

TOOLKIT 4: INTENSIVE ATTENDANCE SUPPORT

Before We Escalate | Fidelity, Barrier Review & Coordinated Intervention

Purpose: Intensive Attendance Support is the structured bridge between an unsuccessful Success/SART plan and SARB. Before escalation, the team verifies what was actually implemented, identifies unresolved or newly emerging barriers, coordinates higher-intensity support, and documents whether the student and family had a meaningful opportunity to access the plan. This stage is not delay for delay's sake; it is a disciplined check that escalation is based on evidence.

FIRST FACES	FRESH START	SUCCESS / SART	INTENSIVE SUPPORT	SARB
Universal connection	Early pattern	Targeted plan	Fidelity + intensified coordination	Formal multi-agency response

Core question: Before we escalate, can we show that we understood the barrier, matched the intervention, delivered the support, followed up, adjusted when needed, and still have a significant unresolved attendance concern?

RESOURCE	PURPOSE
1. Escalation Readiness Screen	Determines whether the case is ready for intensive review and what must be completed first.
2. What Have We Actually Tried? Fidelity Audit	Separates planned intervention from delivered intervention.
3. Unresolved Barrier Deep Dive	Re-examines the root cause when attendance has not changed.
4. Intensive Case Conference Guide	Coordinates the student, family, school, and relevant support team around a small number of priorities.
5. Intensive 30-Day Action Plan	Creates higher-frequency supports, backup plans, owners, and review dates.
6. Weekly Intervention Tracker	Tracks implementation and attendance response every week.
7. Pre-SARB Readiness Review	Confirms documentation, intervention integrity, voice, follow-up, and unresolved need before referral.
8. Intensive Support Fidelity Check	Leadership review of whether this bridge process is being used consistently.

RESOURCE 1 - ESCALATION READINESS SCREEN

Is This Case Ready for Intensive Review?

Student: _____ Grade: _____ Date: _____ Reviewer: _____

READINESS QUESTION	STATUS
Attendance pattern remains significant after the Success/SART review cycle.	■ Yes ■ No ■ Unsure
Student voice was included in identifying the barrier.	■ Yes ■ No ■ Unsure
Family voice was included or meaningful attempts to engage were documented.	■ Yes ■ No ■ Unsure
The Success/SART plan identified specific, matched supports.	■ Yes ■ No ■ Unsure
Each school support had a named owner and start date.	■ Yes ■ No ■ Unsure
The school can show which supports were actually delivered.	■ Yes ■ No ■ Unsure
Follow-up occurred at the planned intervals.	■ Yes ■ No ■ Unsure
The team adjusted the plan when evidence showed it was not working.	■ Yes ■ No ■ Unsure
Any newly disclosed barrier was addressed or routed appropriately.	■ Yes ■ No ■ Unsure
The concern is not better addressed first through a separate safety, child welfare, disability/access, housing, or other required process.	■ Yes ■ No ■ Unsure

If several answers are NO or UNSURE: pause escalation long enough to complete the missing intervention/fidelity work. **If the case is ready:** move into the Intensive Support audit and case conference.

RESOURCE 2 - WHAT HAVE WE ACTUALLY TRIED?

Intervention Fidelity Audit | Planned Is Not the Same as Delivered

INTERVENTION / SUPPORT	WHY SELECTED?	OWNER	PLANNED	ACTUALLY DELIVERED	STUDENT/FAMILY ACCESS	OUTCOME
_____	_____	_____	_____	■ Full ■ Partial ■ No	■ Yes ■ Partial ■ No	_____
_____	_____	_____	_____	■ Full ■ Partial ■ No	■ Yes ■ Partial ■ No	_____
_____	_____	_____	_____	■ Full ■ Partial ■ No	■ Yes ■ Partial ■ No	_____
_____	_____	_____	_____	■ Full ■ Partial ■ No	■ Yes ■ Partial ■ No	_____
_____	_____	_____	_____	■ Full ■ Partial ■ No	■ Yes ■ Partial ■ No	_____

Which intervention had the strongest evidence of implementation? _____

Which intervention was recommended but not actually delivered? _____

Was the support available at the frequency/intensity the plan required? _____

Did the student/family face a barrier to accessing the support itself? _____

What did we learn about the match between the barrier and the intervention? _____

FIDELITY RULE: We should not call an intervention ineffective when it was never fully implemented or could not reasonably be accessed.

