



Right Track Truancy Prevention

Truants' Alternative and Optional Education Program

107 East Mill Street, Waterloo, IL 62298

ROE 45 RTTP

Programmatic Documentation



Director: Chelsea Wesselmann

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360 Teams/Mentors

- School level teams
- Identification of at-risk students
- Prevention/Intervention Based
- Community Supported
- SAP Team Design, trained by Prevention First
- Assisting Students with social, emotional and academic issues that affect learning--addressing 360 degrees of student needs



Truancy Interventionist

- Assigned to each school to assist in redirecting Truants, Chronic Truants and Potential Drop Outs as needed.
- Interventionists work with students, schools, families and community resources to assist in providing students with necessities to be successful and present in school.



Truancy Review Board

- Community Based review board providing a solutions-based service plan as the final intervention before court processing for truancy.
- Addresses pre-legal chronic truant issues and remediation

The Monroe-Randolph Right Track Truancy Prevention program is a collaborative effort among the ROE, school districts, parents, Perandoe Special Education District, local support and law enforcement agencies. The shared vision is to diminish and prevent chronic truancy and dropout by providing expedient and appropriate preventions, interventions and supports for students who are showing academic, behavioral, cognitive or affective at-risk indicators.

Supporting, training, and assisting school-based “360 Teams” and mentors using the Prevention First Student Assistance Program framework and support network along with the Check and Connect Mentoring Program is key to the early identification and prevention of truancy, chronic truancy and potential drop out. Kids don’t just drop out, there are signs, symptoms, and risk indicators that are easily identified and potentially remediated by the addition of protective factors and a small group of dedicated professionals focused on 360 degrees of each student’s wellbeing.

