

# *Introduction to Community Engagement Boards (CEBs)*

## **What is a Community Engagement Board?**

A Community Engagement Board (CEB)—as outlined in [RCW 28A.225.025](#)—addresses truancy through coordinated interventions between courts, school districts, and community partners to identify and address barriers to school attendance. The CEB is intended to connect students and families with community services, culturally appropriate promising practices, and evidence-based services like functional family therapy. The CEB is intended to foster partnerships among families, educators, and the broader community to address student attendance.

## **CEBs as Inclusive and Culturally Responsive**

An effective CEB ensures students' and families' voices are heard and valued, promoting culturally responsive practices and tailored interventions. The CEB is intended to be an equitable and inclusive environment where the community supports students and their families to feel empowered and supported in their educational journey.

It is strongly recommended that the members of the CEB include diverse stakeholders, and most importantly members of the community who are best suited to support the individual needs of the student. This includes members racially and culturally representative of the students and families who attend the CEBs or share similar life experiences.

## **CEBs are a Gateway to a Tier 3 Intervention**

CEBs offer opportunities for intensive individualized intervention (tier 3) that occurs after earlier interventions; see [Legally Required Steps for Elementary](#) and [Secondary](#). CEBs require significant planning, capacity, and should be reserved for students and families who have not responded to substantial efforts from the school, necessitating the involvement of community partners. A CEB is not intended to be a school team meeting. By the time the student reaches a CEB the school must have already made attempts to: hold a parent conference, administer a truancy assessment or screener — see [OSPI Guidance on Attendance & Truancy Assessments/Screeners](#)— and address the underlying causes of the absences through data-based interventions ([RCW 28A.225.020](#)). A CEB supports students and families to connect to community partners when the school cannot provide necessary services or when previous interventions have not improved attendance.

## **Flexibility in CEB Structure**

A CEB may be operated by a juvenile court, a school district, or a collaboration between both entities, formalized in a [memorandum of understanding](#). A student and parent or caregiver must



be referred to a CEB after a truancy petition is filed with the juvenile court and the petition is stayed ([RCW 28A.225.030](#)). However, school districts and courts may convene CEBs before filing a petition. There is also wide variety in the format that CEBs can take from a formal group that meets at the same time and place each month to a more flexible and tailored approach where community partners are brought to the family to address a specific barrier to attendance.

## Truancy Legally Required Steps

A district must take required steps before filing a truancy petition and before inviting a student to a CEB. If a student accumulates unexcused absences, the school and district must follow the required steps outlined in the Compulsory Attendance law ([RCW 28A.225](#)). Districts may allow time to complete these steps, even if it delays filing a truancy petition at the specified thresholds. A summary of the steps includes:

- Informing parents of each unexcused absence
- Scheduling a parent conference to understand attendance barriers
- Administering the Washington Assessment for Risks and Needs of Students (WARNS) or other assessment — see [OSPI Guidance on Attendance & Truancy Assessments/Screeners](#)
- Providing data-based interventions and taking data-informed steps to reduce absences
- Referring the student to a CEB and/or
- Filing a truancy petition with the local juvenile court after the seventh unexcused absence in a month or the 15th unexcused absence in a year
- Districts may allow time to complete the required steps even if it delays filing a truancy petition ([OSPI Attendance & Truancy FAQ](#))

For complete requirements, read the statute ([RCW 28A.225](#)) and refer to OSPI's [Legally Required Steps for Elementary](#) and [Legally Required Steps for Secondary](#).

Read more about [Designing your CEB here](#).

## Contact

For questions, please contact [Attendance@k12.wa.us](mailto:Attendance@k12.wa.us).