RESOURCE 3 - UNRESOLVED BARRIER DEEP DIVE

When Attendance Hasn't Changed, Revisit the Why

LENS	ASK	FINDING
ORIGINAL BARRIER	What did the Success/SART team believe was driving the pattern?	_____
EVIDENCE NOW	What new evidence do we have after the intervention cycle?	_____
STUDENT VOICE NOW	What does the student say is still getting in the way?	_____
FAMILY VOICE NOW	What does the family say has changed, improved, or become harder?	_____
INTERVENTION MATCH	Did our support actually address the root cause?	■ Strong match ■ Partial ■ Poor match
ACCESS	Could the student/family realistically use the support?	■ Yes ■ Partly ■ No
INTENSITY	Was the frequency/duration enough for the level of need?	■ Yes ■ Unsure ■ No
NEW / HIDDEN BARRIER	Did another barrier emerge after trust or follow-up increased?	_____
SCHOOL-BASED FRICTION	Is anything in our schedule, climate, classroom, process, or re-entry response contributing?	_____
PROTECTIVE FACTOR	What still gets the student to school on successful days?	_____

UPDATED BARRIER STATEMENT: The continuing attendance pattern appears most connected to: _____

RESOURCE 4 - INTENSIVE CASE CONFERENCE GUIDE

30 Minutes | Coordinate, Narrow, Intensify

STEP	TEAM MOVE	TIME
1. OPEN + PURPOSE	State that the team is reviewing what has and has not worked before deciding next steps.	3 min
2. STUDENT / FAMILY VOICE	Begin with what the student and family say is still getting in the way.	5 min
3. FIDELITY FINDINGS	Review what was planned, what was delivered, access, and outcome without defensiveness.	5 min
4. UPDATED BARRIER	Agree on the most important unresolved barrier(s). Avoid trying to solve everything at once.	4 min
5. INTENSIFY	Choose 1-3 higher-frequency or more coordinated actions that directly match the barrier.	6 min
6. BACKUP / CONTINGENCY	Plan for the next difficult morning, missed day, failed ride, conflict, or other predictable disruption.	3 min
7. OWNERSHIP + REVIEW	Assign owners; set weekly monitoring and the 30-day decision date.	4 min

Suggested participants: student and family whenever possible; administrator/attendance lead; a trusted school adult; and only the staff or partners needed to address the identified barrier. Keep the team purposeful rather than simply making it larger.

Meeting posture: “We are not here to repeat the same plan louder. We are here to learn from the evidence and decide what needs to change.”

RESOURCE 5 - INTENSIVE 30-DAY ACTION PLAN

Higher Frequency | Clear Ownership | Weekly Evidence

Student: _____ Start: _____ 30-Day Decision: _____

Updated primary barrier: _____

Attendance goal for next 30 days: _____

Protective factor we will intentionally use: _____

INTENSIFIED ACTION	OWNER	FREQUENCY	START	EVIDENCE
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

BACKUP / CONTINGENCY PLAN

If transportation fails: _____

If the student misses the normal arrival time: _____

If the student wants to avoid/leave school: _____

Trusted adult / same-day contact: _____ Who contacts family: _____

Weekly review owner: _____ Review day: _____ Student check-in: _____ Family contact: _____

RESOURCE 6 - WEEKLY INTERVENTION TRACKER

Implementation + Attendance Response

WEEK	ATTENDANCE / TARDY PATTERN	SUPPORTS DELIVERED?	STUDENT VOICE	FAMILY CONTACT	TEAM RESPONSE
Week 1	_____	■ Full ■ Part ■ No	_____	_____	_____
Week 2	_____	■ Full ■ Part ■ No	_____	_____	_____
Week 3	_____	■ Full ■ Part ■ No	_____	_____	_____
Week 4	_____	■ Full ■ Part ■ No	_____	_____	_____

WEEKLY TEAM QUESTIONS

1. Did we deliver the plan this week? 2. Did the student/family access it? 3. What happened to attendance? 4. What did we learn? 5. What needs to change before next week?