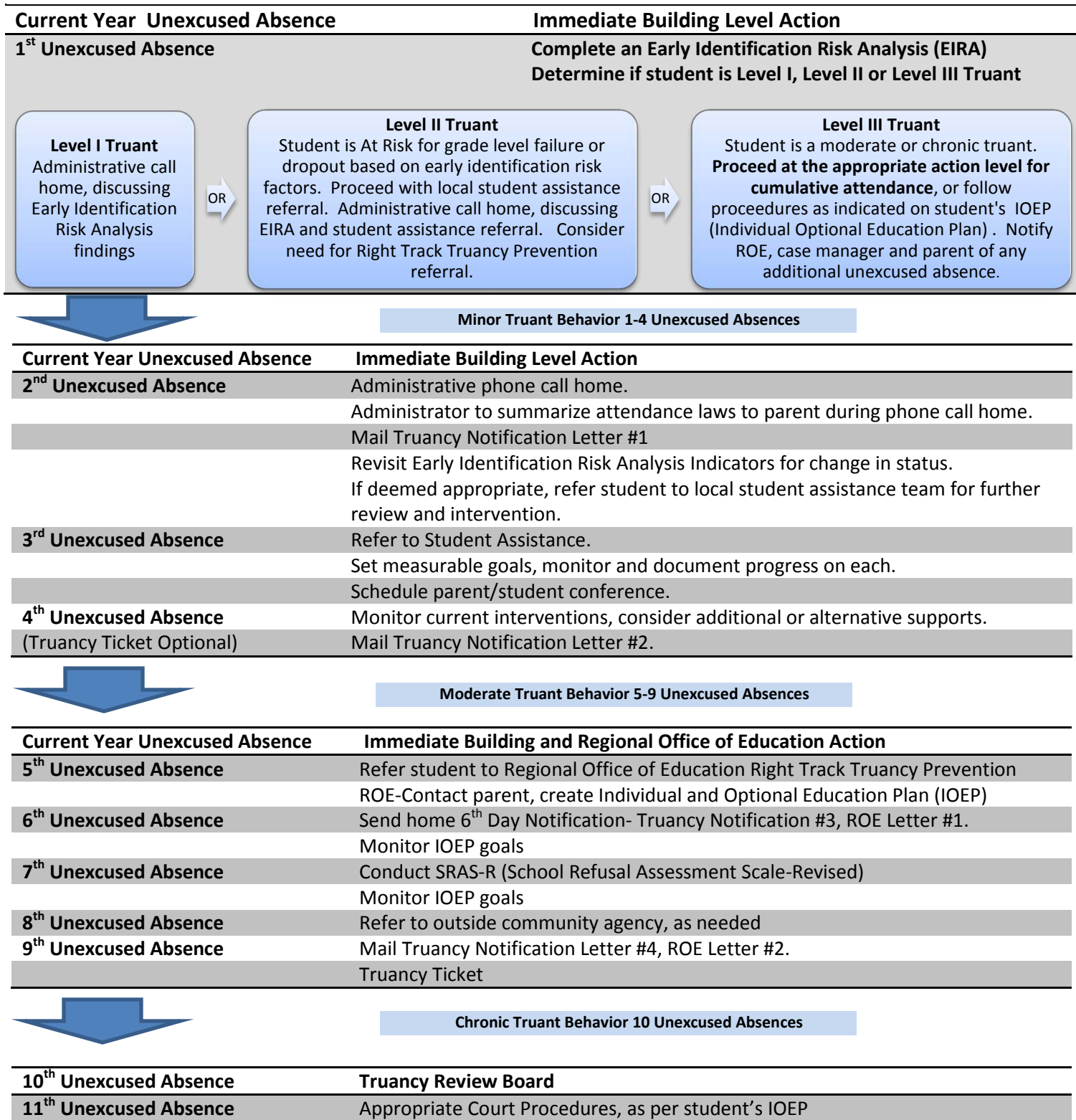


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Truancy Prevention Procedure Flow Chart





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Early Identification Risk Analysis Worksheet

At 1st unexcused absence OR concern for a student regarding overall school success based on identified risk factors and attendance issues, complete an Early Identification Risk Analysis (EIRA) to determine Level I, Level II or Level III Truancy.

Level I Truant

Student who is illegally absent but does not meet criteria for "at risk" based on early warning risk indicators

Level II Truant

Student is At Risk for grade level failure or dropout based on early identification risk factors.

Level III Truant

Student is a moderate or chronic truant. Proceed at the appropriate action level for cumulative attendance, or follow procedures as indicated on student's IOEP (Individual Optional Education Plan) Notify ROE, case manager and parent of any additional unexcused absence.

Date: _____ **Student:** _____ **Grade:** _____

ATTENDANCE

Previous 180 days excused: _____

Previous 180 days unexcused : _____

Current year excused: _____

Current year unexcused: _____

ATTENDANCE INDICATORS

ATTENDANCE INDICATORS	Eligibility for Referral	Level Distinction
The current year unexcused absences total 1 day or more.	Eligible	Level I
Unexcused absences total 5 or more days in the current year.	Eligible (and due)	Level I
One or more unexcused absence AND student is considered at-risk in academic, behavioral, or personal areas?	Eligible	Level II
Unexcused absences are greater than 5% (9 days).	Eligible	Level III
Excused and/or unexcused absences or pattern of school attendance are impeding on the student's learning or are contributing to the student's failure to meet state and/or district learning standards.	Eligible	Level I, II, or III
No unexcused absences AND absence and/or tardiness is NOT impeding on the students learning or contribution to failure to meet standards.	NOT ELIGIBLE	

BEHAVIORAL INDICATORS

Has the student been suspended out of school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator
Has the student ever been expelled?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator

ACADEMIC INDICATORS

Is the student failing math?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator
Is the student failing reading?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator
Has the student ever been retained?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator
Is the student's GPA below 2.0?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	"yes" - Level II Indicator
Is the student on track to graduate on time?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	"no" - Level II Indicator

PERSONAL INDICATORS

Has the student been in Special Education or have an IEP?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator
Does the student qualify for Free and Reduced Lunch?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator
Are there known family or personal issues potentially affecting attendance?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator
Does the student demonstrate lack of motivation or disaffection to school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator
Are there indications of lack of personal involvement in education process?	<input type="checkbox"/> Yes <input type="checkbox"/> No	"yes" - Level II Indicator

Behavioral Indicator Total _____	Total At Risk Indicators _____	If 4 or more Level II Indicators are tallied, student should be considered a Level II Truant and RTTP referral is suggested unless school level interventions are in place, being monitored AND student has NOT yet obtained 5 unexcused absences.
Academic Indicator Total _____		
Personal Indicator Total _____		



Right Track Truancy Prevention Referral

Please choose a truancy level based on the Early Identification Risk Analysis.

