

# STUDENT RECORDS

*Data Collection Manual and  
Online Database User Guide  
2023–2024*

## TABLE OF CONTENTS

<b>About Student Records</b> .....	<b>3</b>
■ Overview .....	3
■ Types of Student Records .....	3
■ Navigating the Student Master List .....	4
<b>Starting a New Student Record</b> .....	<b>5</b>
<b>Student Records—Intake Tab</b> .....	<b>7</b>
■ Overview .....	7
■ Schedule .....	7
■ Directions .....	7
<b>Student Records—Screening Tab</b> .....	<b>9</b>
■ Overview .....	9
■ Schedule .....	9
■ Directions .....	9
<b>Student Records—Services Tab</b> .....	<b>11</b>
■ Overview .....	11
■ Schedule .....	11
■ Directions .....	11
▶ Intervention and Other Direct Services .....	11
▶ Groups/ 1x1s Conducted .....	14
▶ Total hours of services provided in each month .....	15
<b>Student Records—Referrals Tab</b> .....	<b>16</b>
■ Overview .....	16
■ Schedule .....	16
■ Directions .....	16
▶ Adding a Referral .....	16
▶ Updating Referral Status .....	18

## TABLE OF CONTENTS

<b>Student Records—Attendance Tab .....</b>	<b>19</b>
■ Overview .....	19
■ Schedule .....	19
■ Directions .....	19
▶ At Intake .....	20
▶ At Exit .....	20
<b>Student Records—Exit Tab .....</b>	<b>21</b>
■ Overview .....	21
■ Schedule .....	21
■ Directions .....	21
▶ Exit Information .....	22
▶ Baseline Classes/Failed .....	23
<b>Student Records—Follow-up Classes Passed/Failed .....</b>	<b>24</b>
■ Overview .....	24
■ Schedule .....	24
■ Directions .....	24

# About Student Records

## Overview

Use **Student Records** to document the work you do with individual students who are referred for intervention services. This work includes screening, making external referrals, providing individual and group intervention services, engaging with parents/caregivers, and care coordination as needed. This section is intended to document each student's individual needs, services, engagement and outcomes.

## Types of Student Records

### Referral Only

- A student was referred (includes self-referrals) and you spoke to the student/family but...
  - ▶ There was no student or family follow-through
  - ▶ Student/family declined or has not yet agreed to a screening/intake for SAP intervention services
  - ▶ The student was not appropriate for intervention services

#### *Program-specific requirements for Referral Only:*

### Full Interventions

- Any student who agrees to, and attends a screening for intervention services is presumed to be a full intervention student and is entered this way.
- If the student is unable or unwilling to complete **more than two intervention service sessions**, they are reverted to a **Quick Intervention**.

### Quick Interventions

- Any student who attended a screening for intervention services but did not complete more than two intervention sessions for one of the following reasons:
  - ▶ Student moved out of the school
  - ▶ Student was suspended/expelled or went to juvenile detention for the remainder of the year PRIOR to attending more than two intervention sessions
  - ▶ Student was screened but discontinued services prior to attending more than two intervention sessions
  - ▶ Screening revealed that the student was not appropriate for intervention services (rare)

# About Student Records

## Navigating the Student Master List

1. Click the **Student Records** drop-down menu.
2. Click **View Students** to go to the **Student Master List** page (Exhibit 1).

Exhibit 1. Student Master List

**Student Master List for Christy Steele**

**+ Add Student**

Filter Student List

Use different drop down and date filters then click **Apply Filter** to filter the list of students.

Set all drop down filters to "All" and remove any date filters then click **Apply Filter** to reset the student list.

**Add** a new student record.

School Year: 2022-2023

Select School: - All -

Site: - All -

County: All

District: All

Select Intervention Type: - All -

Intake Date Range: Start Date (mm/dd/yyyy) End Date (mm/dd/yyyy)

Select Gender: All

Select Ethnicity: All

Grade: All

Select Living Situation: All

Select Referral Type: All

Apply Filter

Edit fields from the **Start New Student Record** screen.

Manage student's **Program Evaluation Forms**.

Click on a column heading to **sort** the student list by that column.

Edit/View	Code	Student ID	School	Intake Date	Last Update	Exit Date	Int Type	Program Evaluation	
								PreTest	Posttest
  	113-1835	testtest	Adna Elementary School		05/08/2023		Quick		

Edit fields from the **Intake and Services** screen.

- If the icon is red then the student's record is missing information or contains errors.
- The tabs included in this section are described in more detail in the following sections.

If instructed to do so by your supervisor, delete the entire **Student Record**. Then, click **Delete Student** on the next page to confirm.

- If you reach this page in error, click the back button on your internet browser to return to the previous page without deleting the record.

## Starting a New Student Record

Add every student participating in indicated or selective services to your caseload master list by starting a new student record. Depending on program requirements, you may also be instructed to add students who were referred but declined or did not follow up on interventions (Referral Only).

**Program-specific guidance on when to add students to LGAN:**

1. Click the **Student Records** drop-down menu.
2. Click **Add Student** to go to the **Start New Student Record** page (Exhibit 2).

**Exhibit 2. Starting a New Student Record**

### Start New Student Record

**Select School**

**Student Identifier**

**Intervention Type**

**State Student ID (SSID) Code**

**Student Birthdate (mm/dd/yy)**   
(mm/dd/yyyy)

**Gender**

**Ethnic Group**

**Other Student Code**   
Optional: Only for programs that must link to codes used by district or other evaluations.

**Custom Tags**   
Enter keywords (or 'Tags') here to be used later for including this student in custom reports.

Create Record

3. Complete the following fields:

<b>Select School</b>	The school the student attends. <ul style="list-style-type: none"> <li>■ If you do not see the appropriate school, contact your supervisor.</li> </ul>	Required for All
<b>Student Identifier</b>	<i>Program-specific instructions:</i>	Required for All

