

TOOLKIT 3: SUCCESS MEETING / SART

Discover the Why & Build the Plan | Targeted Attendance Intervention

Purpose: A Success Meeting/SART is structured problem-solving for attendance concerns that persist despite early support. It combines clear expectations with student/family voice, barrier identification, targeted intervention, ownership, and progress monitoring. The goal is not simply a signature; it is a plan capable of changing the attendance pattern.

FIRST FACES	FRESH START	SUCCESS / SART	INTENSIVE SUPPORT	SARB
Universal connection	Early pattern + short-cycle support	Formal targeted problem-solving	Fidelity review + intensified support	Formal multi-agency response

TOOLKIT RESOURCES

RESOURCE	PURPOSE
1. Pre-Meeting Case Review	Confirm evidence, prior contacts, Fresh Start supports, and what actually occurred.
2. Facilitator Guide	A 25-30 minute meeting structure balancing expectations and problem-solving.
3. Student & Family Voice Interview	Understand experience before selecting intervention.
4. Barrier → Strategy Matrix	Match intervention to the reason attendance is difficult.
5. Attendance Success Plan	Document barrier, goal, supports, ownership, and backup plan.
6. Intervention Fidelity Tracker	Did we actually do what we said we would do?
7. 15/30-Day Progress Review	Continue, adjust, intensify, or move to the next process based on evidence.
8. Success/SART Fidelity Check	Leadership review of meeting quality and system consistency.

RESOURCE 1 — PRE-MEETING CASE REVIEW

Come Prepared to Problem-Solve, Not Reconstruct the File

Student: _____ Grade: _____ Date: _____ Attendance %: _____

REVIEW	EVIDENCE / NOTES
ATTENDANCE PATTERN What specifically is happening? Days/times/periods/consecutive absences/change over time.	_____
FIRST FACES / EARLY CONTACT What welcome-back, family contact, or early connection occurred?	_____
FRESH START Was a Fresh Start held? What barrier and supports were identified?	_____
INTERVENTIONS PROVIDED Which supports were actually delivered—not merely recommended?	_____
RESPONSE Did the student/family access support? Did attendance improve, stay the same, or worsen?	_____
VOICE What have student/family already told us? What do we still need to understand?	_____
STRENGTHS When does attendance work? Trusted adult? Favorite class? Goals? Activities?	_____
PURPOSE What must this meeting accomplish that prior support did not?	_____

Readiness check: If we cannot explain what has already been tried and whether it actually happened, we are not ready to conclude that prior intervention failed.

RESOURCE 2 — SUCCESS MEETING / SART FACILITATOR GUIDE

25–30 Minutes | Clear Expectations + Collaborative Problem-Solving

STEP	FACILITATOR MOVE	TIME
1. WELCOME	Thank the student/family; introduce participants; establish a respectful tone.	2 min
2. PURPOSE + EXPECTATION	Explain why the team is meeting and state attendance expectations clearly.	3 min
3. STRENGTHS	Name student strengths, goals, relationships, improvements, or interests.	3 min
4. SHARE EVIDENCE	Describe the attendance pattern neutrally; ask what student/family notice.	4 min
5. DISCOVER WHY	Identify the most significant barrier(s); distinguish symptoms from root causes.	6 min
6. MATCH SUPPORT	Choose a small number of supports directly connected to the barrier; create backup plans.	5 min
7. BUILD PLAN	Set goal; assign actions, owners, start dates, and follow-up dates.	4 min
8. CONFIRM + CLOSE	Have participants restate the plan; clarify the next review and adjustment process.	3 min

USE LANGUAGE LIKE...	MOVE AWAY FROM...
“Help us understand what is making attendance difficult.” “What helps on days attendance goes well?” “Which support would actually make a difference?” “Here is what the school will own.”	“Why can’t you just get here?” “You need to make school a priority.” “We’ve tried everything.” A meeting centered primarily on signatures, warnings, or disconnected services.

RESOURCE 3 — STUDENT & FAMILY VOICE INTERVIEW

What We Know Is Not Always the Same as What They Experience

VOICE	QUESTION	NOTES
STUDENT	What is going well at school right now?	_____
STUDENT	What makes coming to school easier?	_____
STUDENT	What makes coming, arriving on time, or staying all day harder?	_____
STUDENT	Are certain classes, times, relationships, or situations harder?	_____
STUDENT	Who is an adult here you trust?	_____
FAMILY	What does a difficult school morning/day look like for your family?	_____
FAMILY	What have you already tried? What helped—even a little?	_____
FAMILY	What support from school would be realistic and useful?	_____
BOTH	What is one change each of us can make over the next 30 days?	_____
BOTH	If the first plan fails on a difficult day, what is our backup plan?	_____

ROOT-CAUSE / BARRIER STATEMENT: Based on evidence and student/family voice, the attendance pattern appears most connected to:

Do not diagnose. Do not guess. Document the barrier the team has evidence for and can act on.