TRUANCY LEVEL I ☐

TRUANCY LEVEL II ☐

TRUANCY LEVEL III ☐

Truant

No other at risk indicators.

Potential Dropout

Marginal absence issue AND meets several at-risk indicators.

Chronic Truant

5% unexcused absences in past 180 days (9 days).

STUDENT INFORMATION

Date	Name	Grade	School/Home School	Referred by	
SIS number	Date of Birth	Age	Ethnicity	Gender	Lives with
Parent/Guardian Name	Address			Phone Number	
Has the student been in special education?		Does the student have an IEP?		Does the student receive free or reduced lunch?	
<input type="radio"/> YES <input type="radio"/> NO		<input type="radio"/> YES <input type="radio"/> NO		<input type="radio"/> YES <input type="radio"/> NO	

ATTENDANCE INFORMATION

Previous 180 School Days:

Number of excused absences

Number of unexcused absences

Number of absences due to suspension

Current School Year:

Number of excused absences

Number of unexcused absences

Total attendance days

ACADEMIC INFORMATION

Has the student ever failed a grade? ☐ YES ☐ NO

If yes, which grade(s)?

Is the student currently failing reading or math?

☐ READING ☐ MATH ☐ BOTH ☐ NONE

GPA INFORMATION

Student's current GPA cumulative

How many credits have been earned?

Number of credits remaining for graduation?

Is the student on track to graduate on time?

BEHAVIORAL INFORMATION

Has the student been suspended this year?	<input type="radio"/> YES <input type="radio"/> NO	If yes, how many times?	<input type="text"/>
Has the student ever been expelled?	<input type="radio"/> YES <input type="radio"/> NO	If yes, when ?	<input type="text"/>
Please, explain: <input type="text"/>			

SCHOOL BASED INTERVENTIONS

Please list in detail, the actions and interventions taken by the school to address this issue with the student and parents/guardians. For each, please specify date, nature of the contact/intervention (call home, school staffing, case study evaluation, etc.), and discussed supports and outcomes. Detailed student log/case notes can be provided in lieu of individually listing on form.	Date	Nature of intervention	Notes
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Date	Nature of intervention	Notes
<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Date	Nature of intervention	Notes
<input type="text"/>	<input type="text"/>	<input type="text"/>	

Secondary Referral

- ☐ Low Achievement
- ☐ High Failure Rate
- ☐ Teen Parent
- ☐ Credit Deficient
- ☐ Tardiness

- ☐ Law or Court Mandated
- ☐ Drug or Alcohol Issues
- ☐ Low Income
- ☐ Physical or Emotional Issues
- ☐ Other _____

Services Requested

- ☐ Monitoring/Intervention
- ☐ Referral to Social/Academic Services
- ☐ Edgenuity Enrollment/Course:

Please save this document and e-mail completed form to ahicks@roe45.org



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Steps to take in the Right Track Truancy Prevention Referral Process

- ☐ Complete Early Intervention Risk Analysis to determine if the student qualifies for referral.
 - This is a worksheet and does not need to be submitted.
- ☐ The ROE needs record of all Level I, II and III qualified students. You will report any unexcused absence on the "bi-weekly truancy update", but will only need to fill out a formal referral under the following circumstances:
 - The student reaches 5 unexcused absences.
 - The student meets "eligible" status requirements on the Early Intervention Risk Analysis worksheet and you would like to refer the student to RTTP for ROE support options.
- ☐ Email Audrey Hicks ahicks@roe45.org with the referral.