## Starting a New Student Record

<b>Intervention Type</b>	<p>Indicate whether the intervention is a <b>Referral Only</b> (student has been contacted but not screened), or <b>Full Intervention</b> (student has been screened).</p> <ul style="list-style-type: none"> <li>■ <b>Note:</b> Students who are screened are presumed to be Full Interventions until it becomes clear that they will not attend 3 or more intervention sessions at which point they are reduced to a <b>Quick Intervention</b> and exited.</li> </ul> <div style="background-color: #e0f2f1; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>■ <i>Program-specific instructions:</i></li> </ul> </div>	Required for All
<b>State Student ID Code (SSID)</b>	<p>If your ESD is using SSIDs, enter the student's state student ID (SSID).</p> <ul style="list-style-type: none"> <li>■ The system will check to ensure the SSID entered is unique within the given school year. If the ID is not unique, the system will prompt the professional to enter a different number.</li> </ul>	
<b>Student Birthdate</b>	The student's date of birth.	Required for Fulls
<b>Gender</b>	<p>The gender with which the student identifies.</p> <ul style="list-style-type: none"> <li>■ Use Other/Unknown for any gender identity not listed.</li> </ul>	Required for Fulls
<b>Ethnic Group</b>	<p>The ethnicity with which the student identifies.</p> <ul style="list-style-type: none"> <li>■ Use Multiethnic if multiple ethnicities apply.</li> <li>■ Use Other/Unknown for any ethnic group not listed.</li> </ul>	Required for Fulls
<b>Other Student Code</b>	<i>Program-specific instructions:</i>	
<b>Custom Tags</b>	<i>Program-specific instructions:</i>	

4. Click the **Create Record** button to create the new student record and access the **Intake and Services** page for the student.
  - The online database automatically assigns a unique code number (**Code** in the **Student Master List**) used to identify the student without revealing confidential information.

**Additional program-specific instructions:**

# Student Records—Intake Tab

## Overview

Use the **Intake** tab to report the characteristics of the student at the time the student begins participating in program services in the current school year. [The intent is to capture the student’s characteristics as they are at intake.](#)

## Schedule

**Initial Entry:** At time of student screening and intake.

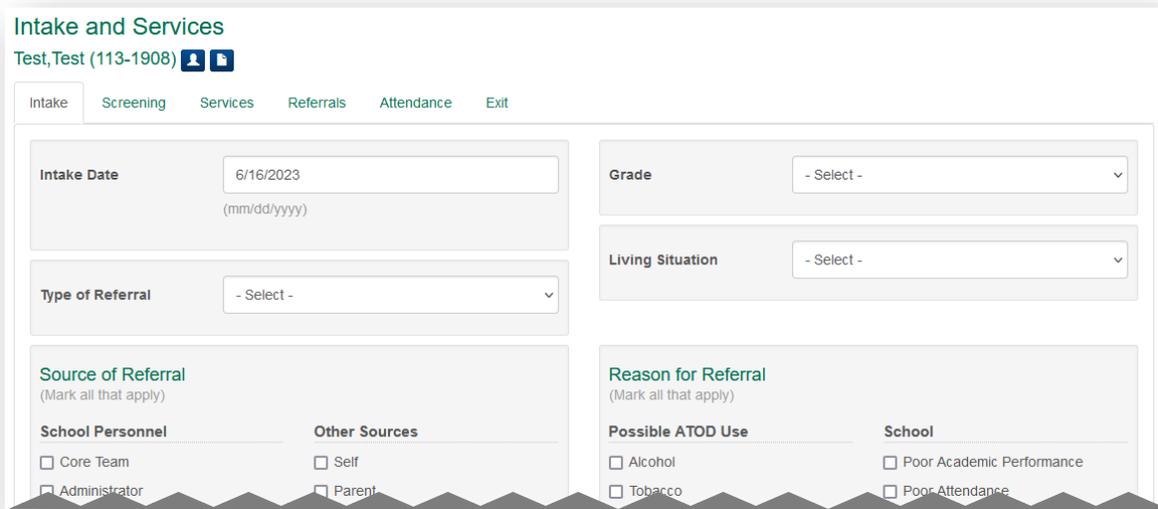
**Update:** Never (unless initial information was erroneous).

**Program-specific requirements for Referral Only:**

## Directions

1. Click the **Student Records** drop-down menu.
2. Click **View Students** to view your **Student Master List** (Exhibit 1).
3. Find the student you want to modify and click on the list icon  in their row to open **Intake and Services** where the **Intake** tab (Exhibit 3) will be displayed.

Exhibit 3. Student Records—Intake Tab (partial view)



**Intake and Services**  
Test, Test (113-1908)

Intake | Screening | Services | Referrals | Attendance | Exit

**Intake Date** 6/16/2023 (mm/dd/yyyy)

**Grade** - Select -

**Type of Referral** - Select -

**Living Situation** - Select -

**Source of Referral** (Mark all that apply)

**School Personnel**  Core Team  Administrator

**Other Sources**  Self  Parent

**Reason for Referral** (Mark all that apply)

**Possible ATOD Use**  Alcohol  Tobacco

**School**  Poor Academic Performance  Poor Attendance

4. Complete the following fields:

<b>Intake Date</b>	Date of the session in which your formal intake begins (consent, GAIN SS, etc.) ■ <b>Tip:</b> Date autofills to the current date. Be sure to change if necessary.
<b>Type of Referral</b>	Whether or not the student was referred for disciplinary reasons. ■ Should not be Missing/Null.

## Intake and Services—Intake Tab

<b>Source of Referral</b>	<p>Primary source(s) of student’s referral to Student Assistance services.</p> <ul style="list-style-type: none"> <li>■ Often just one but can be multiple. <ul style="list-style-type: none"> <li>▶ <b>Example:</b> A school staff member made a referral and mom also called.</li> </ul> </li> <li>■ Only select “Self” if the initial referral was student-initiated (after a classroom presentation, requested an appointment, drop in visit).</li> </ul>
<b>School Services</b>	<p>Services the student is receiving in school at the time of the referral.</p> <ul style="list-style-type: none"> <li>■ If the student is not receiving any special services, select General Classroom.</li> </ul>
<b>Grade</b>	<p>Grade level the student is currently enrolled in.</p>
<b>Living Situation</b>	<p>Student’s current living situation.</p> <ul style="list-style-type: none"> <li>■ Select best fit.</li> </ul>
<b>Reason for Referral</b>	<p>Concern(s) the referral source is referring student for. Mark all that apply.</p> <ul style="list-style-type: none"> <li>■ Refers to why the student was referred, not what issues they had upon referral. <ul style="list-style-type: none"> <li>▶ <b>Example:</b> If school refers for suspected drug use, that is the reason—regardless of whether student is actually using any substances.</li> </ul> </li> </ul>
<b>Life Issues</b>	<p>Issues the student is struggling with at the time of intake. Collected as a part of the intake process—can be self reported or identified by referral source.</p>

5. Click the **Save Data** button. The system will display a message indicating that the student’s record has been updated.
  - **Note:** any missing information will show in **red** after initial entry.