30-DAY INTENSIVE SUPPORT DECISION

- **IMPROVING:** Continue/fade supports with monitoring.
- **PARTIAL RESPONSE:** Adjust/intensify the plan and establish another defined review period.
- **UNRESOLVED:** Significant attendance concern persists despite documented, implemented, accessible intervention; complete Pre-SARB Readiness Review.
- **DIFFERENT PROCESS NEEDED:** New information indicates another required support/protection/access process should take priority.

RESOURCE 7 - PRE-SARB READINESS REVIEW

Before Referral: Can We Tell the Full Intervention Story?

PRE-SARB READINESS	STATUS
Attendance evidence is current, accurate, and clearly describes the pattern.	☐ Yes ☐ No
Required attendance notices/steps applicable to the case have been documented by the district/site.	☐ Yes ☐ No
Student voice is documented.	☐ Yes ☐ No
Family voice or documented engagement attempts are present.	☐ Yes ☐ No
Fresh Start/early intervention history is documented when applicable.	☐ Yes ☐ No
Success/SART meeting, plan, and follow-up are documented.	☐ Yes ☐ No
The fidelity audit shows what interventions were actually delivered.	☐ Yes ☐ No
Interventions were reasonably matched to identified barriers.	☐ Yes ☐ No
The team responded to newly emerging barriers.	☐ Yes ☐ No
Intensive supports were monitored over a defined review period.	☐ Yes ☐ No
School-owned responsibilities and follow-through are visible in the record.	☐ Yes ☐ No
The team can explain why the attendance concern remains unresolved despite intervention.	☐ Yes ☐ No
Any separate safety, disability/access, housing, child welfare, or other required process has been considered when relevant.	☐ Yes ☐ N/A
The referral packet tells a coherent story: pattern → barrier → support → implementation → response → remaining need.	☐ Yes ☐ No

TEAM DECISION: ☐ Ready for SARB referral ☐ Not yet - complete: _____ ☐ Continue intensive support until: _____

Important: This tool supports intervention integrity and local preparation. It does not replace applicable Education Code, district procedures, required notices, timelines, or legal review.

RESOURCE 8 - INTENSIVE SUPPORT FIDELITY CHECK

Leadership Review | Is the Bridge Before SARB Working?

INTENSIVE SUPPORT LOOK-FOR		YES	PARTLY	NOT YET	EVIDENCE
Cases enter Intensive Support because targeted intervention remains unresolved—not simply because time passed.		■	■	■	_____
A fidelity audit is completed before prior interventions are labeled unsuccessful.		■	■	■	_____
Student and family voice are revisited because barriers can change.		■	■	■	_____
The team examines school/system friction as well as student/family barriers.		■	■	■	_____
Intensive plans use a small number of higher-frequency, matched supports.		■	■	■	_____
Every action has a named owner, frequency, and evidence source.		■	■	■	_____
Predictable difficult-day scenarios have backup plans.		■	■	■	_____
Implementation and attendance response are reviewed weekly.		■	■	■	_____
Teams adjust support based on evidence rather than repeating the same intervention.		■	■	■	_____
Pre-SARB review confirms a coherent intervention record before referral.		■	■	■	_____
Separate required support/protection/access processes are considered when relevant.		■	■	■	_____
Leadership reviews patterns across cases to identify system-level gaps.		■	■	■	_____
PROTECT What is working? _____		STRENGTHEN Where are we inconsistent? _____		ADJUST What system needs changing? _____	

BEFORE WE ESCALATE: Have we done enough of the right things, with enough fidelity and follow-up, to understand what remains unresolved?

CONTINUUM: FIRST FACES → FRESH START → SUCCESS / SART → INTENSIVE SUPPORT → SARB