

WUSD MASTER ATTENDANCE CONTINUUM

Connection → Early Intervention → Targeted Support → Intensive Coordination → SARB → Re-Engagement

Purpose: This guide is the front door to the WUSD attendance support system. It helps staff identify the appropriate response, understand the purpose of each toolkit, document intervention, and move students up or down the continuum based on evidence—not simply because a certain number of days has passed.

LEVEL	TOOLKIT	CORE IDEA	USE WHEN	ESSENTIAL MOVE
1	FIRST FACES	Connection Before Correction	Universal / immediate	WELCOME → CONNECT → DISCOVER → RESPOND
2	FRESH START	Catch the Pattern Early	Early concerning pattern	Pattern → Voice → Barrier → 30-Day Support
3	SUCCESS / SART	Discover the Why & Build the Plan	Persistent concern despite early support	Formal problem-solving + matched plan
4	INTENSIVE SUPPORT	Before We Escalate	Concern persists despite SART plan	Fidelity → Deep Dive → Intensify → Weekly Monitor
5	SARB	Coordinated Accountability & Lasting Re-Engagement	Persistent unresolved concern after documented intervention	Panel coordination → Directives + Supports → Re-Engagement

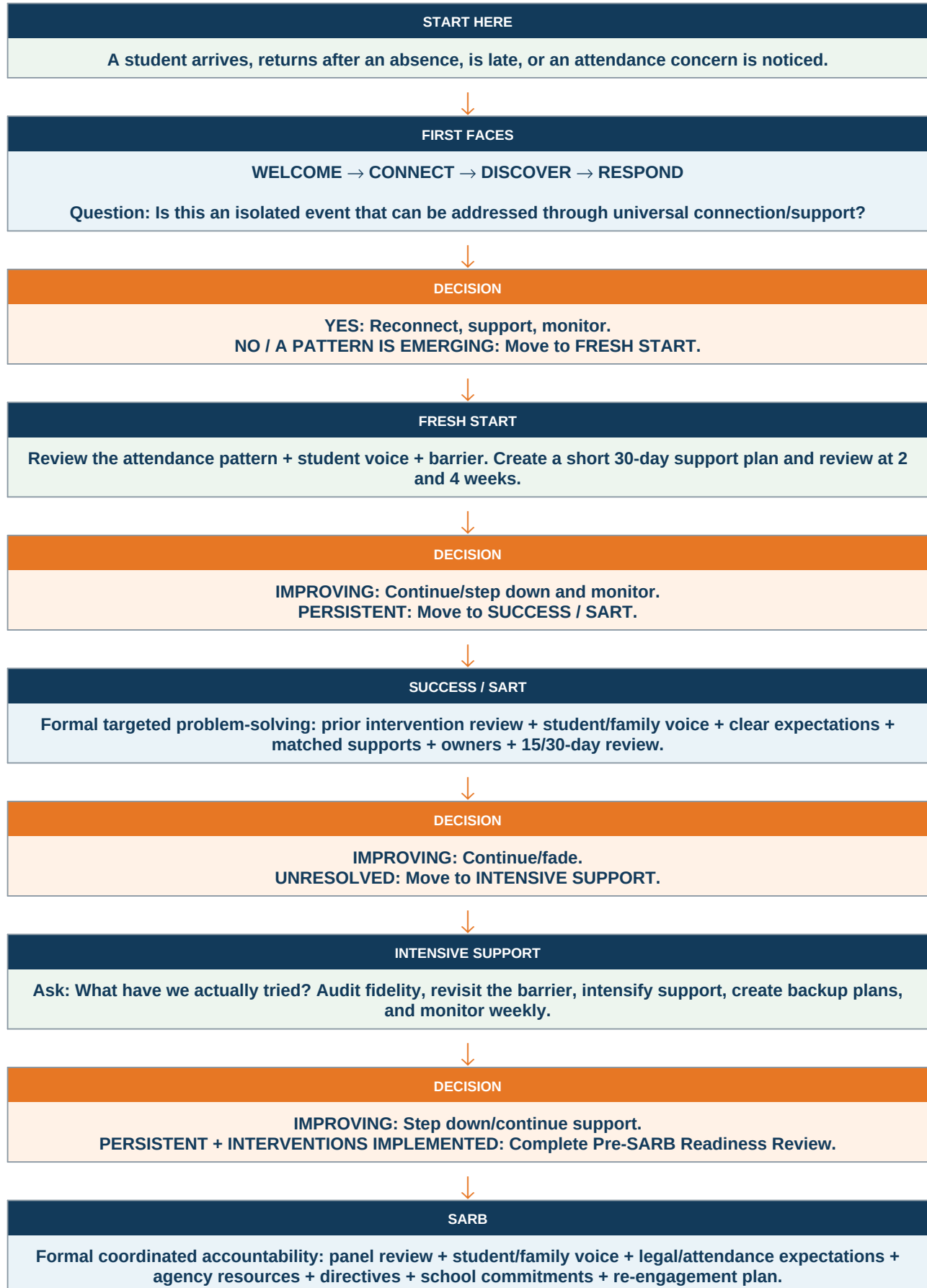
THE RULE: Use the least intensive response that can reasonably address the need—but do not leave a student in a lower level when evidence shows the support is insufficient.