Steps that will be taken once the ROE receives the RTTP referral

ROE receives the referral and determines what will take place based on the level of truancy indicated on the referral, as well as the requested support options. For example:

Level I Truant

(see "Truancy Prevention Procedure Flow Chart")

- Level I truants will be monitored via the "Bi-Weekly Truancy Update"
- Interventions will be assigned and monitored at the school level.

Level II Truant (At Risk)

- Interventionist assigned
- Parent phone call
- Parent letter
- It is likely that the Individual Optional Education Plan will be created **with** the family during a home visit.
- Follow up on support option request and IOEP creation with district, by e-mail, phone call or site visit.
- Ongoing communication with district regarding ROE efforts.
- Bi-weekly monitoring

Level III Truant

(Moderate or Chronic Truant, 5% unexcused absences)

- Interventionist assigned.
- Parent phone call.
- If IOEP has not been created, one will be, with family.
- Conduct SRAS-R
- Determine if outside resources are needed and available.
- Ongoing communication with district regarding ROE efforts.
- As necessary, appropriate court procedures may follow if attendance issue is not improved.



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Right Track Truancy Prevention Program Bi-Weekly Data Cycle

Report Date	Attendance Date Span
9-Sep	First day-9/4
23-Sep	9/5-9/18
7-Oct	9/19-10/2
21-Oct	10/3-10/16
18-Nov	10/17-11/13
9-Dec	11/14-12/4
13-Jan	First day-1/8 MID YEAR
27-Jan	1/9-1/22
10-Feb	1/23-2/5
24-Feb	2/6-2/19
9-Mar	2/20-3/4
23-Mar	3/5-3/18
13-Apr	3/19-4/8
27-Apr	4/9-4/22
11-May	4/23-5/6
1-Jun	5/7-5/27 (or last day)



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Right Track Truancy Review Board Schedule

Randolph County

Date	Location
Tuesday, September 29 th	Randolph County Courthouse
Tuesday, October 27 th	Randolph County Courthouse
Tuesday, November 24 th	Randolph County Courthouse
Tuesday, December 15 th	Randolph County Courthouse
Tuesday, January 19 th	Randolph County Courthouse
Tuesday, February 23 rd	Randolph County Courthouse
Tuesday, March 22 nd	Randolph County Courthouse
Tuesday, April 26 th	Randolph County Courthouse

Monroe County

Date	Location
Friday, September 25 th	Monroe County Courthouse
Friday, October 30 th	Monroe County Courthouse
Friday, November 20 th	Monroe County Courthouse
Friday, December 11 th	Monroe County Courthouse
Friday, January 22 nd	Monroe County Courthouse
Friday, February 26 th	Monroe County Courthouse
Friday, March 18 th	Monroe County Courthouse
Friday, April 22 nd	Monroe County Courthouse

REGIONAL OFFICE *of* EDUCATION

Monroe & Randolph Counties

Monroe County Office
107 East Mill Street
Waterloo, IL 62298
Tel: (618) 939-5650
Fax: (618) 939-5332

Randolph County Courthouse
#1 Taylor Street, Rm. 101
Chester, IL 62233
Tel: (618) 826-5471
Fax: (618) 826-5474



KELTON DAVIS
*Regional Superintendent
of Schools*

CHRIS DIDDLEBOCK
*Assistant Superintendent
of Schools*

Truancy Review Board Confidentiality Agreement

I, _____ (PRINT NAME), understand and accept the following conditions and responsibilities of my position as Randolph County Truancy Board Member.

1. In the performance of my board duties, I may have access to confidential information, which includes student records. All records are considered confidential and for the purpose of conducting my duties as a member of the Truancy Review Board.
2. I shall treat ALL information accessible to me in the performance of my duties as Confidential Information, regardless of its format (e.g., electronic, paper, oral).
3. I may gain access to sensitive or confidential information and records that may be protected from disclosure by federal or state law. This information is not in any circumstance to be disseminated (written or oral) by me to any individual or organization outside of the Truancy Review Board.
4. I shall not permit myself or any other person to copy, reproduce, alter, delete, or enter any Information other than what is required in the regular performance of my job duties.

