

TOOLKIT 5: SARB

Coordinated Accountability & Lasting Re-Engagement

Purpose: SARB is the formal, coordinated stage of the attendance continuum for persistent concerns that remain unresolved after documented school-based intervention. The hearing should combine accountability with interagency problem-solving: clarify the attendance concern and legal expectations, hear student/family voice, review what has already been attempted, identify remaining barriers, establish directives and supports, and monitor re-engagement after the hearing.

FIRST FACES	FRESH START	SUCCESS / SART	INTENSIVE SUPPORT	SARB
Universal connection	Early pattern	Targeted plan	Fidelity + intensification	Coordinated accountability + re-engagement

SARB posture: The panel is not starting over. It receives the intervention story, identifies what remains unresolved, brings additional authority/resources to the table, and establishes a clear path back to successful attendance.

RESOURCE	PURPOSE
1. SARB Referral Readiness & Case Narrative	Turns the case file into a coherent intervention story for the panel.
2. Panel Case Brief	Gives members the essential evidence without burying the student in paperwork.
3. Student & Family Opening Voice	Ensures the hearing begins with lived experience, goals, and unresolved barriers.
4. SARB Hearing Facilitator Guide	Creates a consistent, respectful, accountable hearing structure.
5. Coordinated Support & Directive Plan	Separates panel directives, school commitments, family/student actions, and agency supports.
6. Re-Engagement Plan	Plans the student's next successful school day—not just the next compliance date.
7. 15/30/60-Day Monitoring Tool	Tracks directives, supports, attendance response, and follow-through.
8. SARB Case Closure / Re-Referral Review	Defines improvement, continued monitoring, closure, or further action.
9. SARB Fidelity & System Review	Evaluates the quality of the SARB process and feeds prevention lessons back upstream.

RESOURCE 1 - SARB REFERRAL READINESS & CASE NARRATIVE

Tell the Intervention Story, Not Just the Absence Count

Student: _____ Grade: _____ School: _____ Hearing Date: _____

CASE ELEMENT	EVIDENCE / SUMMARY
ATTENDANCE PATTERN What is the current pattern, time period, and trend?	_____
REQUIRED NOTICES / PROCEDURES Which applicable district/state attendance notices and procedural steps are documented?	_____
STUDENT VOICE What does the student identify as the major barrier(s), goal(s), and helpful supports?	_____
FAMILY VOICE What does the family identify as the major barrier(s), efforts, and needed supports?	_____
FIRST FACES / FRESH START What early connection and intervention occurred?	_____
SUCCESS / SART What formal targeted plan was developed and what happened?	_____
INTENSIVE SUPPORT What was intensified? Was it delivered with fidelity?	_____
COMMUNITY / AGENCY SUPPORT Which outside resources were offered, connected, accessed, or unavailable?	_____
SCHOOL RESPONSIBILITIES What did the school commit to, and what evidence shows follow-through?	_____
UNRESOLVED NEED Why does the attendance concern remain significant despite intervention?	_____

ONE-PARAGRAPH CASE NARRATIVE:

Student attendance has shown _____. The primary identified barrier(s) have been _____. School/site interventions included _____. Implementation evidence shows _____. Student/family response and voice indicate _____. The unresolved concern requiring SARB coordination is _____.

RESOURCE 2 - SARB PANEL CASE BRIEF

One Page of What the Panel Needs to Know

PANEL LENS	CASE BRIEF
STUDENT STRENGTH / GOAL	_____
CURRENT ATTENDANCE PATTERN	_____
PRIMARY BARRIER(S)	_____
WHAT HAS BEEN TRIED	_____
WHAT WAS ACTUALLY IMPLEMENTED	_____
WHAT HELPED / DID NOT HELP	_____
STUDENT/FAMILY PERSPECTIVE	_____
CURRENT SCHOOL SUPPORTS	_____
UNRESOLVED NEED FOR PANEL	_____

Panel preparation: Review the brief before the hearing. Use the full case file when needed, but avoid making the student/family sit through a recitation of every historical document.