THE CONTINUUM AT A GLANCE

STAGE	PURPOSE	INDICATORS	WHAT STAFF DO	EXIT / NEXT STEP
FIRST FACES	Every student. Every arrival. Every return.	Look for belonging, return-from-absence, repeated tardy, change in engagement.	Welcome/reconnect; notice; open the door; warm handoff if a barrier appears.	Resolved through universal support OR pattern emerges → Fresh Start.
FRESH START	Early pattern intervention.	Repeated absences/tardies; early chronic pattern; known barrier returning; disruption/re-entry.	Review pattern; student voice; identify barrier; 30-day support; 2/4-week checks.	Improves → monitor/step down. Persists → Success/SART.
SUCCESS / SART	Formal targeted family problem-solving.	Early support did not sufficiently change the pattern.	Review prior support; clarify expectations; discover why; matched plan; 15/30-day review.	Improves → continue/fade. Unresolved → Intensive Support.
INTENSIVE SUPPORT	Verify fidelity before escalation.	SART plan did not produce sufficient improvement or barrier has intensified.	Audit what was actually delivered; revisit barrier; intensify; weekly tracking; Pre-SARB review.	Improves → step down. Persistent + documented → SARB.
SARB	Formal coordinated accountability and re-engagement.	Significant unresolved attendance concern after documented interventions and applicable procedures.	Panel voice + evidence; clarify expectations; coordinate resources; directives; re-entry; 15/30/60 monitoring.	Re-engage/close, continue monitoring, reconvene, or follow applicable next procedures.

MASTER DECISION FLOWCHART

Where Does This Student Belong in the Continuum?





AFTER SARB

15/30/60-day monitoring → improvement/closure, continued support, reconvene, or applicable next procedures.

HOW TO USE THE CONTINUUM

Five Operating Rules for Consistent Attendance Support

1. START WITH THE PATTERN, NOT THE LABEL

Describe what is happening: frequency, timing, duration, trend, and context. “12 absences” is data; “doesn’t care about school” is an assumption.

2. DISCOVER BEFORE YOU PRESCRIBE

Interventions should follow evidence and student/family voice. Transportation barriers need a different response than academic avoidance, caregiving, belonging, or housing instability.

3. EVERY PLAN NEEDS OWNERSHIP

A referral is not an intervention. Every action answers: **Who owns it? By when? How will we know it happened?**

4. CHECK FIDELITY BEFORE ESCALATING

Do not label an intervention unsuccessful if it was not delivered, was delivered inconsistently, or could not reasonably be accessed.

5. MOVEMENT GOES BOTH DIRECTIONS

Students can move up when support is insufficient and step down when attendance stabilizes. The goal is successful re-engagement—not keeping students in a process.

NO DEAD ENDS PROTOCOL

BEFORE A CASE / REFERRAL LEAVES YOUR HANDS...	DOCUMENT
Who owns the next step?	Name / role: _____
What exactly will happen?	Action: _____
By when?	Date / timeline: _____
How will we know it happened?	Evidence: _____
When will we review whether it helped?	Review date: _____

NO DEAD ENDS: “Referred,” “resources provided,” “parent contacted,” or “meeting held” are not endpoints. The loop closes when ownership, access, follow-through, and outcome are known.

MASTER HANDOFF & DOCUMENTATION GUIDE

What Should Travel With the Student Through the Continuum?

STAGE	CORE DOCUMENTS	WHAT MUST CARRY FORWARD
FIRST FACES	Brief concern/connection note when support handoff is needed.	What was noticed? What did student/family share? Who received the handoff?
FRESH START	Attendance Snapshot + Student Voice + Barrier + 30-Day Plan + progress checks.	Pattern, identified barrier, supports, owner, implementation, response.
SUCCESS / SART	Pre-Meeting Review + Voice + Success Plan + 15/30-Day Review.	Prior intervention, clear expectations, root cause, matched plan, school/family/student actions.
INTENSIVE SUPPORT	Readiness Screen + Fidelity Audit + Deep Dive + Intensive Plan + weekly tracker.	What was actually delivered? What remains unresolved? What was intensified?
SARB	Case Narrative + Panel Brief + prior intervention evidence + SARB plan + monitoring.	Complete intervention story, unresolved need, directives, agency/school commitments, re-engagement.

MASTER STUDENT CONTINUUM SNAPSHOT

DATE	STAGE	PATTERN / BARRIER	ACTION / SUPPORT	OWNER	REVIEW	OUTCOME / NEXT STEP
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
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Leadership review question: Can another administrator pick up this record and immediately understand *what happened, why we think it happened, what we did, whether we actually did it, what happened next, and who owns the current step?*

DISTRICT SYSTEM CHECK

- Are sites using the same definitions for each stage?
- Are students being moved into intervention based on patterns/evidence rather than staff frustration?
- Are student and family voice visible in plans?
- Are school-owned actions documented alongside student/family responsibilities?
- Are fidelity checks occurring before escalation?
- Are students stepping down when attendance improves?
- Are recurring SARB barriers being fed upstream into Tier 1 and early intervention planning?

WUSD ATTENDANCE PHILOSOPHY: ATTEND to the barrier. OBSERVE the behavior. DISCOVER the why. Match the support. Own the next step. Monitor the response. Escalate only when needed. Re-engage always.