**Additional program-specific instructions:**

# Student Records—Screening Tab

## Overview

Use the **Screening** tab to report the student's GAIN-SS score and substance screening results.

- Completion of the **Screening** tab is **required for Full and Quick Intervention students**.
- The system skips this tab so remember to go back and complete it when necessary.

## Schedule

**Initial Entry:** At time of student screening and intake. **Not required for Referral Only.**

**Update:** Never (unless initial information was recorded incorrectly).

## Directions

1. Click on the **Screening** tab to open the new page (Exhibit 4).

Exhibit 4. Student Records—Screening Tab

The screenshot displays the 'Screening' tab interface. At the top, there are navigation tabs: Intake, Screening (active), Services, Referrals, Attendance, and Exit. The main content area is split into two panels. The left panel, 'Alcohol and Other Drugs', has a sub-header '(Mark all that apply)'. It features a checkbox 'Did not screen for use' (highlighted with a red box), a checkbox 'No use in past 3 months', and a section 'Used in Past 3 Months' with checkboxes for Alcohol, Tobacco, Marijuana/hashish, Hallucinogens, Amphetamines, Cocaine/Crack, Inhalants, OTC Drugs, Prescription Drugs, and Other Drugs. The right panel, 'GAIN SS Screening Results', includes a 'Date administered' field (mm/dd/yyyy), a section for reporting symptoms (Internal (IDScr), External (EDScr), Substance (SDScr), Crime (CVScr), Total) with input fields showing '0', and a section for reasons with checkboxes for 'Unable to Complete Screening' (highlighted with a red box), 'Screening Refused', and 'Screening Not Appropriate'.

💡 This tab can be skipped for all Referral Only students. All Full and Quick Intervention students require a screening so the option **Did not screen for use** and the reasons **Unable to Complete Screening**, **Screening Refused**, and **Screening Not Appropriate** are not applicable.

- ▶ if the student is 10 or younger the screening takes place with the parent/caregiver rather than the student. If the student is 11 or 12 the screening may take place with the student or the parent/caregiver depending on the circumstances.

**Additional program-specific instructions:**

## Student Records—Screening Tab

2. If the student reported no substance use in the past 3 months, select **No use in past 3 months** then proceed to the GAIN SS scoring in step 3. If the student did report substance use in the past 3 months, select all substances used in that time. See details and definitions in the table below .

<b>Alcohol or Other Drugs</b>	
<b>Alcohol</b>	Includes beer, wine, wine coolers, and distilled liquor.
<b>Tobacco</b>	Includes vaped tobacco/nicotine/flavoring, smoked tobacco (e.g., cigarettes, cigars) and smokeless tobacco (e.g., snuff, chewing tobacco).
<b>Marijuana/hashish</b>	Includes all forms of marijuana (e.g., bud, concentrates) and forms of consumption (e.g., smoking, vaping, edibles).
<b>Hallucinogens</b>	Includes both natural sources (e.g., peyote, mescaline, and psilocybin or “magic mushrooms”) and synthetic sources (e.g., LSD, PCP, and MDMA).
<b>Amphetamines</b>	Includes amphetamines (e.g., Benzedrine, diet pills) and methamphetamines.
<b>Cocaine/crack</b>	Includes all forms of cocaine.
<b>Inhalants</b>	Includes inhaled substances not covered by other categories such as glue, polish remover, lighter and cleaning fluids, White-Out, products with aerosol propellants, and alkyl nitrites (street names: poppers, snappers).
<b>Over the counter (OTC) drugs</b>	Medicines available without a prescription that are used off label (e.g., dextromethorphan, pseudoephedrine).
<b>Prescription drugs</b>	Any substance requiring a prescription from a doctor that is used off label or without a valid prescription.
<b>Other drugs</b>	Includes opiates (fentanyl, heroin, opium, morphine, codeine), synthetic marijuana or “spice”, synthetic stimulants or “bath salts”, and other drugs not included in other categories.

3. Enter the results from the GAIN Short Screener in the following fields



**How to calculate:** In each GAIN SS Category (**Internal**, **External**, **Substance**, and **Crime**), score 1 point for each question that has an affirmative response within the past 12 months. The total score for any given section should never be higher than the total number of questions.

<b>GAIN SS Screening Results</b>	
<b>Date administered</b>	Screener administration date (mm/dd/yyyy).
<b>Internal</b>	Student’s score in the “Internalizing Disorder Screening” portion of the screener.
<b>External</b>	Student’s score in the “Externalizing Disorder Screening” portion of the screener.
<b>Substance</b>	Student’s score in the “Substance Disorder Screening” portion of the screener.
<b>Crime</b>	Student’s score in the “Crime/Violence Screening” portion of the screener.

4. Click the **Save Data** button.

**Additional program-specific instructions:**

# Student Records—Services Tab

## Overview

Use the **Services** tab to report direct services provided throughout the school year.

- The **Services** tab consists of three sections:
  - ▶ **Intervention and Other Direct Services** (Exhibit 5)
  - ▶ **Groups/1x1s Conducted** (Exhibit 6)
  - ▶ **Total hours of services provided in each month** (Exhibit 7)

## Schedule

**Initial Entry:**

- **Intervention and Other Direct Services** and **Groups/1x1s Conducted**—the time of intake.
- **Total hours of service provided in each month**—the start of the calendar month following the student’s intake.

