during the process?

Yes ( ) No ( )

1. Did the board explain and respect confidentiality?

Yes ( ) No ( )

1. Was a person identified by the student as a support person through the process?

Yes ( ) No ( )

1. Was a contract developed by the youth that identified barriers, solutions and a referral to best practices?

Yes ( ) No ( )