RESOURCE 3 - STUDENT & FAMILY OPENING VOICE

Begin With the Person, Then the File

VOICE	PROMPT	NOTES
STUDENT	What do you want the panel to know about you before we talk about attendance?	_____
STUDENT	What is your goal for school, graduation, work, or the future?	_____
STUDENT	What is still making attendance difficult?	_____
STUDENT	What has the school done that has helped—even a little?	_____
STUDENT	What support do you think would make the biggest difference now?	_____
FAMILY	What would you like the panel to understand about the attendance situation?	_____
FAMILY	What has your family already tried?	_____
FAMILY	Which school/community supports have been useful or difficult to access?	_____
FAMILY	What barrier remains hardest to solve?	_____
BOTH	What would a successful next 30 days look like?	_____

Panel reminder: Student/family voice informs the plan; it does not eliminate the panel's responsibility to communicate expectations and make appropriate directives.

RESOURCE 4 - SARB HEARING FACILITATOR GUIDE

Structured, Respectful, Accountable

STEP	FACILITATOR / PANEL MOVE	TIME
1. WELCOME + ROLES	Introduce panel members and explain the purpose of SARB and the hearing process.	3 min
2. STUDENT / FAMILY VOICE	Invite the student and family to speak before the case is reduced to records and numbers.	5 min
3. CASE SUMMARY	Present the attendance pattern and intervention history concisely and neutrally.	5 min
4. CLARIFY EXPECTATIONS	Explain applicable attendance expectations, prior agreements, and the seriousness of the unresolved concern.	4 min
5. PANEL DISCOVERY	Ask focused questions about remaining barriers, access to supports, and what has changed.	7 min
6. COORDINATE SUPPORT	Use panel expertise/resources to address barriers that school-based intervention could not resolve alone.	6 min
7. DIRECTIVES + COMMITMENTS	State specific student/family directives and equally specific school/agency commitments.	5 min
8. RE-ENGAGEMENT + FOLLOW-UP	Plan the next successful school day, monitoring schedule, and review/next steps.	5 min

PANEL SHOULD...	PANEL SHOULD AVOID...
Ask concise, purposeful questions. Build on prior intervention rather than repeat it. Name accountability clearly. Identify additional resources/authority the panel can contribute. Keep the student connected to future goals.	Cross-examining the student/family. Repeating questions already answered in the case file. Making threats the dominant intervention. Assigning only student/family responsibilities. Creating directives without owners or follow-up.

RESOURCE 5 - COORDINATED SUPPORT & DIRECTIVE PLAN

Accountability Must Be Specific on Every Side of the Table

Student: _____ Hearing: _____ Review Date: _____

AREA	ACTION / DIRECTIVE	OWNER	BY WHEN	EVIDENCE
Student	_____	_____	_____	_____
Family	_____	_____	_____	_____
School / District	_____	_____	_____	_____
Community / Agency	_____	_____	_____	_____
Panel / Case Manager	_____	_____	_____	_____

ATTENDANCE / RE-ENGAGEMENT GOAL	
Next 30-day goal: _____	
When a barrier disrupts the plan, the student/family will: _____	
The school will respond by: _____	

Clarity check: Before the family leaves, every directive and commitment should answer four questions: What? Who? By when? How will we know?

RESOURCE 6 - LASTING RE-ENGAGEMENT PLAN

Plan the Next Successful School Day

RE-ENGAGEMENT LENS	PLAN	DETAIL
RETURN / NEXT DAY	What date/time is the student expected? Who will greet/check in?	_____ —
FIRST FACE	Who is the trusted adult or arrival contact?	_____ —
ACADEMIC RE-ENTRY	What needs to happen so missing work or embarrassment does not become a new barrier?	_____ —
BELONGING	What class, activity, peer, mentor, pathway, or goal can strengthen connection?	_____ —
BARRIER BACKUP	What happens if transportation, family responsibility, anxiety, conflict, or another known barrier occurs again?	_____ —
SAME-DAY RESPONSE	If the student is absent/tardy again, who contacts whom and by when?	_____ —
SUCCESS RECOGNITION	How will improvement be noticed and reinforced without making attendance transactional?	_____ —

Re-engagement principle: SARB should produce more than a compliance document. The student should leave knowing exactly how to reconnect to school successfully.