**Update: At a minimum monthly to reflect the student’s participation to date.**

**Program-specific requirements for Referral Only:**

## Directions

1. After clicking on the **Services** tab complete the three sections as appropriate (Exhibits 5-7).

### Intervention and Other Direct Services

Exhibit 5. Student Records—Screening Tab—Intervention and Other Direct Services

Screening/Treatment	Family Contacts	Other Interventions or Services	Care Coordination
<input type="checkbox"/> BH screening	<input type="checkbox"/> Provide information	<input type="checkbox"/> Behavior contract	<input type="checkbox"/> Care Coordination
<input type="checkbox"/> BH family conference	<input type="checkbox"/> Obtain consent	<input type="checkbox"/> Individual services	
<input type="checkbox"/> Assist with treatment arrangement	<input type="checkbox"/> Parent conference	<input type="checkbox"/> Group services	
<input type="checkbox"/> Support during treatment	<input type="checkbox"/> Family counseling	<input type="checkbox"/> Consultation with school staff	
<input type="checkbox"/> Coordinate re-entry care	<input type="checkbox"/> Education/training	<input type="checkbox"/> Peer helper/mentor	
	<input type="checkbox"/> Student declined release		

2. Select all interventions and services (Exhibit 5) the student is receiving from the student assistance professional. See the following two pages for definitions and details.

## Student Records—Services Tab

<i>Screening/Treatment</i>	
<b>BH screening</b>	<p>A brief appraisal of the student’s behavioral health needs to determine if referral to a Substance Use or Mental Health assessment is warranted.</p> <ul style="list-style-type: none"> <li>■ Mark if the student completed the GAIN SS and drug use history.</li> <li>■ Should be marked for all Full and Quick intervention students.</li> </ul>
<b>BH family conference</b>	<p>A family meeting to discuss the results of a behavioral health screening.</p> <ul style="list-style-type: none"> <li>■ Mark if you discussed screening results with family and/or completed the screening with the family (if student is under 13 years old).</li> </ul>
<b>Assist with treatment arrangements</b>	<p>Any intervention professional involvement in arranging treatment for the student (e.g., finding a provider, making appointments, etc).</p> <ul style="list-style-type: none"> <li>■ Only select this option if you are assisting the student/family with obtaining treatment through a licensed substance use or mental health provider.</li> </ul>
<b>Support during treatment</b>	<p>Support provided while the student participates in behavioral health treatment.</p> <ul style="list-style-type: none"> <li>■ Ongoing facilitation and care coordination of their substance use or mental health treatment with an external provider.</li> </ul>
<b>Coordinate re-entry care</b>	<p>Any service provided to support the student returning to school after inpatient treatment (e.g., developing a re-entry plan, consulting with treatment staff).</p> <ul style="list-style-type: none"> <li>■ Only check if the student attended a treatment facility that took them out of school for an extended period of time.</li> </ul>

<i>Family Contacts</i>	
<b>Provide information</b>	<p>Information about Student Assistance Programs, mental health, substance abuse, or other relevant topics given by mail, phone, or in person to a specific student’s family.</p> <ul style="list-style-type: none"> <li>■ Can include information provided at a family conference or other times.</li> </ul>
<b>Obtain consent</b>	<p>Contact with student’s parent/guardian(s) to obtain consent for participation in Student Assistance Programs.</p> <ul style="list-style-type: none"> <li>■ Only mark if student is under 13 years old.</li> </ul>
<b>Parent conference</b>	<p>A meeting between the intervention professional and a parent or guardian to convey information about the student's behavior, intentions, or service needs.</p> <ul style="list-style-type: none"> <li>■ For meetings specifically to review behavioral health screening results, select <b>BH family conference</b> instead.</li> <li>■ Mark if you have extended conversations with family (in person or by phone) throughout the student’s involvement in an intervention (after the <b>BH family conference</b>).</li> </ul>
<b>Family counseling</b>	<p>A meeting between the intervention professional and a parent/ guardian for the provision of advice concerning strategies for assisting the student, strengthening parenting skills, or improving family relations. (Involves multiple sessions.)</p> <ul style="list-style-type: none"> <li>■ <b>Not a Tier 1 / Tier 2 service. Applicable only for Tier 3 programs.</b></li> </ul>
<b>Education / training</b>	<p>Parent/ guardian participation in a formal educational workshop or other training (recommended and delivered by the SAP or Advocate) designed to strengthen parenting skills.</p> <ul style="list-style-type: none"> <li>■ <b>Example:</b> Parent Night Out, Strengthening Families, etc.</li> </ul>
<b>Student declined....</b>	<p>Family contact did not occur because the student declined to allow the intervention professional to release information.</p>

## Student Records—Services Tab

<i>Other Interventions or Services</i>	
<b>Behavior contract</b>	An agreement with the student about their conduct or intended actions. <ul style="list-style-type: none"> <li>■ Only applies to behavior contracts between student and student assistance professional for intervention services.</li> </ul>
<b>Individual services</b>	One-on-one intervention provided by the professional to the student. <ul style="list-style-type: none"> <li>■ If this option is selected, student must be referred to and/or attend at least one of the group types in <b>Groups/1x1s Conducted</b> below.</li> </ul>
<b>Group services</b>	Intervention provided by the professional to the student in a group setting. <ul style="list-style-type: none"> <li>■ Referrals to counseling provided by a community or other school source are reported under <b>Case Management</b> in the <b>Referrals</b> tab.</li> <li>■ If this option is selected, student must be referred to and/or attend at least one of the group types in <b>Groups/1x1s Conducted</b> below.</li> </ul>
<b>Consultation w/ school staff</b>	Meeting with school staff regarding the student. <ul style="list-style-type: none"> <li>■ Can include providing information about student at Core Team meetings.</li> </ul>
<b>Peer helper / mentor</b>	At least one meeting between the student and a peer helper or peer mentor working under the guidance of the intervention professional. <ul style="list-style-type: none"> <li>■ <b>Not a common intervention. Only use if instructed to do so by your supervisor.</b></li> </ul>

