

Supporting Students after the Community Engagement Board

This guidance provides guidance on supporting the student and family after the Community Engagement Board (CEB) takes place.

CEB Meeting Follow Up

OSPI recommends that the facilitator, or other district truancy lead, collaborate with school personnel at the end of the CEB meeting to share any action steps or follow up needed. The facilitator or district lead may provide information regarding an identified staff member to connect with the student to support the plan, specific resources, or other supports to ensure that all commitments in the Community Engagement Board Agreement are implemented.

Identified Caring Adult

After the CEB, the facilitator or district truancy lead will follow up with the identified caring adult to confirm that the individual is able to:

- Accept the role of meeting with the student regularly
- Help to coordinate additional support personnel based on the students' needs
- Recommend tailored interventions to address specific challenges that may arise

Determining Next Steps

The district truancy lead will monitor student attendance. The goal is that attendance is improving, and interventions are working. If interventions are ineffective and there are no improvements in the student's attendance, make necessary adjustments to the attendance plan. Follow the steps in your county court procedures.

Students and Families Who Do Not Attend

To continue building relationships, it is recommended that school districts follow up with students and families who miss the CEB meeting. School districts should acknowledge that life can sometimes interfere and express to the family a commitment to rescheduling the meeting. When school districts use this approach, they can emphasize the meeting's importance and their commitment to overcoming attendance barriers. By following up, they can ensure that families receive a copy of the CEB agreement that notes the family's absence from the meeting. If the greeter has a space that is private, between family arrivals they can make calls to families who miss their CEB times and work with the family to reschedule.

Be sure to connect with your local court to confirm the required documentation for recording a family's scheduled Community Engagement Board meeting and non-attendance.



Review Data from Community Engagement Board

OSPI recommends reviewing data collected from your CEBs. This can provide key information to improve student attendance. Here are some suggestions:

- Review the demographic data on students and families invited to CEBs
 - Do you see any disparities or bias? Why might some groups be referred more than others?
- Analyze data on student's attendance after attending a CEB
 - Is the CEB and the subsequent support having an impact on student attendance and engagement?
- Attendance and days/times the CEBs are offered
 - Do you have better attendance on certain days or times?
- Assess whether families actively participate and feel included in conversations at the CEB
- Solicit feedback to understand the student and family's perspectives regarding the value of the meeting through a brief survey at the end of the CEB.

Report CEBs to CEDARS

Washington school districts report data to OSPI through the Comprehensive Education Data and Research System (CEDARS) on courses, students, and teachers. Districts are required to report specific truancy actions, including the filing of a truancy petition and a referral to a Community Engagement Board. Find more details in the CEDARS [2024-2025 Appendix F- Student Attributes and Programs](#). The required truancy codes are 50 – 55 and 75. Code 51 is the Referral to a Community Engagement Board. Districts are to report students to CEDARS who have been referred to a Community Engagement Board, regardless if the student attends.

Contact

For questions, please contact Attendance@k12.wa.us.