RESOURCE 4 — BARRIER → STRATEGY MATRIX

Match the Support to the Why

BARRIER / NEED	POSSIBLE MATCHED SUPPORTS
Transportation / unreliable ride	Transportation plan; route/bus problem-solving; backup ride/adult; arrival contact.
Morning routine / caregiving	Morning plan; family schedule mapping; backup caregiver; check-in; resource support.
Basic needs / housing / food	Community Schools/family resource connection; applicable housing supports; food/clothing resources.
Academic struggle / missing work	Intervention/tutoring; course review; catch-up plan; teacher connection; manageable re-entry.
Belonging / school avoidance	Trusted adult; check-in/check-out; safe arrival location; peer connection; supportive re-entry.
Peer conflict / safety	Site safety response; investigation/support process; safe-person/place plan; supervision adjustments.
Health / wellness / appointments	Appropriate nurse/counselor/social worker connection; appointment planning; re-entry support.
Family responsibilities / work	Case management; schedule problem-solving; resources; review educational options when appropriate.
Motivation / relevance / future goals	Mentor; CTE/career exposure; goal mapping; WBL; graduation/credit plan; leadership connection.
School/classroom relationship	Administrator/teacher problem-solving; restorative conversation; classroom support; schedule review when warranted.

Strategy rule: More interventions are not necessarily better. Choose the smallest number of supports that directly address the barrier and can realistically be implemented.

RESOURCE 5 — ATTENDANCE SUCCESS PLAN

Barrier → Goal → Support → Ownership → Backup Plan

Student: _____ Date: _____ Review: _____

Attendance pattern: _____

Primary barrier identified: _____

Strength/protective factor to build on: _____

ACTION / SUPPORT	OWNER	START	EVIDENCE / HOW WE'LL KNOW
School: _____	_____	_____	_____
Student: _____	_____	_____	_____
Family: _____	_____	_____	_____
Additional: _____	_____	_____	_____

SUCCESS GOAL

For the next 30 days, our attendance goal is: _____

BACKUP PLAN for a difficult morning/day: _____

15-DAY CHECK: _____ 30-DAY REVIEW: _____ Follow-up owner: _____

Agreement: The team reviewed the concern, perspectives, supports, responsibilities, and follow-up. The quality of the plan is demonstrated by implementation and follow-through—not the signature alone.

RESOURCE 6 — INTERVENTION FIDELITY TRACKER

Did We Actually Do What We Said We Would Do?

PLANNED SUPPORT	OWNER	STARTED?	ACCESS / FREQUENCY	EVIDENCE	RESULT
_____	_____	■ Y ■ P ■ N	_____	_____	_____
_____	_____	■ Y ■ P ■ N	_____	_____	_____
_____	_____	■ Y ■ P ■ N	_____	_____	_____
_____	_____	■ Y ■ P ■ N	_____	_____	_____

RESOURCE 7 — 15/30-DAY PROGRESS REVIEW

QUESTION	15-DAY CHECK	30-DAY REVIEW
Was the plan implemented?	■ Yes ■ Partly ■ No	■ Yes ■ Partly ■ No
Did student/family access support?	■ Yes ■ Partly ■ No	■ Yes ■ Partly ■ No
Attendance pattern?	■ Better ■ Same ■ Worse	■ Better ■ Same ■ Worse
Barrier?	■ Reduced ■ Same ■ New	■ Reduced ■ Same ■ New
Student/family feedback?	_____	_____
What should change?	_____	_____

30-DAY DECISION

- **CONTINUE / FADE:** Attendance is improving; continue or gradually reduce support.
- **ADJUST:** Revise the barrier/support match and establish another review cycle.
- **INTENSIFY:** Add targeted support/case coordination because the barrier remains significant.
- **MOVE TO PRE-SARB / INTENSIVE SUPPORT:** Concern persists despite documented, implemented intervention; complete a fidelity and unresolved-barrier review.
- **OTHER REQUIRED RESPONSE:** Follow separate safety, child welfare, special education, housing, or other applicable procedures when warranted.

RESOURCE 8 — SUCCESS / SART FIDELITY CHECK

Leadership Review | Meeting Quality + Intervention Integrity

SUCCESS / SART LOOK-FOR	YES	PARTLY	NOT YET	EVIDENCE
Attendance evidence and prior intervention history were reviewed before the meeting.	■	■	■	_____
The meeting began with strengths and a clear, respectful purpose.	■	■	■	_____
Attendance expectations were communicated clearly without making consequences the centerpiece.	■	■	■	_____
Student voice was directly included.	■	■	■	_____
Family voice was directly included.	■	■	■	_____
The team identified an evidence-supported barrier/root cause.	■	■	■	_____
Selected supports were matched to the identified barrier.	■	■	■	_____
The plan included school responsibilities—not only student/family responsibilities.	■	■	■	_____
Every support had an owner and timeline.	■	■	■	_____
A backup plan for difficult days was created.	■	■	■	_____
15/30-day follow-up dates were established.	■	■	■	_____
The team checked intervention fidelity before deciding whether the plan failed.	■	■	■	_____
Escalation decisions were based on documented implementation and continuing need.	■	■	■	_____

PROTECT What is working? _____	STRENGTHEN What needs consistency? _____	ADJUST What system needs changing? _____
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SUCCESS MEETING QUESTION: Did this meeting produce a shared understanding of the barrier and a realistic plan with enough ownership, support, and follow-up to change the attendance pattern?

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