I have reviewed and read this document. I understand its terms and its legal effect.

Board Member Name

Signature

Date



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Truancy Review Board Timeline

Date

Note from ____ administrator:

I thought your team today could use some positive...Last year, we sent _____ to TRB with 14 unexcused absences. He immediately improved his attendance last year, we put supports in place and he continues to succeed this year independently. I'm certain he would not be where he is without the support and assistance from you and the TRB. Did I mention he is one class away of having straight A's for 1st semester? So. Big thank you as you spend your day working with more of our beloved ____students.

Update on ____ - Attendance issues continue, with 100% excused absences. Mom "gives in". Administrators are working with the RTP interventionists closely.

Update on ____ - Much time and effort was put in to providing resources, interventions and assistance. ____ still refused to go to school and dropped out.

Board Arrival- 12:45, review of case notes.

Student name: (Attending with ____ Names of parents/guardians in attendance)

1:00 pm

- 1:00-1:05- Introduction, statement of problem.
- 1:05-1:10- Parent addresses scenario to board
- 1:10-1:25- Board asks clarifying questions to better understand the issue, but not give any solutions.
- 1:25-1:30- Board will ask deeper questions to get closer to identifying possible solutions.
- 1:30-1:40- Parent will be asked to vacate court room; Board will convene to discuss recommendations.
- 1:40-1:45 Board will present recommendations to the parent.
- 1:45-1:55 Board will provide written recommendations, contact information to parent and answer any questions that the parents may have of the Board.

Student name Notes:

- ____ is 15, will be 16 on _____. She has 23 absences out of 85 days of school. (72% attendance rate) 3.5 are unexcused. She failed two classes last semester. She is currently failing two classes.
- _____, when truant, is often reported as a runaway to the police, by her mother. She does not want to be at home. Home is not reported to be a violent place, there is no harm, no drugs, abuse, etc. She does not get along with her mother.
- _____ has refused to return home and requested to be put in foster care. After many crisis calls, _____ was placed in temporary foster care. She didn't like it and went back with mom.
- _____ then moved in with her father. A couple/few months there and she didn't want to be there anymore, either.
- _____ sees a counselor at _____. She has seen many counselors there.
- _____ is diagnosed as bipolar. She has been given medication, but it is believed to not be administered appropriately, or consistently. There is more than one type of medication given to her.
- _____ is often involved in "girl drama". Often involving boys and her involving herself with other girls' boyfriends. She was in a fight at school on _____ and is currently on court supervision.
- _____ has been put in a facility for mental health due to potential suicide two times. Her stays are not lengthy, approximately 2-4 days. The most recent was in September, and prior, May.
- Her boyfriend is 18. His name is _____.
- Mom reports her hanging out at a local drug dealer's house. Later, she found out the people who live at the house are using heroine. Mom reports knowing that she smokes. School reports knowing that she (has/does) smoke marijuana.
- Currently (as of last counseling appointment), has moved in with grandma.
- _____ reported on 1/21 that she is happy to be there, living with grandma will help. She is happy and has only been there just at a week's time, but believes this is the best answer for her.
- Reported by mom, _____ is friends with a girl named _____, she is in _____ grade. They are not positive influences on each other.

Unified Support Matrix--DRAFT

Unified support becomes the matrix of 360-degree truancy prevention

	Interventionist	Families	360Team/Mentors	School Staff	Students	RTTP Director	Community
Resources	RTTP Director TRB Community Resources School Administration	360 Team Interventionist Community Resources RTTP Director School Administration	School Administration Interventionist RTTP Director Community Resources Mentors	School Administration 360 Team Interventionist	School Staff School Administration 360 Team Interventionist School-Based Supports Community Resources Edgenuity	Prevention First Law Enforcement State's Attorney School Code Regional Superintendent Foundational Services: Family Engagement "Every Student, Every Day: Community Toolkit..."	RTTP Director TRB Community Resources Coalitions 360 Teams "Every Student, Every Day: Community Toolkit..."
Data	Bi-Weekly Attendance 360 Team Feedback Behavior Data IOEP	Student Information System Grades Behavior 360 Feedback Attendance IOEP	Attendance Data Behavior Data Check-in/Check-out Grades IOEP	Need-to-Know Basis	Attendance Data Behavior Data Check-in/Check-out Grades IOEP/Goal Setting	Illinois Youth Survey Bi-Weekly Attendance Coalition Data 360 Team Feedback Interventionist Feedback IOEP Edgenuity State's Attorney	Illinois Youth Survey School Report Card As-released information
Referrals (to/from)	From Truancy Contact TRB	360 Teams RTTP Director Administration	360 Teams Community Resources	360 Teams Administration	360 Teams Administration School-Based Supports	Quarterly Attendance Data 360 Teams From Truancy Contact Administrators Community Referrals	360 Teams Administration Community Resources RTTP Director
Monitoring	Scheduled/Bi-Weekly Check-in TRB Follow-Up Transition	Communication with: Administration Interventionist RTTP Director 360 Team	Bi-monthly meetings Student meetings Family Updates Interventionist Updates Bi-weekly data IOEP	Communication with: Administration 360 Team School-Based Support	Communication with: Administration 360 Team School-Based Support	Communication with: Administration Interventionist Students TRB 360 Teams Community Coalitions Community Resources Bi-weekly Data Edgenuity	
Training	With 360 Teams and all At-Risk Training	Family Engagement Community-Based Coalition	RTTP 360/Mentor Training At-Risk Training Opportunities: TAOEP ROE/Community Resource Training	At-Risk Training Opportunities Prevention Training Opportunities		Facilitation and At-Risk Training Opportunities: TAOEP ROE/Community Resource Training Family Engagement Community-Based Coalition	At-Risk Training Opportunities Prevention Training Opportunities
Intervention	Monitoring Home Visits/Family Support/Calls Letters Student Meetings TRB Police/Sheriff Comm. Resource Liaison Academic Counseling	360 Team Community Resources Interventionist School-Based Support Administration RTTP Director	Student Check-In Goal Setting Monitoring Family Contact Academic Support Social/Emotional Decision Making Pre-Referral Intervention Manual (PRIM)	Supported School- level interventions: PBIS Behavior Plan 360 Team recommendations	360 Team Community Resources Interventionist School-Based Support RTTP Director School Staff	Monitoring Home Visits/Family Support Letters Student Meetings Phone Calls TRB State's Attorney Comm. Resource Liaison Academic Counseling Edgenuity	Community Resources Community Coalitions RTTP Director Administration Interventionist 360 Team


STUDENT ASSISTANCE CENTER














at
PREVENTION FIRST
Building community capacity to prevent substance abuse

Getting started with Student Assistance Programs

The goal of the Student Assistance Center at Prevention First is to prepare schools to implement standards-based sustainable Student Assistance Programs. Training and technical assistance are available to schools throughout the development, implementation, and sustainability phases.

 Following is a series of steps (framework) that schools can utilize to strategically build a Student Assistance Program. The Student Assistance framework can assist in this strategic orientation by bringing together the effective strategies a school is already using with additional evidence-based strategies to create a valuable and effective process for helping students in a variety of ways.


Both the time and intensity devoted to laying the foundation for Student Assistance services  can impact the overall success achieved down the road. The Student Assistance Center at Prevention First provides numerous free resources to assist schools in laying that foundation.

-  Step 1 Learn the goals and intent of Student Assistance
-  Step 2 Identify how to deliver Student Assistance services
-  Step 3 Attend Student Assistance Development Training
-  Step 4 Assess your practices and readiness
-  Step 5 Establish a consistent meeting schedule
-  Step 6 Plan your approach and implementation
-   Step 7 Follow-up technical assistance meetings
-  Step 8 Conduct a brief in-service with school personnel
-  Step 9 Begin implementing SAP services with students



Prevention First
2800 Montvale Drive
Springfield, IL 62704

Visit the Student Assistance Center

at www.prevention.org to learn more about free training, technical assistance, webinars,  resources for standards-based Student Assistance Programs in grades K-12. Contact Dale Gasparovic, SAC Administrator, at dalegasparovic@prevention.org or at 217.299.8803 for more information.

Step 1: Learn the goals and intent of Student Assistance

Research has identified that administrative leadership and support are crucial elements for both sustainable Student Assistance Programs and 5Essentials development. In order to develop the Illinois 5Essentials, a principal must have a strategic orientation that deliberately orchestrates people, programs, and extant resources toward an integrated, sustained, and coherent program of improvement. Understanding more about the goals and intent of Student Assistance is advantageous in that strategic orientation. [Learn more about the 5Essentials and Student Assistance.](#)

Student Assistance focuses on helping students struggling with life issues that are preventing interfering with the student's ability to access and benefit from the curriculum and other aspects of the learning process. Student Assistance concentrates on coordinating services at the early intervention stage. Research for a number of years demonstrates that schools should draw on a network of community organizations to expand services for students and their families. SAPs also serve students needing professional services by serving as a bridge between the school and community based service providers.

Student Assistance works to build trusting relationships with students' families in order to further engage them in the learning process to improve educational success.

Student Assistance focuses professional development toward more effective identification of non-academic concerns, along with helping staff understand why they need to be concerned about all students in the building. Additionally, Student Assistance teams and coordinators report that "creative collaboration" is one of the most important benefits of SAP.

For more information see:

- ["Student Assistance Service Delivery – Service Framework"](#)
- ["Why Choose Student Assistance"](#)

This information can help you understand what Student Assistance can do for your students. To learn more about the positive impact of Student Assistance services, please review [the data submitted since 1999](#).

The school environment must press toward academic achievement, while displaying deep personal concern for students. Student Assistance is not intended to be a response to an intervention academic remediation team or a special education pre-referral team. Student Assistance works in conjunction with response to intervention (RTI) strategies by creating a framework to address the non-academic concerns of students. This allows RTI strategies to achieve stronger outcomes. One of the outcomes in both national and Illinois Student Assistance data is [improved academic achievement](#).

In addition, Student Assistance is not intended to be a school-wide behavior teaching and management model, although SAP teams consistently report [improved behavior by students](#) receiving Student Assistance services.

Step 2: Identify how to deliver Student Assistance services

A school may choose to deliver services through a Student Assistance Core Team, a Student Assistance Specialist/Coordinator, or a blend of these approaches.

The **Student Assistance Core Team** is composed of a combination of the following: classroom teachers, nurse, guidance counselors, social worker, administrator, response to intervention coordinator, coaches, and other specialists. Team membership is consistent throughout the school year; team composition does not change based on the student of concern. This team works together

first as the implementation team making decisions about how the SAP will function, and then as the multi-disciplinary problem-solving team handling referrals, problem-solving and monitoring.

The size of the core team is relational to the numbers of staff and students in the building. The average team size is typically 6 to 10 team members for a school with a student population ranging between 500 to 1200 students. This number can vary for schools with smaller numbers and larger numbers of students. It is important to note that unlike a pupil personnel team, the SAP Core Team is not intended to be a clinical team composed of only specialists in the building. Student Assistance is intended to meet students at an earlier point of need, freeing clinical staff to focus energies on concerns more appropriate for clinical interventions. When a pupil personnel team exists in the building, the SAP can serve as an additional referral source to that team. Having front line educators on the Student Assistance team has proven to be a valuable asset to many schools over the 50-year history of SAP.

The **Student Assistance specialist or coordinator** role is typically filled by an individual with specialized training, and has dedicated time during the school day to fulfill responsibilities designated as Student Assistance activities. Responsibilities within this role vary by school district, and typically involve:

- meeting with students and parents individually
- facilitating core team meetings
- coordinating informational sessions with students, parents, and staff in the building
- coordinating and collaborating with community resources
- conducting educational support groups

Step 3: Attend Student Assistance Development Training

Offered by the SAC at Prevention First, this skill-based training is free to schools and agencies in Illinois. It prepares the school to design and implement their SAP framework. Ancillary costs that may be considered include substitute teacher costs and travel costs to the training site. Click [here](#) for information about training.


Step 4: Assess your practices and readiness


The assessment phase is fundamental to the implementation of sound practices that lead to success, and includes needs, resources, and readiness assessments at the school level. Prevention First SAP trainers will explain the assessment processes during SAP Development Training. Because Student Assistance attempts to build upon what is already working in the school, schools should plan to utilize existing data sources as the primary information sources for assessment. The SAP may want to add to existing data sources during the assessment process if more data would be helpful. 5Essentials report data will be helpful along with attendance, health, behavior, academic/response to intervention, free and reduced lunch information, grief/loss information, etc. See the [Student Assistance Program Guidebook: A Resource for Schools](#) for more information on need and resource assessment. [The Student Assistance Center Administrator](#) may be contacted for help with the assessments whenever the SAP has questions.

Step 5: Establish a consistent meeting schedule



Frequency and intensity of implementation meetings play a significant role in the future success of Student Assistance service delivery and outcomes for your students. Weekly or bi-weekly meetings averaging 45 to 60 minutes are common practice in Illinois.

Step 6: Plan your approach and implementation

The SAP Core Team will create the school's SAP framework after training. Once need, resource, and readiness data is reviewed, the SAP begins designing the framework. Each SAP's specific strategies are tailored to meet the needs and resources of the school. The evidence-based standards of practice for SAPs provide guidance in the strategies that [lead to successful implementation practice](#). Student Assistance Development Training provides the SAP Core Team or SAP Specialist/Coordinator with the basic knowledge and tools necessary to design the school's framework.

The SAP will create an implementation plan that provides a detailed work plan. begin working with students through the SAP process. Student Assistance Development Training will help the SAP start this process, and Student Assistance trainers and technical assistants can help throughout the planning and implementation phases of getting started. This step should also include identifying benchmarks the team will use to measure the efficacy of current strategies.

Step 7: Follow-up technical assistance meetings


 The administrator  or another specialist from the Student Assistance Center will conduct an on-site, phone or video meetings with the SAP to help with questions and plans for implementation. Technical assistance is never intended as a "compliance check." Most SAPs find the technical assistance meeting to be a valuable opportunity to get answers specific to their school's implementation.

Step 8: Conduct a brief in-service with school personnel


The in-service should cover the following:

- An explanation of the Student Assistance Program and its purpose.

- How to identify indicators for a SAP referral
- How to respond appropriately to student self-disclosure that creates concern
- The role of school personnel in the SAP problem-solving process

The SAP should also conduct brief informational meetings with students in small group settings about the purpose of Student Assistance, and how students can make a self or friend referral when there is concern about someone's well-being. Information for parents about the purpose of Student Assistance should be developed and distributed, and  SAP information should be distributed to local community agencies.

Step 9: Begin implementing SAP services with students

The SAP team should begin identifying students who could benefit from SAP services. It is preferable for the team  members to begin the identification process rather than "wait" for referrals from staff who are not part of the core team. The team may start this process by developing a list of 10 or fewer students who team members believe would benefit from support from the SAP. The team may also begin by identifying referrals for SAP screening and problem-solving services because of known life issues currently impacting success.

Contact: Dale Gasparovic, the Student Assistance Center Administrator, at dale.gasparovic@prevention.org or call 217.299.8803.

ⁱ Sebring Allensworth, Bryk, Easton, and Luppescu, (2006). The Essential Supports for School Improvement. Pp. 11

ⁱⁱ Sebring Allensworth, Bryk, Easton, and Luppescu, (2006). The Essential Supports for School Improvement. Pp. 11

ⁱⁱⁱ Sebring Allensworth, Bryk, Easton, and Luppescu, (2006). The Essential Supports for School Improvement. Pp. 13