<i>Care Coordination</i>	
<b>Care Coordination</b>	Any work that the student assistance professional does to help coordinate services that the student received beyond those provided by the professional themselves . <ul style="list-style-type: none"> <li>■ <b>Examples:</b> AOD treatment or visits with the school psychologist.</li> <li>■ Always mark if <b>Support during treatment</b> is marked.</li> </ul>

**Additional program-specific instructions:**

## Student Records—Services Tab

### Groups/1x1s Conducted

Exhibit 6. Student Records—Screening Tab—Groups/1x1s Conducted

**Groups/1x1s Conducted**

ATOD education	NOT referred ▾
Intervention/Abusers	NOT referred ▾
Affected Others/COSAPs	NOT referred ▾
Social skills/Nonusers	NOT referred ▾
Recovery	NOT referred ▾
Other support service	NOT referred ▾
TRAILS - Coping with COVID	Referred ▾

💡 Intervention offerings and names will differ by ESD and program. Use the table below to crosswalk between the different terms.

Reduction/elimination Goals (select all that apply): <input type="checkbox"/> Anxiety, depression	Skill/attitude Goals (select all that apply): <input type="checkbox"/> Social skills
--	---

3. When the student is referred to a specific intervention (group or individual) listed on the table below, select **Referred** on the drop down next to the applicable service type (Exhibit 6).
  - Update this drop down field monthly to reflect the student’s attendance.
  - **This section only captures student sessions that utilize one of the specific curriculum options from the table below.** When appropriate, these may be adapted for delivery in a one-on-one environment. However, if a student session did not utilize a curriculum from the table below, it would **not** be recorded here.
  - If **Individual services** or **Group services** are selected in **Intervention and Other Direct Services** above, at least one group or one-on-one intervention must be selected here.
4. When the student is marked as Referred, new fields will appear. Mark all **Reduction/elimination Goals** and **Skill/attitude Goals** that apply to the curriculum you are using.

Type of Group	Description	Program-Specific Name
<b>ATOD Education</b>	Any curriculum for students experimenting with alcohol, tobacco, and other drugs that provides information about the effects of substance use.	
<b>Intervention/Abusers</b>	For students beginning to use alcohol and other drugs.	
<b>Affected Others/ COSAPs</b>	For students affected by others’ substance use (e.g., Kids Like Us Everywhere [KLUE], family issues groups).	
<b>Social Skills/ Nonusers</b>	Any group or class that involves little or no direct instruction about the effects of alcohol, tobacco, and other drugs but emphasizes social skills.	
<b>Recovery</b>	For students who have stopped using alcohol and other drugs (often students who have completed treatment).	
<b>Other support group</b>	Any support group including groups not directly related to substance use (e.g., grief group, DBT, TRAILS Anxiety & Depression).	
<b>TRAILS – Coping with COVID</b>	This category is specific to the TRAILS – Coping with COVID curriculum which is designed to provide students with a range of effective coping and self-care skills.	

## Student Records—Services Tab

### Total hours of services provided in each month

- Use the **Total hours of services provided in each month** fields (Exhibit 7) to enter the number of hours of **Direct Services** and **Care Coordination** provided to the student in the previous month.
  - Direct services are any **intervention services** provided to the individual by the SAP. This includes both group and individual services.
  - Care coordination is any work that the professional does to help coordinate services that the student received beyond those provided by the professional themselves. This can include consultation with school staff, parents/guardians, etc.

#### Exhibit 6. Student Records—Screening Tab—Total hours of services provided in each month

Total hours of services provided in each month

2022		2023	
Direct Service	Care Coordination *	Direct Service	Care Coordination *
Jul	<input type="text"/>	Jan	<input type="text"/>
Aug	<input type="text"/>	Feb	<input type="text"/>
Sep	<input type="text"/>	Mar	<input type="text"/>
Oct	<input type="text"/>	Apr	<input type="text"/>
Nov	<input type="text"/>	May	<input type="text"/>
Dec	<input type="text"/>	Jun	<input type="text"/>

\* Care coordination is work that the professional does to coordinate, or contribute to the coordination of, services that the student receives beyond those provided by the professional themselves, such as AOD treatment or visits with the school psychologist.

- Click the **Save Data** button.

#### Additional program-specific instructions:

# Student Records—Referrals Tab

## Overview

A referral occurs any time the intervention professional provides specific information to the student or the student’s parent/guardian about another school or community resource.

- **A referral can involve:**
  - ▶ **Contact between the intervention professional and another professional**
  - ▶ **The provision of information to the student or the student’s parent/guardian**

## Schedule

**Initial Entry:** Any time a referral is made.

**Update:** At a minimum monthly to document any status changes or new referrals.

**Program-specific requirements for Referral Only:**

## Directions

### Adding a Referral

1. After making a referral, select **Referred** from the drop-down menu for each of the school and community-based services and resources to which you referred the student.
2. After selecting the referral status, a field called **Specify where the student was referred** will appear. Enter the name of the person or agency to which the student was referred.

Exhibit 8. Student Records—Referrals Tab (partial view)

The screenshot shows the 'Referrals' tab in a software interface. At the top, there are navigation tabs: Intake, Screening, Services, Referrals (highlighted), Attendance, and Exit. Below the tabs, there are two main sections. The left section is titled 'CASE MANAGEMENT Referrals to other School/Community Resources' and contains a list of services with dropdown menus for their status. The services listed are: AOD Assessment, AOD In-patient treatment, AOD Out-patient treatment, AOD Counseling, Community support group, and Physical health care. All dropdown menus currently show 'NOT referred'. The 'Community support group' dropdown is highlighted with a green box. The right section is titled 'Student Assistance Team Referral' and contains a list of checkboxes for stages: Referral received, Initial screening, Initial screening, developed a plan, Plan initiated, and Follow-up on plan. A large 'Not Required' text is overlaid on this section. Below the 'Physical health care' dropdown, there is a dropdown menu showing 'Referred' and a text input field labeled 'Specify where student was referred'. A green arrow points from the 'Community support group' dropdown to the 'Specify where student was referred' field.

