



# STUDENT ASSISTANCE PROGRAM YEAR-END REPORT 2008-09 FORM



Return report no later than June 25, 2009 to the Student Assistance Center.

### Three ways to return the report:

- ✓ **Electronically** return the **Word** file report or Excel file report to [pat.berry@prevention.org](mailto:pat.berry@prevention.org).
- ✓ **Mail report** to Student Assistance Center, 2800 Montvale Drive, Springfield IL 62704
- ✓ **Fax report** to the SAC at 217.793.7354

Electronic Excel file may be accessed at [www.iasap.org](http://www.iasap.org) or [www.prevention.org](http://www.prevention.org), then Student Assistance Program, then Resources.

## Demographics

School Name and Address \_\_\_\_\_

School District Name and Number \_\_\_\_\_ County \_\_\_\_\_

Person completing this form \_\_\_\_\_ Phone #( ) \_\_\_\_\_

E-mail \_\_\_\_\_

Number of years your SAP has been in place: (please check one) \_\_\_\_\_ 0 to 2 \_\_\_\_\_ 3 to 5 \_\_\_\_\_ 6 to 9 \_\_\_\_\_ 10 or more

Grades Served: (please check one) \_\_\_\_\_ PreK-5 \_\_\_\_\_ 6-8 \_\_\_\_\_ 9-12 \_\_\_\_\_ Other

If your SAP implements services through the core team model, please check here. \_\_\_\_\_ If not, please specify your implementation style \_\_\_\_\_ Is your school implementing PBIS? Yes No

**For any of the following questions that do not apply to your SAP services, please write N/A in the blank.**

### 1. Referral Data

- a) \_\_\_\_\_ How many students received SAP intervention services this year who have never received SAP intervention services previously?
- b) \_\_\_\_\_ How many students received SAP intervention services this year who have received SAP intervention services in the past?
- c) \_\_\_\_\_ How many students received SAP intervention services this year as a result of a substance use policy violation?
- d) \_\_\_\_\_ How many students received SAP intervention services as a result of a student code of conduct violation other than a substance use policy violation?

### 2. Student Interventions/Action Plans

- a) \_\_\_\_\_ For how many students receiving SAP services did you create a **school based** student intervention/action plan?
- b) \_\_\_\_\_ How many students receiving SAP services were connected to community services for substance use issues?
- c) \_\_\_\_\_ How many students receiving SAP services were connected to community services for mental health issues?
- d) \_\_\_\_\_ How many students receiving SAP services were connected to community services for basic life needs?
- e) \_\_\_\_\_ How many students receiving SAP services were connected to special education services?
- f) \_\_\_\_\_ How many students receiving SAP services were connected to a positive adult in the building?
- g) \_\_\_\_\_ How many students receiving SAP services participated in an educational and/or therapeutic support group?
- h) \_\_\_\_\_ How many students receiving SAP services received tutoring or academic assistance?
- i) \_\_\_\_\_ How many students receiving SAP services participated in an after school program?
- j) \_\_\_\_\_ How many students receiving SAP services were also receiving Response to Intervention Tier 2 or 3 services?
- k) \_\_\_\_\_ How many students receiving SAP services received "other"? \_\_\_\_\_

### 3. Student Progress

- a) \_\_\_\_\_ How many students progressed in more than one area (academically, behaviorally, school attendance, mental health, substance use, violence)?

**Please continue to page 2**

***For students progressing in only one area,***

- b. \_\_\_\_\_ How many students progressed academically?
- c. \_\_\_\_\_ How many students progressed behaviorally?
- d. \_\_\_\_\_ How many students improved attendance at school?
- e. \_\_\_\_\_ How many students progressed in social emotional skill use?
- f. \_\_\_\_\_ How many students demonstrated or reported progress in their mental health status?
- g. \_\_\_\_\_ How many students reported decreasing alcohol, tobacco or other drug use?
- h. \_\_\_\_\_ How many students demonstrated or reported progress in their personal hygiene?
- i. \_\_\_\_\_ How many students demonstrated or reported progress in a health issue?
- j. \_\_\_\_\_ How many students completed an alternative to suspension program?
- k. \_\_\_\_\_ How many students demonstrated or reported a more positive attitude toward school?
- l. \_\_\_\_\_ How many students sustained or maintained the level at which he/she entered the program? (This number should not reflect the students listed above or students who declined.)
- m. \_\_\_\_\_ How many students demonstrated or reported "other" progress not listed above \_\_\_\_\_

***For the total number of students receiving Student Assistance intervention services,***

- n. \_\_\_\_\_ How many families / guardians met in person with a representative of the SAP?
- o. \_\_\_\_\_ How many families / guardians not meeting in person received a phone call from the SAP?
- p. \_\_\_\_\_ How many families / guardians not meeting in person or by phone received a letter, form, or pamphlet about their child from the SAP? (Please include support group notifications.)
- q. \_\_\_\_\_ How many families / guardians received general information such as pamphlets or brochures or letters in a general information distribution?

**4. Program Data**

- a) \_\_\_\_\_ What is the total number of students who participated in a SAP prevention program this year? (This number may reflect a single student participating counted more than once for participating in multiple programs.)
- b) \_\_\_\_\_ What is the total number of parents who participated in a prevention program this year?

**As a result of having Student Assistance services in your building,**

(Please check all that apply)

- c) \_\_\_\_\_ A reduction in school related problem behaviors occurred
- d) \_\_\_\_\_ Communication improved between staff/students/parents
- e) \_\_\_\_\_ Parent education about support services increased
- f) \_\_\_\_\_ Staff attitudes toward helping students improved
- g) \_\_\_\_\_ Student support services improved
- h) \_\_\_\_\_ More positive relationships between students and non-familial adults occurred
- i) \_\_\_\_\_ Community resource utilization has improved
- j) \_\_\_\_\_ Life skill lessons are included in the school day
- k) \_\_\_\_\_ At-risk students are more effectively identified
- l) \_\_\_\_\_ Additional effective intervention/action plans for students are implemented
- m) \_\_\_\_\_ Staff morale has improved
- n) \_\_\_\_\_ School climate has improved
- o) \_\_\_\_\_ Student conduct & attendance policies have been reviewed and/or revised

**5. Success Stories**

Anecdotal stories about individual student success can be powerful in gaining support for SAPs. Would you please write a paragraph on back about one student's success in working with Student Assistance? Please do not use a student's name or any other identifying information.

# STUDENT ASSISTANCE PROGRAM YEAR-END REPORT FORM 2008-09

## Reporting Guidelines

Completing the report:

You may download an Excel file entitled "IASAP Year End Report Individual Student Data File 97" to record individual student data if you find that helpful. This file follows the same student data questions used in the annual report to assist you in creating composite data for the full report. You may find the file at [www.iasap.org](http://www.iasap.org) or [www.prevention.org](http://www.prevention.org), then go to Student Assistance Programs, then go to Resources.

The attempt of the report is to collect data conducted under Student Assistance designated activities. A Student Assistance team is a multi-disciplinary problem solving team that operates as part of the Student Assistance Program. If your SAP team is now part of the Response to Intervention team and continues to be considered your Student Assistance team, please count the activities of that team. If your school has an intervention team that is not considered part of your Student Assistance Program, do not count the activities of that team.

1. **Referral Data:** SAP services refers to working with individual students in the Selective and Indicated population groups either because the student joins an educational or therapeutic SAP group or is identified as needing some type of support.
  - a) The intent of this question is to determine how many students are receiving SAP services for the first time in your building? You do not need to consider whether the student has received SAP services in another building.
  - b) The intent of this question is to determine how many students who have received SAP services in your building previous to this year are again receiving services this year. (The composite of a. and b. would be the total number of students identified for SAP services this year.
  - c) The intent of this question is to determine how many students who violate the school's substance use policy work with the SAP following that violation.
  - d) The intent of this question is to determine how many students who violate the school's code of conduct (other than students covered in c)
  
2. **Student Interventions / Action Plans:** Interventions include students for whom a problem-solving process was used to create strategies designed to improve the student's area of concern. The problem-solving process may have been generated by a SAP Coordinator working one on one with the student or by a problem-solving SAP team.
  - a) The strategies developed focused on actions taken or occurring within the school setting and not provided by a community service professional in the school building.
  - b) Report the total number of students or families that received information about substance use services in the community regardless of your knowledge about whether the student / family followed up with those services; also include the number of students receiving substance use services in the school delivered by an outside community service provider.
  - c) Report the total number of students or families that received information about mental health services in the community regardless of your knowledge about whether the student / family followed up with those services; also include the number of students receiving mental health services in the school delivered by an outside community service provider.
  - d) Report the number of students / families who received information about housing, medical care, food, assistance with financial issues, etc.
  - e) Report the number connected regardless of whether the student is being tested. Report the number of students referred and approved for case studies as well as those who were referred, found eligible, and are receiving services.
  - f) Report the number of students who developed a positive casual or formal mentoring relationship with an adult as a result of SAP services. This relationship does not have to be a formal mentoring program. The adult may be an adult in the school or from the community.
  - g) An educational support group utilizes a curriculum to teach skills and is the basis for most school-based support groups. Therapeutic support groups go beyond education as the foundation of the group; are typically led by a behavior health professional; and focus on support for an identified behavioral health need such as substance use, disordered eating, self injury, substance use concerns, and recovery support for students involved in behavioral health treatment.
  - h) The help provided does not need to be provided by a formal tutoring program.

- i) The after school program should be a designated program connected with the school whether on or off school grounds. Connected means that the SAP refers students to the program, gives students information about accessing the program, or helps the after-school program planners in designing, delivering or evaluating the program. (If you have an after school tutoring program please record the information in item “h” to avoid duplicating numbers.
- j) The intent of this question is to determine how Student Assistance is helping to support students who are receiving Response to Intervention Tier 2 and 3 services. Often students in RtI Tier 2 and 3 are dealing with social emotional and life issue problems interfering with academic skill development. This question attempts to identify students needing additional supports in conjunction with reading and math skill interventions.
- k) The purpose of this question is to identify any other services not listed in questions a through j. Please write the type of service in the blank next to the question.

**3. Student Progress:**

a. Many students progress in academics, health, behavior, attendance, social skills, mental health issues, and substance use issues. This question attempts to identify the number of students who received SAP services that demonstrated progress in more than one or two areas.

b through o. These questions attempts to identify the number of students who received SAP services who reported or demonstrated progress only in a single area related to each specific question area. A student that demonstrated progress in more than one area in questions b through l are reported in Question 3, a. Question ‘m’ refers to any area of progress not included in b through l. Please write the type of progress in the line next to the question.

n, o, p. Educational studies affirm that including parents/families/guardians typically improves the success of the student. Involving families in the Student Assistance process is one of the research based SAP standards of practice. This question is intended to identify how your SAP includes families. When the SAP meets with family members, count each adult family member who is present at the meeting. When reporting the number contacted by phone, count those with whom you personally talked. If you made more than one phone call and talked with more than one adult family member, count each family member. For each family contacted by mail, count only one adult even though multiple pieces of mail may have been sent.

q. Include in your count all general information sent to families about the SAP and its services which may contain general permission forms, letters, and pamphlets included in parent information packets at the beginning of school, . Do not include numbers counted in n through p.

**4. Program Data**

- a. These activities may include events such as Red Ribbon Week, peer leadership groups, Operation Snowball events, prevention conferences and workshops attended by students, etc.)
- b. This number attempts to capture parental and guardian involvement in proactive ways by participating in prevention activities. Participation would mean planning or attending events. Count each adult once when attending multiple session planning meetings.

C through o

Student Assistance not only impacts individual students, but also impacts the environment in which Student Assistance strategies are implemented. For example, increasing available services to student and families may impact the norms about asking for help. Questions 4 c through o seeks to identify ways in which Student Assistance is impacting the environment in which students learn and teachers teach. Please mark as many indicators in c through o as apply to your school. Impact can be considered for any year in which SAP has existed; you are not limited to marking only those categories that have been impacted during the 2008-2009 school year.

**5. Success Stories**

We know that most people respond to stories about how students changed and improved as a result of interventions in a way that is different from responding to statistics. This is especially true for those in fields other than education, such as legislators and corporate employees. It is very important that we gather stories about students who have improved as a result of Student Assistance services. Please take a moment to write a paragraph about one such student that has worked with your SAP, and include the problem areas and how the student improved. Please remember that success doesn’t mean ‘problems are fixed’. Success means that a student demonstrates or reports that something has improved. This improvement may occur in areas referred to in Question 3, b through l or in any additional ways not included there.