RESOURCE 7 - 15 / 30 / 60-DAY MONITORING TOOL

Follow-Up Is Part of SARB, Not an Optional Add-On

REVIEW	ATTENDANCE TREND	DIRECTIVES FOLLOWED?	SCHOOL/AGENCY SUPPORT DELIVERED?	BARRIER STATUS	NEXT ACTION
15 Day	■ Better ■ Same ■ Worse	■ Y ■ P ■ N	■ Full ■ Part ■ No	■ Reduced ■ Same ■ New	_____
30 Day	■ Better ■ Same ■ Worse	■ Y ■ P ■ N	■ Full ■ Part ■ No	■ Reduced ■ Same ■ New	_____
60 Day	■ Better ■ Same ■ Worse	■ Y ■ P ■ N	■ Full ■ Part ■ No	■ Reduced ■ Same ■ New	_____

FOLLOW-UP QUESTIONS

- Did attendance improve? • Were SARB directives followed? • Did the school and agencies deliver their commitments? • Has the barrier changed?
- What does the student/family say now? • Does the plan need reinforcement, adjustment, closure, or further action?

Case manager: _____ Preferred family contact: _____ Next formal review: _____

RESOURCE 8 - SARB CASE CLOSURE / RE-REFERRAL REVIEW

Define Success, Continued Need, and Next Steps

STATUS	EVIDENCE LENS	TEAM ACTION
SUSTAINED IMPROVEMENT	Attendance has meaningfully improved and supports/directives are working.	■ Close SARB case with transition monitoring
IMPROVING / STILL VULNERABLE	Attendance is improving but the barrier/support remains active.	■ Continue monitoring / step down supports
PARTIAL / INCONSISTENT RESPONSE	Some improvement or compliance, but concern remains.	■ Reconvene / revise directives and supports
SUPPORT FAILURE / ACCESS ISSUE	School/agency commitments were not fully delivered or accessible.	■ Correct implementation before judging outcome
CONTINUED WILLFUL NONCOMPLIANCE / UNRESOLVED CONCERN	Significant concern persists after documented support, directives, and follow-up.	■ Follow applicable district/county SARB and legal procedures
NEW INFORMATION	A different safety, welfare, disability/access, housing, or other issue has emerged.	■ Route to appropriate required process while coordinating attendance support

Closure transition: Who continues to notice and support the student after SARB monitoring ends? _____ **Check-back date:** _____

RESOURCE 9 - SARB FIDELITY & SYSTEM REVIEW

Is SARB Solving Cases—and Teaching Us How to Prevent the Next One?

SARB SYSTEM LOOK-FOR	YES	PARTLY	NOT YET	EVIDENCE
Referrals arrive with a coherent intervention and fidelity record.	■	■	■	_____
Panel members receive concise case information before or at the hearing.	■	■	■	_____
Student and family voice are heard early in the hearing.	■	■	■	_____
The panel distinguishes unresolved barriers from lack of intervention implementation.	■	■	■	_____
Attendance/legal expectations are communicated clearly and respectfully.	■	■	■	_____
Panel questions are purposeful and avoid unnecessary repetition or humiliation.	■	■	■	_____
Directives include student/family accountability and school/agency accountability.	■	■	■	_____
Community partners contribute resources or expertise connected to the identified barrier.	■	■	■	_____
A specific re-engagement plan is created.	■	■	■	_____
15/30/60-day monitoring occurs and includes school/agency follow-through.	■	■	■	_____
Case closure/re-referral decisions are based on evidence.	■	■	■	_____
Aggregate SARB patterns are fed back to sites to strengthen First Faces, Fresh Start, SART, and Intensive Support.	■	■	■	_____

PROTECT What works? _____	STRENGTHEN What needs consistency? _____	FEED UPSTREAM What should sites change earlier? _____
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LASTING RE-ENGAGEMENT QUESTION: Did SARB add something the earlier system could not—greater coordination, clearer accountability, stronger resources, or a more durable path back to school?

FULL CONTINUUM: FIRST FACES → FRESH START → SUCCESS / SART → INTENSIVE SUPPORT → SARB → RE-ENGAGEMENT & MONITORING

Implementation note: This toolkit is a local practice resource and should be aligned with current California Education Code, CDE SARB guidance, county/district procedures, required notices, timelines, board policy, and legal counsel as applicable.