3. Click the **Save Data** button.

## Student Records—Referrals Tab

Case Management Referrals to other School/Community Resources	
<b>AOD Assessment</b>	A full alcohol and other drug assessment conducted by a licensed provider. <ul style="list-style-type: none"> <li>■ Mark <b>Completed</b> if student attends the assessment.</li> </ul>
<b>AOD In-patient treatment</b>	Any inpatient treatment for substance abuse or alcohol and other drugs.
<b>AOD Out-patient treatment</b>	Any outpatient treatment for substance abuse or alcohol and other drug.
<b>AOD Counseling</b>	Any substance abuse or alcohol and other drug-specific counseling.
<b>Community support group</b>	Any relevant support group in the community.
<b>Physical health care</b>	Any needed physical health services (general practitioner, dental, vision, etc.)
<b>Mental health care</b>	Any community-based mental health counseling or other mental health services
<b>Police/ juvenile justice</b>	Any <b>referral</b> to services through the juvenile court system (CHINS, At-Risk Youth). <b>Do not mark simply because student is on diversion/probation or SAP communication with probation office or court system.</b>
<b>Child Protective Services</b>	Any report made to CPS <u>by the SAP</u> regarding the student. <ul style="list-style-type: none"> <li>■ Always use <b>Completed</b> status.</li> </ul>
<b>Employment/ vocational</b>	Any service that provides job skills training (skills center, Job Corps, WorkSource) or unemployment office to assist with securing vocational support or work.
<b>Living arrangements/ housing</b>	Any service to support student/family in securing housing (Youth shelter, McKinney-Vento supported housing services, domestic violence shelter, school social worker for navigating housing support options, etc.)
<b>Medical/ financial assistance</b>	Any service to assist a student/family in securing insurance or financial assistance (Washington Health Plan Finder, SNAP, TANF, school social worker for identifying/navigating available resources, etc.)
<b>Transportation</b>	Any service to assist the student/family with transportation needs (ParaTransit, bus passes, McKinney-Vento-supported transportation services, etc.)
<b>Childcare</b>	Referral to childcare support (before/after school programs, Head Start, etc.)
<b>School Counselor/ Psychologist</b>	Referral <b>by the SAP</b> to a <u>school</u> counselor for support (schedule change, graduation credit check, etc.) Use Mental Health Care for referrals to MH outside the school.
<b>Family Worker</b>	Any referral to a home visitor or other school staff who provide direct assistance to families (family liaison, district family resource center, etc.)
<b>Other Referral</b>	Any referrals made to other types of school or community-based services or resources.

**Additional program-specific instructions:**

## Student Records—Referrals Tab

### Updating Referral Status

Throughout the student’s participation in the program, update the drop-down menu for each referral to indicate how the student responded to the referral:

- **Did not attend**—The student or parents did not follow up on the referral. (Also use if, at the end of the year or student exit, you are unaware of referral follow-through.)
- **Attended**—The student or parent/guardian made contact with the service provider and attended at least one appointment or session.
- **Completed**—The student or parent/guardian completed the service as prescribed or the service provider met the needs of the student or parent/guardian.
- **Services not accessible**—The student was referred to a specific agencies/providers for this service. However, the student was not able to access the service because the agency/provider is not accepting new patients, has excessive wait times, or there is some other reason that prohibits the student from accessing the service at that agency.
- **Already receiving this service**—The *student would have been referred* for this service but he or she is already receiving this service elsewhere. Or, the student was referred for this service but it was later discovered that he or she is already receiving the service. Do not use to mark **all** existing services, **only** the services you would have referred the student to had they **not** already been receiving them.
- **Services not geographically available**—The student was referred for the service; however, there are no agencies/providers within a reasonable distance of the student's home that offer this service.

💡 Any student with referrals left with the status of “Referred” will flag on the **Quality Control** report as “Case management referrals without indicated progress.”

***Additional program-specific instructions:***

# Student Records—Attendance Tab

## Overview

 Check with your supervisor whether you are required to enter attendance data, as this requirement varies between programs.

### **Program-specific requirements:**

Completing the **Attendance** tab involves consulting the school's official attendance records and reporting the cumulative number of days absent in the 30 calendar days prior to the student's intake date (baseline) and the 30 calendar days prior to the student's exit date (follow-up).

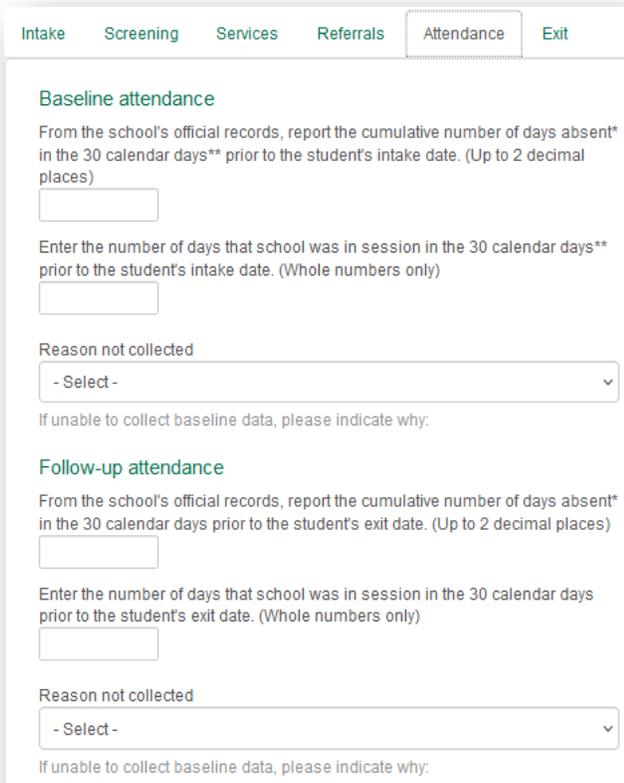
## Schedule

**Initial Entry:** Baseline data at time of student Intake. **Not required for Referral Only.**

**Update:** Follow-up data at time of student Exit.

## Directions

### Exhibit 9. Student Records—Attendance Tab



Intake Screening Services Referrals **Attendance** Exit

**Baseline attendance**

From the school's official records, report the cumulative number of days absent\* in the 30 calendar days\*\* prior to the student's intake date. (Up to 2 decimal places)

Enter the number of days that school was in session in the 30 calendar days\*\* prior to the student's intake date. (Whole numbers only)

Reason not collected

- Select -

If unable to collect baseline data, please indicate why:

**Follow-up attendance**

From the school's official records, report the cumulative number of days absent\* in the 30 calendar days prior to the student's exit date. (Up to 2 decimal places)

Enter the number of days that school was in session in the 30 calendar days prior to the student's exit date. (Whole numbers only)

Reason not collected

- Select -

If unable to collect baseline data, please indicate why:

### **How to calculate days absent:**

If a student missed **17 class periods** (excused and unexcused) in the past **30 calendar days**, and there are **6 periods a day** then you **divide 17 by 6 which would equal 2.83 missed days** of school in the last 30 calendar days.

## Student Records—Attendance Tab

### At Intake

1. Report the **cumulative number of days absent** (both excused and unexcused) using the school's official records in the 30 calendar days prior to the student's **Intake Date**.
2. Enter the **number of days that school was in session** in the 30 calendar days prior to the student's **Intake Date**.
  - **Note:** If intake happens before school has been in session for 30 calendar days, wait and then calculate the prior two fields using the first 30 calendar days of the school year.
3. If you are unable to collect baseline attendance data, please indicate the reason using the **Reason not collected** dropdown menu.
4. Click the **Save Data** button.

### At Exit

1. Report the **cumulative number of days absent** (both excused and unexcused) using the school's official records in the 30 calendar days prior to the student's **Exit Date**.
2. Enter the **number of days that school was in session** in the 30 calendar days prior to the student's **Exit Date**.
3. If you are unable to collect follow-up attendance data, please indicate the reason using the **Reason not collected** dropdown menu.
4. Click the **Save Data** button.

**Additional program-specific instructions:**

# Student Records—Exit Tab

## Overview

An exit refers to whichever comes first:

- a student is no longer receiving intervention services. This can include:
  - ▶ Referral Only students who decline screening and/or services.
  - ▶ Quick intervention students who have moved or chosen to discontinue services.
  - ▶ Full intervention students who have completed their intervention or have discontinued after 3 or more sessions.
- the end of the school year. **Exit all students by the end of the school year.**

## Schedule

**Initial Entry:** Wait to enter data for this tab until the end of the school year or until the client exits the program (defined above), whichever comes first.

**Update:** If a student receives additional services after being exited;

- **DO NOT** start a new student record. Reflect new participation in **Exit**, **Services**, **Referrals**, and **Attendance** tabs.
  - ▶ **DO NOT** edit **Intake** or **Screening** tabs.

## Directions

1. Prior to exiting a student, review the following tabs:
  - **Referrals** – Update the status of all referrals to the best of your knowledge.
  - **Services** – Review to ensure that all data is complete and up-to-date.
  - **Attendance** – Enter follow-up attendance if required by your program. If the information is required but unavailable, select the appropriate **Reason not collected**.
2. Once the other tabs are up-to-date, use the **Exit** tab to report the circumstances surrounding the student’s exit from the program. Complete the following fields:

**Exhibit 10. Student Records—Exit Tab (partial view)**

The screenshot displays the 'Exit' tab in a software interface. At the top, there are navigation tabs: Intake, Screening, Services, Referrals, Attendance, and Exit (which is currently selected). The main content area is divided into two columns. The left column, titled 'Exit Information', contains several fields: 'Exit Date' (a text box with a date format hint '(mm/dd/yyyy)'), 'Status at Exit' (a dropdown menu with '- Select -'), 'Reason for Exit' (a dropdown menu with '- Select -'), 'Exit Reason, if Other' (a text box), and 'Student Participation' (a dropdown menu with '- Select -'). Below this column is a label 'Number of Student Contacts'. The right column, titled 'Teacher Rating (Elem/Altern Schools Only)', contains several sections: 'Class Performance' with 'Intake' and 'Exit' dropdowns; 'Behavior in School' with 'Intake' and 'Exit' dropdowns, and a large 'Not Required' watermark; and 'Attendance' with 'Intake' and 'Exit' dropdowns. At the bottom of the right column is a label 'Baseline Classes Passed/Failed'.

## Student Records—Exit Tab

### Exit Information

<b>Exit Date</b>	The date of your last formal interaction with the student (mm/dd/yyyy).	Required for <b>All</b>
<b>Status at Exit</b>	<p>The level of services the student was receiving at exit:</p> <ul style="list-style-type: none"> <li>■ <b>Wait Listed for Services</b>—Applies only if the reason for exit is end of school year and the student did not receive services due to capacity limitations.</li> <li>■ <b>Participating in Services</b>—The student was still receiving intervention services at the time of exit.</li> <li>■ <b>Periodic Follow-Up</b>—The student completed their primary service (e.g., individual counseling, participation in a peer support group) and will be contacted periodically for progress updates.</li> <li>■ <b>No Longer Participating</b>—No further participation is expected of the student.</li> </ul>	Required for <b>Fulls</b>
<b>Reason for Exit</b>	<p>The primary reason the student exited the program:</p> <ul style="list-style-type: none"> <li>■ <b>Completed Program</b>—Applies to all students who completed their primary service and are not expected to continue program participation.</li> <li>■ <b>Dropped Out of School</b>—Can apply at any time during the year.</li> <li>■ <b>End of School Year</b>—Applies to all students still participating in the program at the end of the school year (May or June).</li> <li>■ <b>Graduated</b>—Applies to high school seniors who graduate. Can apply to Grade 8 students at the end of the school year <i>if</i> that is the highest grade the district serves. <u>Does not apply</u> to students who transition between schools within a district.</li> <li>■ <b>Issue With Program or School, Not Student</b>—Applies to students who stopped receiving services due to a change in the program or the school in which it was offered.</li> <li>■ <b>Juvenile Detention</b>—Can apply at any time during the year.</li> <li>■ <b>Moved/Transferred</b>—Can apply at any time during the year.</li> <li>■ <b>Other</b>—Applies only if none of the other options fit and the student exited prior to the end of the school year. If selected, type the reason into <b>Exit Reason, if Other</b>.</li> <li>■ <b>Quit Program</b>—Applies if student declined to participate or discontinued participation in intervention services. Can apply at any time during the year.</li> <li>■ <b>Suspended/Expelled</b>—Applies only if the student is not expected to return to school during the school year.</li> </ul>	Required for <b>All</b>
<b>Student Participation</b>	<p>The student’s level of participation in their service plan in terms of attendance and effort.</p> <ul style="list-style-type: none"> <li>■ <b>Declined to Participate</b>—The student elected not to participate in services.</li> <li>■ <b>Minimal Participation</b>—Irregular attendance and general lack of engagement.</li> <li>■ <b>Moderate Participation</b>—Regular attendance with little active engagement or active engagement with poor attendance.</li> <li>■ <b>Full Participation in all services</b>—Regular attendance and demonstration of effort to effect positive changes. The student followed through on recommendations and referrals and was engaged in applicable activities .</li> </ul>	Required for <b>Fulls</b>

## Student Records—Exit Tab

<b>Number of Student Contacts</b>	<p>A count of the instances of formal contact with the student during the school year.</p> <ul style="list-style-type: none"> <li>■ Formal contact is between the intervention professional and the student in group or individual intervention sessions, service planning, and follow-up.</li> <li>■ Formal contact does not include brief encounters in the hallway or interactions with family members or others that are about the student but do not include the student, or care coordination that takes place without the student present.</li> </ul>	Required for Fulls
<b>Parent Engagement</b>	<p>The description of parent or guardians' participation in the student's service plan.</p> <p><b>Note: Only enter if the student was involved in or was referred to other school or community resources for services.</b></p> <ul style="list-style-type: none"> <li>■ <b>No Attempt to Engage Parent</b>—No attempt was made to engage the parents beyond providing information or obtaining consent for student participation.</li> <li>■ <b>Attempts to Engage Unsuccessful</b>—The parents declined to engage or failed to respond to attempts to engage (e.g., did not return calls).</li> <li>■ <b>Minimal Engagement (1–2 activities)</b>—At least one instance of parent engagement took place.</li> <li>■ <b>Moderate Engagement (3–5 activities)</b>—3 to five instances of parent engagement occurred (e.g., consultation with the intervention professional, updates on progress of external referrals).</li> <li>■ <b>Intensive Engagement (6+ activities)</b>—At least six instances of parent engagement occurred; the parents followed up on recommendations and referrals and were involved in helping the student achieve their goals.</li> <li>■ <b>Student Didn't Want Parent Contacted</b>—Student preferred the parents not be involved.</li> </ul>	Required for Fulls

### Baseline Classes Passed/Failed

Check with your supervisor prior to completing the *Baseline Classes Passed/Failed*. Only certain projects require this information.

3. If required to do so by your project, consult the school's official records and report the number of classes the student took, passed (received a grade of A, B, C, or D or a GPA of 1.0 or higher) and failed (received a grade of F or a GPA of .99 or lower) during the **first term of the current school year**. If you are required to collect this data but are unable to do so, enter the reason in the ***Reason not collected*** dropdown menu.
4. Click the ***Save Data*** button.

***Additional program-specific instructions:***

# Student Records—Follow-up Classes Passed/Failed

## Overview

Check with your supervisor prior to completing the *Follow-up Classes Passed/Failed*. Only certain projects require this information.

Reporting follow-up grades data involves consulting the school’s official records and reporting the number of classes passed and failed in the first term of the current school year for full intervention students served the prior year.

## Schedule

**Entry:** The beginning of the **second term** of the school year following the student’s engagement in the program.

## Directions

1. Click the **Student Records** drop-down menu.
2. Click **View Students** to view the Student Master List. To bring up last year’s students, use the **School Year** filter to select the previous school year and click **Apply Filter** (Exhibit 11) to display a list of full intervention students served in the last school year (Exhibit 12).

Exhibit 11. Student Records—Student Master List (partial view)

Student Master List for Christy Steele

+ Add Student

Filter Student List

School Year: 2022-2023 (dropdown menu open showing 2022-2023, 2021-2022, 2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017, 2015-2016, 2014-2015, 2013-2014, 2012-2013)

Select Gender: All

Select Ethnicity: All

Grade: All

Select Living Situation: All

Select Referral Type: All

Apply Filter

Exhibit 12. Student Records—Filtered Student Master List (partial view)

Edit/View	Code	Student ID	School	Intake Date	Last Update	Exit Date	Int Type	Program Evaluation		Follow-up
								Pretest	Posttest	
	999-1005	777777	Lake View High School	10/05/2015	12/21/2016	05/23/2016	Full	10/06/2015		
	999-1009	5645	Lake View High School	08/12/2016	09/01/2016	08/31/2016	Full	n/a		

When follow-up grades have been entered for a student, a check will appear in the **Follow-up** column.

## Student Records—Follow-up Classes Passed/Failed

3. Click the pencil icon to open the *Enter/Edit Follow-Up Classes Passed/Failed* page (Exhibit 13) for a student.

Exhibit 13. Student Records—Enter/Edit Follow-up Classes Passed/Failed

Enter/Edit Followup Classes Passed/Failed  
Student 777777 (999-1005)  
Enter values from the 1st term of the current school year.

**Classes Taken**   
From the school's official records, report the total number of classes the student took.

**Passed**   
From the school's official records, report the number of classes the student passed (A, B, C, or D, or pass).

**Failed**   
From the school's official records, report the number of classes the student failed (F or fail).

**Reason not collected**   
If unable to collect Follow-up data, please indicate why:

4. Use the school's records to record the number of **Classes Taken** in the **first term** of the current school year.
5. Enter the number of classes the student **Passed** and the number of classes the student **Failed** in that term. If these data are unavailable, select the reason from the **Reason not collected** field.
  - There will be an error if the total classes **Passed** and **Failed** fields don't equal the number of **Classes Taken**.
6. Click the **Save** button to save the changes .

### Additional program-specific instructions: