Using Data to Support Program Improvement: A Guide for Monitoring Handle With Care in Schools

Fall 2021

This *Guide* supports systematic use of program implementation and student outcome data for ongoing improvements to the Handle With Care (HWC) program. Although use of this document and the two accompanying HWC Excel Workbooks is not required when implementing the program, these materials are designed to help educators better understand the program and its associated outcomes. *These materials are not intended to support interpretation of or inferences about individual students' or teachers' abilities or circumstances.*

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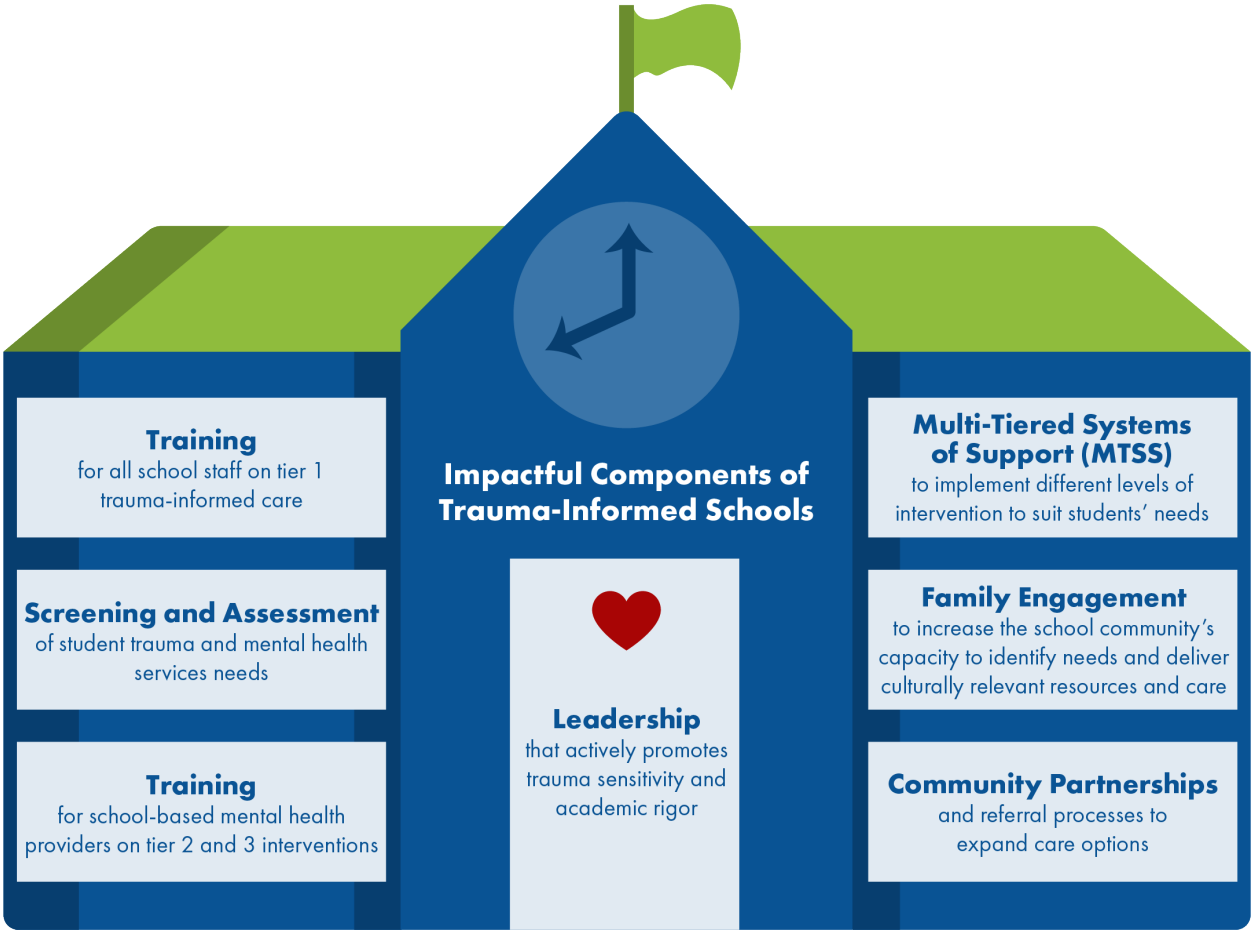
Foreword

Handle With Care (HWC) facilitates multi-agency coordination and collaboration to support school-aged children and youth experiencing trauma. The program creates a partnership between law enforcement, fire departments, emergency management services, mental health providers, and school personnel. First responders at incidents involving children notify designated HWC school contacts to "handle with care" any students identified at the scene. From there, school staff (including school leaders and classroom teachers, as well as school counselors and school-based mental health providers when available) pay attention to the behavior and functioning of identified students and provide appropriate trauma-sensitive support and accommodations if students exhibit distress or challenges. School counselors refer students who have basic needs (such as food, clothing, shelter) to community-based organizations and those with more intensive mental health needs to partnering external mental health providers after receiving parental/guardian consent. The information in this guide, along with the associated data tools, provides schools with a mechanism to monitor progress implementing HWC and associated student outcomes.

HWC may provide students with an entry point to a trauma-informed system of care. HWC offers a rapid mechanism for communicating about students who have been potentially exposed to trauma at the scene of an incident involving emergency responders and fosters partnerships among educators and with local agencies that can support students and families with trauma-informed care.

To maximize the potential benefits of HWC for students and families, it is critical to implement HWC and additional evidence-based components of a *comprehensive trauma-informed school*. These components, described below, can work together in complementary and synergistic ways to identify students exposed to multiple types of trauma and can have a positive impact on student outcomes.



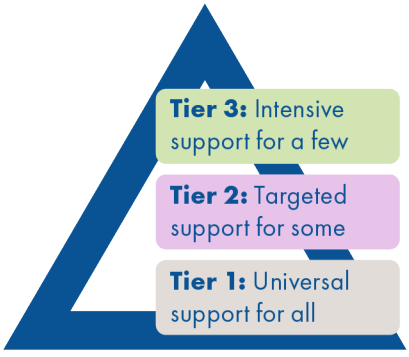
Effective and equitable trauma-informed care requires building and sustaining multiple components that work together to enhance the strengths and meet the needs of all students who have endured different types of trauma. Trauma-informed schools can catalyze resources throughout the community to support these students. The components of a trauma-informed school include:

- **School leaders who actively promote trauma sensitivity and academic rigor.** Leadership can set the tone and agenda to bring educators, families, and administrators together in solidarity around a common vision of trauma sensitivity—and put structure and protocols in place to provide students and staff with a sense of safety, predictability, academic rigor, and respect (Cole et al., 2013). Leaders can reinforce and monitor HWC participation and practices by using the HWC data tools, recognizing their colleagues for their adherence to its protocols. District and school leadership can also help to ensure the components of trauma-informed care are integrated and aligned with other school initiatives—such as positive behavioral interventions and supports, social-emotional learning, and dropout prevention (Cole et al., 2013)—so that school staff see connections across initiatives and are empowered with resources and skills to contribute to them.
- **Training for all school staff on trauma-informed care.** A welcoming, supportive school environment can diminish the severity of students' responses to trauma—providing "a blanket of safety comprehensive enough to cover every space and every person in the school" (Cole et al., 2013, p. 21). For trauma sensitivity to permeate classroom instruction and the entire school community, all staff must

engage in professional development; however, most educators receive no training in trauma-informed practices (Chafouleas et al., 2016; National Task Force on Children Exposed to Violence, 2012; Splett et al., 2013). Without proper training, staff may misinterpret a student's behavior and symptoms of traumatic stress, unintentionally triggering or exacerbating the trauma.

As part of a schoolwide approach, all staff learn about trauma's impact on students and how to implement practices that prevent and reduce its negative effects on learning and development (Chafouleas et al., 2016). These schoolwide (tier 1) practices include strategies to support the well-being of all students and staff and a positive school climate, and they form the base for more intensive trauma-informed services (National Center for School Mental Health, 2020b). This guide promotes the use of these resources to assist HWC school staff in understanding, preventing, and addressing students' traumatic stress. Although not a comprehensive training protocol, this resource from the Regional Educational Laboratory Appalachia (REL AP), *Common Trauma Symptoms in Students and Helpful Strategies for Educators*, provides teachers with descriptions of common trauma symptoms exhibited in classrooms and brief but effective strategies to increase students' sense of safety, self-regulation, and positive relationships (see appendix D).

- **Mental health/trauma screening and assessment methods.** To identify students who have been impacted by traumatic stress and other mental health issues—and to evaluate the degree to which services and supports are promoting positive social-emotional and academic outcomes—school staff should routinely assess students' strengths and needs, examine efforts and resources, and implement interventions that suit contexts and factors. Routine screening of all students can help staff identify and solve challenges before problems escalate into serious or chronic issues (National Center for School Mental Health, 2020c). Screening and assessment methods can vary in intensity, formality, cost, and burden—from a review of existing school records of disciplinary referrals, absences, and academic achievement to the collection of formal clinical rating scales—but should not compromise on data accuracy or quality.
- **Training for school counselors and other school-based mental health providers** on how to adopt and implement a full array of evidence-based, targeted, and indicated (tier 2 and tier 3) interventions with fidelity. Resources for students with elevated and chronic traumatic stress could include an array of options from classroom-based and small group supports to individualized interventions (National Center for School Mental Health, 2020a). This resource from REL AP, a *Menu of Trauma-Informed Programs for Schools*, provides descriptions of evidence-based programs across different tiers of support to address student trauma (see appendix D). As school mental health providers identify students impacted by trauma through HWC and other screening/assessment mechanisms, these evidence-based programs offer options for serving their targeted and intensive strengths and needs.
- **Multi-tiered systems of support (MTSS).** MTSS implemented schoolwide offer different levels of intervention suitable for students' academic, emotional, and behavioral health needs. The trajectories of students can change when school staff implement effective practices and programs that are tailored to students' strengths and needs, responsive and appropriate for diverse populations, and feasible to implement (Atkins et al., 2010; Chafouleas et al., 2018). This resource, *Policy and Practice for Trauma-Informed Schools*, may



inform approaches to implementing MTSS and this REL AP resource, *Selecting the Right Interventions to Support Students' Mental Health Needs*, identifies factors to consider when choosing school-based programs to promote mental health; provide targeted group supports; and intervene to address indicated, individual mental health problems (see appendix D).

- **Family engagement.** When their families feel welcomed and respected in the school community, students' sense of safety and connection to the school increase (Cole et al., 2013). By collaborating with families and family advocacy organizations in the community, school staff can also increase their capacity and resources to address trauma and contribute to positive impacts on school climate and community and on a range of student mental health, behavioral, and academic performance outcomes (Anderson et al., 2010; National Child Traumatic Stress Network, Schools Committee, 2017). Further, families can provide important cultural and contextual information to shape the relevance and delivery of trauma-informed services to address students' adverse life experiences and associated trauma (National Child Traumatic Stress Network, Schools Committee, 2017).
- **Well-established relationships and referral networks with community-based providers.** Collaborative partnerships with community-based mental health, social service, health, and child welfare agencies that can provide children and families with trauma-informed care are essential components of HWC and of trauma-informed systems (Lawson, 2016). These partnerships can provide both a range of trauma services and training for educators (Luthar & Mendes, 2020). This REL AP resource, *Community-School Collaboration to Address Opioid-Related Trauma*, provides information about methods of initiating and nurturing school-community collaboration. It also describes the types of organizations and entities that school staff may productively partner with in their efforts to support students and families impacted by trauma, particularly trauma related to family and community substance abuse.

HWC, one potential entry point to trauma-informed systems of care, can begin a process of communication, identification, and provision of support for students experiencing traumatic stress. Implemented well, using the accompanying data tools and resources to monitor program implementation and student outcomes, HWC can also build and nurture community partnerships that are instrumental to the provision of trauma-informed care for students and their families. Accompanied by other evidence-based practices and couched within a multi-tiered system of support that provides additional levels of assessment and intervention, HWC helps school staff create the communication and support structures vital to responding immediately to the needs of students who have been at the scene of a potentially traumatic event. We encourage you to build trauma-informed care in your schools and communities, nurture partnerships among staff in schools and community-based human service and emergency responder agencies, and use the tools and resources REL AP staff and our partners created to inform and strengthen trauma-informed practices and policies—which can ultimately benefit all students and their families.

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I. Introduction

Purpose

This *Guide* and its two accompanying Excel workbooks[1] help school staff monitor implementation and student outcome data for the Handle With Care (HWC) program. Although tailored for use with Handle With Care, the approach to monitoring implementation, analyzing data, and engaging in reflection and planning recommended here can serve as a model for school staff to use when implementing other programs as well.

The West Virginia Center for Children's Justice (WVCCJ) developed this *Guide* and the accompanying Excel workbooks with support from Regional Educational Laboratory Appalachia (REL AP) at SRI International, the West Virginia Department of Education (WVDE), and Kanawha County Schools, as part of a project on the use of data to support school improvement efforts. Staff at Fayette County Schools, Pleasants County Schools, and Kanawha County Schools graciously piloted and provided feedback on the materials during the 2019/2020 and 2020/2021 school years.

Handle With Care Program Overview

HWC fosters collaboration among various local agencies such as law enforcement, emergency medical services (EMS), fire departments, mental health service providers, and schools, to identify and support students who experience trauma.[2] West Virginia Center for Children's Justice (WVCCJ) staff developed the HWC program in 2013. Since then, schools across 30 states have adopted HWC, a testimony to the program's rapid gain in popularity.[3] The HWC theory of change posits that collaboration between local agencies to identify students present at the scene of incidents will lead to improved trauma-sensitive supports within the school and referrals to mental health services when needed (exhibit 1). This cross-organization collaboration will result in students receiving the supports they need, which in turn, will lead to positive education-related outcomes for students. Any incident in which law enforcement, EMS, or the fire department is called to respond and a child is present at the scene is deemed an **HWC incident**. Appendix A provides a logic model that depicts additional details about how the HWC program operates in schools.

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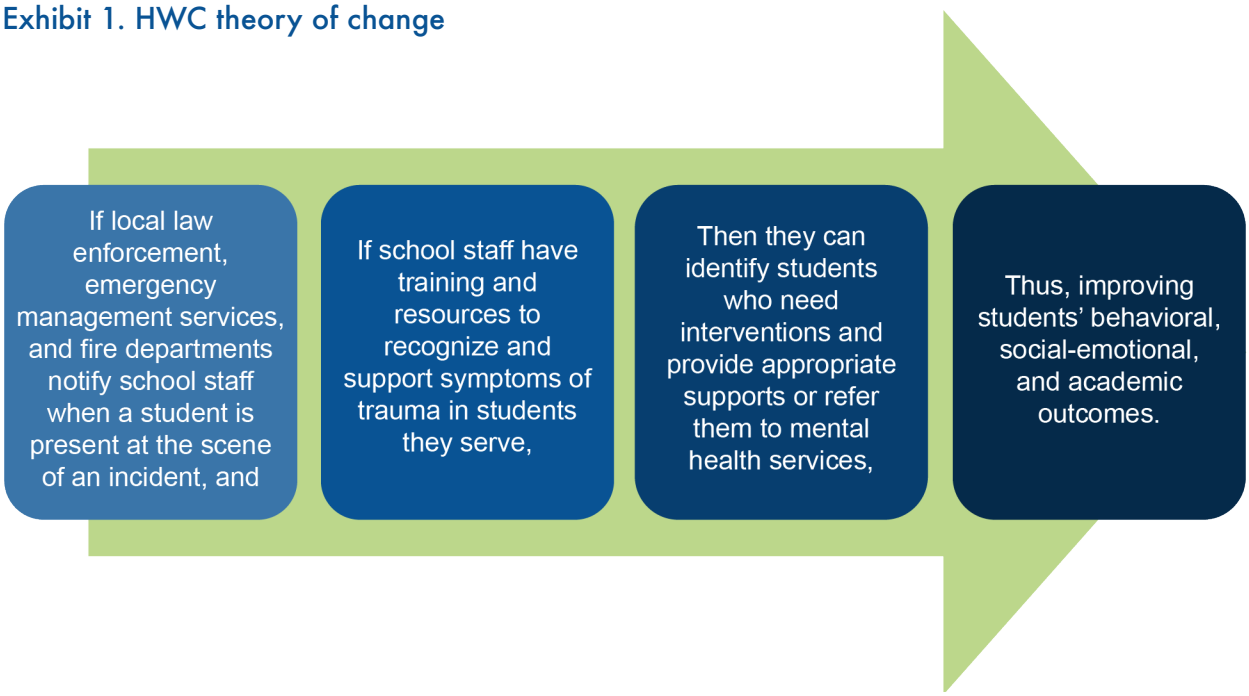
1 Two Handle With Care (HWC) Excel Workbooks accompany this document for school staff to document and monitor program implementation and student outcomes: the HWC Data Lead Workbook and the HWC School Counselor Workbook. Section II provides more information about these workbooks, and appendixes F and H provide detailed instructions for how to use them.

2 This information is adapted from the Handle With Care website, where more information is available: http://www.handlewithcarewv.org/handle-with-care.php

3 Kazemzadeh, A., Stohr, A., Darr, A., Nakamura, J., Mordecki, K., Fuxman, S., Klima, T., & Park, Y. (2019, December 11). Cross-state collaborative to support schools in the opioid crisis meeting. https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_12-11-19_CCSSOC.asp

Exhibit 1. HWC theory of change



Note: This theory of change is adapted from the Handle With Care website (see http://www.handlewithcarewv.org/docs/Handle%20WIth%20Care%20Flow%20Chart.pdf)

What Benefits Do Schools Gain from Monitoring Handle With Care Data?

Monitoring data related to HWC implementation and student outcomes provides information that can answer valuable questions about the program and its effects on students. Using this *Guide* and the two accompanying HWC Excel Workbooks will help school staff document and monitor data (specifically, attendance, behavior, and achievement in school) for students involved in potentially traumatic incidents, as identified by law enforcement, EMS, and fire department personnel. Monitoring these data will help school leaders gain an increased understanding of trends in students' involvement in HWC incidents, the capacity of school staff to respond to student needs, and student outcomes. Equipped with this knowledge, school leaders can plan for how to better support educators and students. For example, school leaders may decide to focus resources on professional development to address specific needs, such as those related to improving staff knowledge of classroom- and school-level trauma-sensitive strategies. Reviewing HWC-related data can answer the following key questions:

Accompanying HWC Excel Workbooks

HWC school team members will use the HWC School Counselor Workbook and HWC Data Lead Workbook to document and monitor program implementation and select student outcome data.

Trends in HWC Notices from Law Enforcement, EMS, and Fire Department

1. How many HWC notices did the school receive from law enforcement, EMS, and the fire department?
2. How many students were identified for HWC support as a result of the HWC notices received from law enforcement, EMS, and the fire department?
3. How many students were involved in more than one HWC incident?
4. What was the average number of notices per student identified for HWC support?
5. Are there patterns related to when HWC incidents occur? For example, are more HWC notices received at specific times of the year (such as in the fall, near holidays)?

Trends in School and Teacher Responses to Students Identified for HWC Support

6. What number and percentage of teachers and appropriate school staff are notified when students are involved in HWC incidents? Do the data suggest that all the appropriate teachers and school staff are notified (such as teachers of a student identified for HWC support; other school staff such as school counselors, principals, and nurses who interact directly with a student identified for HWC support)?
7. How many days on average does it take for all appropriate teachers and school staff to be informed about HWC notices?
8. How do teachers support the social-emotional and academic needs of students involved in HWC incidents? What would help teachers better meet their students' needs?

Trends in Student Resource Needs and Outcomes

9. How many students identified for HWC support are referred to school counselors for further services and support?
10. How many students identified for HWC support are referred to external mental health providers?[4]
11. Are there differences in the behavior, attendance, and/or academic achievement of students identified for HWC support versus those of all students at the school?

As school leaders and staff monitor data and reflect on these questions, they must keep in mind that the data review process supports program improvement, not conclusions about individual students or teachers.

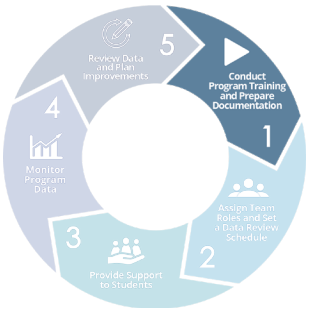
[4] External mental health providers can include staff from private and/or public (e.g., Department of Social Services) counseling agencies or sole practitioners.

II. Monitoring Handle With Care Data to Support Students

This section presents a step-by-step approach for implementing Handle With Care (HWC) within schools and for using the two HWC Excel Workbooks to document and monitor HWC-related data. By following the steps, school staff will implement the program as intended, identify trends in HWC notices and select student outcomes, and potentially increase overall responsiveness to the needs of students who may experience trauma as a result of being present at an incident involving law enforcement, EMS, and/or the fire department.[5] We recommend that school staff adopt a continuous improvement approach to program implementation, such that their data monitoring and review process leads to reflections on program implementation and adaptations in regular cycles throughout the school year. Exhibit 2 presents the five key steps for HWC implementation and data monitoring within schools.

Exhibit 2. Five-step HWC implementation and data-monitoring process

[5] The HWC founders and staff at education agencies recognize that students can experience trauma as a result of experiences beyond those identified by law enforcement, EMS, and fire department personnel. These events, however, are currently beyond the scope of this program. Even so, program implementers may apply all HWC learnings and strategies universally to support *all* students experiencing trauma, regardless of the cause.



Step 1: Conduct Program Training and Prepare Documentation

To implement HWC, school leaders and staff must complete basic program set-up requirements, which include preparing documentation to facilitate exchange of information about students identified for HWC, designating a HWC program contact within the school, and training staff on HWC and trauma-informed strategies to support students.

School leaders interested in implementing HWC in their school need to develop documentation specified by the HWC program, including memoranda of understanding (MOUs) with partnering community organizations, protocols to inform school staff of HWC notices, referral forms to request support from school counselors or external mental health service providers, and parent consent forms for students to receive mental health services, if needed.[6] School leaders also need to work with their staff to identify an individual willing to assume the role of **HWC school contact**. The HWC school contact will receive notices from law enforcement, EMS, and/or the fire department that a student was present at the scene of an HWC incident and will develop and implement procedures to ensure all appropriate staff are informed about the HWC notices. When determining whom to inform, the HWC school contact should include the given student's teachers, as well as school counselors and nurses. Finally, school leaders should identify a space in the school building where students can receive counseling services.

Teachers and school staff must meet minimum training requirements specified by HWC over the course of the school year. All school staff receive a one-hour HWC training that includes information on the impact of trauma on children's development and learning, key components of the HWC program, and strategies for successful program implementation. Beyond the one-hour overview of HWC, all staff must also engage in a book study and/or strategic planning activity as part of their ongoing training to learn more about how to support students experiencing trauma.

HWC school teams will use the HWC Data Lead Workbook to document preparation and monitor completion of HWC training requirements. See appendix H for specifics about inputting and monitoring this information.

School leaders may want to revisit these program set-up requirements regularly throughout the year to determine progress and identify areas that still need to be addressed. For example, after reviewing the requirements mid-fall semester, the school leader may remember that they hired new teachers since the beginning of the school year, and those new teachers need HWC training. Reviewing requirements regularly will help schools implement the HWC program as it was designed.

[6] This information is adapted from the Handle With Care website, where more information is available: http://www.handlewithcarewv.org/model-of-fidelity.php

Exhibit 3. School-level preparation for HWC implementation, by school staff role[7]

Preparation for HWC Implementation

School leaders:

- Develop/refine memoranda of understanding (MOUs) with:
  - Law enforcement, EMS, and fire departments
  - Dispatch providers
  - External mental health service providers
- Develop or refine forms and protocols (for example, HWC school staff notification form, school counselor referral protocol, parent consent-to-treat form)
- Identify an HWC school contact to receive HWC notices from law enforcement, EMS, and fire departments
- Provide space for external mental health provider(s) at school

Teachers and school staff:

- Participate in a one-hour HWC training
- Participate in a book study and/or strategic planning activity to build knowledge about supporting students impacted by trauma
- Have access to and knowledge of all forms and protocols (such as the HWC school staff notification form, school counselor referral protocol, parent consent-to-treat form)

[7] This information is adapted from the Handle With Care website, where more information is available: http://www.handlewithcarewv.org/model-of-fidelity.php

Step 2: Assign Team Roles and Set a Data Review Schedule

To support data collection and analysis, school leaders and staff should create an HWC school team, assign roles, and set a data review schedule to examine program implementation and student outcome data. After each data collection period, or **cycle**, HWC school teams will assess whether they need to adjust their membership or the duration of the data collection cycles in response to evolving needs within the school.

Create an HWC School Team and Assign Roles

We recommend that each school form a team (the **HWC school team**) to review program implementation and relevant student outcome data at regular intervals. Ideally, an HWC school team consists of five to seven members with diverse roles within the school, such as the HWC school contact, an administrator, a school counselor, and select teachers. To best support students, school teams will convene regularly to examine data captured in the HWC Excel Workbooks, identify areas for improvement, and discuss changes and adaptations to program implementation to better address students' needs. If an appropriate team is already in place (such as for school improvement or Positive Behavioral Interventions and Supports [PBIS] programs), school leaders can integrate HWC school team membership and data monitoring into those existing structures to avoid unnecessary duplication and burden on staff.

HWC School Team Roles

Data lead: Prepares HWC implementation and student outcome data for review in advance of HWC team meetings

Meeting facilitator: Leads meetings and facilitates discussion alongside the data lead

Meeting notetaker: Takes notes and documents next steps for the team

Teacher liaison: Collects data from colleagues who teach students identified for HWC support

HWC school teams should designate members to fill four important roles: **data lead**, **meeting facilitator**, **meeting notetaker**, and **teacher liaison**. If needed or desired, one person can assume multiple roles. The **data lead** will input data into the HWC Data Lead Workbook for each cycle and coordinate with the meeting facilitator in advance about the data review discussion. We recommend that the data lead either be the HWC school contact or closely collaborate with that person to ensure the accuracy of information for students identified for HWC support. The data lead also should have access to relevant student information, such as that housed in the district or state longitudinal data system or other local education data system. The **meeting facilitator** will lead meetings and facilitate discussion, and the **notetaker** will take notes on the meeting discussion and document next steps. The **teacher liaison** will collect data from teachers of students identified for HWC support about program implementation and classroom-level supports and will present that information to the team. The teacher liaison can use the template provided in appendix B or another approach to collect information from teachers prior to each HWC school team meeting.

Set a Regular Data Review Schedule

As part of a continuous improvement approach, HWC school teams should set a regular schedule for meeting to review data. HWC school teams should meet early in the school year to decide on the frequency of these data review meetings and the corresponding length of time between each meeting (for example, every four weeks). HWC school teams will set the start and end dates for each cycle, and they will meet after each cycle ends to review data, discuss opportunities for improvement, and plan next steps. See appendix C for two sample schedules: one for reviewing data after one month (four weeks), and one for reviewing data after a quarterly grading period (nine weeks). To the extent possible, HWC school teams should aim to keep the length of each cycle consistent over the course of the school year to align with strong data review practices and to make data comparisons across cycles more meaningful and interpretable.

Schools that receive many HWC notices may benefit from more frequent data review meetings, such as meeting monthly; whereas schools that receive fewer HWC notices may wish to meet less often, such as at the end of each grading period. HWC school teams should collectively determine the frequency based on their local school context. At a minimum, we recommend that HWC school teams meet at the end of each grading period.

Step 3: Provide Support to Students

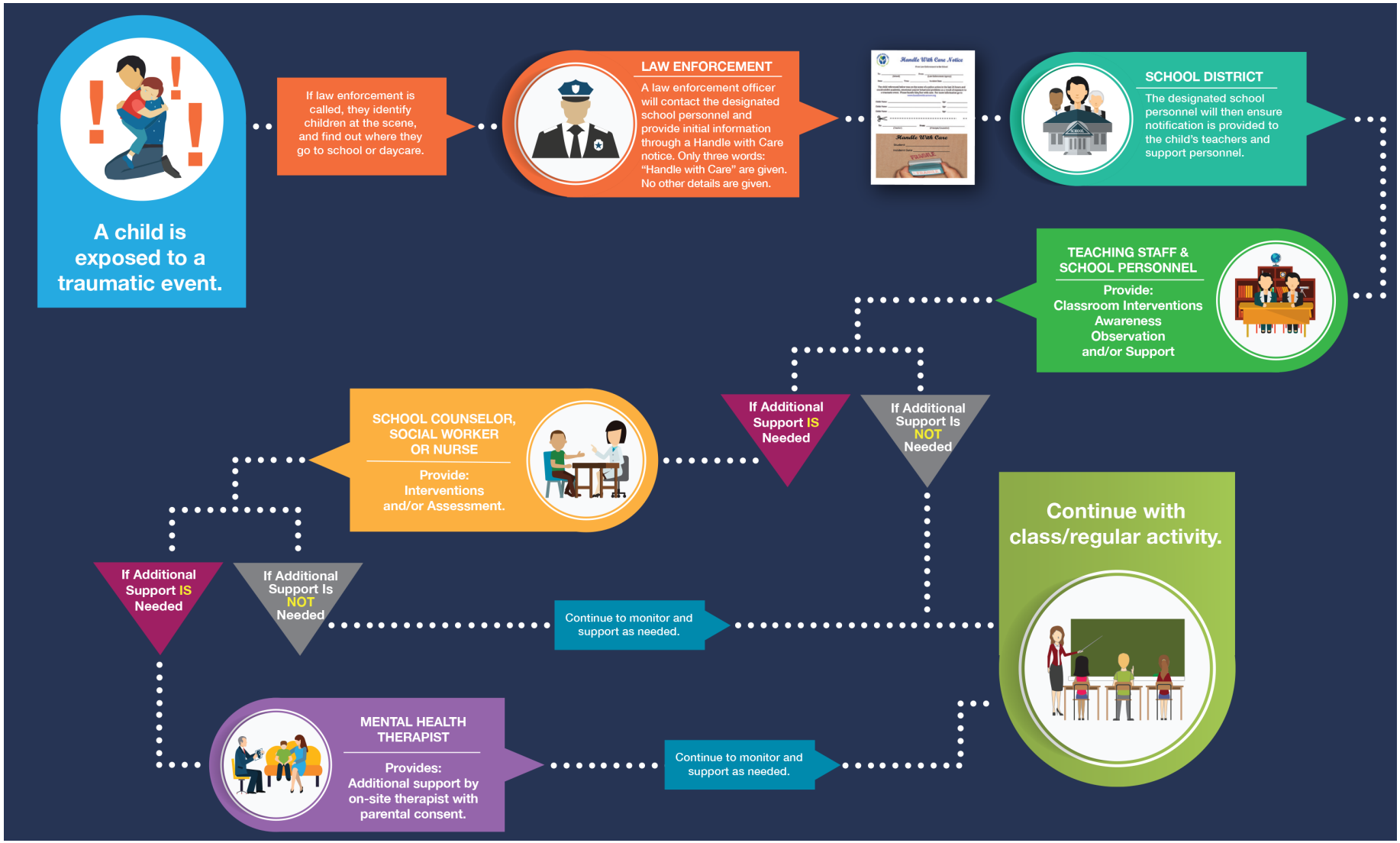
After school staff designate an HWC school team and establish a data review schedule (including the length of each data collection cycle), HWC program implementation support for students begins. Law enforcement officers, EMS providers, and fire department personnel notify the HWC school contact about any incident in which school-age children and youth are present, identifying the individuals only as students to "Handle With Care." The notifying agency does not provide further details about the nature of the call or incident, per program policy. From there, the HWC school contact, in accord with the school-level plan, notifies appropriate teachers and other school staff (such as school counselors, administrators, nurses) that the student has been identified for HWC support, ideally within 24 hours. Promptly sharing HWC notices allows school staff to be sensitive and responsive to immediate student needs. If HWC notices are received during holidays and school breaks, the HWC school contact will inform the appropriate school staff upon return to school. If HWC notices are received over the summer, the HWC school contact will inform the appropriate school staff at the beginning of the school year.[8]

After receiving the HWC notice, educators, including teachers, relevant administrators, school counselors, and nurses, if appropriate, tailor the level of support they provide based on students' emotional and behavioral status. To begin, school staff simply observe students identified for HWC support without asking them about the incident. If they observe students displaying possible symptoms of trauma, such as isolating, experiencing difficulty concentrating during instruction, or acting out in class, the cafeteria, or the playground they can implement more targeted trauma-sensitive strategies to support those students. For example, teachers may modify class assignments, allow students to visit the clinic to rest or decompress, and/or provide students with access to a safe space and trained adults to discuss their experiences and feelings.[9] Appendix D provides additional resources for school staff on how to recognize possible symptoms of trauma and how to use evidence-based strategies to support students in crisis. If school staff notice that a student needs additional support, they can refer that student to a school counselor. The school counselor will determine the level of counseling required and may refer the student to an external mental health provider. Exhibit 4 provides an overview of HWC implementation.

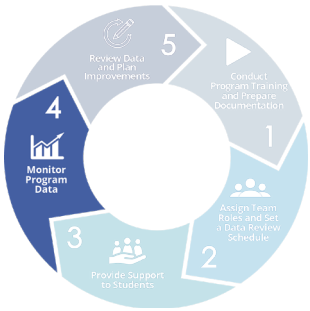
[8] Summer refers to the period of time during which school is not in-session as outlined in school and/or district calendars. If the districts or schools have staff who work year-round and have capacity to check on students identified for HWC support during extended breaks, the HWC school team may consider putting in place a year-round check-in policy.

[9] This information is adapted from the Handle With Care website, where more information is available: http://www.handlewithcarewv.org/handle-with-care.php

Exhibit 4. Implementing HWC Process Flowchart



Source: http://www.handlewithcarewv.org/docs/Handle%20WIth%20Care%20Flow%20Chart.pdf



Step 4: Monitor Program Data

HWC school teams document and monitor data related to program implementation and key student outcomes to support continuous program improvement. HWC school teams will meet regularly to review the data, discuss implications, and identify areas for improvement. Meeting regularly to discuss the data will help HWC school teams recognize strengths and weaknesses of program implementation so they can adjust course, when needed, to better serve students experiencing trauma.

Understand Types of Data to Document and Monitor

School teams will document and monitor two types of data using the HWC Excel Workbooks: implementation data and student outcome data.

Implementation data provide information on how teachers and other school staff carry out the HWC program, including:

- The number of HWC notices received
- The number of students identified for HWC support
- The number of students identified for HWC support two or more times
- The number and percentage of teachers and other school staff notified about HWC incidents
- The average number of days it takes for teachers and other school staff to receive HWC notices
- The number of students identified for HWC support referred to school counselors, and
- The number of students identified for HWC support referred to external mental health service providers.

Student outcome data provide information on desired educational objectives for students related to attendance, school behavior, and academic achievement. HWC school teams will monitor student outcome data for three groups of students: (1) the subset of students identified for HWC support during a given cycle (**Cycle HWC Group**), (2) the subset of all students identified for HWC support over the course of the school year (**Cumulative HWC Group**), and (3) all students (**Schoolwide Group**). See exhibit 5 for information about each group.

Implementation data:
Information to determine how teachers and other school staff carry out the HWC program to help students identified for support

Student outcome data:
Information on desired educational objectives for students related to attendance, school behavior, and academic achievement

Exhibit 5: Description and rationale for monitoring data for three groups of students

Group	Description	Rationale
Cycle HWC Group	The subset of students identified for HWC support in a given cycle	HWC school teams monitor data about students identified for HWC support during a given cycle so they can observe student outcomes in relation to the HWC incident(s). Such observations allow the team to quickly intervene and support students experiencing challenges to promote positive student outcomes.
Cumulative HWC Group	The subset of students identified for HWC support over the course of the school year	HWC school teams monitor data for all students identified for HWC support at any time during the school year so they can observe longer-term student outcomes for that subset of students. School leaders, staff, and educators can use this information to plan for improved supports for students moving forward.
Schoolwide Group	All students in the school	HWC school teams document data about all students in the school so they can compare short- and long-term outcomes for students identified for HWC support to other students in the school. If there are observable differences, school leaders, staff, and educators can use the information to plan for improved supports for students moving forward.

The HWC data lead will gather the student outcome data from the state, district, or school longitudinal data system and/or student information system. Given that data systems vary by state, district, and school, HWC data leads will need to determine the process for acquiring the necessary outcome data for the three groups of students using the data system(s) that works best for their specific context. For more guidance on selecting and monitoring student achievement data, see appendix E. For detailed instructions on the functionalities of specific data systems, data leads can refer to their state department of education website, their school district website, or consult a local data expert.

Use Tools to Collect and Monitor Data

Two HWC Excel Workbooks—the HWC School Counselor Workbook and the HWC Data Lead Workbook—help HWC school teams monitor implementation and student outcome data. Students' designation as "eligible for HWC support" applies only to the current school year and is not included in any permanent record. That is, students identified for HWC support are observed for the given school year only. School leaders and staff will start each new school year with blank HWC Excel Workbooks and monitor implementation and student outcome data for newly identified students only for that school year, including any notices received during the previous summer. HWC school teams may want to maintain a record of the data beyond the given school year to observe schoolwide HWC-related trends over a longer period of time. If they decide to do this, it is critical to remove all personally identifiable information about students and retain only aggregate HWC implementation and student outcome data.

HWC School Counselor Workbook. School counselors use the HWC School Counselor Workbook to document information about students referred to them for HWC support and students they refer to external mental health service providers.[10] School counselors update the workbook anytime they see a student identified for HWC support. At the end of each cycle, school counselors report aggregate information to the data lead so the data lead can complete relevant sections of the HWC Data Lead Workbook.

The HWC School Counselor Workbook consists of a series of worksheets, with each worksheet tab clearly labeled and color-coded (see exhibit 6).

- The Instructions tab is **blue**.
- The tabs for entering data are **yellow**.
- The tab for reviewing results is **green**.

Appendix F provides detailed instructions on how to use the HWC School Counselor Workbook.

Exhibit 6. Referral data entry tab from the HWC School Counselor Workbook

Cycle 1

Data entry cells on this tab: B11:G160

Students (HWC) referred to...	This Cycle	Year to Date	*Cycle 1*
School counselor	*0*	*0*	*(9/1/21 - 9/30/21)*
External mental health provider	*0*	*0*	*Gunther Peterson*

	Student ID	Date(s) of referral	Referring teacher name(s)	Number of Teacher Referrals for this student this cycle	Number of Counseling Sessions with this student this cycle	Did you refer this student to an external mental health provider (this cycle)?
	[Enter text or number]	[m/d/yy; m/d/yy...]	[Last, First Initial; Last, First Initial;...]	[Enter number]	[Enter number]	[Select Yes / No]
	(required)	*(optional)*	*(optional)*	*(optional)*	*(optional)*	*(required)*
Example:	*P2345*	*1/2/21; 1/3/21*	*Smith, J; Jones, B*	*2*	*3*	*Yes*
1						
2						
3						
4						
5						

Instructions | Header | Summary | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Cycle 5 | Cycle 6 | Cycle ...

HWC Data Lead Workbook. HWC data leads use the HWC Data Lead Workbook to document and monitor overall program implementation and student outcome data during each cycle and across cycles. The data lead updates the workbook with information pertaining to HWC notices anytime they receive a notice from the HWC school contact. The data lead inputs student outcome data only at the end of each cycle. If the HWC school contact receives any HWC notices during holidays or breaks, the data lead will update the HWC Data Lead Workbook upon return to school. If the HWC school contact receives any HWC notices over the summer, the data lead will record the notices in a new HWC Data Lead Workbook for that school year.[11]

[10] School counselors may use a printable Microsoft Word version of the HWC School Counselor Workbook if they prefer, available in appendix G.

[11] The HWC Data Lead Workbook includes space for recording HWC notices received during the summer. While the data lead should record information pertaining to the HWC notices, they do need not need to record information related to attendance, behavior, or achievement for any students identified for HWC support during the summer, as this data is unlikely to be available; the data lead can leave all such cells blank.

The HWC Data Lead Workbook contains eight sections, organized across a series of spreadsheets with clearly labeled tabs, as listed below:

- Instructions
- Teacher Roster (optional)
- Other Staff Roster (optional)
- Training and Documentation
- Enter Student Data
- Enter Cycle Data
- Implementation Data Dashboard
- Student Outcome Data Dashboard

Appendix H provides detailed instructions for how to use the HWC Data Lead Workbook.

Exhibit 7. Enter Student Data tab from the HWC Data Lead Workbook

Enter Student Data: HWC Notices

Data entry cells on this tab: D5:BR1004

HWC Notice ID [calculated]	Date of Data Entry/ Last Update [enter data]	Student ID [enter data]	HWC Notice Date [enter data]	Select or enter Student Grade Level [enter data]	Date of Incident (if known) [enter data]	Specify dates teachers were informed? [enter data]	Teacher 1 Name [enter data]	Teacher 1 Info [enter data]	Teacher 1 Date Informed [enter data]

After inputting information into the HWC Data Lead Workbook, the data lead should review the summary information captured on the two data dashboard tabs.

Gather Input from Teachers

During each cycle, the teacher liaison on the HWC school team collects data from colleagues who teach students identified for HWC support to solicit their feedback about program implementation and suggestions for improvement. Input from teachers informs the HWC school team's understanding of how well the HWC notification process functioned and how prepared teachers felt in supporting students identified for HWC support that cycle. Teachers can share any challenges they faced supporting students as well as classroom strategies they implemented and believe are effective in meeting students' needs. Further, teachers can identify professional development needs related to supporting students who may have experienced trauma.

Data collection methods will vary based on school context, such as teachers' schedules and comfort speaking candidly with their colleagues. If possible, the teacher liaison should convene a one-hour meeting with selected teachers to discuss implementation of HWC for the given cycle. To keep the discussion manageable, we suggest meeting with no more than eight teachers at once. If a school has more than eight teachers supporting students identified for HWC support, consider a selection process that allows for various perspectives and avoids burdening the same teachers every cycle, if possible. For example, the teacher liaison might select one teacher per grade level or one teacher per subject. If a group meeting is not possible, the teacher liaison will need to speak to selected teachers individually. In general, feedback from a sample of teachers should provide sufficient information to guide the HWC school team's planning efforts.

The teacher liaison can use the Discussion Guide for Teachers to gather and document key points from teachers to then share with the HWC school team during a data review meeting. The questions for discussion are presented in exhibit 8; appendix B includes these same questions along with dedicated sections for notetaking. Prior to the data review meeting, the teacher liaison will synthesize findings about teachers' experiences with the HWC process and supporting students in their classrooms.

Exhibit 8. Questions from the Discussion Guide for Teachers

Key Questions	Sub-questions
How many students in your classroom(s) were identified as needing HWC support this cycle?	To what degree were you prepared for that number of HWC notices? What did you observe about the timing of the HWC notices? For example, did they tend to come after the weekends or holidays?
Did you notice any changes in students after they were identified for HWC support?	What physical symptoms (such as headaches, tiredness) did students identified for HWC support display? How did you respond? What behavior changes did students identified for HWC support display? How did you respond? Were there changes in the academic engagement of students identified for HWC support? Did they exhibit more difficulty concentrating on tasks, or did they less reliably complete assignments? Have they performed differently than you expected?
Did you take any steps to provide additional supports to students identified for HWC support?	Did you incorporate any activities that would promote self-regulation, such as demonstrating relaxation and coping skills? Did you provide students identified for HWC support the opportunity to go to a safe space? How have you tried to build or maintain a caring relationship with students identified for HWC support? Did you refer these students to other resources or supports?
What trauma-informed strategies did you use to support students identified as needing HWC support?	Which trauma-informed strategies did you use most frequently? Why? Which strategies seemed most effective? Why? Which strategies seemed least effective? Why? Do you want to try different strategies in the future if any of your students are identified as needing HWC support? If so, are you familiar with any particular strategies that you want to try? To what extent did you communicate with students' families about potential concerns? How did you build effective partnerships with families?
What resources did you use to address students' needs?	Do you have any feedback on the process by which you referred students to counseling? How (if at all) did you collaborate with other teachers to support a particular student? How (if at all) did you collaborate with other school staff (such as school counselors, administrators, nurses) to support a particular student? What additional steps would you take in the future to meet the needs of a student identified for HWC support?
What would help you meet the needs of your students identified for HWC support?	What additional training or professional development could you benefit from? What questions do you have for (or what would you like to learn from) your teacher colleagues about their experiences or strategies supporting students? What processes, either related to HWC implementation or your classroom practices, could be improved to better support students?

Respect and Uphold Student Privacy

All HWC school team members, including the school counselor, data lead, and any other individuals using HWC Excel Workbooks, should treat HWC program information with sensitivity and confidentiality, and adhere to all district and school policies when entering, storing, and sharing data in the HWC Excel Workbooks.[12] When sharing data from the HWC Excel Workbooks, all users should ensure that individual student-level data are securely protected. **School teams must keep in mind that the data review process supports program improvement, not conclusions about individual students or teachers.**

[12] Protecting student privacy is a very serious matter. A variety of federal, state, and local education policies and regulations outline the roles and responsibilities of educational staff. School personnel should follow all applicable student privacy regulations for their state and locality. To protect student privacy, all school officials and authorized partners with access to information that identifies individual students—whether directly or indirectly—must take all reasonable precautions to keep the information secure and avoid unauthorized disclosures. Only those with a legitimate educational interest should have access to student data, and then only to the information necessary to carry out their job responsibilities. Please exercise all due caution when accessing, handling, or using student information, particularly for the most vulnerable students. For more information about privacy statutes, please visit the U.S. Department of Education website at https://studentprivacy.ed.gov/ or https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Step 5: Review Data and Plan Improvements

Preparation for the HWC data review meeting

In preparation for the HWC data review meeting after each data collection cycle, HWC school team members should confirm they have completed the activities listed in exhibit 9.[13]

Exhibit 9. Preparation for the HWC school team's data review meeting

Before Data Review Meeting

School counselor shares referral information with the data lead so the data lead can update required sections of the HWC Data Lead Workbook.

Data lead inputs any final information in the HWC Data Lead Workbook, reviews summary information from the data dashboard tabs, and prepares to share results with the HWC school team.

Teacher liaison meets with selected teachers to solicit feedback and identifies key takeaways to share with the HWC school team.

Review Data

HWC school teams will hold data review meetings after each data collection cycle to assess program implementation and student outcomes and to identify areas for program improvement. At the beginning of each data review meeting, the data lead will share information from the HWC Data Lead Workbook and point out observable differences in outcomes of the three groups of students—the Cycle HWC Group, the Cumulative HWC Group, and the Schoolwide Group (see exhibit 5). After the data lead's high-level overview of the data, the teacher liaison will share findings from their conversations with teachers.

Following this initial presentation of data and feedback, the meeting facilitator will invite HWC school team members to share their observations and lead the team through a discussion that results in clear next steps. Regular data review and discussion will help teams identify areas of progress and areas of challenge in implementing the HWC program and supporting students impacted by trauma. For example, the school team may see a spike in behavioral incidents for a group of students recently identified for HWC support, warranting a mobilization of resources and support. By examining year-to-date data for both the Cumulative HWC Group and the Schoolwide Group, the team may see other trends that prompt further investigation, suggest the need for new approaches to program implementation, impact resource allocation, indicate a need for professional development, or point to other school-level issues. If, for example, the Cumulative

[13] This list of activities assumes that the school counselor(s) and data lead have updated the HWC Excel Workbooks regularly throughout the cycle.

HWC Group has lower attendance rates than all students schoolwide, the team may develop new strategies to increase attendance, such as providing families with transportation accommodations.

The HWC school team will work to conclude each data review meeting with a list of concrete, actionable steps that teachers and school staff can implement to improve policies and practices that better meet the needs of students identified for HWC support. School teams can treat the data review meetings as ongoing opportunities to reflect on schoolwide practices and plan for improving program implementation during the next cycle.

Use the HWC School Team Data Review Meeting Discussion Guide

The HWC school team will use the Data Review Meeting Discussion Guide in concert with the HWC Data Lead Workbook to reflect on strengths and weaknesses of program implementation. The full HWC Data Review Meeting Discussion Guide is broken into two parts—a reflection section and a next steps section. Exhibit 10 presents the questions from the Data Review Meeting Discussion Guide; appendix I includes these same questions along with dedicated sections for notetaking and space to document priorities and next steps. The discussion guide offers a set of guiding questions; teams may identify other important issues relevant to their local context to discuss. The data lead will present findings that answer the key questions, and the HWC school team will collectively discuss the sub-questions and decide on next steps to support program implementation and positive student outcomes. Some questions in the discussion guide ask HWC school teams to reflect on data across multiple cycles; given this, HWC school teams will not be able to address such questions during their first data review meeting.

Exhibit 10. Questions from the HWC School Team Data Review Meeting Discussion Guide

Key Questions	Sub-questions
Program Requirements	
Are there any program set-up requirements that remain unmet, such as having all staff trained, and having all documentation in place? Which program requirements are hard to adhere to and remain unmet?	If there are unmet program requirements, what can we do to ensure that we meet them as soon as possible? Which of the unmet program requirements are the highest priority?
Trends in HWC Notices from Law Enforcement, EMS, and Fire Department	
How many new HWC notices did the school receive this cycle? How does this compare to the number of HWC notices in previous cycles?	To what degree were we prepared for the number of HWC notices this cycle? Are there ways we can be better prepared?
For how many students did the school contact receive HWC notices? How does this compare to the number of students in previous cycles?	To what degree were we prepared for the number of students identified as needing HWC support this cycle? Are there ways we can be better prepared?
How many students are identified for HWC support more than once? Has this changed over time?	To what degree did the number of students identified for HWC support multiple times match expectations? Are these students newly identified as needing HWC support, or are they associated with multiple notices across cycles? If seen across cycles, what can we do to provide needed comprehensive or intensive services to those students and their families?
Trends in School and Teacher Responses to Students Identified for HWC Support	
How many and what percentage of teachers were notified of students needing HWC support this cycle? Has this changed over time?	How well did the school's processes for informing teachers about HWC notices work? Are there processes we should retain? Are there processes we should revise?
How many and what percentage of appropriate staff were notified of students needing HWC support this cycle? Has this changed over time?	How well did the school's processes for informing staff about HWC notices work? Are there processes we should retain? Are there processes we should revise?
Trends in Student Supports and Outcomes	
How many students identified for HWC support this cycle were referred to a school counselor? How does this compare to the number of students referred to a school counselor in previous cycles?	How well did the school counselor referral process work this cycle? Do we need to revise this process? To what extent did the number of referrals this cycle match expectations?

Key Questions	Sub-questions
How many students identified for HWC support were referred to an external mental health provider this cycle? How does this compare to the number of students referred to an external mental health provider in previous cycles?	How well did the external mental health provider referral process work this cycle? Do we need to revise this process? To what extent did the number of referrals to an external mental health provider this cycle match expectations?
How many students identified for HWC support this cycle did not receive referrals to school counselors or external mental health providers? How does this compare to previous cycles?	To what extent did all students, from this cycle and from previous cycles, receive the counseling and mental health supports they needed? What action steps, if any, do we need to take to ensure all students receive appropriate support?
Is there a notable difference in attendance rates of students identified for HWC support this cycle and all students schoolwide? How do any differences this cycle compare to differences in previous cycles?	What circumstances during this cycle might have affected student attendance, aside from being identified for HWC support? What steps, if any, can we take to mitigate dips in attendance? To what extent did the differences in student attendance match expectations? What other data might help us understand the differences? [*If there are differences*]: What steps, if any, can we take to mitigate these differences?
Is there a notable difference in the number of behavior incidents associated with students identified for HWC support this cycle and all students schoolwide? How do any differences this cycle compare to differences in previous cycles?	What circumstances during this cycle might have affected student behavior, aside from being identified for HWC support? What steps, if any, can we take to mitigate behavior incidents? To what extent did the differences in the number of behavior incidents match expectations? What other data might help us understand the differences? [*If there are differences*]: What steps, if any, can we take to mitigate these differences?
Is there a notable difference in academic achievement of students identified for HWC support this cycle and all students schoolwide? How do any differences this cycle compare to differences in previous cycles?	What circumstances during this cycle might have affected student achievement, aside from being identified for HWC support? What steps, if any, can we take to mitigate any negative impacts of such circumstances on achievement? To what extent did the differences in academic achievement match expectations? What other data might help us understand the differences? [*If there are differences*]: What steps, if any, can we take to mitigate these differences?

Prioritize Improvements

After identifying areas for improvement, HWC school teams will decide which areas to address first. As part of this step, teams will revisit priority areas and next steps from the previous cycle, documented in part two of the Data Review Meeting Discussion Guide, and discuss their progress toward meeting those goals. They may also consider whether the next steps resulted in the desired outcome, and if not, whether to revise the next steps or allow more time to achieve results.

Teams can prioritize areas for improvement based on importance, feasibility, or both. School teams will want to consider minor issues that can be addressed with minimal effort, such as delays in informing teachers of HWC notices, in addition to serious issues that impact services for students and might be more complicated to address. Depending on the nature of the improvement, teams might prioritize more than one area during each cycle. To make these determinations, HWC school teams will want to consider what is feasible to accomplish in the given time period.

Avoid Data Misuse

The guiding questions in the Discussion Guide for Teachers and the HWC School Team Data Review Meeting Discussion Guide prompt HWC school teams to reflect on local program implementation and its association with aggregate student outcomes. HWC school teams should not draw conclusions about any individual student or any individual teacher's practice based on the data alone. Questions and concerns about individual students and teachers require separate inquiries using student-level data and private discussions with individual teachers, both of which are beyond the scope of this *Guide*.

Plan for Action

After HWC school team members reach consensus on the priority area(s) for improvement, they will generate specific action steps and strategies to implement during the next cycle. Teams should use data, especially program implementation and student outcome data, to identify root causes of the problem area(s) and then brainstorm action steps that will address the causes and result in improved student outcomes. For an example of how this approach to data review and creation of next steps may look in practice, see the case study presented in exhibit 11.

Exhibit 11. HWC case study: How one HWC school team reviewed data, prioritized improvements, and planned next steps

Review Data

HWC school team members at a small rural elementary school reviewed the data in the HWC Data Lead Workbook, used the Data Review Meeting Discussion Guide for support, and identified the following areas of concern:

- On average, it took four days for all appropriate teachers to be informed about a new HWC notice.
- The attendance rate for students identified for HWC support was 88% during that cycle; the schoolwide attendance rate was 96%.
- Three out of the six upper-elementary teachers in the teacher discussion group stated that students identified for HWC support did not complete required coursework for their class on at least one occasion during the past cycle.

Prioritize Improvements

HWC school team members met to prioritize across these three concerns: failure to inform all appropriate teachers promptly about HWC notices; lower attendance rates for students identified for HWC support; and lack of academic engagement among students identified for HWC support. After reviewing the data and considering their capacity to address these needs, the HWC school team decided to prioritize improving the process for timely teacher notification and boosting coursework completion for students identified for HWC support. The HWC school team chose to focus on those two concerns because they could directly control that all teachers received the HWC notices promptly, and they felt urgency to help students identified for HWC support. Additionally, they believed that addressing these needs had the potential to raise the attendance rate for students receiving HWC support. The team agreed that if teachers received HWC notices promptly, they would be better prepared to provide classroom-level supports to students experiencing trauma, which in turn would increase students' feelings of security and desire to attend and engage in school.

Plan for Action

The HWC school team planned to address these two priorities.

Teacher notification process: HWC school team members started by reviewing their current process for informing teachers of HWC notices to better understand where delays occurred. The school counselor served as the HWC school contact and informed all teachers about the HWC notices by visiting their classrooms. The school counselor had adopted this procedure at the beginning of the year because he wanted to observe the student in class and address teachers' questions. The teacher liaison reported that teachers often commented on how they appreciated receiving the notices directly from the counselor so that they could confirm their understanding of the HWC program and next steps. The HWC school team realized, however, that this process resulted in a delay in teachers receiving HWC notices,

because the school counselor served two schools and was on their school's campus only two or three days per week. The HWC school team decided that the HWC school contact would inform appropriate staff via email, copying the data lead, as soon as he received an HWC notice, and he would follow up with those staff in-person as soon as possible. The data lead planned to update the HWC team on how the new process was working in the middle of the next cycle. The principal would announce the change in the teacher notification process via email and at the next faculty meeting.

Student coursework completion: HWC school team members wanted to develop classroom and/or schoolwide systems to promote coursework completion. Although the HWC school team knew that teachers would benefit from additional training and support on strategies to engage students, especially students experiencing trauma, the school faced budget constraints and had no funds for additional professional development. The HWC school team brainstormed cost-effective ideas, met with school leadership, and received approval for the following plan:

- Ask school counselors to provide training to teachers at the next faculty meeting on supporting students experiencing trauma, using the materials provided in appendix C and other relevant evidence-based practices.
- Ask school counselors to make a short presentation about self-management and organizational skills (e.g., using an organizer, using an online calendar) at the next student-body convening.
- Ask teachers to check in with students struggling with work completion about the day's classwork prior to their leaving class.
- Ask teachers to set up conferences with students identified for HWC support who missed coursework to discuss why they did not turn in the assignment(s) and collectively brainstorm solutions moving forward.

Many of these ideas required teacher buy-in, so the HWC school team and school leaders decided to announce these next steps at the next faculty meeting. The school counselors distributed handouts to teachers to explain the student check-in process and to offer tips for setting up productive and positive conferences with students who missed assignments.

Conclusion

The five-step process outlined in this *Guide* is intended to help HWC school teams begin HWC program implementation, monitor and review data, and plan and prioritize next steps. HWC school teams may want to adapt the process to fit their local context and to best serve their particular students. For more detailed information on the HWC program, the continuous improvement process of data review, and how to use the HWC Excel Workbooks, see appendixes A–J. By engaging in a regular process of data collection, review, and planning, HWC school teams can better serve their students, especially those experiencing trauma.

Appendix A: School-Level Logic Model for Handle With Care (HWC)

Inputs

Participation and expertise from staff at:

- West Virginia Center for Children's Justice
- Community law enforcement, Emergency Medical Services (EMS), fire department, and mental–health services organizations
- District staff

Data from school, district, and/or statewide longitudinal data system (SLDS)

Activities

School leaders and staff:

- Complete HWC training*
- Develop protocols and documents
- Sign memoranda of understanding (MOUs) with community partners
- Use evidence-based strategies to identify trauma symptoms and support students impacted by trauma
- Refer students to counseling or external mental health service provider(s), as appropriate

HWC school contact:

- Receives HWC notifications
- Informs appropriate school staff of HWC notification

HWC school team:

- Completes continuous improvement training
- Receives HWC notifications from community partners
- Uses evidenced-based continuous improvement approach and tools to monitor and adapt implementation based on data

Short-Term Outcomes

- Increased school staff knowledge of common symptoms of trauma and use of trauma-sensitive strategies
- Increased referrals of students identified for HWC support to the school's counselor(s)
- Increased school staff capacity and use of HWC implementation data to inform program improvement
- Increased numbers of students identified for HWC services referred from schools to external mental health service providers for additional trauma-informed counseling

Mid-Term Outcomes

- Improved student attendance
- Reduced number of behavioral incidents
- Increased number of students receiving counseling and mental health services to address symptoms of trauma

Long-Term Outcomes

- Sustained school staff use of continuous improvement processes and data for decisionmaking
- Improved student behavioral, attendance, and educational outcomes for all students

*HWC training includes a one-hour introductory training and a book study based on Massachusetts Advocates for Children report *Helping Traumatized Children Learn* or strategic planning activities to meet student needs.

Appendix B: Discussion Guide for Teachers

INSTRUCTIONS: Before each data review meeting, the teacher liaison will gather information about program implementation and classroom-level supports from a small group of teachers who worked with students identified for HWC support during the preceding cycle. This discussion guide provides questions that teacher liaisons can use to gather this information. The teacher liaison will share any prevalent themes from the discussion guide with the larger HWC school team during the data review meeting.

The teacher liaison has several options for gathering information from teachers:

- The teacher liaison may convene teachers for a 30–60 minute group discussion using the discussion guide below.
- The teacher liaison may ask teachers to use the discussion guide during a regularly scheduled meeting (such as a professional learning community meeting or grade-level team meeting) and share notes with the teacher liaison following the meeting.
- The teacher liaison may meet with teachers individually and note themes that surface across conversations.

Key Questions	Related Sub-questions	Notes
1. How many students in your classroom(s) were identified as needing HWC support this cycle?	To what degree were you prepared for that number of HWC notices? What did you observe about the timing of the notices? For example, did they tend to come after the weekend or holidays?	
2. Did you notice any changes in students after they were identified for HWC support?	What physical symptoms (such as headaches, tiredness) did students identified for HWC support display? How did you respond? What behavior changes did students identified for HWC support display? How did you respond? Were there changes in the academic engagement of students identified for HWC support? Did they exhibit more difficulty concentrating on tasks, or did they less reliably complete assignments? Have they performed differently than you expected?	

Key Questions	Related Sub-questions	Notes
3. Did you take any steps to provide additional supports to students identified for HWC support?	Did you incorporate any activities that would promote self-regulation, such as demonstrating relaxation and coping skills? Did you provide students identified for HWC support the opportunity to go to a safe space? How have you tried to build or maintain a caring relationship with students identified for HWC support? Did you refer these students to other resources or supports?	
4. What trauma-informed strategies did you use to support students identified for HWC support?	Which trauma-informed strategies did you use most frequently? Why? Which strategies seemed most effective? Why? Which strategies seemed least effective? Why? Do you want to try different strategies in the future if any of your students are identified for HWC support? If so, are you familiar with any particular strategies that you want to try? To what extent did you communicate with students' families about potential concerns? How did you build effective partnerships with families?	
5. What resources did you use to address students' needs?	Do you have any feedback on the process by which you referred students to counseling? How (if at all) did you collaborate with other teachers to support a particular student? How (if at all) did you collaborate with other school staff (such as school counselors, administrators, nurses) to support a particular student? In the future, what additional steps would you take to meet the needs of a student identified for HWC support?	
6. What would help you meet the needs of your students identified for HWC support?	What additional training or professional development could you benefit from? What questions do you have for (or what would you like to learn from) your teacher colleagues about their experiences or strategies supporting students? What processes, either related to HWC implementation or your classroom practices, could be improved to better support students?	

Appendix C: Example Data Collection and Review Schedules

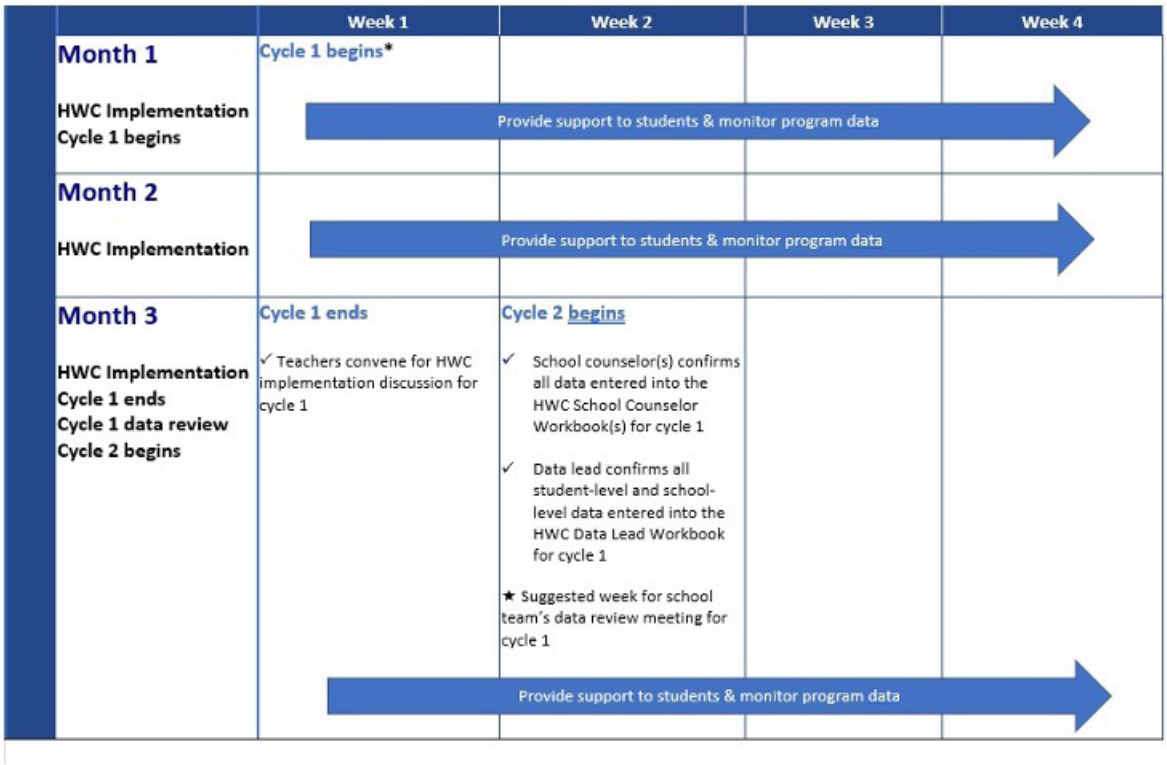
This appendix provides examples of a monthly (four week) and quarterly (nine week) schedule for program implementation, data collection, data entry, and data review. HWC school teams can customize this schedule to meet their local needs and chosen cycle length. While HWC implementation (including communication about HWC notices and referrals to school counselors) is ongoing, student outcome data collection, data entry, and preliminary data review ideally will occur as close to the date of the data review meeting as possible at the end of each cycle.

Monthly Data Collection and Review Schedule

	Mon	Tue	Wed	Thu	Fri
Week 1 **HWC Implementation Cycle 1 begins**	**1** Cycle 1 start date*	**2**	**3**	**4**	**5**
	Provide support to students & monitor program data				
Week 2 **HWC Implementation**	**8**	**9**	**10**	**11**	**12**
	Provide support to students & monitor program data				
Week 3 **HWC Implementation**	**15**	**16**	**17**	**18**	**19**
	Provide support to students & monitor program data				
Week 4 **HWC Implementation**	**22**	**23**	**24**	**25**	**26** ✓ Teachers convene for HWC implementation discussion for cycle 1
	Provide support to students & monitor program data				
Week 5 **HWC Implementation Cycle 1 ends Cycle 2 begins Cycle 1 data review**	**29** Cycle 1 end date ✓ School counselor(s) confirms all data entered into the HWC School Counselor Workbook(s) for cycle 1	**1** Cycle 2 start date ✓ Data lead confirms all student-level and school-level data entered into the HWC Data Lead Workbook for cycle 1	**2** ★ Suggested date for school team's monthly data review meeting for cycle 1	**3**	**4**
	Provide support to students & monitor program data				

* The data lead and counselor(s) input data about HWC notices and counseling referrals into the HWC Excel Workbooks as they receive them over the course of the cycle

Quarterly Data Collection and Review Schedule



* The data lead and counselor(s) input data about HWC notices and counseling referrals into the HWC Excel Workbooks as they receive them over the course of the cycle

Appendix D: Additional Resources for Educators on How to Support Students Experiencing Trauma

The resources in this appendix are intended to strengthen educators' knowledge about trauma and working with students who experience trauma. The resources provide educators with additional information on common trauma symptoms in students and helpful strategies for educators; how to use data to support students impacted by trauma; and terms for frameworks, initiatives, and approaches that address trauma. These materials were developed by the REL Appalachia Cross-State Collaborative to Support Schools in the Opioid Crisis (CCSSOC), under Contract No. ED-IES-17-C-0004. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Common Trauma Symptoms in Students and Helpful Strategies for Educators

Trauma can have a detrimental impact on students' functioning in the school setting.[1] Educators need tools to identify and support students who may have experienced or are currently experiencing traumatic stress.

The front of this handout lists common trauma symptoms grouped into the following categories: **physical**, **cognitive**, **social and emotional**, **language and communication**, and **learning**.[2] It is important to note that children can respond to trauma in many different ways and may not exhibit all of these symptoms. You can use this list to guide your thinking in identifying students who may have experienced trauma and providing or referring students to appropriate supports.

The back of this handout outlines strategies for working with students who may exhibit emotional or behavioral symptoms of trauma. You can use **preventative strategies** in everyday classroom interactions, **"in the moment" strategies** when students are in crisis, and **"after the moment" strategies**[3] after a student's behaviors and emotions have deescalated. These strategies generally target students' **safety**, **positive relationships**, and **self-regulation**, and are focused on **teaching appropriate skills** and **avoiding punishment** (which may re-traumatize students).

Physical

- Increased somatic complaints (e.g., headaches and stomachaches)
- Over- or under-reacting to stimuli (e.g., getting startled easily [or not at all] by bells, physical contact, doors slamming, sirens)
- Increased activity level (e.g., fidgeting, getting out of seat)
- Withdrawal from other people and activities

Cognitive

- Recreating the traumatic event (e.g., repeatedly talking about or "playing out" the event) or avoiding topics that serve as reminders
- Difficulties with executive function (e.g., impulse control, attention)
- Worry and fear about safety of self and others
- Dissociation (e.g., disconnected from surroundings, "spacing out")

Social and Emotional

- Rapid changes in heightened emotions (e.g., extremely sad to angry)
- Change in ability to interpret or respond appropriately to social cues
- Difficulties with emotion regulation and impulse control (e.g., angry outbursts, aggression, increased distress)
- Emotional numbness, isolation, and detachment

Language and Communication

- Language development delays and challenges
- Difficulties with expressive (e.g., expressing thoughts and feelings) and receptive language (e.g., understanding nonverbal cues)
- Difficulties with nonverbal communication (e.g., eye contact)
- Use of hurtful language (e.g., to keep others at a distance)

Learning

- Absenteeism and changes in academic performance/engagement
- Difficulties with authority, redirection, or criticism
- Difficulties listening and concentrating during instruction
- Difficulties with memory (e.g., may require more repetitions)
- Difficulties generalizing learned material in different contexts

[1] Honsinger & Brown, 2019.
[2] Symptoms adapted from Statman-Weil, 2015 and National Child Traumatic Stress Network Schools Committee, 2008.
[3] Strategies adapted from Honsinger & Brown, 2019.

PREVENTATIVE STRATEGIES

Safe and Predictable Environment

- **Create** a welcoming classroom environment (e.g., greet students by name, do show and tells)
- **Post** class expectations at the front of the classroom
- **Display** a daily schedule and explain any deviations
- **Prepare** students for transitions (e.g., give a signal)
- **Communicate** clear safety procedures

Relationship Building

- **Talk** to students about their hobbies and interests
- **Use** a respectful tone during interactions
- **Involve** students in developing behavior/safety plans
- **Try** the 2x10 strategy with challenging students (talk with the student for at least 2 minutes each day for 10 days in a row)

Self-Regulation

- **Incorporate** activities that build coping strategies (e.g. identifying and validating emotions, deep breathing)
- **Create** calming spaces or break times with constructive activities that are *not* used as a punishment/time-out
- **Model and practice** appropriate social skills
- **Teach** students how to name and scale their emotions (e.g. rate anger on a scale of 1-5)

"IN THE MOMENT" STRATEGIES

Safe and Predictable Environment

1. **Be aware** of the student's body language, tone of voice, and emotional state
2. **Direct** other students to follow outlined safety procedures
3. **Provide** student with the opportunity to go to a safe space (e.g., meditation room, counseling office)
4. **Alert** appropriate support staff, when necessary

Relationship Building

1. **Project** calmness while approaching student using verbal and nonverbal techniques (e.g., using a respectful tone, sitting beside the student instead of standing over them)
2. **Show** you are listening and giving your full attention
3. **Express** that you care for the student and that they are safe

Self-Regulation

1. **Relax** before responding (deep breath, count to 10)
2. **Encourage** student to use relaxation and coping skills, and "comfort" objects
3. **Validate** student emotions (e.g., "You seem frustrated right now. Is that correct?")
4. **Assist** the student in identifying reasonable and safe response options (e.g., go to the counselor's office)

When a student is in crisis, DO NOT:

- Argue or get into a power struggle
- Raise your voice
- Handle the situation in public or in front of student's peers
- Use punitive punishment

"AFTER THE MOMENT" STRATEGIES

- **Provide** students with a safe place to talk about what happened
- **Engage** in a discussion with the student that includes:
  - Praise for any relaxation or coping skills the student used
  - Appropriate responses and strategies to use if the situation arises again
  - Potential consequences or negative outcomes if negative behavior continues
  - Specific steps for successfully resuming the classroom routine
- **Refer** students to other resources and supports or notify appropriate school support staff, when necessary

References

Honsinger, C., & Brown, M. H. (2019). Preparing trauma-sensitive teachers: Strategies for teacher educators. *Teacher Educators' Journal*, *12*, 129-152.

National Child Traumatic Stress Network Schools Committee. (2008, October). *Child trauma toolkit for educators*. Los, Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

Statman-Weil, K. (2015). Creating trauma-sensitive classrooms. *Young Children, 70*(2), 72-79.

Using Data to Support Students Experiencing Trauma

Educators and support staff at all levels can explore and use data to support students experiencing trauma. Individual and aggregate data can help identify students at risk for traumatic stress; students' relevant strengths and needs; and school and community contexts that may impact students' well-being. Ultimately, this information can influence programming to foster more supportive and positive school environments. In this handout, we present different types of data available (at both individual and aggregate levels), who potentially can use the data, and how the data can be used.

What data are available?

There are **different types of individual and aggregate data available** and remembering the **ABCDSSS** can help. It is important to note that data need to be examined holistically, considering the larger context and other types of data available. For example, students experiencing trauma at home may not exhibit any academic or behavioral issues if the school environment and staff are supportive.

Data type	Information	Data source examples
Academic	Traumatic stress may impact students' learning and academic progress and outcomes.	• State and national assessments • Grade point average (GPA) • Formative assessments • Teacher surveys
Behavior	Students experiencing trauma may exhibit externalizing (e.g., disruptive behaviors) or internalizing (e.g., withdrawal) behaviors.	• Attendance • Disciplinary referrals • School nurse visits • Teacher/staff observations
Community	Students may experience ongoing traumatic events in their lives outside of the school environment.	• Community crime rates • Community overdose data • Census data (e.g., poverty)
Demographic	Students have different experiences, needs, and strengths based on their backgrounds, circumstances, and identities.	• Race/ethnicity • Free or reduced-price lunch status • English Learner (EL) status • Foster care status • Homelessness
Survey & screening	Traumatic stress may be associated with various mental health and behavioral concerns and needs.	• Youth risk behavior surveys • Mental health screeners • Student engagement surveys
School	School climate and culture may impact students' safety and well-being.	• Climate surveys • Graduation and dropout rates • Focus groups with families, students, and staff

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Data type	Information	Data source examples
Staff	Staff availability, capacity, and well-being may impact staff-student relationships and students' experiences at school.	• Staff questionnaires on attitudes and knowledge about trauma • Staff demographics and assignments • Staff well-being surveys

Who will use the data and why?

Once you identify available and relevant data, consider ***who*** will access, analyze, or review the data and for ***what purpose(s)***. The table below is adapted from the REL Mid-Atlantic's Data-driven decisionmaking in education agencies infographic.

Who will access, analyze, or review the data	For what purposes
Classroom teachers	• Assessing the needs, strengths, progress, and performance of students • Developing and revising classroom instruction to support all students' social-emotional and behavioral well-being, including students experiencing trauma • Understanding attitudes, perceptions, and knowledge about trauma to identify areas of strength and growth
School administrators	• Assessing the needs, strengths, progress, and performance of staff and students • Developing and revising school plans, targets, and goals to support all students' social-emotional and behavioral well-being, including students experiencing trauma • Monitoring the implementation and impact of school practices, programs, and policies
Superintendents, school boards, district staff	• Assessing the needs, strengths, progress, and performance of schools, staff, and students • Developing and revising district curricula, plans, targets, and goals designed to support all students' social-emotional and behavioral well-being, including students experiencing trauma • Monitoring the implementation and impact of school practices, programs, and policies
State education agency officials	• Evaluating the implementation and impact of programs designed to support all students' social-emotional and behavioral well-being, including students experiencing trauma • Developing and revising state curricula and goals

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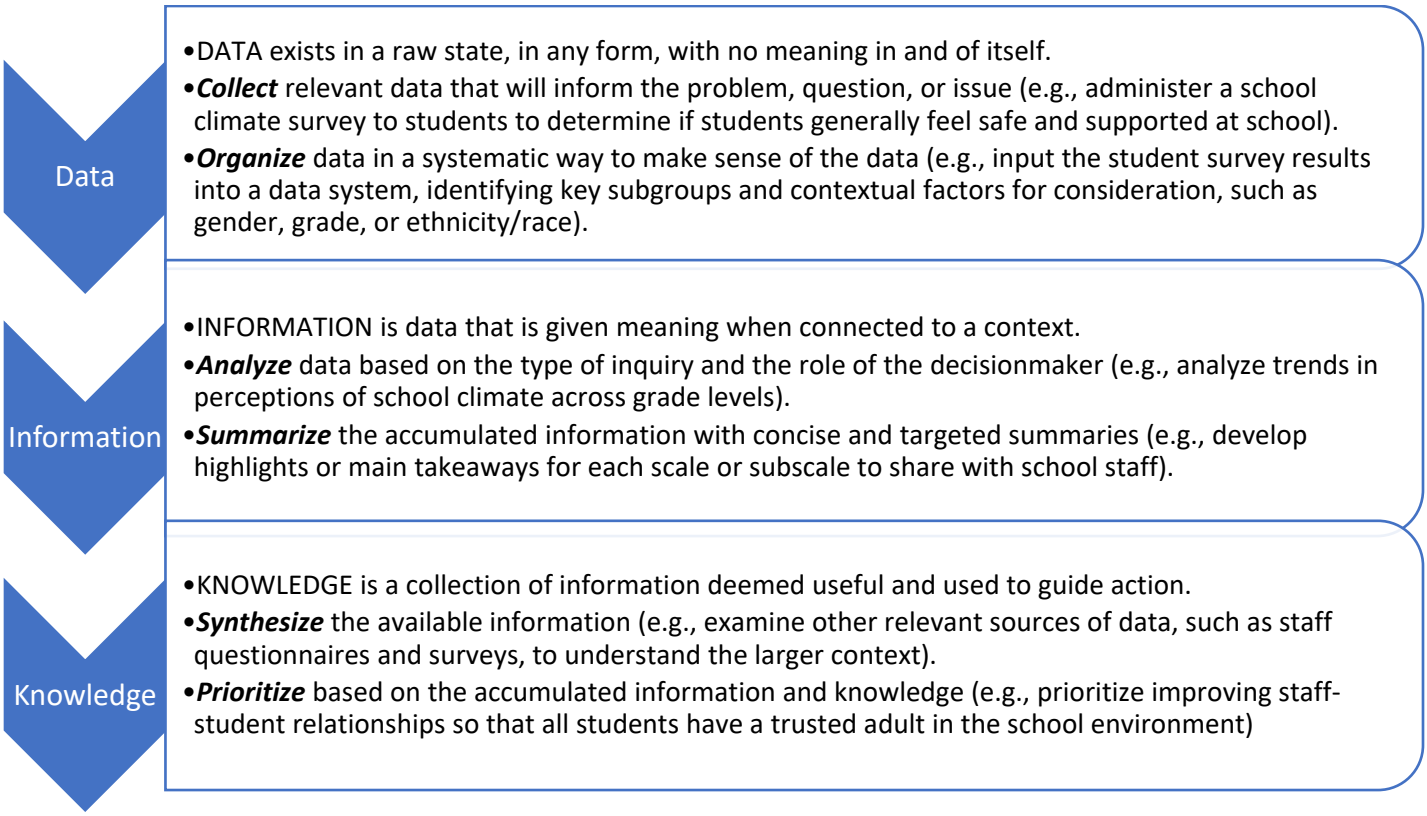
How can you use the data to make decisions?

Once you have identified who will use the data and for what purpose(s), consider **how to use the data** for decisionmaking. Mandinach, Honey, and Light (2006) presented a conceptual framework for data-driven decisionmaking in which raw **data** are transformed to **information** and ultimately to **knowledge** that can be applied in decisionmaking. The data to knowledge continuum includes six skills/actions that are crucial to each level of the process, including the following: "collect" and "organize" at the data level, "analyze" and "summarize" at the information level, and "synthesize" and "prioritize" at the knowledge level. More details are available in the paper (see pages 8–9 in particular).



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References and additional resources

James Bell Associates. (2018). *Guide to data-driven decision making: Using data to inform practice and policy decisions in child welfare organizations*. U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. https://www.jbassoc.com/wp-content/uploads/2018/05/Guide-to-Data-Driven-Decision-Making.pdf

- While the guide is designed primarily for child welfare agencies and professionals, other organizations that serve children and families, including schools, may find the guide to be useful in understanding the general process of data-driven decisionmaking, including identifying key questions to be answered (e.g., developing a theory of change and logic model), collecting and analyzing relevant data (e.g., ensuring high quality data), communicating results to key decisionmakers (e.g., identifying the target audience), and refining processes, organizations, or systems by assessing outcomes. The guide discusses primary (e.g., surveys, observations, interviews, focus groups) and secondary (e.g., national data systems, community crime records) data on mental health, substance use, child development, and maltreatment risk that are associated with trauma.

Mandinach, E. B., Honey, M., & Light, D. (2006, April 9). *A theoretical framework for data-driven decision making* [Paper]. AERA annual meeting, San Francisco, CA, United States. http://cct.edc.org/sites/cct.edc.org/files/publications/DataFrame_AERA06.pdf

- This paper discusses a framework for data-driven decisionmaking across the classroom, school, and district levels. The examples provided focus mainly on academic and learning outcomes, but the paper provides an overarching conceptual model of how data can be used in different ways by education stakeholders for cross-level decisionmaking.

REL Mid-Atlantic. (n.d.). *Research review: Data-driven decision making in education agencies*. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/Data_Use_Infographic.pdf

- This infographic provides information about using data in education, including identifying relevant and diagnostic data and who will use the data and for what purpose, and also highlights the importance of relevant and diagnostic (reliable and valid) data. The infographic focuses on data on academic and learning skills but provides helpful general guidance on meaningful and careful use of data.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2009). *Implementing data-Informed decision making in schools: Teacher access, supports and use.* https://files.eric.ed.gov/fulltext/ED504191.pdf

- This report provides information about school and district data practices and systems, district and school supports for data-informed decisionmaking, types of data available for teachers, and preparation of teachers for data use. The report discusses a range of data available to teachers, mostly focusing on academic and learning outcomes, as well as some behavioral data (e.g., attendance) that can be used with other sources of data to identify strengths and needs of students experiencing trauma.

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GLOSSARY: Common terms for frameworks, initiatives, and approaches that address trauma

This glossary includes definitions of four commonly used terms that refer to frameworks, initiatives, and approaches that address trauma. It is intended to provide an overarching understanding of these terms based on current research and practice to inform your work in supporting students experiencing trauma. There is much overlap across these terms, as they are highly related, and the glossary should not necessarily be viewed as a continuum.

Trauma-informed	Trauma-sensitive	Trauma-responsive	Trauma-skilled
• Term originated in the **behavioral health field** and refers to **organizational** initiatives and practices, including at schools.[5] • A **broad framework** for delivery of services in a way that incorporates an **understanding of trauma and its impacts** across populations, settings, and systems.[1, 5] • **Comprises 4 Rs**: a program, organization, or system that **realizes** the widespread impact of trauma; **recognizes** signs and symptoms of trauma; **responds** by integrating knowledge of trauma into policies, procedures, and practices, and seeks to **resist re-traumatization**.[4, 5] • **Practices 6 fundamental principles**: (1) safety; (2) trustworthiness and transparency; (3) peer support; (4) collaboration and mutuality; (5) empowerment, voice, and choice; and (6) cultural, historical, and gender issues.[5]	• Largely refers to **school-based** initiatives and practices.[1] • Includes ongoing efforts that may require **shifts or changes** in overarching **vision/mission, perspectives, practices, and policies.**[3] • All aspects of the **school culture and environment** including staff professional development; engagement with families, staff, and students; and policies and procedures are grounded in **an understanding of trauma and its impacts**.[3] • School staff better **recognize potential symptoms of trauma**, which impacts daily interactions and classroom practices.[3] • Promotes resiliency and coping skills for all students (**Tier 1**).[4] • Appropriately refers students experiencing potential symptoms of trauma for additional (**Tier 2–3**) supports.[4]	• Refers to **organizational** initiatives and practices, including at schools.[3] • Provides **targeted practices and supports** for individuals who are experiencing potential trauma symptoms.[3] • Generally involves **highly-trained specialists** (such as behavioral specialists or mental health professionals) who provide relevant services (such as screening and assessment, referrals, and intervention programs).[3, 6] • Corresponds to changes in **structures, practices, policies, and procedures.**[6]	• Largely refers to **school-based** initiatives that **equip individuals** with the skills they need to address trauma-related issues.[2] • **Systematic, shared understanding and approach** and **common language** around trauma across **all individuals** in a program, organization, or system.[2] • All staff implement **consistent, proactive, and deliberate behaviors and practices** to support all students, with a focus on students impacted by trauma.[2]

See the resources below for more information:

[1] American Institutes for Research (2020). *Trauma-sensitive schools training package*. National Center on Safe Supportive Learning Environments. https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package

[2] Gailer, J., Addis, S., & Dunlap, L. (2018). *Improving school outcomes for trauma-impacted students*. National Dropout Prevention Center. http://dropoutprevention.org/wp-content/uploads/2018/10/Trauma-Skilled-Schools-Model-Final-I.pdf

[3] Missouri Department of Mental Health and Partners. (2019). *The Missouri model: A developmental framework for trauma informed approaches*. https://dmh.mo.gov/media/pdf/missouri-model-developmental-framework-trauma-informed-approaches

[4] National Child Traumatic Stress Network. (2017). *Creating, supporting, and sustaining trauma-informed schools: a system framework*. https://www.nctsn.org/sites/default/files/resources/creating_supporting_sustaining_trauma_informed_schools_a_systems_framework.pdf

[5] Substance Abuse and Mental Health Services Administration (SAMHSA). (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4884.pdf

[6] Wisconsin Children's Mental Health Collective Impact (2017). *The Wisconsin continuum of trauma-informed care*. https://children.wi.gov/Documents/TICWisconsinModel2017.pdf

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Appendix E: Guidance on Monitoring Student Achievement

Handle With Care (HWC) school teams work with teachers and students to reduce the negative effects of trauma on school attendance, behavior, and achievement. As explained in the *Guide*, HWC school teams monitor attendance and behavior each cycle using the most current information available in state, district, or school education data systems. Although HWC school teams should also monitor student achievement, the availability of achievement data varies across school grade bands and data systems. For instance, although letter grades and/or GPAs may be available at all grades, these metrics are more common and updated more regularly at secondary grade levels.

School teams should regularly review achievement data for students identified for HWC support and offer appropriate support to students who demonstrate a drop in achievement before more serious academic problems may arise. This appendix offers guidance on how to monitor student achievement, recognizing that each school team will need to assess the local availability of achievement data.

Data Availability and Recommendations

HWC school teams with access to GPAs should consider using these data to monitor achievement across groups in the school. Although interim and/or annual state assessment data may be available for some grades and subject areas, these data are not easily averaged across all students, as not all students take the same state assessments across grades, and the data are not updated regularly enough to meaningfully assess academic downturns. School teams without access to GPAs or other numerical average achievement scores should use the Discussion Guide for Teachers (Appendix B) to collect information about the academic performance of students identified for HWC support during the given cycle.

Each HWC school team should determine the most meaningful average achievement score to enter and examine for each of the three groups (the Cycle HWC Group, the Cumulative HWC Group, and the Schoolwide Group) in the HWC Data Lead Workbook each cycle. School teams who use this metric must convert letter grades to numerical values before entering the data.

Setting up the Data Lead for Success

HWC data leads should prepare to monitor student achievement data by reviewing the following questions to assess their data access, training, and resource needs:

1. What data system(s) will I need to use? *HWC data leads may have access to state, district, and school data systems. HWC data leads will need to review data systems to determine the achievement data they offer.*
2. Do I have access to the data system(s), or can I work with someone (i.e., a data steward) to access the relevant data for me? *HWC data leads need access to the achievement data used for monitoring HWC student outcome data.*

3. How often are the data in the system(s) updated? Does the schedule of updates sync with our data-review cycles? *HWC data leads should determine if data availability syncs with the data-review cycle (such as monthly) established by the HWC school team. For example, if your district maintains a local data system that is updated more frequently than the state longitudinal data system, you may want to use the timelier achievement data to monitor HWC implementation.*
4. Can I create and save groups of students in the data system(s), either on my own or with support from a data steward? *HWC data leads will need to create the three types of groups (i.e., Cycle HWC Group, Cumulative HWC Group, Schoolwide Group) to monitor student achievement each cycle.*
5. Am I proficient at using the data system(s), and/or do I have access to the necessary training or support? *HWC data leads are responsible for using data systems to update and review data each cycle with school teams.*

Potential Limitations of Achievement Data

HWC school teams should be aware of two primary limitations to monitoring achievement data to understand HWC program implementation and its relation to student outcomes. First, achievement data are useful when they are updated in sync with each cycle review. For instance, if achievement data are updated quarterly but cycle reviews occur monthly, HWC school teams should examine achievement data only after each quarter.[1] Second, it may be difficult to compare achievement data if the composition of HWC student groups is not representative of the entire student body. For instance, if all elementary students identified for HWC support are in grades K–2, it may not be helpful to compare their achievement to all students in the K–6 school.

If either limitation applies, HWC school teams should consider using the Discussion Guide for Teachers (appendix B) to collect information about the academic performance of students identified for HWC support during the given cycle.

Making Meaning of Achievement Data

HWC school teams should keep in mind that observable differences in achievement data across student groups may be unrelated to their HWC status. Teams must be wary of drawing conclusions about the impact of the HWC program based on these aggregate data alone. The value of reviewing such data during any given cycle lies in following up in ways that can deepen the team's understanding of students' strengths and needs and how school staff are implementing the HWC program. For example, we encourage HWC school teams to examine additional data and information about individual students identified for HWC support to further assess their needs and strengths, engage in meaningful discussions with teachers and other school and community partners about their professional development resources and needs, and adapt HWC program implementation to support improvement in trauma-informed practices, school policies, and student outcomes.

[1] HWC school teams should continue regular data reviews of attendance and behavior during each planned review cycle even if achievement data are not updated as regularly.

Appendix F: HWC School Counselor Workbook Instructions

This appendix provides instructions for using the Handle With Care Excel Workbook for School Counselors (HWC School Counselor Workbook). This guidance includes an overview of the workbook, followed by information about initial workbook setup, workbook use, and end-of-year workbook closeout.

Workbook overview

School counselors use the HWC School Counselor Workbook to monitor school counseling and mental health referrals for students identified for HWC support and to collect information to report to the HWC data lead and school team. The workbook consists of a series of labeled worksheets, in order of expected chronological usage.

The first worksheet, the Instructions tab, is a view-only tab with guidance on how to use the workbook. The second worksheet, the Header tab, is a data-entry tab for setting up the workbook. The third worksheet, the Summary tab, is an auto-populate tab that summarizes information from subsequent data-entry tabs about school counseling and mental health referrals; school counselors will share the information from this tab with the HWC data lead and school team. Worksheets 4 through 14 are Cycle data-entry tabs for documenting school counseling and external mental health referrals for students identified for HWC support. There are eleven *Cycle* tabs, one for each cycle during the school year. There is no tab in the workbook for the Summer cycle because school counselors do not meet with students in the summer. Exhibit F-1 summarizes information about each worksheet in the workbook.

Exhibit F-1: HWC School Counselor Workbook tabs

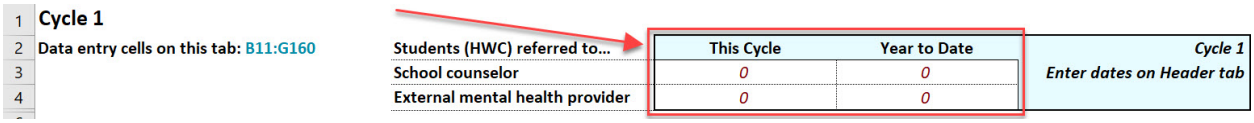
Tab #	Tab Name	Purpose	Description	Action step
1	Instructions	View-only tab	Instructions for how to use the HWC School Counselor Workbook	Data leads and school counselors review the instructions for the HWC School Counselor Workbook at the start of each school year and refer to them throughout the year as needed.
2	Header	Data-entry tab	Data entry for the length of cycles for the year	The data lead completes the Header tab before sending the HWC School Counselor Workbook to the school counselor(s) to ensure consistency between the HWC data-monitoring workbooks at the start of the school year.

Tab #	Tab Name	Purpose	Description	Action step
3	Summary	Auto-populate tab	Chart that auto-populates with an overview of data for school counseling and external mental health referrals collected on the Cycle tabs	School counselors share the chart on the Summary tab with the HWC data lead at the end of each cycle.
4-14	Cycle 1–Cycle 11	Data-entry tabs	Data entry for school counseling and external mental health referral data for students identified for HWC support each cycle	School counselors enter school counseling and external mental health referral data each cycle. Cycle 1 is a required tab. Cycles 2–11 are optional data-entry tabs, depending on the number of data-collection cycles the HWC school team establishes at the start of the school year. The Guide recommends HWC school teams establish at least one data-collection cycle per grading period.

To support ease of use beyond the direct labeling of worksheets and instructions about data entry in cells, the HWC School Counselor Workbook offers a color-coding schema that users may find helpful.

1. A blank white cell indicates that data will auto-populate into the cell (exhibit F-2).

Exhibit F-2. Blank white auto-populate cells



2. A yellow cell indicates that data entry is required in that cell. You can enter data by selecting an option from a drop-down menu or by typing data directly (exhibit F-3).

Exhibit F-3. Required yellow data-entry cells

Cycle 1

Data entry cells on this tab: B11:G160

Students (HWC) referred to...	This Cycle	Year to Date	*Cycle 1*
School counselor	*0*	*0*	*Enter dates on Header tab*
External mental health provider	*0*	*0*	

	Student ID	Date(s) of referral	Referring teacher name(s)	Number of Teacher Referrals for this student this cycle	Number of Counseling Sessions with this student this cycle	Did you refer this student to an external mental health provider (this cycle)?
	[Enter text or number]	[m/d/yy; m/d/yy...]	[Last, First Initial; Last, First Initial;...]	[Enter number]	[Enter number]	[Select Yes / No]
	(required)	*(optional)*	*(optional)*	*(optional)*	*(optional)*	*(required)*
Example:	*P2345*	*1/2/21; 1/3/21*	*Smith, J; Jones, B*	*2*	*3*	*Yes*
1						
2						
3						
4						
5						

3. An orange cell indicates that data entry is optional in that cell (exhibit F-4).

Exhibit F-4: Optional orange data-entry cells

Student ID	Date(s) of referral	Referring teacher name(s)	Number of Teacher Referrals for this student this cycle	Number of Counseling Sessions with this student this cycle	Did you refer this student to an external mental health provider (this cycle)?
[Enter text or number]	[m/d/yy; m/d/yy...]	[Last, First Initial; Last, First Initial;...]	[Enter number]	[Enter number]	[Select Yes / No]
(required)	*(optional)*	*(optional)*	*(optional)*	*(optional)*	*(required)*
P2345	*1/2/21; 1/3/21*	*Smith, J; Jones, B*	*2*	*3*	*Yes*

Workbook setup

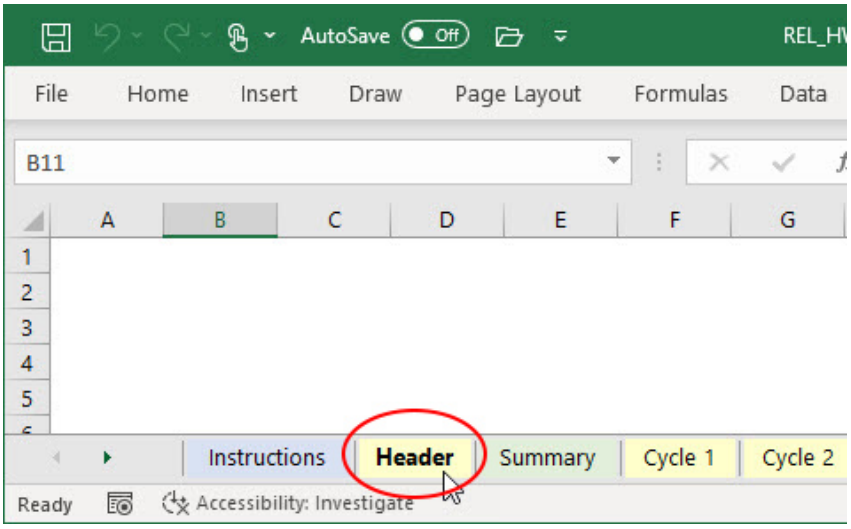
This section outlines the steps required to set up the HWC School Counselor Workbook to monitor school counseling and mental health referrals for students identified for HWC support. The HWC data lead should set up the HWC School Counselor Workbook(s) before sharing the document with school counselor(s) to ensure consistency between all HWC Excel workbooks.

To set up the HWC School Counselor Workbook, first review the *Instructions* tab to familiarize yourself with the workbook content. Refer to the steps in the next section to complete the *Header* tab, which contains the information needed to ensure consistency between the HWC Data Lead and all HWC School Counselor Workbooks.

Completing the Header tab:

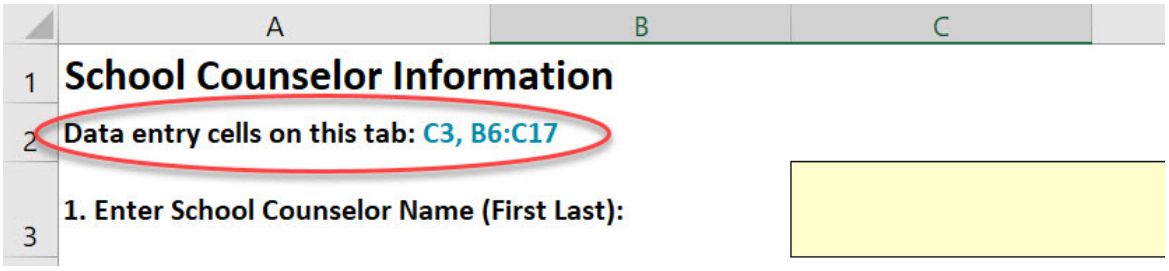
1. Open the HWC School Counselor Workbook and navigate to the Header tab (exhibit F-5).

Exhibit F-5. Navigate to the Header tab



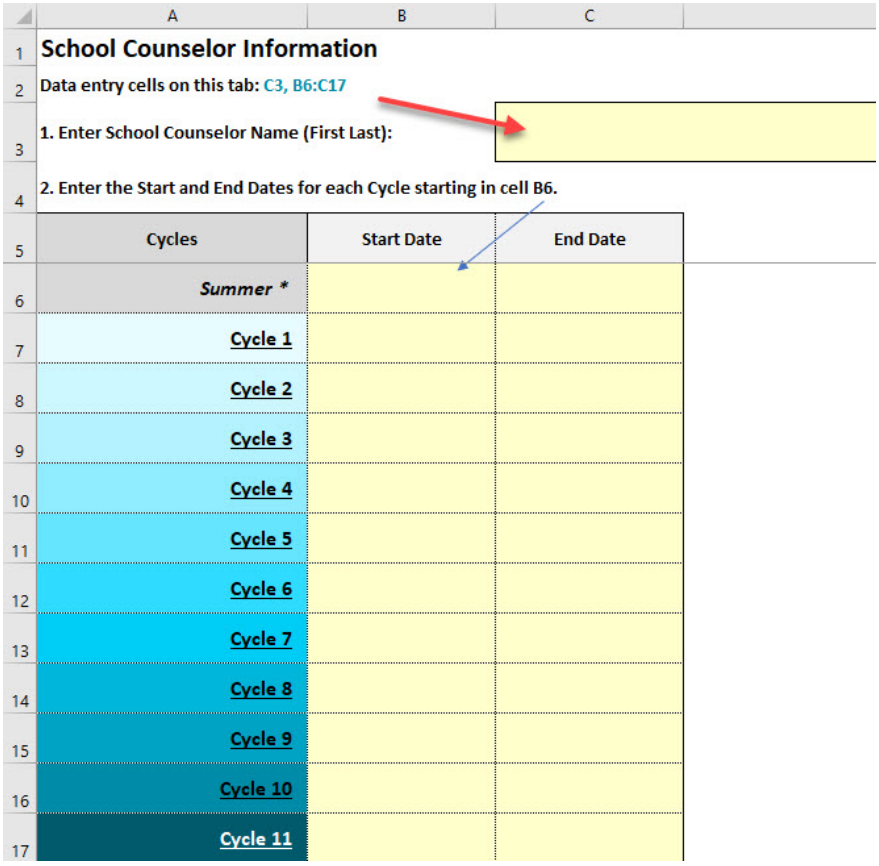
2. Notice the data entry cells specified in cell A2 for this tab (exhibit F-6).

Exhibit F-6. Notice the list of data entry cells



3. Enter the school counselor name in cell C3 (exhibit F-7).

Exhibit F-7. Enter the school counselor name



	A	B	C
1	**School Counselor Information**		
2	**Data entry cells on this tab: C3, B6:C17**		
3	**1. Enter School Counselor Name (First Last):**		
4	**2. Enter the Start and End Dates for each Cycle starting in cell B6.**		
5	**Cycles**	**Start Date**	**End Date**
6	***Summer ****		
7	**Cycle 1**		
8	**Cycle 2**		
9	**Cycle 3**		
10	**Cycle 4**		
11	**Cycle 5**		
12	**Cycle 6**		
13	**Cycle 7**		
14	**Cycle 8**		
15	**Cycle 9**		
16	**Cycle 10**		
17	**Cycle 11**		

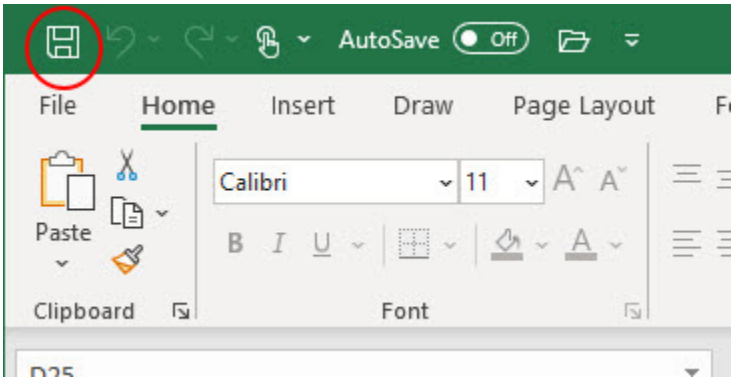
4. Enter the start and end date for each cycle, starting in cell B6. Note: Although the HWC Data Lead Workbook includes the option to document HWC notices over the summer, there is no separate tab in the HWC School Counselor Workbook for the summer cycle, because students are not in school to attend counseling sessions. If your school team is monitoring HWC notices over the summer, include the start and end dates for the "Summer Cycle" in the Header tab to ensure the dates for each cycle are consistent across all HWC data-monitoring workbooks (exhibit F-8).

Exhibit F-8. Enter the start and end date for each cycle

	A	B	C
1	**School Counselor Information**		
2	**Data entry cells on this tab:** C3, B6:C17		
3	**1. Enter School Counselor Name (First Last):**		
4	**2. Enter the Start and End Dates for each Cycle starting in cell B6.**		
5	**Cycles**	**Start Date**	**End Date**
6	***Summer****		
7	**Cycle 1**		
8	**Cycle 2**		
9	**Cycle 3**		
10	**Cycle 4**		
11	**Cycle 5**		
12	**Cycle 6**		
13	**Cycle 7**		
14	**Cycle 8**		
15	**Cycle 9**		
16	**Cycle 10**		
17	**Cycle 11**		

5. Save the workbook and create a copy for each school counselor who will work with students identified for HWC support.[1] Be sure to change the school counselor name before saving each copy[2] (exhibit F-9).

Exhibit F-9. Save the workbook



Once the HWC data lead has completed the initial workbook setup, the school counselor(s) will use the step-by-step instructions in the next section to monitor school counseling and external mental health referrals and send referral summary data to the HWC data lead after each cycle. Each school counselor who works with students identified for HWC support should maintain their own unique copy of the HWC School Counselor Workbook, as provided by the HWC data lead. Be sure to save the file in a location that adheres to your school's and district's guidance on protecting student privacy.

[1] If student assignments to school counselors change over the course of the school year, the HWC data lead and school counselor(s) should collaborate to ensure proper transfer of responsibilities for service provision and data-collection activities for students identified for HWC support.

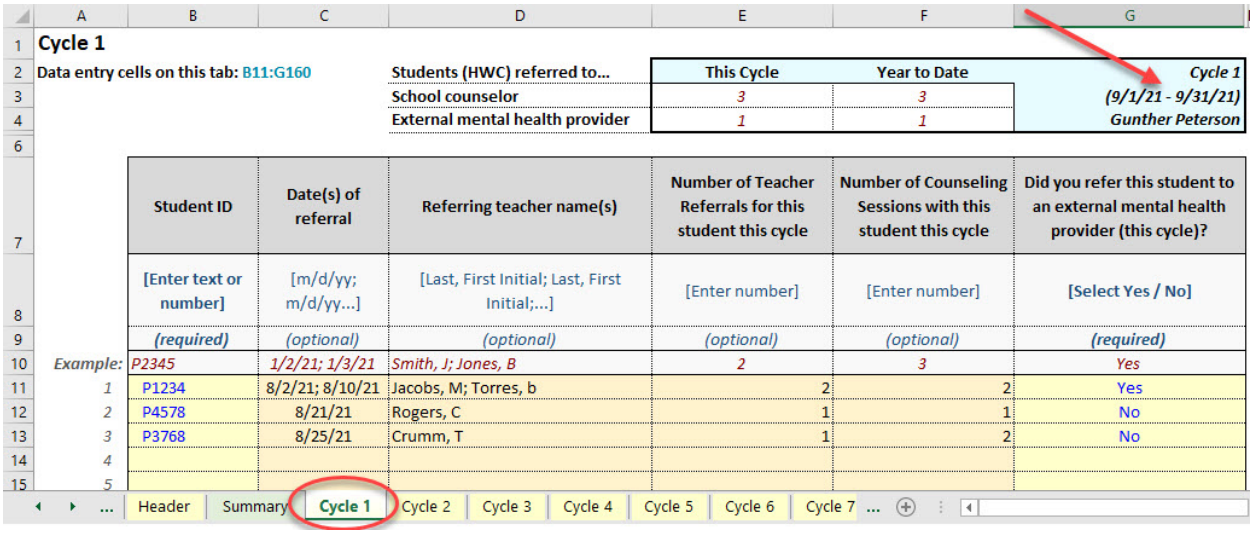
[2] We recommend that each school counselor or the HWC data lead save a copy of each file using a consistent naming convention. For example, save files using a file name that includes the relevant school year and the last name of each counselor, such as "HWC School Counselor Workbook_LastnameCounselor1_2021–22."

Workbook use: Step-by-step instructions

Below are step-by-step instructions for entering data in the HWC School Counselor Workbook.

1. Open the HWC School Counselor Workbook and navigate to the appropriate tab for the current cycle. You can check the start and end dates of each cycle in cell G3 of each *Cycle* tab (exhibit F-10).

Exhibit F-10. Navigate to the current cycle



Cycle 1

Data entry cells on this tab: B11:G160

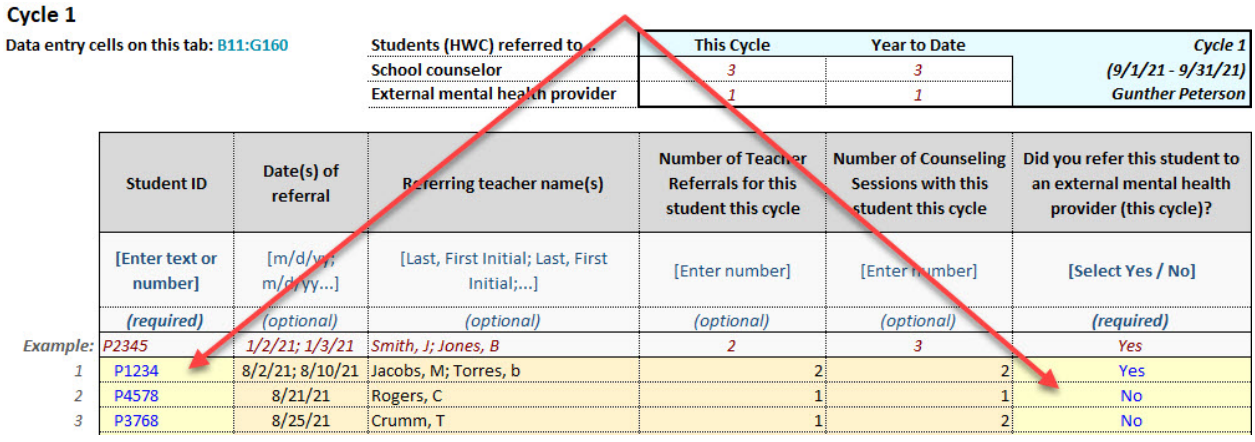
Students (HWC) referred to...	This Cycle	Year to Date	*Cycle 1*
School counselor	*3*	*3*	*(9/1/21 - 9/31/21)*
External mental health provider	*1*	*1*	*Gunther Peterson*

	Student ID	Date(s) of referral	Referring teacher name(s)	Number of Teacher Referrals for this student this cycle	Number of Counseling Sessions with this student this cycle	Did you refer this student to an external mental health provider (this cycle)?
	[Enter text or number]	[m/d/yy; m/d/yy...]	[Last, First Initial; Last, First Initial;...]	[Enter number]	[Enter number]	[Select Yes / No]
	(required)	*(optional)*	*(optional)*	*(optional)*	*(optional)*	*(required)*
Example:	*P2345*	*1/2/21; 1/3/21*	*Smith, J; Jones, B*	*2*	*3*	*Yes*
1	P1234	8/2/21; 8/10/21	Jacobs, M; Torres, b	2	2	Yes
2	P4578	8/21/21	Rogers, C	1	1	No
3	P3768	8/25/21	Crumm, T	1	2	No
4						
5						

Header | Summary | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Cycle 5 | Cycle 6 | Cycle 7

2. On the current *Cycle* tab, input required data for each school counseling and external mental health referral submitted to you for students identified for HWC support during that cycle. Required data includes the student ID and whether the student was referred to an external mental health provider during that cycle. Enter required data in the cells in columns B and G, using a blank row for each new student, beginning with the first row in the table, in cell B11 (exhibit F-11). If a student receives multiple referrals to school counseling in a single cycle, you do not need to create a new entry row for the student; rather, enter the new date in the date column (column C), separating dates with a semicolon. Be sure to follow the format guidance (for example, m/d/yy) to ensure consistent data entry. If the student is referred by a different teacher, enter the new teacher's name, separating it from the prior teacher's name with a semicolon (column D).

Exhibit F-11. Input required data



Cycle 1

Data entry cells on this tab: B11:G160

Students (HWC) referred to...	This Cycle	Year to Date	*Cycle 1*
School counselor	*3*	*3*	*(9/1/21 - 9/31/21)*
External mental health provider	*1*	*1*	*Gunther Peterson*

	Student ID	Date(s) of referral	Referring teacher name(s)	Number of Teacher Referrals for this student this cycle	Number of Counseling Sessions with this student this cycle	Did you refer this student to an external mental health provider (this cycle)?
	[Enter text or number]	[m/d/yy; m/d/yy...]	[Last, First Initial; Last, First Initial;...]	[Enter number]	[Enter number]	[Select Yes / No]
	(required)	*(optional)*	*(optional)*	*(optional)*	*(optional)*	*(required)*
Example:	*P2345*	*1/2/21; 1/3/21*	*Smith, J; Jones, B*	*2*	*3*	*Yes*
1	P1234	8/2/21; 8/10/21	Jacobs, M; Torres, b	2	2	Yes
2	P4578	8/21/21	Rogers, C	1	1	No
3	P3768	8/25/21	Crumm, T	1	2	No

3. Consider inputting additional optional data for each student identified for HWC support referred to you each cycle in columns C through F (exhibit F-12). Optional data include date(s) of referral, referring teacher(s), total number of teacher referrals, and total number of school counseling sessions during the current cycle. The optional data may be useful to you over time, particularly in identifying trends in resources required to support students identified for HWC support. These optional data do not affect the summary statistics you report to the HWC data lead.

Exhibit F-12. Input optional data

Cycle 1

Data entry cells on this tab: B11:G160

Students (HWC) referred to...	This Cycle	Year to Date	*Cycle 1*
School counselor	*3*	*3*	*(9/1/21 - 9/31/21)*
External mental health provider	*1*	*1*	*Gunther Peterson*

	Student ID	Date(s) of referral	Referring teacher name(s)	Number of Teacher Referrals for this student this cycle	Number of Counseling Sessions with this student this cycle	Did you refer this student to an external mental health provider (this cycle)?
	[Enter text or number]	[m/d/yy; m/d/yy...]	[Last, First Initial; Last, First Initial;...]	[Enter number]	[Enter number]	[Select Yes / No]
	(required)	*(optional)*	*(optional)*	*(optional)*	*(optional)*	*(required)*
Example:	*P2345*	*1/2/21; 1/3/21*	*Smith, J; Jones, B*	*2*	*3*	*Yes*
1	P1234	8/2/21; 8/10/21	Jacobs, M; Torres, b	2	2	Yes
2	P4578	8/21/21	Rogers, C	1	1	No
3	P3768	8/25/21	Crumm, T	1	2	No

4. Cells E3, E4, F3, and F4 will auto-populate with the summary information for the cycle (exhibit F-13).

Exhibit F-13. Auto-populate cells

Students (HWC) referred to...	This Cycle	Year to Date	*Cycle 1*
School counselor	*3*	*3*	*(9/1/21 - 9/30/21)*
External mental health provider	*1*	*1*	*Gunther Peterson*

Sharing information with the HWC data lead:

At the end of the cycle, find the *Summary* tab. Share the number of students referred for school counseling services and the number of students referred to external mental health services for that cycle (exhibit F-14) with the HWC data lead, using the agreed-upon method consistent with data security and student privacy policies.

Exhibit F-14. Summary tab

Summary: Referrals to School Counselor and to External Mental Health Provider for each Cycle and Year to Date

Data entry cells on this tab: none

Instructions for School Counselor:

The values in cells C10:D31 are used in the Data Lead Workbook.
Copy the entire chart in cells A9:D31.
Paste the chart into an email or into a separate spreadsheet.
Send the chart to your school's HWC Data Lead using the agreed-upon method consistent with data security and student privacy policies.

	Gunther Peterson	This Cycle	Year To Date
Cycle 1	School Counselor	3	3
	External Mental Health Provider	1	1
Cycle 2	School Counselor		3
	External Mental Health Provider		1
Cycle 3	School Counselor		3
	External Mental Health Provider		1
Cycle 4	School Counselor		3
	External Mental Health Provider		1
Cycle 5	School Counselor		3
	External Mental Health Provider		1
Cycle 6	School Counselor		3
	External Mental Health Provider		1
Cycle 7	School Counselor		3
	External Mental Health Provider		1
Cycle 8	School Counselor		3
	External Mental Health Provider		1
Cycle 9	School Counselor		3
	External Mental Health Provider		1
Cycle 10	School Counselor		3
	External Mental Health Provider		1
Cycle 11	School Counselor		3
	External Mental Health Provider		1

Workbook Closeout

The HWC program requires that a student's designation as "eligible for HWC support" apply only to the current school year and not be included in that student's permanent record. Therefore, HWC school teams and school counselors will document and monitor school counseling and referrals for external mental health support services for students identified for HWC support for the given school year only. At the end of the school year, delete and/or dispose of any copies of the HWC School Counselor Workbook for that school year.

Appendix G: Handle With Care Monitoring Sheet for School Counselors

School Counselor Name: _____ Cycle Start Date: _____Cycle End Date: _____

Part 1. HWC Referral Documentation

Instructions: Input data for the school counseling referrals you received for each student identified for HWC support during this cycle.[1] Each row corresponds to one referral; input information for students who receive multiple referrals in this cycle in multiple rows. Please adhere to the district and school policies for data security and storage when entering, storing, and sharing data, treating this HWC program information with sensitivity and confidentiality.[2]

(A) Student ID	(B) Date of referral	(C) Referring teacher name	(D) Number of counseling sessions with this student this cycle	(E) Did you refer this student to an external mental health provider[3] (this cycle)?

[1] School counselors may use this document in lieu of the Handle With Care Excel Workbook for School Counselors.

[2] Protecting the privacy of student data is a very serious matter. Multiple protections are often in place that outline the roles and responsibilities of educational staff across federal, state, and local education contexts. School personnel should follow all applicable student privacy regulations in their state. To protect student privacy, all school officials and authorized partners with access to information that identifies individual students — whether directly or indirectly — must take all reasonable precautions to keep the information safe and avoid unauthorized disclosures. Only those with a legitimate educational interest should have access to student data, and then only to the information necessary to carry out their job responsibilities. Please exercise all due caution when accessing, handling, or using student information, particularly for the most vulnerable students. For more information about privacy statutes, please visit the U.S. Department of Education website: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

[3] As discussed in section II, Step 1 of the *Guide*, school staff should put in place agreements, or memoranda of understanding, with all local partnering external mental health providers as part of program setup; you will find sample templates for such agreements at: http://www.handlewithcarewv.org/school-protocol.php. The availability of external mental health providers may vary locally, but can include staff from private and/or public (e.g., Department of Social Services) counseling agencies or private practitioners.

(A) Student ID	(B) Date of referral	(C) Referring teacher name	(D) Number of counseling sessions with this student this cycle	(E) Did you refer this student to an external mental health provider[3] (this cycle)?

Part 2. Summary: Referrals to School Counselor and to Mental Health Provider

Instructions: Summarize the data from the table above by answering the questions below. Provide the answers to these two questions to the data lead each cycle. HWC school teams will use the information from questions 1 and 2 to support program improvements for the HWC program.

1. How many students identified for HWC support were **referred to you** for school counseling this cycle? _____
2. How many students identified for HWC support did you **recommend receive services from an external mental health provider** this cycle? _____

Appendix H: Handle With Care Data Lead Workbook Instructions

This appendix provides instructions for the data lead or other educators using the Handle With Care (HWC) Data Lead Workbook to help with basic workbook setup, introduce the workbook's content, and provide step-by-step instructions for data entry and reporting.[1] The guidance concludes with how to close out of the workbook and save the year's summary data securely for future reference. Use the links below to navigate to specific topics of interest.

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[1] All data presented in this appendix are fictional, and readers should not infer the data's association with any real school, teacher, or student.

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Getting Started: Setting Up Your HWC Data Lead Workbook and Overview of the Worksheets (Tabs)

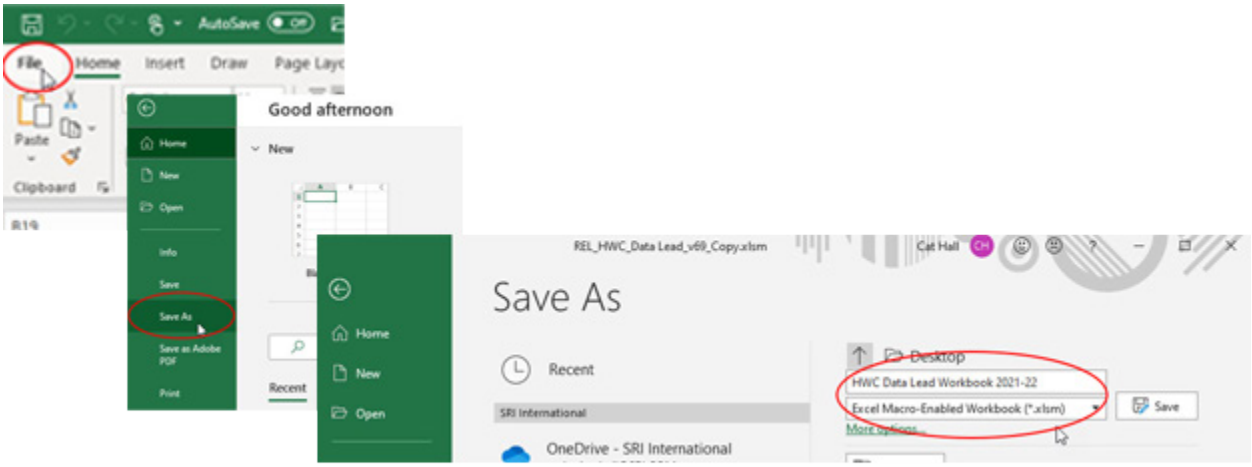
The HWC Data Lead Workbook serves as a data collection and reporting resource for school teams that implement the HWC program. This Getting Started section provides instructions for saving the workbook file and explains basic workbook functionality and content.

Save the Workbook

Save the file in a safe, secure location, using any naming convention that suits your needs and work style. You may want to use a name that includes the relevant school year, such as "HWC Data Lead Workbook_2021–22." Including a reference to the school year in the file name helps organize multiple years' files. You will want to use the same file throughout the school year, so choose a name you will remember and that describes its contents.

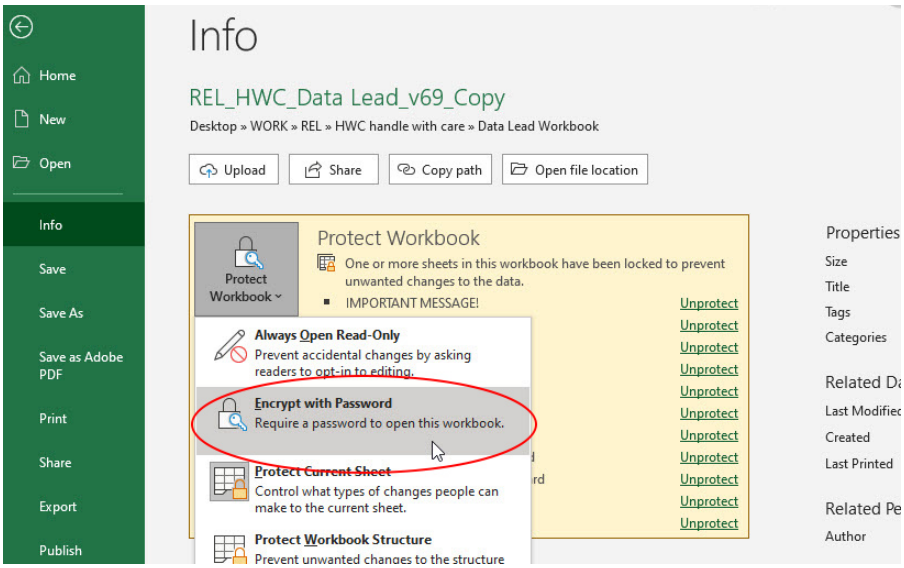
To save, click on "File" and select "Save As." Find or create a folder in a location on your school's network that adheres to your school's and district's guidance on protecting student privacy. Exhibit H-1 below depicts where to find "File," "Save As," and add a file name.

Exhibit H-1: Saving your workbook



Depending on where your file is stored and how many staff members have access to that location, you may want to consider password-protecting your file. To do so, go to "File," then "Info"; select "Protect Workbook" and choose "Encrypt with Password." Exhibit H-2 depicts the prompt "Encrypt with Password." Enter a password in the Password box, and then select OK. Confirm the password in the Reenter Password box, and then select OK.

Exhibit H-2: Password-protecting your workbook



Excel Workbook Functionality

As you use the HWC Data Lead Workbook, please keep in mind the following about how to maintain its functionality:

1. **Enter all data ONLY in the cells specified at the top of each tab.** Text in Cell A2 on each tab reads "Data entry cells on this tab" and includes text identifying the cells, if any, where you will enter data. You may also notice that the data entry cells have a yellow background as a visual cue that some users may find beneficial; non-data-entry cells are protected to prevent users from writing over formulas or header text. The information in the non-data-entry cells is populated from data entered into the data entry cells.
2. If you need to copy/paste from another data source, **always copy and paste *values* (which is not the default setting in Excel)**. When users paste over certain cells within the HWC Data Lead Workbook, the formatting can be lost. For example, if you paste over a data entry cell, you may inadvertently bring in formulas or formatting from a different file, creating unexpected connections to other workbooks and potentially disrupting the formulas in this workbook. Further, if you paste over a data entry cell, the yellow background color disappears; in the future, if you rely solely on the yellow visual reminder for data entry, you may not recognize that this cell needs to be updated. To "Paste Values," copy the selected cells, click on the location where you want to paste the information, and either press Ctrl + Alt + V, then select "Values" and press Enter, or right-click and select "Paste Values" from the drop-down menu.
3. **Never drag and drop** (when you select and move a cell or group of cells from one location to another), because this action may impair the workbook's functionality.
4. Any cell in which you need to enter a date **must be formatted month/day/year**. You can enter either a one- or a two-digit number for the month or day. If entering a date in the current calendar year, you need to enter only the month/day (e.g., 3/10). If entering a date not in the current calendar year, you must enter two digits for the year (e.g., 3/10/19).

Overview of the Worksheets (Tabs)

The HWC Data Lead Workbook has eight worksheets (tabs), including one tab for instructions. The order of the tabs supports a sequential workflow. Exhibit H-3 offers a description of each tab.

Exhibit H-3: Tab-by-tab description of worksheets

Tab Name	Type (optional data entry, required data entry, view-only)	Purpose
Instructions	View-only	Provides instructions for users
Teacher Roster (optional)	Optional data entry	Allows for entry of a list of teacher names, email addresses, and one additional field. If you choose to complete this tab, information from the Teacher Roster will be available to you when entering data about a student's HWC notice on the *Enter Student Data* tab.
Other Staff Roster (optional)	Optional data entry	Allows for entry of a list of staff names, email addresses, and one additional field. If you choose to complete this tab, information from the Other Staff Roster will be available to you when entering data about a student's HWC notice on the *Enter Student Data* tab.
Training and Documentation	Required data entry	Documents progress toward completion of necessary HWC training and document preparation.
Enter Student Data	Required data entry	Documents information about HWC notices, including whether all teachers and appropriate other staff were informed, for each student identified for HWC support.
Enter Cycle Data	Required data entry	Documents aggregate data (e.g., attendance, behavior, and academic achievement) for three groups of students: students identified for HWC support during that cycle, students ever identified for HWC support, and all students in the school.
Implementation Data Dashboard	View-only summary	Displays tables and graphs summarizing the implementation data entered on the *Enter Student Data* tab; graphs are accompanied by descriptive notes to facilitate HWC school team's understanding.
Student Outcome Data Dashboard	View-only summary	Displays tables and graphs summarizing the student outcome data entered on the *Enter Cycle Data* tab; graphs are accompanied by descriptive notes to facilitate HWC school team's understanding.

Using the HWC Data Lead Workbook: Tab-by-Tab Instructions

This section provides instructions for how to use each tab in the HWC Data Lead Workbook. Each subsection in this document includes contents, actions to take, and other details about the tab format and data entry.

Instructions

Contents of this tab

This tab contains a high-level overview of the contents and functionality of each tab in the HWC Data Lead Workbook.

Action to take on this tab

No action is required. This is a view-only tab.

Details

This tab contains instructions for using the workbook.

Teacher Roster (optional)

Contents of this tab

This optional tab may help you organize information about teachers at your school. If you input teachers' names and email addresses in this tab, their names will appear in a drop-down list you can select from when you enter information about an HWC notice for a student on the *Enter Student Data* tab. You can modify the list at any time during the school year to reflect changes in the teacher roster. Even if a name is deleted from this list, if it has been saved as part of an HWC notice record, it will be retained as part of that record. Although you may want to delete the names of teachers who are no longer employed at your school from the roster, having extra teachers' names in the list does not impact the data quality. It is best to leave teachers' names intact instead of removing them.

Action to take on this tab

No action is required. If you decide not to prepopulate this tab, new teacher names will automatically update in this tab as you enter data in the *Enter Student Data* tab, but the list will not include emails or other information unless you manually add them.[2] If your school has two or more teachers with the same name, include additional information in the name fields to differentiate them. For example, you may choose to include their middle initials. Although you may use the optional explanation field to differentiate between the teachers, it is still important to name each person uniquely in the workbook; this supports accurate data entry when you are selecting teachers' names from drop-down lists on the *Enter Student Data* tab.

If a teacher changes their name during the school year, document the new name in the optional notes field instead of changing the name in the roster. Retaining the original name in the Teacher Roster allows information about both *existing* and any *new* HWC notices to be associated with that individual in analyses and reports. Changing names in the Teacher Roster does not change data you have already inputted about previous HWC notices. To update all previous HWC notices, you must manually update the information in each one (refer to information about the *Enter Student Data* tab for instructions).

Details

The *Teacher Roster* tab contains three columns: (1) a column for the teachers' names (*Name*); (2) a column for the teachers' email addresses (*Email*); and (3) a column for optional notes (*Additional*). For example, you could include details here to help differentiate between two teachers with the same name, indicate teachers' grade levels or positions, or note employment changes. The *Email* and *Additional* columns are included simply for your reference; any information you enter into these columns will not appear elsewhere in the workbook. Exhibit H-4 shows the *Teacher Roster* tab with sample data.

[2] When a user enters information about an HWC notice on the *Enter Student Data* tab, Excel will detect any new teachers and insert their names alphabetically into the existing list on the *Teacher Roster* tab. When entering teacher names on the *Enter Student Data* tab, you may either enter a new name or pick a name from the drop-down list.

Exhibit H-4. Teacher Roster tab showing sample data

	A	B	C	D
1	**Teacher Roster**			
2	**Data entry cells on this tab: B4:D1003**			
3	Index	**Name (Last name, F.I.)**	**Email**	**Additional**
4	1	Adams, O.	oadams@edu.edu	OA445
5	2	Allen, C.	callen@edu.edu	CA923
6	3	Anderson, S.	sanderson@edu.edu	SA469
7	4	Barnett, A.		
8	5	Bell, I.		
9	6	Campbell, U.	ucampbell@edu.edu	UC852
10	7	Cook, A.	acook@edu.edu	AC387
11	8	Cooper, D.	dcooper@edu.edu	DC422

Remember, you can populate the *Teacher Roster* tab before entering information about the first HWC notice or at any time during the school year. Consider entering teacher names using the format **last name, first initial** – as shown in exhibit H-4. Choose any format that works for you and your HWC school team; however, be consistent in whatever format you select.

Other Staff Roster (optional)

Contents of this tab

This optional tab may help you organize information about other staff members at your school. If you input staff members' names and email addresses in this tab, the names will appear in a drop-down list you can select from when you enter information about an HWC notice for a student on the *Enter Student Data* tab. You can modify the list at any time during the school year to reflect changes in the staff roster. Even if a name is deleted from this list, if it has been saved as part of an HWC notice record, it will be retained as part of that record. Although you may want to delete the names of staff members who are no longer employed at your school from the roster, having extra staff members' names in the list does not impact the data quality. It is best to leave staff members' names intact instead of removing them.

Action to take on this tab

No action is required. If you decide not to prepopulate this tab, new staff member names will automatically update in this tab as you enter data in the *Enter Student Data* tab, but the list will not include emails or other information unless you manually add them.[3] If your school has two or more staff members with the same name, include additional information in the name fields to differentiate the staff members. For example, you may include their middle initial. Although you may use the optional explanation field to differentiate between the staff members, it is still important to name each person uniquely in the workbook; this supports accurate data entry when you are selecting staff members' names from drop-down lists on the *Enter Student Data* tab.

If a staff member changes their name during the school year, document the new name in the optional notes field instead of changing the name in the roster. Retaining the original name in the Other Staff Roster will allow information about both *existing* and any *new* HWC notices to be associated with that individual in analyses and reports. Changing names in the staff roster does not change data you have already inputted about previous HWC notices. To update all previous HWC notices, you must manually update the information in each one (refer to information about the *Enter Student Data* tab for instructions).

Details

The Other Staff Roster tab contains three columns: (1) a column for the staff members' names (*Name*); (2) a column for the staff members' email addresses (*Email*); and (3) a column for optional notes (*Additional*). For example, you could include details to help differentiate between two staff members with the same name, indicate staff members' roles or positions, or note employment changes. The *Email* and *Additional* columns are included simply for your reference; any information you enter into these columns will not appear elsewhere in the workbook. Exhibit H-5 shows the *Other Staff Roster* tab with sample data.

[3] During the process of saving an HWC notice when entering data on the *Enter Student Data* tab, Excel will detect any new staff members and insert their names alphabetically into the existing list on the *Other Staff Roster* tab. When you enter staff members' names on the *Enter Student Data* tab, you may either enter a new name or use the drop-down list.

Exhibit H-5: Other Staff Roster tab showing sample data

	A	B	C	D
1	**Other Staff Roster**			
2	**Data entry cells on this tab: B4:D1003**			
3	Index	**Name (Last name, F.I.)**	**Email**	**Additional**
4	1	Barnes, A.	abarnes@edu.edu	AB846
5	2	Bennett, T.	tbennett@edu.edu	TB694
6	3	Brooks, T.	tbrooks@edu.edu	TB234
7	4	Butler, C.	cbutler@edu.edu	CB697
8	5	Cox, G.	gcox@edu.edu	GC234
9	6	Cruz, H.	hcruz@edu.edu	HC879
10	7	Diaz, D.	ddiaz@edu.edu	DD203
11	8	Fisher, O.	ofisher@edu.edu	OF655

Remember, you can populate the *Other Staff Roster* tab before entering information about the first HWC notice or at any time during the school year. Consider entering staff members' names using the format **last name, first initial** – as shown in exhibit H-5. Choose any format that works for you and your HWC school team; however, be consistent in whatever format you select.

Training and Documentation

Contents of this tab

To implement HWC, leaders and school staff need to complete some basic program setup (e.g., designating a program contact within the school, training staff, preparing documentation). In this tab, you will document and monitor your school's progress toward meeting each program requirement throughout the school year.

Action to take on this tab

Mark whether each requirement is in place at the *Start of Program* using Yes or No. Revisit this tab at *Mid-Program* to monitor and update ongoing requirements; for example, newly hired staff may need to complete HWC training, or HWC school team members may have changed. *Start of Program* refers to requirements to put in place when you begin the program – either at the beginning of the school year or later. *Mid-Program* refers to a midpoint between the time program implementation begins and the end of the school year. Although teams should ideally meet all program requirements when beginning the program, this may not always be possible; further, staffing and other structures may change over the course of the school year. A Mid-Program check-in on program requirements provides a reminder to ensure that teams check the current status of each requirement and follow up, as needed, to ensure that all related tasks are completed. Enter data on this tab on cells D4:F11, as indicated in cell A2 on this tab. Exhibit H-6 provides a display of the tab.

Exhibit H-6: Training and Documentation tab

	A	B	C	D	E	
1	**Training and Documentation: Program Setup**					
2	**Data entry cells on this tab:** D4:F11					
3	**Level**	**Program Requirement**	**Guiding Questions**	**Requirement in place at Start of Program? (Yes/No)**	**Requirement in place Mid-Program? (Yes/No)**	**Notes**
4	School Leaders	MOUs	Are all MOUs completed and signed?			
5	School Leaders	Mental Health Space	Has the external mental health provider been provided space at school?			
6	School Leaders	Identify HWC School Contact	Have you identified the school contact to receive HWC notices from law enforcement, EMS, and fire departments?			
7	Teachers and School Staff	Form HWC School Team	Have you formed your HWC school team?			
8	Teachers and School Staff	Training	Are ALL teachers and school staff trained (in HWC)?			
9	Teachers and School Staff	Book Study or Strategic Planning Activity	Have all teachers and school staff participated in a book study or strategic planning activity?			
10	Teachers and School Staff	Required Forms	Do all teachers and school staff have access to all required forms (e.g., HWC form, parental permission to treat)?			
11	Teachers and School Staff	Protocols	Are all protocols ready for use?			

Details

Document progress on meeting each requirement at the *Start of Program* in the data entry cells in column D. If a requirement is in place, select Yes from the drop-down list; if not yet in place, select No from the drop-down list. You can revisit this tab at any time during the school year (e.g., *Mid-Program*) to update the status of these requirements in column E. To clear a Yes/No status, delete the contents of that cell. You can use the optional Notes space in column F to document your HWC school team's progress toward meeting each requirement. The sample data on the *Training and Documentation* tab in exhibit H-7 show that the HWC school team completed five out of eight requirements at the start of the program and eight of eight by midway through the program.

Exhibit H-7: Training and Documentation tab showing sample data

	A	B	C	D	E	
1	**Training and Documentation: Program Setup**					
2	**Data entry cells on this tab:** D4:F11					
3	**Level**	**Program Requirement**	**Guiding Questions**	**Requirement in place at Start of Program? (Yes/No)**	**Requirement in place Mid-Program? (Yes/No)**	**Notes**
4	School Leaders	MOUs	Are all MOUs completed and signed?	Yes	Yes	
5	School Leaders	Mental Health Space	Has the external mental health provider been provided space at school?	No	Yes	
6	School Leaders	Identify HWC School Contact	Have you identified the school contact to receive HWC notices from law enforcement, EMS, and fire departments?	No	Yes	
7	Teachers and School Staff	Form HWC School Team	Have you formed your HWC school team?	Yes	Yes	
8	Teachers and School Staff	Training	Are ALL teachers and school staff trained (in HWC)?	Yes	Yes	
9	Teachers and School Staff	Book Study or Strategic Planning Activity	Have all teachers and school staff participated in a book study or strategic planning activity?	No	Yes	
10	Teachers and School Staff	Required Forms	Do all teachers and school staff have access to all required forms (e.g., HWC form, parental permission to treat)?	Yes	Yes	
11	Teachers and School Staff	Protocols	Are all protocols ready for use?	Yes	Yes	

Enter Student Data

Contents of this tab

In this tab, you will document information related to each student identified for HWC support. Record each student's school identification number (i.e., student ID), details about the HWC notice (e.g., date received), and whether all teachers and other school staff have been informed about the HWC notice. Optionally, you can record the student's grade level, the names of teachers and other school staff who need to be informed about the HWC notice (e.g., school counselors and nurses), and the date(s) when they were informed.

Action to take on this tab

Enter or review information about each student identified for HWC support, update/edit information about an existing HWC notice, or delete information about an HWC notice. Enter data on this tab in cells D5:BR1004, as indicated in cell A2 at the top of the tab.

Details

When you click on the *Enter Student Data* tab for the first time, a screen appears with multiple labeled columns and blank cells under each one, as depicted in exhibit H-8.

Exhibit H-8: Blank Enter Student Data tab

	A	D	E	F	G	H	I	J	K	L	M	N	O
1	Enter Student Data: HWC Notices												
2	Data entry cells on this tab: D5:BR1004												
4	HWC Notice ID [calculated]	Date of Data Entry/ Last Update [enter data]	Student ID [enter data]	HWC Notice Date [enter data]	Select or enter Student Grade Level [enter data]	Date of Incident (if known) [enter data]	Specify dates teachers were informed? [enter data]	Teacher 1 Name [enter data]	Teacher 1 Info [enter data]	Teacher 1 Date Informed [enter data]	Teacher 2 Name [enter data]	Teacher 2 Info [enter data]	Teacher 2 Date Informed [enter data]
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													

Or, if you have previously entered and saved student data, when you open this tab again, your saved data will appear, as shown below in exhibit H-9:

Exhibit H-9: Enter Student Data tab showing sample data

	A	D	E	F	G	H	I	J	K	L	M	N	O
1	Enter Student Data: HWC Notices												
2	Data entry cells on this tab: D5:BR1004												
4	HWC Notice ID [calculated]	Date of Data Entry/ Last Update [enter data]	Student ID [enter data]	HWC Notice Date [enter data]	Select or enter Student Grade Level [enter data]	Date of Incident (if known) [enter data]	Specify dates teachers were informed? [enter data]	Teacher 1 Name [enter data]	Teacher 1 Info [enter data]	Teacher 1 Date Informed [enter data]	Teacher 2 Name [enter data]	Teacher 2 Info [enter data]	Teacher 2 Date Informed [enter data]
5	1050_1	6/18/20	1050	9/5/19		9/4/19	No						
6	1047_1	5/25/21	1047	9/10/19		9/9/19	Yes	Miller, M.	1	9/12/19	Garcia, E.	2	9/10/19
7	1070_1	4/21/20	1070	9/20/19		9/19/19	Yes	Nelson, G.	1	9/22/19			
8	1099_1	6/8/21	1099	9/25/19		9/24/19	Yes	Jackson, H.	1	9/26/19	Perez, H.	2	9/27/19
9	1031_1	4/21/20	1031	9/30/19		9/29/19	Yes	Bailey, S.	1	9/30/19	Adams, O.	2	9/30/19
10	1081_1	4/27/20	1081	9/30/19		9/29/19	Yes	Harris, A.	1	10/2/19	Rogers, T.	2	10/1/19
11	1097_1	3/26/21	1097	10/10/19		10/9/19	Yes	Rogers, T.	1	10/10/19	Reed, B.	2	10/10/19
12	1008_1	6/23/21	1008	10/15/19		10/14/19	Yes	Morris, P.	1st period	10/17/19	Morgan, U.	3rd period - ma	10/15/19
13	1082_1	5/7/20	1082	10/20/19		10/19/19	Yes	White, L.	1	10/22/19	Wilson, X.	2	10/21/19
14	1079_1	4/21/20	1079	10/25/19		10/24/19	Yes	Turner, L.	1	10/26/19	Anderson, S.	2	10/26/19

Each row corresponds to information about a single HWC notice for a single student. Every time you need to enter information about a new HWC notice, even if it is for a student previously identified for HWC support, use the next available blank row in the workbook. For example, if your school contact has received three HWC notices over the course of the year so far, you should have three lines completed in the workbook – one for each HWC notice. Messages (accessed via a screen reader or as pop-up messages) will remind you of what data to enter in each cell. Column headers remain visible as you scroll down, as some users may find this feature helpful. You can add, edit, or clear the contents of any of the data entry cells at any time. Cells that contain formulas are protected, so you cannot delete their contents.

Use columns A through H (described in detail in exhibit H-10) to document information about HWC notices, including the date the record was entered or last updated, the student's ID and grade level, the HWC notice date, and the date of the incident (if known).

Exhibit H-10: Enter Student Data tab columns A – H and their descriptions

Column	Column Header	Action to Take
A	HWC Notice ID [calculated]	No data entry required. Workbook automatically creates a unique HWC Notice ID from the Student ID and the number of HWC notices for the student.
D	Date of data entry/last update [enter data]	Enter/edit the date on which you entered or last updated the data in this row (i.e., information about this HWC notice). Format should be month/day/year.
E	Student ID [enter data]	Enter Student ID – to protect student privacy, do NOT use a student name.
F	HWC Notice Date [enter data]	Enter the date when the HWC school contact received this HWC notice. Format should be month/day/year.
G	Select or enter Student Grade [enter data]	Enter (or select from the drop-down) the student's current grade level.
H	Date of Incident (if known) [enter data]	Enter the date of the HWC incident, if known (optional). Format should be month/day/year.

Use columns I through AM (described in detail in exhibit H-11) to enter data about whether all teachers were informed about an HWC notice for a student. You must start with column I to indicate whether or not you will enter data about when teachers were informed about an HWC notice for a student.

Exhibit H-11: Enter Student Data tab teachers' notification information

Column	Column Header	Action to Take
I	Specify dates teachers were informed? [enter data]	In column I, you ***must*** indicate either Yes or No. **Yes.** Yes indicates you will record dates that teachers were informed about the HWC notice. If you choose this option, enter the names of each of the student's teachers, along with their class or role if desired. Enter a date when each teacher was informed about the HWC notice; leave the cells in this column blank if the teacher has not yet been informed. Based on the data you enter, Excel will generate summary information about the number of teachers who should be informed about the HWC notice and the number who have been informed so far. The workbook will also provide summary information about the average number of days it took to inform all teachers of this one HWC notice. **No.** No indicates you will report that all teachers have been informed about the HWC notice without specifying teachers' names and dates on which they were informed. If you choose this option, you will NOT need to enter any additional information in columns J through AM and all the data entry boxes will be grayed out. Do not write in the cells in columns J through AM (they will also be grayed out). For the purposes of summary tables and graphs, Excel will assume 100 percent of teachers were informed about this notice. The workbook will not provide summary information about the average number of days it took to inform all teachers of this one HWC notice. Note that in the rare event that the HWC school contact determines there are no teachers to inform, you still need to select "No," because otherwise the workbook cannot perform the calculations correctly; the workbook will record this as "Not all teachers have been informed."

If you select Yes in column I, you can add information about teachers and the date(s) they were informed about the HWC notice. Refer to exhibit H-12 for a description of each column and the action to take. If you select No in column I, no additional data entry is required; you may proceed to column AN.

When adding information about students' teachers, the order in which you enter them into the workbook does not matter. Space for up to ten teachers is available, but you should use only the columns you need.

Exhibit H-12: Enter Student Data tab columns J – AM and their descriptions

Column	Column Header	Action to Take
J	Teacher 1 Name [enter data]	Enter the name of this student's first teacher. You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
K	Teacher 1 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's first teacher (e.g., class period, subject).
L	Teacher 1 Date Informed [enter data]	Enter the date that this student's first teacher was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.
M	Teacher 2 Name [enter data]	Enter the name of this student's second teacher (if applicable). You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
N	Teacher 2 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's second teacher (e.g., class period, subject).
O	Teacher 2 Date Informed [enter data]	Enter the date that this student's second teacher (if applicable) was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.
P	Teacher 3 Name [enter data]	Enter the name of this student's third teacher (if applicable). You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
Q	Teacher 3 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's third teacher (e.g., class period, subject).
R	Teacher 3 Date Informed [enter data]	Enter the date that this student's third teacher (if applicable) was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.

Column	Column Header	Action to Take
S	Teacher 4 Name [enter data]	Enter the name of this student's fourth teacher (if applicable). You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
T	Teacher 4 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's fourth teacher (e.g., class period, subject).
U	Teacher 4 Date Informed [enter data]	Enter the date that this student's fourth teacher (if applicable) was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.
V	Teacher 5 Name [enter data]	Enter the name of this student's fifth teacher (if applicable). You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
W	Teacher 5 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's fifth teacher (e.g., class period, subject).
X	Teacher 5 Date Informed [enter data]	Enter the date that this student's fifth teacher (if applicable) was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.
Y	Teacher 6 Name [enter data]	Enter the name of this student's sixth teacher (if applicable). You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
Z	Teacher 6 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's sixth teacher (e.g., class period, subject).
AA	Teacher 6 Date Informed [enter data]	Enter the date that this student's sixth teacher (if applicable) was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.
AB	Teacher 7 Name [enter data]	Enter the name of this student's seventh teacher (if applicable). You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
AC	Teacher 7 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's seventh teacher (e.g., class period, subject).
AD	Teacher 7 Date Informed [enter data]	Enter the date that this student's seventh teacher (if applicable) was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.

Column	Column Header	Action to Take
AE	Teacher 8 Name [enter data]	Enter the name of this student's eighth teacher (if applicable). You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
AF	Teacher 8 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's eighth teacher (e.g., class period, subject).
AG	Teacher 8 Date Informed [enter data]	Enter the date that this student's eighth teacher (if applicable) was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.
AH	Teacher 9 Name [enter data]	Enter the name of this student's ninth teacher (if applicable). You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
AI	Teacher 9 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's ninth teacher (e.g., class period, subject).
AJ	Teacher 9 Date Informed [enter data]	Enter the date that this student's ninth teacher (if applicable) was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.
AK	Teacher 10 Name [enter data]	Enter the name of this student's tenth teacher (if applicable). You can type the name or use the drop-down list to select from your prepopulated Teacher Roster.
AL	Teacher 10 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's tenth teacher (e.g., class period, subject).
AM	Teacher 10 Date Informed [enter data]	Enter the date that this student's tenth teacher (if applicable) was informed of this HWC notice. Leave this cell blank if this teacher has not yet been informed.

Use columns AN through BR (described in detail in exhibit H-13) to enter data about whether all other staff were informed about an HWC notice for a student. You must start with column AN to indicate whether or not you will enter data about when all other staff were informed about an HWC notice for a student.

Exhibit H-13: Enter Student Data tab other staff notification information

Column	Column Header	Action to Take
AN	Specify dates other staff were informed?	In column AN, you **must** indicate either yes or no. **Yes.** Yes indicates you will record dates that staff members were informed about the HWC notice. If you choose this option, enter the names of each staff member and their class or role, if desired. Enter a date when each staff member was informed about the HWC notice; leave the cells in this column blank if the staff member has not yet been informed. Based on what you enter, Excel will provide summary information about the number of staff members who should be informed about the HWC notice and the number who have been informed so far. The workbook will also provide summary information about the average number of days it took to inform all staff members of this one HWC notice. **No.** No indicates you will report that all staff members have been informed about the HWC notice without specifying staff names and dates on which they were informed. If you choose this option, you will NOT need to enter any additional information about staff members in columns AO through BR, and all the data entry boxes will be grayed out. Do not write in columns AO through BR (they will also be grayed out). For the purposes of summary charts and graphs, Excel will assume 100 percent of staff members were informed about this notice. The workbook will not provide summary information about the average number of days it took to inform all staff members of this one HWC notice. Note that if the HWC school contact determines there are no other staff to inform, you still need to select "No," because otherwise the workbook cannot perform the calculations correctly; the workbook will record this as "Not all Other Staff have been informed.

If you select Yes in column AN, you can add information about other staff and the date(s) they were informed about the HWC notice. Refer to exhibit H-14 for a description of each column and the action to take. If you select No in column AN, no additional data entry is required; you may proceed to column BS.

When adding information about other staff members who should be informed about an HWC notice, the order in which you enter them does not matter. Space for up to ten staff members is available, but you should use only the columns you need.

Exhibit H-14: Enter Student Data tab columns AO – BR and their descriptions

Column	Column Header	Action to Take
AO	Staff 1 Name [enter data]	Enter the name of this student's first staff member, if applicable. You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.
AP	Staff 1 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's first staff member (e.g., class period, role).
AQ	Staff 1 Date Informed [enter data]	Enter the date that this student's first staff member was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.
AR	Staff 2 Name [enter data]	Enter the name of this student's second staff member (if applicable). You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.
AS	Staff 2 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's second staff member (e.g., class period, role).
AT	Staff 2 Date Informed [enter data]	Enter the date that this student's second staff member (if applicable) was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.
AU	Staff 3 Name [enter data]	Enter the name of this student's third staff member (if applicable). You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.
AV	Staff 3 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's third staff member (e.g., class period, role).
AW	Staff 3 Date Informed [enter data]	Enter the date that this student's third staff member (if applicable) was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.
AX	Staff 4 Name [enter data]	Enter the name of this student's fourth staff member (if applicable). You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.

Column	Column Header	Action to Take
AY	Staff 4 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's fourth staff member (e.g., class period, role).
AZ	Staff 4 Date Informed [enter data]	Enter the date that this student's fourth staff member (if applicable) was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.
BA	Staff 5 Name [enter data]	Enter the name of this student's fifth staff member (if applicable). You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.
BB	Staff 5 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's fifth staff member (e.g., class period, role).
BC	Staff 5 Date Informed [enter data]	Enter the date that this student's fifth staff member (if applicable) was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.
BD	Staff 6 Name [enter data]	Enter the name of this student's sixth staff member (if applicable). You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.
BE	Staff 6 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's sixth staff member (e.g., class period, subject).
BF	Staff 6 Date Informed [enter data]	Enter the date that this student's sixth staff member (if applicable) was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.
BG	Staff 7 Name [enter data]	Enter the name of this student's seventh staff member (if applicable). You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.
BH	Staff 7 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's seventh staff member (e.g., class period, role).
BI	Staff 7 Date Informed [enter data]	Enter the date that this student's seventh staff member (if applicable) was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.
BJ	Staff 8 Name [enter data]	Enter the name of this student's eighth staff member (if applicable). You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.

Column	Column Header	Action to Take
BK	Staff 8 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's eighth staff member (e.g., class period, role).
BL	Staff 8 Date Informed [enter data]	Enter the date that this student's eighth staff member (if applicable) was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.
BM	Staff 9 Name [enter data]	Enter the name of this student's ninth staff member (if applicable). You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.
BN	Staff 9 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's ninth staff member (e.g., class period, role).
BO	Staff 9 Date Informed [enter data]	Enter the date that this student's ninth staff member (if applicable) was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.
BP	Staff 10 Name [enter data]	Enter the name of this student's tenth staff member (if applicable). You can type the name or use the drop-down list to select from your prepopulated Other Staff Roster.
BQ	Staff 10 Info [enter data]	Enter any additional (optional) information you would like recorded for this student's tenth staff member (e.g., class period, role).
BR	Staff 10 Date Informed [enter data]	Enter the date that this student's tenth staff member (if applicable) was informed of this HWC notice. Leave this cell blank if this staff member has not yet been informed.

The workbook automatically calculates the data displayed in columns BS through CA, as described in exhibit H-15.

Exhibit H-15: Enter Student Data tab columns BS – CA and their descriptions

Column	Column Header	Action to Take
BS	Number of Teachers [calculated]	No data entry required. If you selected Yes in column I, this cell automatically calculates the number of teachers connected to the HWC notice entered into the workbook. If you selected No in column I, the workbook cannot perform this calculation and the cell reads N/A.
BT	Number of Teachers Informed [calculated]	No data entry required. If you selected Yes in column I, this cell automatically displays the number of teachers who have been informed about this HWC notice. If you selected No in column I, the workbook cannot perform this calculation and the cell reads N/A.
BU	Teacher Informed Status [calculated]	No data entry required. Workbook automatically returns a status statement indicating whether or not all teachers have been informed about the HWC notice.
BV	Average Number of Days to Inform All Teachers [calculated]	No data entry required. If you selected Yes in column I, this cell automatically calculates the average number of days it took to inform all teachers of the HWC notice. If you selected No in column I, the workbook cannot perform this calculation and the cell reads N/A.
BW	Number of Other Staff [calculated]	No data entry required. If you selected Yes in column AN, this cell automatically calculates the number of staff connected to the HWC notice entered into the workbook. If you selected No in column AN, the workbook cannot perform this calculation and the cell reads N/A.
BX	Number of Other Staff Informed [calculated]	No data entry required. If you selected Yes in column AN, this cell automatically displays the number of teachers who have been informed about the HWC notice. If you selected No in column I, the workbook cannot perform this calculation and the cell reads N/A.
BY	Other Staff Informed Status [calculated]	No data entry required. Workbook automatically returns a status statement on whether or not all other staff have been informed about the HWC notice.
BZ	Average Number of Days to Inform All Other Staff [calculated]	No data entry required. If you selected Yes in column AN, this cell automatically calculates the average number of days it took to inform all staff of the HWC notice. If you selected No in column I, the workbook cannot perform this calculation and the cell reads N/A.
CA	Cycle [calculated]	No data entry required. Workbook automatically calculates in which cycle this HWC notice occurred, based on the cycle dates entered in the Enter Cycle Data tab.

Enter Cycle Data

The HWC school team will decide on the length of each cycle (such as monthly or quarterly). For more information about establishing the length of a cycle, refer to Section II, Step 2 in this *Guide*.

Contents of this tab

In this tab, indicate the length of each cycle; monitor student outcome data (including attendance, behavior incidents, and academic achievement), and input information on school counseling and external mental health referrals for students identified for HWC support.

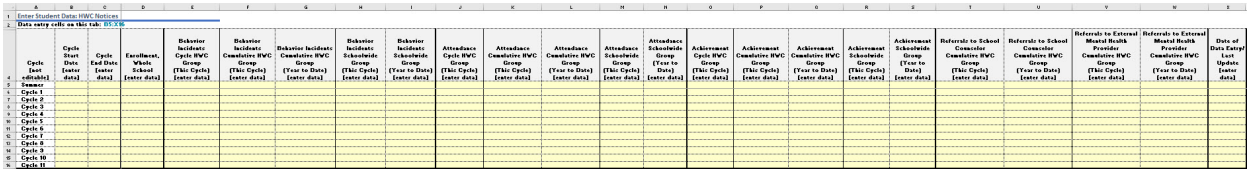
Action to take on this tab

Enter the start and end dates for each cycle. Locate outcome data from your school, district, or state data system, and populate cells in this tab.[4] Refer to appendix E in this *Guide* for more information on how to monitor student achievement. To begin, your HWC school team will need to decide which type of student achievement data to monitor (e.g., GPA, standardized test scores). Compile data from the HWC School Counselor Workbook to summarize data about school counseling sessions and referrals to external mental health providers.

Details

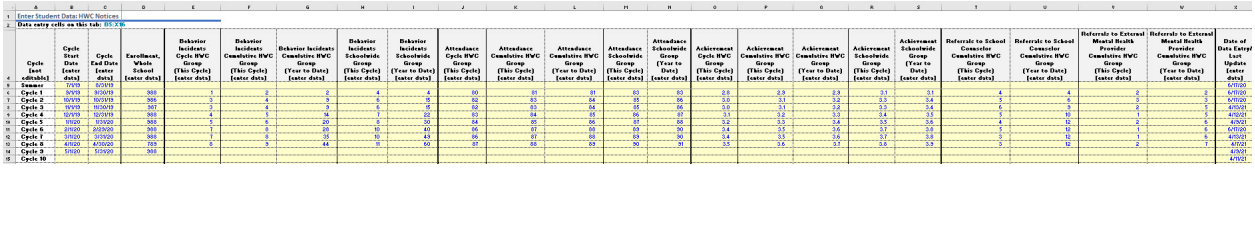
When you click on the *Enter Cycle Data* tab for the first time, a screen appears with multiple labeled columns and blank cells under each one, as depicted in exhibit H-16.

Exhibit H-16: Blank Enter Cycle Data tab



If you have previously entered and saved student data on this tab, when you open it again, your saved data will appear, as shown in exhibit H-17.

Exhibit H-17: Enter Cycle Data tab showing sample data



[4] West Virginia users may refer to the ZoomWV-e User Guider for Monitoring Student Outcomes Associated with Handle With Care Implementation for instructions on how to obtain student outcome data from the West Virginia Education Information System (WVEIS).

Each row represents a single cycle, starting with Summer and ending with Cycle 11. Messages (accessed via a screen reader or as pop-up messages) will remind you of what data to enter in that cell. In addition, column headers remain visible as you scroll down, as some users may find this feature helpful. You can add, edit, or clear the contents of any data entry cell at any time. Cells that contain formulas are protected so that you cannot delete their content.

Exhibit H-18 includes a description of each column in this tab and what information to enter in each column. For more information about the three groups of students referenced in exhibit H-18 — the Cycle HWC Group, the Cumulative HWC Group, and the Schoolwide Group — refer to Section II, Step 4 in this *Guide*.

Exhibit H-18: Enter Cycle Data tab columns A – X and their descriptions

Column	Column Header	Action to Take
A	Cycle [not editable]	No data entry required. (Labeled for cycle name.)
B	Cycle Start Date [enter data]	Enter the start date of this cycle (m/d/yy).
C	Cycle End Date [enter data]	Enter the end date of this cycle (m/d/yy).
D	Enrollment Whole School [enter data]	Enter the enrollment (number of students) in the whole school during this current cycle.
E	Behavior Incidents Cycle HWC Group (This Cycle) [enter data]	Enter the number of behavior incidents for the Cycle HWC Group for this current cycle.
F	Behavior Incidents Cumulative HWC Group (This Cycle) [enter data]	Enter the number of behavior incidents for the Cumulative HWC Group for this current cycle.
G	Behavior Incidents Cumulative HWC Group (Year to Date) [enter data]	Enter the number of behavior incidents for the Cumulative HWC Group from the beginning of the year through this current cycle.
H	Behavior Incidents Schoolwide Group (This Cycle) [enter data]	Enter the number of behavior incidents for the Schoolwide Group for this current cycle.
I	Behavior Incidents Schoolwide Group (Year to Date) [enter data]	Enter the number of behavior incidents for the Schoolwide Group from the beginning of the year through this current cycle.

Column	Column Header	Action to Take
J	Attendance Cycle HWC Group (This Cycle) [enter data]	Enter the attendance data for the Cycle HWC Group for this current cycle.
K	Attendance Cumulative HWC Group (This Cycle) [enter data]	Enter the attendance data for the Cumulative HWC Group for this current cycle.
L	Attendance Cumulative HWC Group (Year to Date) [enter data]	Enter the attendance data for the Cumulative HWC Group from the beginning of the year through this current cycle.
M	Attendance Schoolwide Group (This Cycle) [enter data]	Enter the attendance data for the Schoolwide Group for this current cycle.
N	Attendance Schoolwide Group (Year to Date) [enter data]	Enter the attendance data for the Schoolwide Group from the beginning of the year through this current cycle.
O	Achievement Cycle HWC Group (This Cycle) [enter data]	Enter achievement information for the Cycle HWC Group for this current cycle.
P	Achievement Cumulative HWC Group (This Cycle) [enter data]	Enter achievement information for the Cumulative HWC Group for this current cycle.
Q	Achievement Cumulative HWC Group (Year to Date) [enter data]	Enter achievement information for the Cumulative HWC Group from the beginning of the year through this current cycle.
R	Achievement Schoolwide Group (This Cycle) [enter data]	Enter achievement information for the Schoolwide Group for this current cycle.
S	Achievement Schoolwide Group (Year to Date) [enter data]	Enter achievement information for the Schoolwide Group from the beginning of the year through this current cycle.

Column	Column Header	Action to Take
T	Referrals to School Counselor (This Cycle) [enter data]	Enter the total number of students identified for HWC support referred to a school counselor during this cycle. Note: After receiving the summary table from each school counselor, sum the number of referrals they each received this cycle. Input that number into this cell. For example, if your school has three school counselors and they each had three referrals this cycle, you would enter 9.
U	Referrals to School Counselor (Year to Date) [enter data]	Enter the total number of students identified for HWC support referred to a school counselor from the beginning of the year through the current cycle. Note: After receiving the summary table from each school counselor, sum the number of referrals they each received for ALL cycles. Input that number into this cell. For example, if your school has four school counselors and they each had two referrals for year to date this cycle, you would enter 8.
V	Referrals to External Mental Health Provider (This Cycle) [enter data]	Enter the total number of students identified for HWC support referred to external mental health provider(s) during this cycle. Note: After receiving the summary table from each school counselor, sum the number of referrals to external mental health providers this cycle. Input that number into this cell. For example, if three school counselors each referred one student each this cycle, you would enter 3.
W	Referrals to External Mental Health Provider (Year to Date) [enter data]	Enter the total number of students identified for HWC support referred to external mental health provider(s) from the beginning of the year through the current cycle. Note: After you receive the summary table from each school counselor, sum the number of referrals to external mental health providers for ALL cycles. Input that number into this cell. For example, if four school counselors each referred two students to external mental health providers year to date this cycle, you would enter 8.
X	Date of Data Entry/Last Update [enter data]	Enter/edit the date on which you entered or last updated the data in this row (i.e., information about student outcomes).

Implementation Data Dashboard

Contents of this tab

This tab presents a dashboard with summary tables and graphs about HWC notice information, including the number of HWC notices, the number of students identified for HWC support, the percentage of HWC notices for which all teachers and other staff have been informed, and the number of students identified for HWC support referred to a school counselor or external mental health provider. Exhibit H-19 provides a display of the summary information available on this tab.

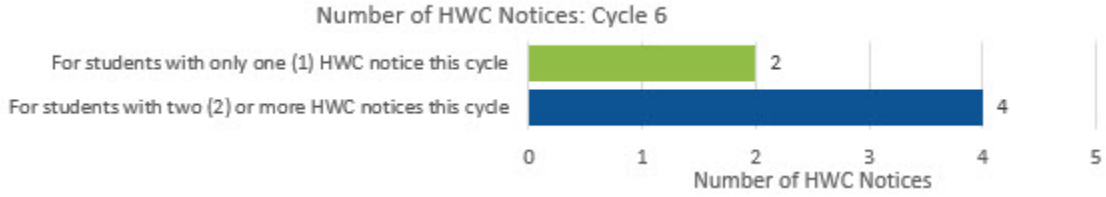
Exhibit H-19: Implementation Data Dashboard tab summary table showing sample data

	A	B	C
1	**Implementation Data Dashboard**		
2	**Data entry cells on this tab:** B3		
3	**Select a cycle to view summary data:**	Cycle 6	
4	**Start Date:**	*2/1/20*	
5	**End Date:**	*2/29/20*	
7	**About HWC Notices**		
8	**Number of HWC Notices**	**This Cycle**	**Year to Current Cycle**
9	**Total**	**6**	**34**
10	For students with only one (1) HWC notice	2	22
11	For students with two (2) or more HWC notices	4	12
12	Average number of HWC notices per student identified for HWC support	2.0	1.3
14	**Number of HWC Notices for Which**	**This Cycle**	**Year to Current Cycle**
15	All teachers were informed	5	31
16	All other staff were informed	3	11
18	**Percentage of HWC Notices for Which**	**This Cycle**	**Year to Current Cycle**
19	All teachers were informed	(83%)	(91%)
20	All other staff were informed	(50%)	(32%)
22	**Average number of days to inform**	**This Cycle**	**Year to Current Cycle**
23	Teachers	104.0	22.0
24	Other staff	67.8	101.2
26	**About Students Identified for HWC Support**		
27	**Number of Students Identified for HWC Support**	**This Cycle**	**Year to Current Cycle**
28	**Total**	**3**	**26**
29	With only one (1) HWC notice	2	22
30	With two (2) or more HWC notices	1	4
32	**Number of Students Identified for HWC Support**	**This Cycle**	**Year to Current Cycle**
33	Referred to school counselor	5	12
34	Referred to external mental health provider	1	6
36	**Percentage of Students Identified for HWC Support**	**This Cycle**	**Year to Current Cycle**
37	Referred to school counselor		(46%)
38	Referred to external mental health provider		(23%)

Additionally, the tab offers different graphs of the implementation data presented on this tab as follows:

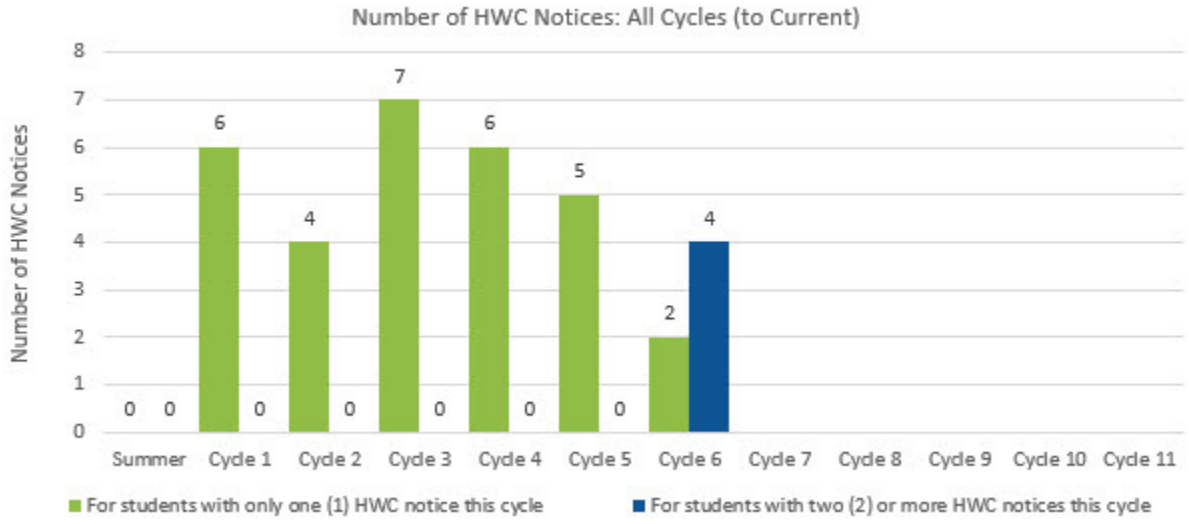
1. **This Cycle** graphs show summary information about the number of HWC notices received, the number of students identified for HWC support, the percentage of HWC notices for which all teachers and other staff were informed, and the number of students identified for HWC support referred to school counseling and/or external mental health providers during this cycle only. You might think of these graphs as a "close-up" of the current cycle. Exhibit H-20 provides an example of a *This Cycle* graph.

Exhibit H-20: This Cycle graph showing sample data



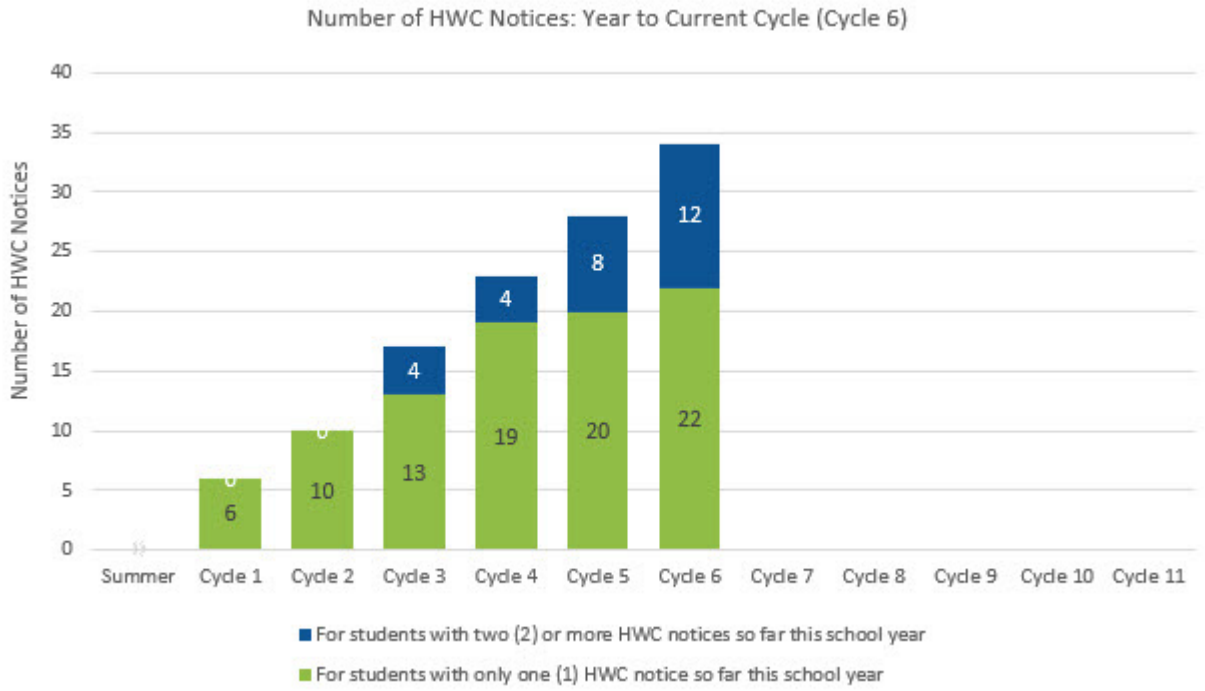
2. **All Cycles (to Current)** graphs show summary information about the number of HWC notices received, the number of students identified for HWC support, the percentage of HWC notices for which all teachers and other staff were informed, and the number of students identified for HWC support referred to school counseling and/or external mental health providers for each cycle up to and including the selected cycle. You might think of these graphs as a "collection" of the close-up graphs for each cycle (if you were to go through each cycle one by one). Exhibit H-21 provides an example of an *All Cycles (to Current)* graph.

Exhibit H-21: All Cycles (to Current) graph showing sample data



3. **Year to Current Cycle** graphs display cumulative data collected from the beginning of the program through each cycle for certain data points, such as number of HWC notices received, number of students identified for HWC support, the percentage of HWC notices for which all teachers/other school staff were informed, and number of students identified for HWC support who received referrals to school counselors or external mental health providers. You might think of these graphs as the accumulation of data totaled from all cycles (if you were to add the data from selected indicators in each cycle all together). Exhibit H-22 provides an example of a *Year to Current Cycle* graph.

Exhibit H-22: Year to Current Cycle graph showing sample data



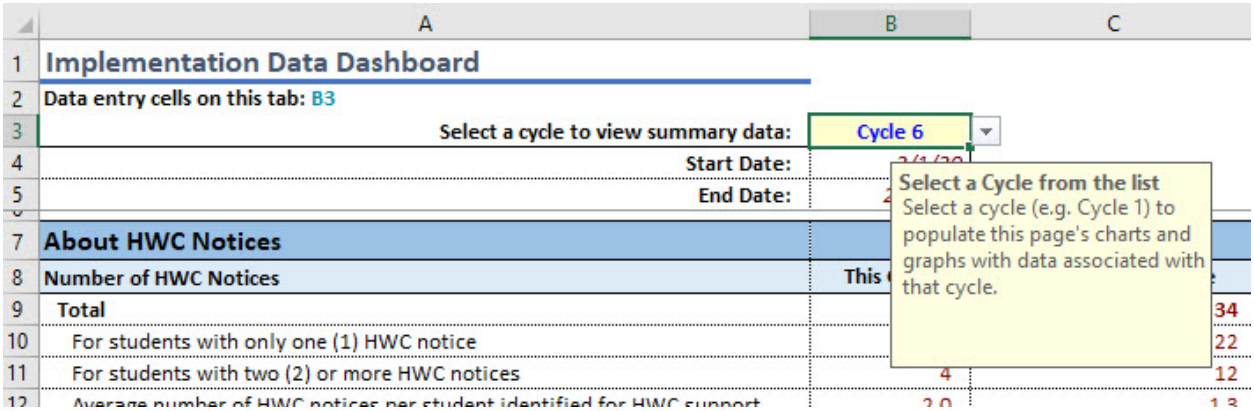
Action to take on this tab

View summary information about the number of HWC notices, number of students identified for HWC support, percentage of all teachers and other staff notified, and number of school counselor and external mental health referrals in table or graph format. To examine data, enter the cycle of interest in cell B3, or select from a drop-down menu.

Details

To examine summary data for information about HWC notices, select a cycle in cell B3, then scroll down to examine the summary data in table format. Exhibit H-23 below provides a screenshot for how a user can select a cycle. If you keep scrolling past the summary table, you will find additional tables and accompanying graphs presenting data about HWC notices for *This Cycle, All Cycles (to Current)*, and *Year to Current*.

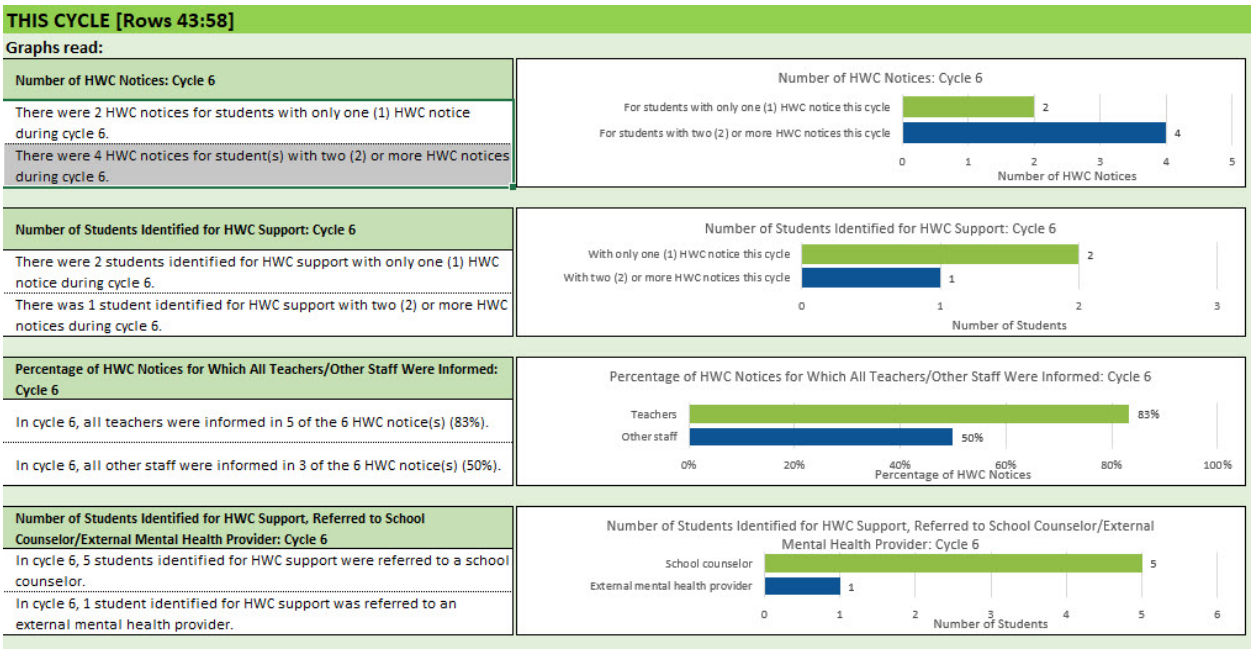
Exhibit H-23: Implementation Data Dashboard cycle selection



This Cycle

After the summary table you will find a section, like the one displayed in exhibit H-24, labeled *This Cycle* [Rows: 43:54]. This section contains descriptive text and accompanying bar graphs that display data about HWC notices entered for this cycle only. To examine data for a different cycle, enter a different cycle in cell B3, the *Select a Cycle* cell, or select one from the drop-down menu.

Exhibit H-24: Implementation Data Dashboard data for This Cycle showing sample data



All Cycles (to Current)

After the section with data for *This Cycle*, you will find a section, like the one displayed in exhibit H-25, labeled *All Cycles (to Current)* [Rows 62:77]. This section contains descriptive text and accompanying bar graphs that summarize the data for HWC notices entered from all cycles up to the current one. Unlike the graph presented for *This Cycle*, which displays information for only one cycle, the *All Cycles (to Current)* graph displays data for multiple cycles.

Exhibit H-25: Implementation Data Dashboard data for All Cycles (to Current) showing sample data

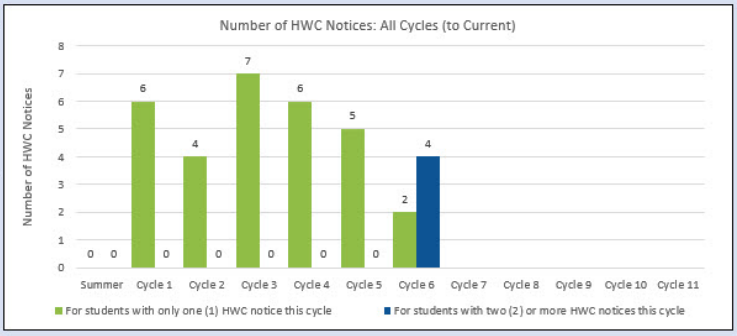
ALL CYCLES (TO CURRENT) [Rows 62:77]

Graphs read:

Number of HWC Notices: All Cycles (to Current)

For each of the cycles through cycle 6, the number of HWC notices for students with only one (1) HWC notice during this cycle:
Summer: 0 HWC notice(s) Cycle 1: 6 HWC notice(s)
Cycle 2: 4 HWC notice(s) Cycle 3: 7 HWC notice(s)
Cycle 4: 6 HWC notice(s) Cycle 5: 5 HWC notice(s)
Cycle 6: 2 HWC notice(s)

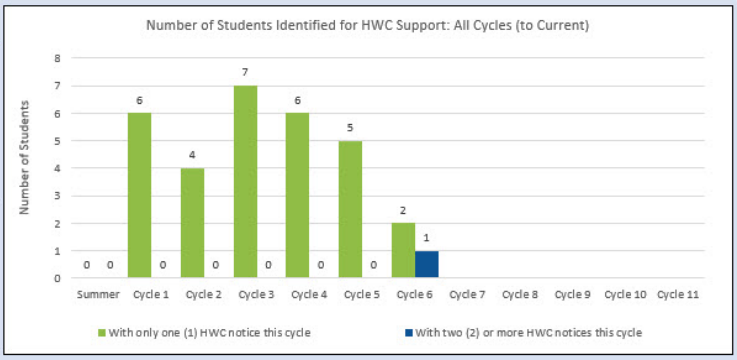
For each of the cycles through cycle 6, the number of HWC notices for students with two (2) or more HWC notices during this cycle:
Summer: 0 HWC notice(s) Cycle 1: 0 HWC notice(s)
Cycle 2: 0 HWC notice(s) Cycle 3: 0 HWC notice(s)
Cycle 4: 0 HWC notice(s) Cycle 5: 0 HWC notice(s)
Cycle 6: 4 HWC notice(s)



Number of Students Identified for HWC Support: All Cycles (to Current)

For each of the cycles through cycle 6, the number of students identified for HWC support with only one (1) HWC notice during this cycle:
Summer: 0 student(s) Cycle 1: 6 student(s)
Cycle 2: 4 student(s) Cycle 3: 7 student(s)
Cycle 4: 6 student(s) Cycle 5: 5 student(s)
Cycle 6: 2 student(s)

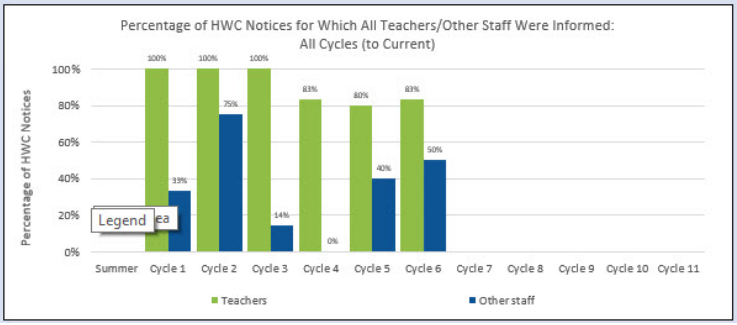
For each of the cycles through cycle 6, the number of students identified for HWC support with two (2) or more HWC notices during this cycle:
Summer: 0 student(s) Cycle 1: 0 student(s)
Cycle 2: 0 student(s) Cycle 3: 0 student(s)
Cycle 4: 0 student(s) Cycle 5: 0 student(s)
Cycle 6: 1 student(s)



Percentage of HWC Notices for Which All Teachers/Other Staff Were Informed: All Cycles (to Current)

For each of the cycles through cycle 6, the percentage of HWC notices for which all teachers were informed:
Cycle 1: 100% Cycle 2: 100%
Cycle 3: 100% Cycle 4: 83% Cycle 5: 80%
Cycle 6: 83%

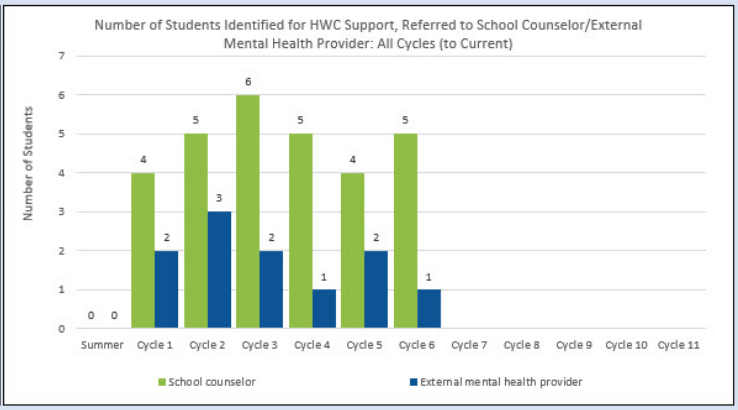
For each of the cycles through cycle 6, the percentage of HWC notices for which all other staff were informed:
Cycle 1: 33% Cycle 2: 75%
Cycle 3: 14% Cycle 4: 0% Cycle 5: 40%
Cycle 6: 50%



Number of Students Identified for HWC Support, Referred to School Counselor/External Mental Health Provider: All Cycles (to Current)

For each of the cycles through cycle 6, the number of students identified for HWC support referred to a school counselor:
Summer: 0 student(s) Cycle 1: 4 student(s)
Cycle 2: 5 student(s) Cycle 3: 6 student(s)
Cycle 4: 5 student(s) Cycle 5: 4 student(s)
Cycle 6: 5 student(s)

For each of the cycles through cycle 6, the number of students identified for HWC support referred to an external mental health provider:
Summer: 0 student(s) Cycle 1: 2 student(s)
Cycle 2: 3 student(s) Cycle 3: 2 student(s)
Cycle 4: 1 student(s) Cycle 5: 2 student(s)
Cycle 6: 1 student(s)



Year to Current Cycle

After the section with data for *All Cycles (to Current)*, you will find a section, like the one displayed in exhibit H-26, labeled *Year to Current Cycle* [Rows 81:98]. This section contains descriptive text and accompanying bar graphs summarizing the data for HWC notices from the beginning of the program through each cycle. When reviewing the data for the *Year to Current Cycle*, you will learn about growth over time in the total number of HWC notices, number of students who received notices, and number of referrals to school counselors and/or external mental health providers.

Exhibit H-26: Implementation Data Dashboard data for Year to Current Cycle showing sample data

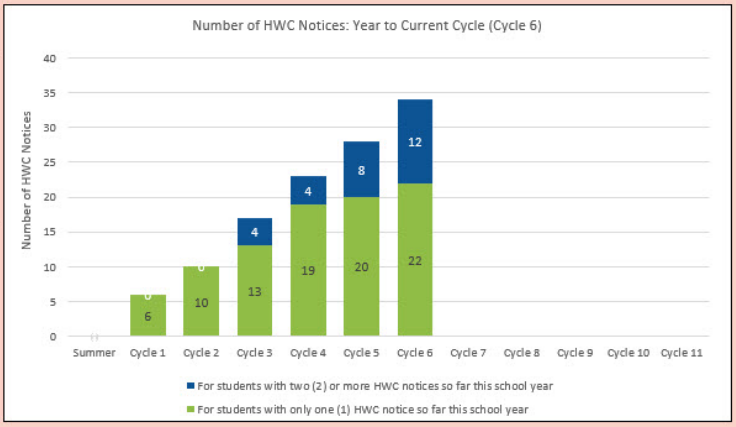
YEAR TO CURRENT CYCLE [Rows 81:98]

Graphs read:

Number of HWC Notices: Year to Current Cycle (Cycle 6)

For each cycle, the number of HWC notices for students with only one (1) HWC notice so far this school year:
Summer: 0 HWC notice(s) Cycle 1: 6 HWC notice(s)
Cycle 2: 10 HWC notice(s) Cycle 3: 13 HWC notice(s)
Cycle 4: 19 HWC notice(s) Cycle 5: 20 HWC notice(s)
Cycle 6: 22 HWC notice(s)

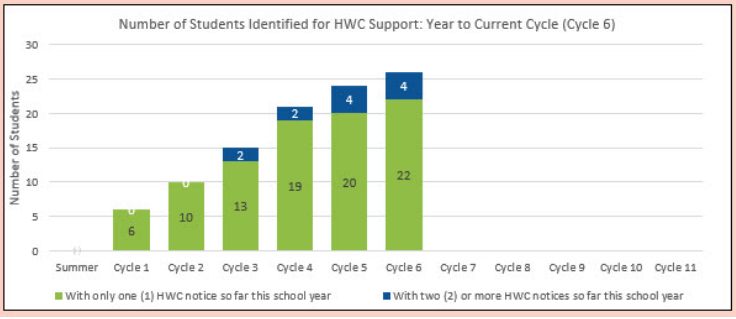
For each cycle, the number of HWC notices for students with two (2) or more HWC notices so far this school year:
Summer: 0 HWC notice(s) Cycle 1: 0 HWC notice(s)
Cycle 2: 0 HWC notice(s) Cycle 3: 4 HWC notice(s)
Cycle 4: 4 HWC notice(s) Cycle 5: 8 HWC notice(s)
Cycle 6: 12 HWC notice(s)



Number of Students Identified for HWC Support: Year to Current Cycle (Cycle 6)

For each cycle, the number of students with only one (1) HWC notice so far this school year:
Summer: 0 student(s) Cycle 1: 6 student(s)
Cycle 2: 10 student(s) Cycle 3: 13 student(s)
Cycle 4: 19 student(s) Cycle 5: 20 student(s)
Cycle 6: 22 student(s)

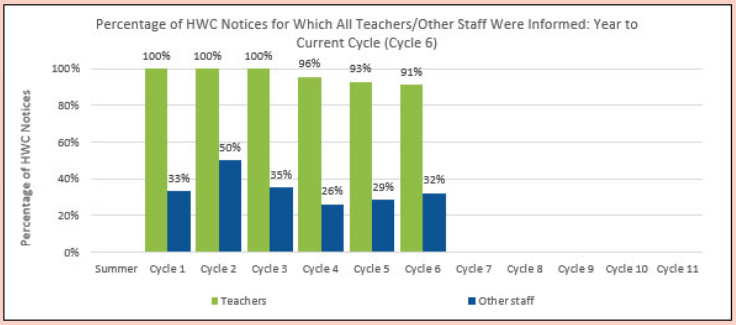
For each cycle, the number of students with two (2) or more HWC notices so far this school year:
Summer: 0 student(s) Cycle 1: 0 student(s)
Cycle 2: 0 student(s) Cycle 3: 2 student(s)
Cycle 4: 2 student(s) Cycle 5: 4 student(s)
Cycle 6: 4 student(s)



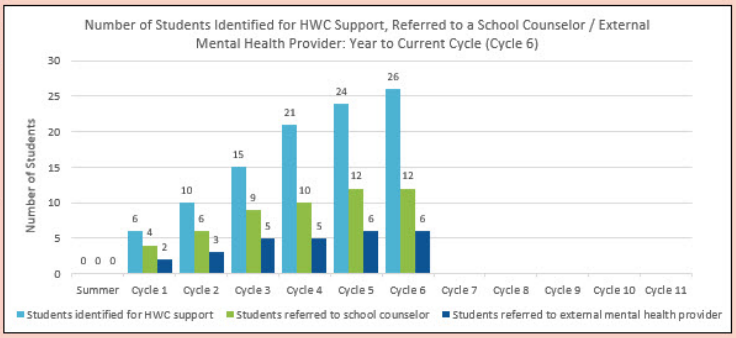
Percentage of HWC Notices for Which All Teachers/Other Staff Were Informed: Year to Current Cycle (Cycle 6)

For each cycle, the year-to-date percentages of HWC notices for which all teachers were informed:
Cycle 1: 100% Cycle 2: 100%
Cycle 3: 100% Cycle 4: 96% Cycle 5: 93%
Cycle 6: 91%

For each cycle, the year-to-date percentages of HWC notices for which all other staff were informed:
Cycle 1: 33% Cycle 2: 50%
Cycle 3: 35% Cycle 4: 26% Cycle 5: 29%
Cycle 6: 32%



Number of Students Identified for HWC Support, Referred to a School Counselor / External Mental Health Provider: Year to Current Cycle (Cycle 6)
For each cycle, the total year-to-date number of students identified for HWC Support: Summer: 0 student(s) Cycle 1: 6 student(s) Cycle 2: 10 student(s) Cycle 3: 15 student(s) Cycle 4: 21 student(s) Cycle 5: 24 student(s) Cycle 6: 26 student(s)
For each cycle, the total year-to-date number of students identified for HWC Support referred to a school counselor: Summer: 0 student(s) Cycle 1: 4 student(s) Cycle 2: 6 student(s) Cycle 3: 9 student(s) Cycle 4: 10 student(s) Cycle 5: 12 student(s) Cycle 6: 12 student(s)
For each cycle, the total year-to-date number of students identified for HWC Support referred to an external mental health provider: Summer: 0 student(s) Cycle 1: 2 student(s) Cycle 2: 3 student(s) Cycle 3: 5 student(s) Cycle 4: 5 student(s) Cycle 5: 6 student(s) Cycle 6: 6 student(s)



Making Meaning of the Implementation Data

As explained above, the information on the *Implementation Data Dashboard* for *This Cycle, All Cycles (to Current)*, and *Year to Current Cycle* provides summary information that the data lead and HWC school teams can monitor regularly to understand how well implementation of HWC is going at their school. Making meaning of the data is the most important aspect of using the Data Lead Workbook. This section includes a series of illustrative tables that briefly explain how to make meaning of the available data.

This Cycle

Exhibit H-27 provides HWC notice information for Cycle 6, including the number of HWC notices, the number of students identified for HWC support, the percentage of HWC notices for which all teachers and other staff have been informed, and the number of students identified for HWC support referred to a school counselor or external mental health provider. It explains that although the HWC school team received six notices during this cycle, the six notices involved only three students. In this example, four of the six notices were associated with just one student; the other two notices were for two separate students, each of which received only one notice during this cycle. The table also notes that all teachers were informed for 83 percent of notices, and all other staff were informed for 50 percent of the notices. Finally, the summary states that five students identified for HWC were referred to a school counselor this cycle, one of whom was further referred to an external mental health provider. Note that students referred to a school counselor or external mental health provider may have been identified for HWC support in the current or any previous cycle. In this example, only three students were identified for HWC support during this cycle whereas five students identified for HWC support were referred to the school counselor; therefore, at least two (and up to all five) students referred to the school counselor must have been identified for HWC support in prior cycles.[5]

Exhibit H-27: Example Implementation Data Dashboard table for This Cycle

THIS CYCLE [Rows 43:58]
Graphs read:
Number of HWC Notices: Cycle 6
There were 2 HWC notices for students with only one (1) HWC notice during cycle 6.
There were 4 HWC notices for student(s) with two (2) or more HWC notices during cycle 6.
Number of Students Identified for HWC Support: Cycle 6
There were 2 students identified for HWC support with only one (1) HWC notice during cycle 6.
There was 1 student identified for HWC support with two (2) or more HWC notices during cycle 6.
Percentage of HWC Notices: All Teachers/Other Staff Were Informed: Cycle 6
In cycle 6, all teachers were informed in 5 of the 6 HWC notice(s) (83%).
In cycle 6, all other staff were informed in 3 of the 6 HWC notice(s) (50%).
Number of Students Identified for HWC Support Referred to School Counselor/External Mental Health Provider: Cycle 6
In cycle 6, 5 students identified for HWC support were referred to a school counselor.
In cycle 6, 1 student identified for HWC support was referred to an external mental health provider.

[5] Once a student has been identified for HWC support in a given school year, the designation remains with the student for the remainder of the school year.

All Cycles (to Current)

Exhibit H-28 presents HWC notice information for all cycles up through the current cycle for Cycle 6, including the number of HWC notices, the number of students identified for HWC support, the percentage of HWC notices for which all teachers and other staff have been informed, and the number of students identified for HWC support referred to a school counselor or external mental health provider. The data show a variation in the number of notices received across the cycles, ranging from a low of zero over the summer to a high of seven in Cycle 3. Note that in Cycle 3, all seven notices involved students with only one HWC notice in that cycle. The school contact did not receive two or more notices for the same student in the same cycle until Cycle 6, when four notices came in for just one student. The data also reveal variation in how regularly all other staff were informed of notices, ranging from a low of zero percent in Cycle 4 to a high of 75 percent in Cycle 2. Rates for notifying all teachers were higher and more consistent, ranging from a low of 80 percent in Cycle 5 to a high of 100 percent in Cycles 1, 2, and 3. Finally, school counselors received referrals for students identified for HWC support in each of Cycles 1 through 6 and referred at least one student to an external mental health provider in each cycle.

Exhibit H-28: Example Implementation Data Dashboard table for All Cycles (to Current)

ALL CYCLES (TO CURRENT) [Rows 62:77]	
Number of HWC Notices: All Cycles (to Current)	
For each of the cycles through cycle 6, the number of HWC notices for students with only one (1) HWC notice during this cycle:	
Summer: 0 HWC notice(s)	Cycle 1: 6 HWC notice(s)
Cycle 2: 4 HWC notice(s)	Cycle 3: 7 HWC notice(s)
Cycle 4: 6 HWC notice(s)	Cycle 5: 5 HWC notice(s)
Cycle 6: 2 HWC notice(s)	
For each of the cycles through cycle 6, the number of HWC notices for students with two (2) or more HWC notices during this cycle:	
Summer: 0 HWC notice(s)	Cycle 1: 0 HWC notice(s)
Cycle 2: 0 HWC notice(s)	Cycle 3: 0 HWC notice(s)
Cycle 4: 0 HWC notice(s)	Cycle 5: 0 HWC notice(s)
Cycle 6: 4 HWC notice(s)	
Number of Students Identified for HWC Support: All Cycles (to Current)	
For each of the cycles through cycle 6, the number of students identified for HWC support with only one (1) HWC notice during this cycle:	
Summer: 0 student(s)	Cycle 1: 6 student(s)
Cycle 2: 4 student(s)	Cycle 3: 7 student(s)
Cycle 4: 6 student(s)	Cycle 5: 5 student(s)
Cycle 6: 2 student(s)	

ALL CYCLES (TO CURRENT) [Rows 62:77]

For each of the cycles through cycle 6, the number of students identified for HWC support with two (2) or more HWC notices during this cycle:

Summer: 0 student(s)
Cycle 1: 0 student(s)
Cycle 2: 0 student(s)
Cycle 3: 0 student(s)
Cycle 4: 0 student(s)
Cycle 5: 0 student(s)
Cycle 6: 1 student(s)

Percentage of HWC Notices for Which All Teachers/Other Staff Were Informed: All Cycles (to Current)

For each of the cycles through cycle 6, the percentage of HWC notices for which all teachers were informed:

Cycle 1: 100%
Cycle 2: 100%
Cycle 3: 100%
Cycle 4: 83%
Cycle 5: 80%
Cycle 6: 83%

For each of the cycles through cycle 6, the percentage of HWC notices for which all other staff were informed:

Cycle 1: 33%
Cycle 2: 75%
Cycle 3: 14%
Cycle 4: 0%
Cycle 5: 40%
Cycle 6: 50%

Number of Students Identified for HWC Support, Referred to School Counselor/External Mental Health Provider: All Cycles (to Current)

For each of the cycles through cycle 6, the number of students identified for HWC support referred to a school counselor:

Summer: 0 student(s)
Cycle 1: 4 student(s)
Cycle 2: 5 student(s)
Cycle 3: 6 student(s)
Cycle 4: 5 student(s)
Cycle 5: 4 student(s)
Cycle 6: 5 student(s)

For each of the cycles through cycle 6, the number of students identified for HWC support referred to an external mental health provider:

Summer: 0 student(s)
Cycle 1: 2 student(s)
Cycle 2: 3 student(s)
Cycle 3: 2 student(s)
Cycle 4: 1 student(s)
Cycle 5: 2 student(s)
Cycle 6: 1 student(s)

Year to Current Cycle

Exhibit H-29 provides HWC notice information for the year so far, including the number of HWC notices, the number of students identified for HWC support, the percentage of HWC notices for which all teachers and other staff have been informed, and the number of students identified for HWC support referred to a school counselor or external mental health provider. This table shows that the HWC school contact has received a total of 34 HWC notices so far this year; 22 of the HWC notices are for students who received only one HWC notice since the beginning of the school year, and 12 HWC notices are for students who received two or more HWC notices since the beginning of the school year. There are 22 students who have one notice since the beginning of the school year, and four students have two or more HWC notices, for a total of 26 students that have received at least one notice.[6] On average, as of Cycle 6, all teachers were informed of 91 percent of HWC notices, but all other staff were informed of only 32 percent of HWC notices. Year-to-date, of the 26 students identified for HWC support, 12 were referred to a school counselor, and six were referred to an external mental health provider.

Exhibit H-29: Example Implementation Data Dashboard table for Year to Current Cycle

YEAR TO CURRENT CYCLE [Rows 81:98]	
Number of HWC Notices: Year to Current Cycle (Cycle 6)	
For each cycle, the number of HWC notices for students with only one (1) HWC notice so far this school year:	
Summer: 0 HWC notice(s)	Cycle 1: 6 HWC notice(s)
Cycle 2: 10 HWC notice(s)	Cycle 3: 13 HWC notice(s)
Cycle 4: 19 HWC notice(s)	Cycle 5: 20 HWC notice(s)
Cycle 6: 22 HWC notice(s)	
For each cycle, the number of HWC notices for students with two (2) or more HWC notices so far this school year:	
Summer: 0 HWC notice(s)	Cycle 1: 0 HWC notice(s)
Cycle 2: 0 HWC notice(s)	Cycle 3: 4 HWC notice(s)
Cycle 4: 4 HWC notice(s)	Cycle 5: 8 HWC notice(s)
Cycle 6: 12 HWC notice(s)	
Number of Students Identified for HWC Support: Year to Current Cycle (Cycle 6)	
For each cycle, the number of students with only one (1) HWC notice so far this school year:	
Summer: 0 student(s)	Cycle 1: 6 student(s)
Cycle 2: 10 student(s)	Cycle 3: 13 student(s)
Cycle 4: 19 student(s)	Cycle 5: 20 student(s)
Cycle 6: 22 student(s)	
For each cycle, the number of students with two (2) or more HWC notices so far this school year:	
Summer: 0 student(s)	Cycle 1: 0 student(s)
Cycle 2: 0 student(s)	Cycle 3: 2 student(s)
Cycle 4: 2 student(s)	Cycle 5: 4 student(s)
Cycle 6: 4 student(s)	

[6] Note that in Cycle 4 the table shows that four notices were for students with at least two notices, whereas exhibit 28 shows that within Cycle 4 no student received more than one notice.

YEAR TO CURRENT CYCLE [Rows 81:98]

Percentage of HWC Notices for Which All Teachers/Other Staff Were Informed: Year to Current Cycle (Cycle 6)

For each cycle, the year-to-date percentages of HWC notices for which all teachers were informed:

Cycle 1: 100%	Cycle 2: 100%
Cycle 3: 100%	Cycle 4: 96%
Cycle 5: 93%	Cycle 6: 91%

For each cycle, the year-to-date percentages of HWC notices for which all other staff were informed:

Cycle 1: 33%	Cycle 2: 50%
Cycle 3: 35%	Cycle 4: 26%
Cycle 5: 29%	Cycle 6: 32%

Number of Students Identified for HWC Support, Referred to a School Counselor / External Mental Health Provider: Year to Current Cycle (Cycle 6)

For each cycle, the total year-to-date numbers of students identified for HWC Support:

Summer: 0 student(s)	Cycle 1: 6 student(s)
Cycle 2: 10 student(s)	Cycle 3: 15 student(s)
Cycle 4: 21 student(s)	Cycle 5: 24 student(s)
Cycle 6: 26 student(s)	

For each cycle, the total year-to-date numbers of students identified for HWC Support referred to a school counselor:

Summer: 0 student(s)	Cycle 1: 4 student(s)
Cycle 2: 6 student(s)	Cycle 3: 9 student(s)
Cycle 4: 10 student(s)	Cycle 5: 12 student(s)
Cycle 6: 12 student(s)	

For each cycle, the total year-to-date numbers of students identified for HWC Support referred to an external mental health provider:

Summer: 0 student(s)	Cycle 1: 2 student(s)
Cycle 2: 3 student(s)	Cycle 3: 5 student(s)
Cycle 4: 5 student(s)	Cycle 5: 6 student(s)
Cycle 6: 6 student(s)	

Student Outcome Data Dashboard

Contents of this tab

This tab presents summary tables and graphs of data about behavior incidents, attendance, and academic achievement for students identified for HWC support as well as for all students in the school. When you click on the *Student Outcome Data Dashboard* tab, you will find a table like the one displayed in exhibit H-30, which summarizes information about selected student outcomes.

Exhibit H-30: Student Outcome Data Dashboard

Student Outcome Data Dashboard

Data entry cells on this tab: B3

Select a cycle to view summary data:	
Start Date:	
End Date:	

STUDENTS	
Number of Students	N
Identified for HWC support in this cycle (Cycle HWC Group)	
Identified for HWC support so far this year (Cumulative HWC Group)	
In the whole school (Schoolwide Group)	

Behavior Incidents		
Number of behavior incidents reported for students...	This Cycle	Year to Current Cycle
Identified for HWC support in this cycle (Cycle HWC Group)		N/A
Identified for HWC support so far this year (Cumulative HWC Group)		
In the whole school (Schoolwide Group)		

Behavior Incidents per Student		
Number of behavior incidents per student for students...	This Cycle	Year to Current Cycle
Identified for HWC support in this cycle (Cycle HWC Group)		N/A
Identified for HWC support so far this year (Cumulative HWC Group)		
In the whole school (Schoolwide Group)		

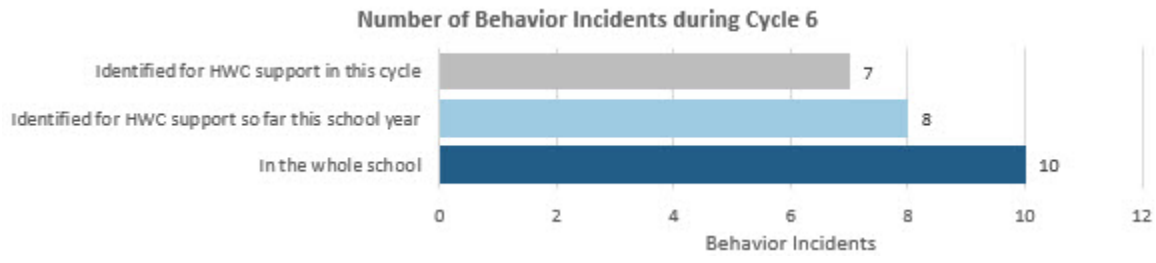
Attendance		
Attendance for students...	This Cycle	Year to Current Cycle
Identified for HWC support in this cycle (Cycle HWC Group)		N/A
Identified for HWC support so far this year (Cumulative HWC Group)		
In the whole school (Schoolwide Group)		

Achievement		
Achievement for students...	This Cycle	Year to Current Cycle
Identified for HWC support in this cycle (Cycle HWC Group)		N/A
Identified for HWC support so far this year (Cumulative HWC Group)		
In the whole school (Schoolwide Group)		

As with the *Implementation Data Dashboard* tab, the data are presented in different graphical formats.

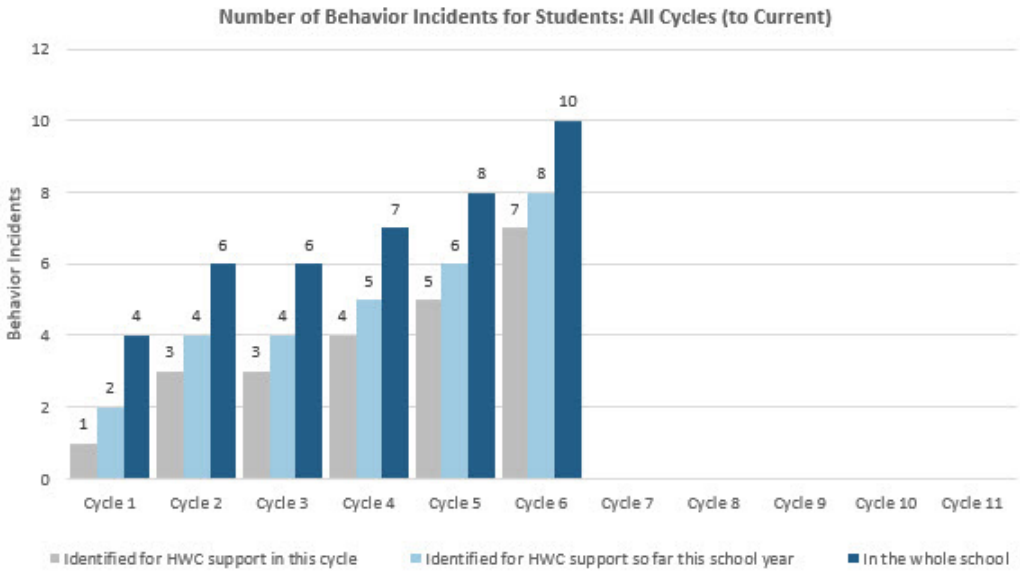
1. **This Cycle** graphs display summary information about student behavior, attendance, and academic achievement just for this cycle. You might think of these graphs as a "'close-up" of the current cycle only. Exhibit H-31 provides an example of a *This Cycle* graph.

Exhibit H-31: This Cycle graph showing sample data



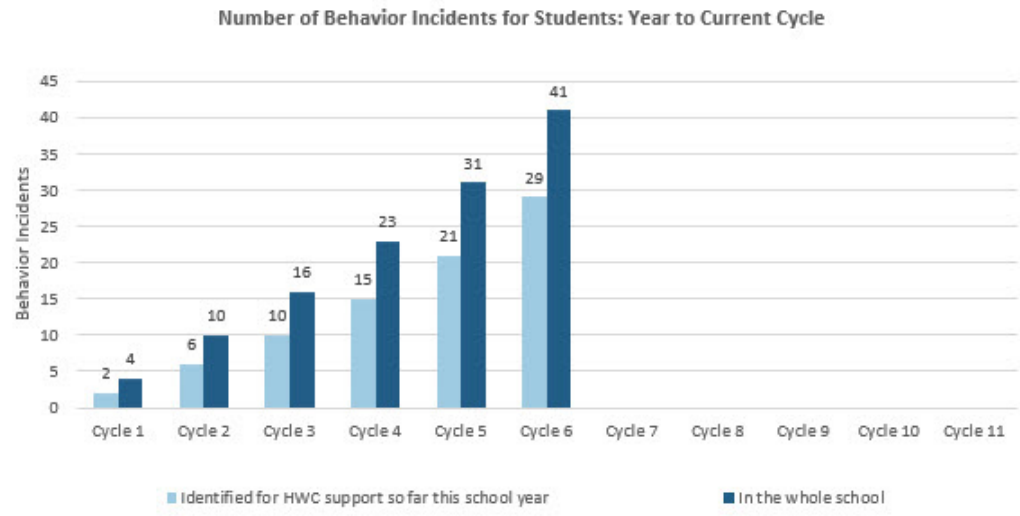
2. **All Cycles (to Current)** graphs display summary information about student behavior, attendance, and academic achievement for each of the cycles up to and including the selected cycle. You might think of these graphs as a "collection" of the close-up graphs for each cycle (if you were to go through each cycle one by one). Exhibit H-32 provides an example of an *All Cycles (to Current)* graph.

Exhibit H-32: All Cycles (to Current) graph showing sample data



3. **Year to Current Cycle** graphs display cumulative data collected from the beginning of the program through each cycle for selected student outcome data. You might think of these graphs as the "accumulation" of data totaled from all cycles (if you were to combine the data from selected indicators from the beginning of the year up to each cycle displayed in a given graph). Exhibit H-33 provides an example of a Year to Current graph.

Exhibit H-33: Year to Current graph showing sample data



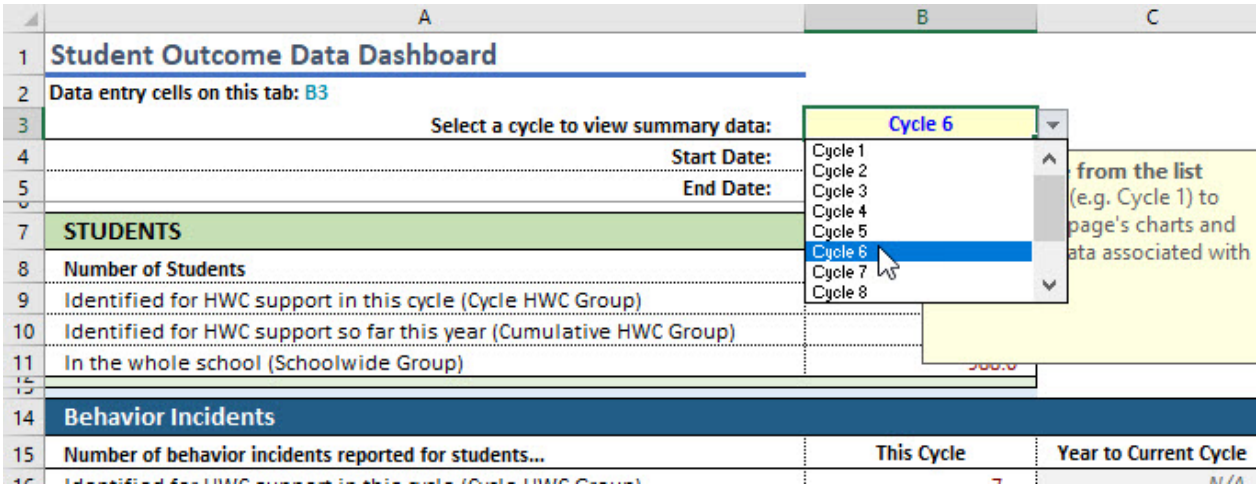
Action to take on this tab

Review summary information about student attendance, behavior incidents, or academic achievement for students identified for HWC support and for the entire school in table or graph format. Enter the cycle of interest in cell B3 or select from the drop-down menu.

Details

To examine summary data for student behavior, attendance, and academic achievement, select a cycle in cell B3, then scroll down to view the summary data in table format, as depicted in exhibit H-34. If you keep scrolling past the summary table, you will find additional tables and accompanying graphs presenting data student outcome data for *This Cycle*, *All Cycles (to Current)*, and *Year to Current*.

Exhibit H-34: Student Outcome Data Dashboard cycle selection



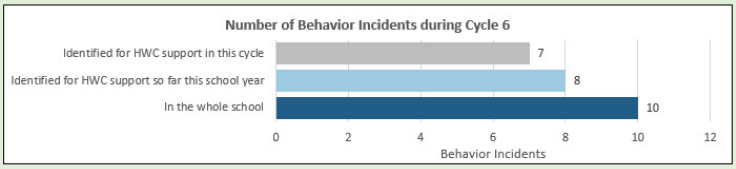
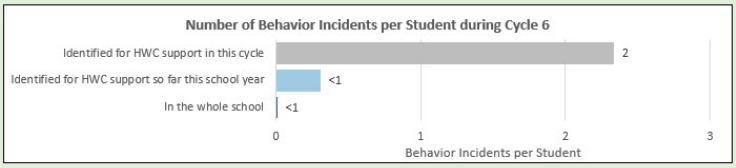
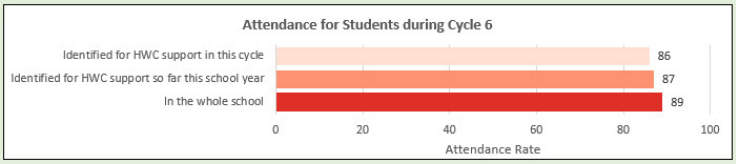
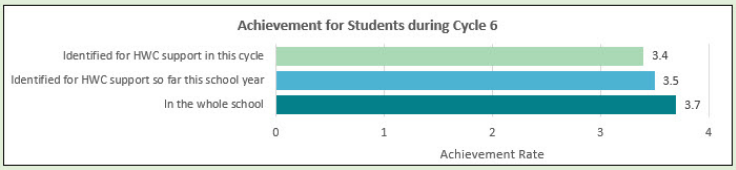
This Cycle

After the summary table, you will find a section, like the one displayed in exhibit H-35, labeled *This Cycle* [Rows: 46:64]. It contains descriptive text and accompanying graphs that display data about the number of behavior incidents, the number of behavior incidents per student for students identified for HWC, attendance data, and achievement data for all three groups of students – the Cycle HWC Group, the Cumulative HWC Group, and the Schoolwide Group. To examine data for a different cycle, enter a different cycle in cell B3, the *Select a Cycle* cell, or select one from the drop-down menu.

Exhibit H-35: Student Outcome Data Dashboard data for This Cycle showing sample data

THIS CYCLE [Rows 46:64]

Graphs read:

Number of Behavior Incidents during Cycle 6	
In this cycle there were 7 incidents involving a student identified for HWC support during this cycle (Cycle HWC Group).	
In this cycle there were 8 incidents involving a student identified for HWC support at some point to date (Cumulative HWC Group).	
In this cycle there were 10 incidents involving a student in the whole school (Schoolwide Group).	
Number of Behavior Incidents per Student during Cycle 6	
In this cycle there were 2 incidents per student reported for students identified for HWC support in this cycle (Cycle HWC Group).	
In this cycle there was <1 incident per student reported for students identified for HWC support so far this year (Cumulative HWC Group).	
In this cycle there was <1 incident per student reported for students in the whole school (Schoolwide Group).	
Attendance for Students during Cycle 6	
In this cycle, attendance was 86 for students identified for HWC support in this cycle (Cycle HWC Group).	
In this cycle, attendance was 87 for students identified for HWC support so far this year (Cumulative HWC Group).	
In this cycle, attendance was 89 for students in the whole school (Schoolwide Group).	
Achievement for Students during Cycle 6	
In this cycle, achievement was 3.4 for students identified for HWC support in this cycle (Cycle HWC Group).	
In this cycle, achievement was 3.5 for students identified for HWC support so far this year (Cumulative HWC Group).	
In this cycle, achievement was 3.7 for students in the whole school (Schoolwide Group).	

All Cycles (to Current)

After the section with data for *This Cycle*, you will find a section, similar to that presented in exhibit H-36, labeled *All Cycles (to Current)* [Rows 68:88]. It contains descriptive text and accompanying bar graphs that display data about student outcome data entered from all cycles up to the current one. Unlike the graphs for *This Cycle*, which display data for only one cycle, the *All Cycles (to Current)* graphs show data for multiple cycles.

Exhibit H-36: Student Outcome Data Dashboard data for All Cycles (to Current) showing sample data

ALL CYCLES (TO CURRENT) [Rows 68:88]

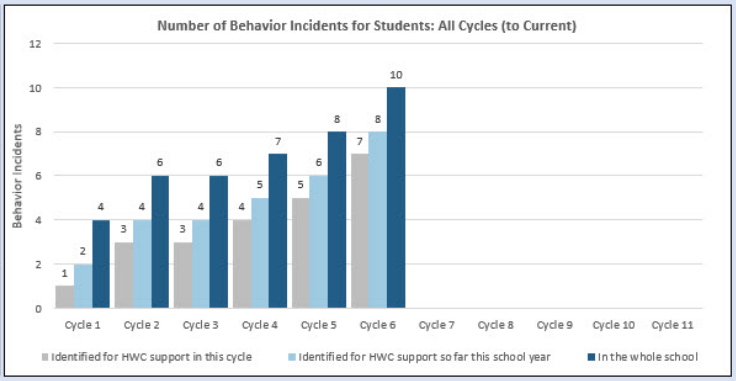
Graphs read:

Number of Behavior Incidents for Students: All Cycles (to Current)

For each cycle, the number of behavior incidents for students identified for HWC support in each cycle (Cycle HWC Group):
Cycle 1: 1 incident Cycle 2: 3 incidents
Cycle 3: 3 incidents Cycle 4: 4 incidents Cycle 5: 5 incidents
Cycle 6: 7 incidents

For each cycle, the number of behavior incidents for students identified for HWC support so far this school year (Cumulative HWC Group):
Cycle 1: 2 incidents Cycle 2: 4 incidents
Cycle 3: 4 incidents Cycle 4: 5 incidents Cycle 5: 6 incidents
Cycle 6: 8 incidents

For each cycle, the number of behavior incidents for students in the whole school (Schoolwide Group):
Cycle 1: 4 incidents Cycle 2: 6 incidents
Cycle 3: 6 incidents Cycle 4: 7 incidents Cycle 5: 8 incidents
Cycle 6: 10 incidents

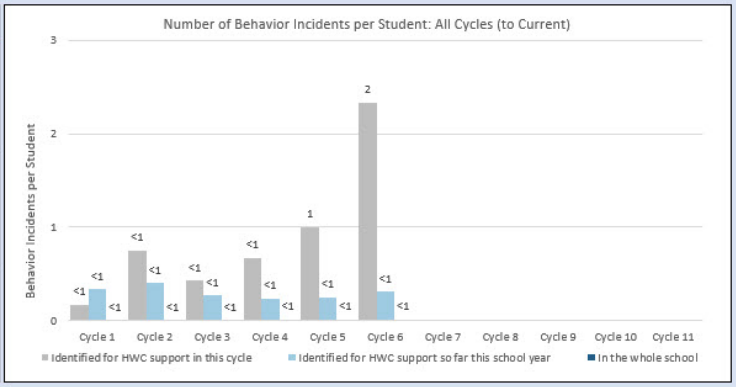


Number of Behavior Incidents per Student: All Cycles (to Current)

For each cycle, the number of behavior incidents PER STUDENT for students identified for HWC support in each cycle (Cycle HWC Group):
Cycle 1: <1 incident(s) per student Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student Cycle 4: <1 incident(s) per student
Cycle 5: 1 incident(s) per student Cycle 6: 2 incident(s) per student

For each cycle, the number of behavior incidents PER STUDENT for students identified for HWC support so far this school year (Cumulative HWC Group):
Cycle 1: <1 incident(s) per student Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student Cycle 4: <1 incident(s) per student

For each cycle, the number of behavior incidents per student for students in the whole school (Schoolwide Group):
Cycle 1: <1 incident(s) per student Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student Cycle 4: <1 incident(s) per student
Cycle 5: <1 incident(s) per student Cycle 6: <1 incident(s) per student

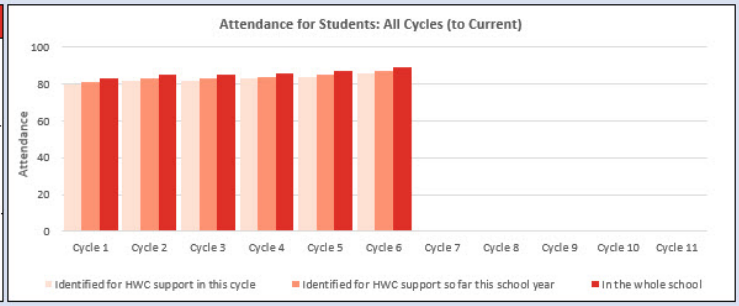


Attendance for Students: All Cycles (to Current)

For each cycle, attendance for students identified for HWC support in each cycle (Cycle HWC Group):
Cycle 1: 80 Cycle 2: 82 Cycle 3: 82 Cycle 4: 83
Cycle 5: 84 Cycle 6: 86

For each cycle, attendance for students identified for HWC support so far this school year (Cumulative HWC Group):
Cycle 1: 81 Cycle 2: 83 Cycle 3: 83 Cycle 4: 84
Cycle 5: 85 Cycle 6: 87

For each cycle, attendance for students in the whole school (Schoolwide Group):
Cycle 1: 83 Cycle 2: 85 Cycle 3: 85 Cycle 4: 86
Cycle 5: 87 Cycle 6: 89

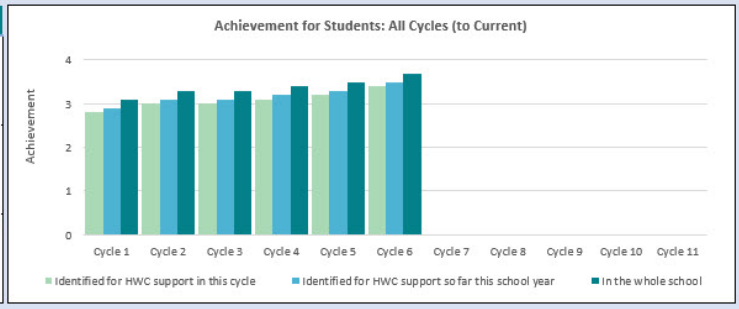


Achievement for Students: All Cycles (to Current)

For each cycle, achievement for students identified for HWC support in each cycle (Cycle HWC Group):
Cycle 1: 2.8 Cycle 2: 3.0 Cycle 3: 3.0 Cycle 4: 3.1
Cycle 5: 3.2 Cycle 6: 3.4

For each cycle, achievement for students identified for HWC support so far this school year (Cumulative HWC Group):
Cycle 1: 2.9 Cycle 2: 3.1 Cycle 3: 3.1 Cycle 4: 3.2
Cycle 5: 3.3 Cycle 6: 3.5

For each cycle, achievement for students in the whole school (Schoolwide Group):
Cycle 1: 3.1 Cycle 2: 3.3 Cycle 3: 3.3 Cycle 4: 3.4
Cycle 5: 3.5 Cycle 6: 3.7



Year to Current Cycle

After the section with data for *All Cycles (to Current)*, you will find a section, similar to that presented in exhibit H-37, labeled *Year to Current Cycle* [Rows 91:107]. It contains descriptive text and accompanying bar graphs that display data about the number of behavior incidents, number of behavior incidents per student, attendance, and academic achievement for students identified for HWC as well as for students schoolwide. Unlike the graphs for *All Cycles (to Current)*, which display data for each cycle individually, the *Year to Current Cycle* graphs show cumulative data from the beginning of the year through each cycle. For instance, at the end of Cycle 4, student attendance was 88 percent, but attendance for students ever identified for HWC support that year was 86 percent.

Exhibit H-37: Student Outcome Data Dashboard data for Year to Current Cycle showing sample data

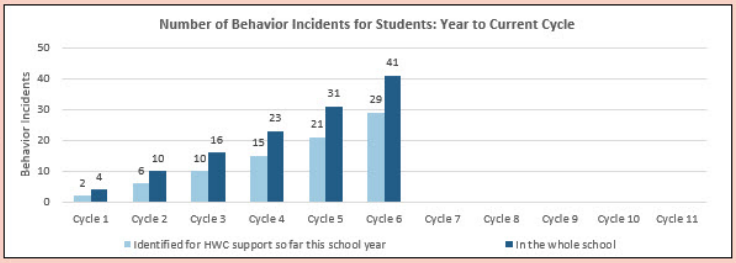
YEAR TO CURRENT CYCLE [Rows 91:107]

Graphs read:

Number of Behavior Incidents for Students: Year to Current Cycle

From the beginning of the year through each cycle, the number of behavior incidents for students identified for HWC support so far this school year (Cumulative HWC Group):
Cycle 1: 2 incident(s) Cycle 2: 6 incident(s) Cycle 3: 10 incident(s)
Cycle 4: 15 incident(s) Cycle 5: 21 incident(s) Cycle 6: 29 incident(s)

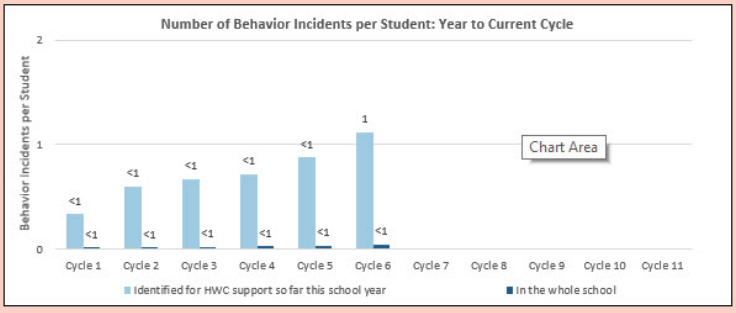
From the beginning of the year through each cycle, the number of behavior incidents for students in the whole school (Schoolwide Group):
Cycle 1: 4 incident(s) Cycle 2: 10 incident(s) Cycle 3: 16 incident(s)
Cycle 4: 23 incident(s) Cycle 5: 31 incident(s) Cycle 6: 41 incident(s)



Number of Behavior Incidents per Student: Year to Current Cycle

From the beginning of the year through each cycle, the number of behavior incidents PER STUDENT for students identified for HWC support so far this school year (Cumulative HWC Group):
Cycle 1: <1 incident(s) per student Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student Cycle 4: <1 incident(s) per student
Cycle 5: <1 incident(s) per student Cycle 6: 1 incident(s) per student

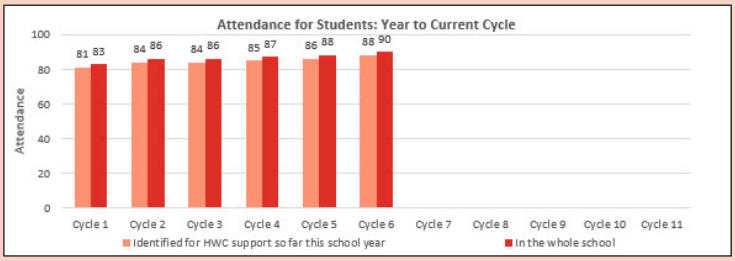
From the beginning of the year through each cycle, the number of behavior incidents PER STUDENT for students in the whole school (Schoolwide Group):
Cycle 1: <1 incident(s) per student Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student Cycle 4: <1 incident(s) per student
Cycle 5: <1 incident(s) per student Cycle 6: <1 incident(s) per student



Attendance for Students: Year to Current Cycle

From the beginning of the year through each cycle, attendance for students identified for HWC support so far this school year (Cumulative HWC Group) was:
Cycle 1: 81 Cycle 2: 84 Cycle 3: 84 Cycle 4: 85
Cycle 5: 86 Cycle 6: 88

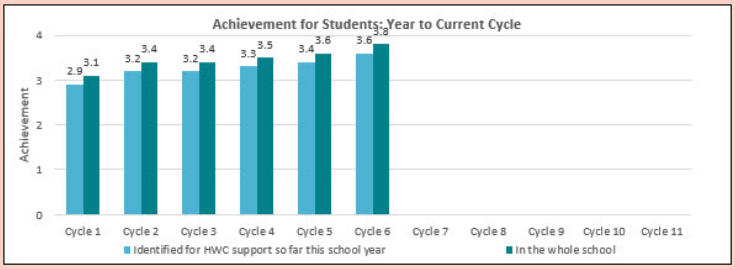
From the beginning of the year through each cycle, attendance for students identified for students in the whole school (Schoolwide Group) was:
Cycle 1: 83 Cycle 2: 86 Cycle 3: 86 Cycle 4: 87
Cycle 5: 88 Cycle 6: 90



Achievement for Students: Year to Current Cycle

From the beginning of the year through each cycle achievement for students identified for HWC support so far this school year (Cumulative HWC Group) was:
Cycle 1: 2.9 Cycle 2: 3.2 Cycle 3: 3.2 Cycle 4: 3.3
Cycle 5: 3.4 Cycle 6: 3.6

From the beginning of the year through each cycle achievement for students identified for students in the whole school (Schoolwide Group) was:
Cycle 1: 3.1 Cycle 2: 3.4 Cycle 3: 3.4 Cycle 4: 3.5
Cycle 5: 3.6 Cycle 6: 3.8



Making Meaning of the Student Outcome Data

As explained above, the data for *This Cycle, All Cycles (to Current)*, and *Year to Current Cycle* provide summary information that the data lead and HWC school teams can monitor regularly to learn about student behavior, attendance, and achievement. Making meaning of the data is the most important aspect of using the Data Lead Workbook. This section provides a series of illustrative tables that briefly explain how to make meaning of the available data.

This Cycle

Exhibit H-38 summarizes student outcome data for Cycle 6. The descriptions in each row correspond to the data for each measure (number of behavioral incidents, rate of behavioral incidents, attendance rate, and average achievement) across the three student groups (Cycle HWC Group, Cumulative HWC Group, and Schoolwide Group). The data reveal that students identified for HWC support (the Cycle HWC and the Cumulative HWC Group) generally exhibited a higher rate of behavioral incidences, a lower attendance rate, and lower average achievement than did the Schoolwide group in Cycle 6.

Exhibit H-38: Example Student Outcome Data Dashboard table for This Cycle

THIS CYCLE [Rows 46:64]
Number of Behavior Incidents during Cycle 6
In this cycle there were 7 incidents involving one or more students identified for HWC support during this cycle (Cycle HWC Group).
In this cycle there were 8 incidents involving one or more students identified for HWC support at some point to date (Cumulative HWC Group).
In this cycle there were 10 incidents involving one or more students in the whole school (Schoolwide Group).
Number of Behavior Incidents per Student during Cycle 6
In this cycle there were 2 incidents per student reported for students identified for HWC support in this cycle (Cycle HWC Group).
In this cycle there was <1 incident per student reported for students identified for HWC support so far this year (Cumulative HWC Group).
In this cycle there was <1 incident per student reported for students in the whole school (Schoolwide Group).
Attendance for Students during Cycle 6
In this cycle, attendance was 86 for students identified for HWC support in this cycle (Cycle HWC Group).
In this cycle, attendance was 87 for students identified for HWC support so far this year (Cumulative HWC Group).
In this cycle, attendance was 89 for students in the whole school (Schoolwide Group).
Achievement for Students during Cycle 6
In this cycle, achievement was 3.4 for students identified for HWC support in this cycle (Cycle HWC Group).
In this cycle, achievement was 3.5 for students identified for HWC support so far this year (Cumulative HWC Group).
In this cycle, achievement was 3.7 for students in the whole school (Schoolwide Group).

All Cycles (to Current)

Exhibit H-39 summarizes student outcome data for all cycles up through the current cycle. It contains all data from exhibit H-38 as well as the corresponding data points for Cycles 1 through 5. Because all cycles are included, these data illustrate how student outcomes change over time. For instance, we see that the number of behavior incidents per student for students identified for HWC support increased between Cycles 4 and 5 and again between Cycles 5 and 6. However, we also see that the average achievement of the Cycle HWC Group generally increased from one cycle to the next. Note that the composition of this group may change considerably (or completely) from one cycle to the next, so you should be cautious when interpreting meaning in these cases.

Exhibit H-39: Example Student Outcome Data Dashboard table for All Cycles (to Current)

ALL CYCLES (TO CURRENT) [Rows 68:88]	
Number of Behavior Incidents for Students: All Cycles (to Current)	
For each cycle, the number of behavior incidents for students identified for HWC support in each cycle (Cycle HWC Group):	
Cycle 1: 1 incident	Cycle 2: 3 incidents
Cycle 3: 3 incidents	Cycle 4: 4 incidents
Cycle 5: 5 incidents	Cycle 6: 7 incidents
For each cycle, the number of behavior incidents for students identified for HWC support so far this school year (Cumulative HWC Group):	
Cycle 1: 2 incidents	Cycle 2: 4 incidents
Cycle 3: 4 incidents	Cycle 4: 5 incidents
Cycle 5: 6 incidents	Cycle 6: 8 incidents
For each cycle, the number of behavior incidents for students in the whole school (Schoolwide Group):	
Cycle 1: 4 incidents	Cycle 2: 6 incidents
Cycle 3: 6 incidents	Cycle 4: 7 incidents
Cycle 5: 8 incidents	Cycle 6: 10 incidents
Number of Behavior Incidents per Student: All Cycles (to Current)	
For each cycle, the number of behavior incidents PER STUDENT for students identified for HWC support in each cycle (Cycle HWC Group):	
Cycle 1: <1 incident(s) per student	Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student	Cycle 4: <1 incident(s) per student
Cycle 5: 1 incident(s) per student	Cycle 6: 2 incident(s) per student
For each cycle, the number of behavior incidents PER STUDENT for students identified for HWC support so far this school year (Cumulative HWC Group):	
Cycle 1: <1 incident(s) per student	Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student	Cycle 4: <1 incident(s) per student
Cycle 5: <1 incident(s) per student	Cycle 6: <1 incident(s) per student

ALL CYCLES (TO CURRENT) [Rows 68:88]

For each cycle, the number of behavior incidents per student for students in the whole school (Schoolwide Group):

Cycle 1: <1 incident(s) per student	Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student	Cycle 4: <1 incident(s) per student
Cycle 5: <1 incident(s) per student	Cycle 6: <1 incident(s) per student

Attendance for Students: All Cycles (to Current)

For each cycle, attendance for students identified for HWC support in each cycle (Cycle HWC Group):

Cycle 1: 80	Cycle 2: 82
Cycle 3: 82	Cycle 4: 83
Cycle 5: 84	Cycle 6: 86

For each cycle, attendance for students identified for HWC support so far this school year (Cumulative HWC Group):

Cycle 1: 81	Cycle 2: 83
Cycle 3: 83	Cycle 4: 84
Cycle 5: 85	Cycle 6: 87

For each cycle, attendance for students in the whole school (Schoolwide Group):

Cycle 1: 83	Cycle 2: 85
Cycle 3: 85	Cycle 4: 86
Cycle 5: 87	Cycle 6: 89

Achievement for Students: All Cycles (to Current)

For each cycle, achievement for students identified for HWC support in each cycle (Cycle HWC Group):

Cycle 1: 2.8	Cycle 2: 3.0
Cycle 3: 3.0	Cycle 4: 3.1
Cycle 5: 3.2	Cycle 6: 3.4

For each cycle, achievement for students identified for HWC support so far this school year (Cumulative HWC Group):

Cycle 1: 2.9	Cycle 2: 3.1
Cycle 3: 3.1	Cycle 4: 3.2
Cycle 5: 3.3	Cycle 6: 3.5

For each cycle, achievement for students in the whole school (Schoolwide Group):

Cycle 1: 3.1	Cycle 2: 3.3
Cycle 3: 3.3	Cycle 4: 3.4
Cycle 5: 3.5	Cycle 6: 3.7

Year to Current Cycle

Exhibit H-40 summarizes student outcome data for the year up to the current cycle for two groups: the Cumulative HWC Group and the Schoolwide Group. Unlike exhibit H-39, which displays data for each cycle individually, the *Year to Current Cycle* table shows cumulative data from the beginning of the year through each cycle. For instance, at the end of Cycle 5, there were 31 total behavioral incidents for the whole school; by the end of Cycle 6, there were 41 incidents (in other words, 10 incidents in Cycle 6). This table also illustrates that attendance continually increased for both groups, with a year-to-date average attendance of 88 percent for the Cumulative HWC Group and 90 percent for the Schoolwide Group through Cycle 6.

Exhibit H-40: Example Student Outcome Data Dashboard table for Year to Current Cycle

YEAR TO CURRENT CYCLE [Rows 91:107]	
Number of Behavior Incidents for Students: Year to Current Cycle	
From the beginning of the year through each cycle, the number of behavior incidents for students identified for HWC support so far this school year (Cumulative HWC Group):	
Cycle 1: 2 incident(s)	Cycle 2: 6 incident(s)
Cycle 3: 10 incident(s)	Cycle 4: 15 incident(s)
Cycle 5: 21 incident(s)	Cycle 6: 29 incident(s)
From the beginning of the year through each cycle, the number of behavior incidents for students in the whole school (Schoolwide Group):	
Cycle 1: 4 incident(s)	Cycle 2: 10 incident(s)
Cycle 3: 16 incident(s)	Cycle 4: 23 incident(s)
Cycle 5: 31 incident(s)	Cycle 6: 41 incident(s)
Number of Behavior Incidents per Student: Year to Current Cycle	
From the beginning of the year through each cycle, the number of behavior incidents PER STUDENT for students identified for HWC support so far this school year (Cumulative HWC Group):	
Cycle 1: <1 incident(s) per student	Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student	Cycle 4: <1 incident(s) per student
Cycle 5: <1 incident(s) per student	Cycle 6: 1 incident(s) per student
From the beginning of the year through each cycle, the number of behavior incidents PER STUDENT for students in the whole school (Schoolwide Group):	
Cycle 1: <1 incident(s) per student	Cycle 2: <1 incident(s) per student
Cycle 3: <1 incident(s) per student	Cycle 4: <1 incident(s) per student
Cycle 5: <1 incident(s) per student	Cycle 6: <1 incident(s) per student
Attendance for Students: Year to Current Cycle	
From the beginning of the year through each cycle, attendance for students identified for HWC support so far this school year (Cumulative HWC Group) was:	
Cycle 1: 81	Cycle 2: 84
Cycle 3: 84	Cycle 4: 85
Cycle 5: 86	Cycle 6: 88

YEAR TO CURRENT CYCLE [Rows 91:107]

From the beginning of the year through each cycle, attendance for students identified for students in the whole school (Schoolwide Group) was:

Cycle 1: 83	Cycle 2: 86
Cycle 3: 86	Cycle 4: 87
Cycle 5: 88	Cycle 6: 90

Achievement for Students: Year to Current Cycle

From the beginning of the year through each cycle achievement for students identified for HWC support so far this school year (Cumulative HWC Group) was:

Cycle 1: 2.9	Cycle 2: 3.2
Cycle 3: 3.2	Cycle 4: 3.3
Cycle 5: 3.4	Cycle 6: 3.6

From the beginning of the year through each cycle achievement for students identified for students in the whole school (Schoolwide Group) was:

Cycle 1: 3.1	Cycle 2: 3.4
Cycle 3: 3.4	Cycle 4: 3.5
Cycle 5: 3.6	Cycle 6: 3.8

Wrapping Up: Instructions for Saving Your HWC Data Lead Workbook at the End of the School Year

Save your file

Before closing your HWC Data Lead Workbook, save the file. Always save your file before exiting the workbook.

Use one file per school year and save aggregate data for examining trends over time

The HWC program requires that a student's designation as "eligible for HWC support" apply only to the current school year and not be included in that student's permanent record, which has implications for how you use the HWC Data Lead Workbook. HWC school teams will document and monitor implementation and outcome data for students identified for HWC support only for the given school year and preceding summer (for more information see Section II, Steps 3 and 4 in this *Guide*). The aggregate data summarized on the *Implementation Data Dashboard* and the *Student Outcome Data Dashboard* may provide valuable information that your school team and school and district leaders will want to monitor over a period of years; you may discern trends that help identify needs related to staffing and professional development, for example, which can in turn inform school and district planning. If HWC school teams want to maintain a data record beyond the given school year, they should remove all personally identifiable information about students and retain only aggregate HWC implementation and student outcome data.

Appendix I: HWC School Team Data Review Meeting Discussion Guide

HWC School Team Data Review Meeting Discussion Guide

Cycle: _____ [Enter Month/Day/Year to Month/Day/Year]

Date: _____

Meeting Attendees: _____

Facilitator: _____ Note Taker: _____

Data Lead: _____

Part 1. Reflection

Instructions: Use output from the **Implementation Data Dashboard** and **Student Outcome Data Dashboard** tabs in the HWC Data Lead Workbook and information gathered from school counselors, educators, and other staff to ground your discussion, and answer the questions in the table below. When reflecting on the questions, consider the actions your team took to improve HWC implementation from the preceding cycle.

Key Questions and Responses	Related Sub-questions*	What worked well?	What could be improved?
Program Requirements			
1. Are there any program set-up requirements that remain unmet, such as having all staff trained, and having all documentation in place?[1] Which program requirements are hard to adhere to and remain unmet?	If there are unmet program requirements, what can we do to ensure that we meet them as soon as possible? Which of the unmet program requirements are the highest priority?		

[1] See Section II for a list of program set-up requirements.

Key Questions and Responses	Related Sub-questions*	What worked well?	What could be improved?
Trends in HWC Notices from Law Enforcement, EMS, and Fire Department			
2. How many new HWC notices did the school receive this cycle? How does this compare to the number of HWC notices in previous cycles?	To what degree were we prepared for the number of HWC notices this cycle? Are there ways we can be better prepared?		
3. For how many students did the school contact receive HWC notices this cycle? How does this compare to the number of students in previous cycles?	To what degree were we prepared for the number of students identified as needing HWC support this cycle? Are there ways we can be better prepared?		
4. How many students were identified for HWC support more than once? Has this changed over time?	To what degree did the number of students identified for HWC support multiple times match expectations? Are these students newly identified as needing HWC support, or were they identified for HWC support multiple times across cycles? If seen across cycles, what can we do to provide needed comprehensive or intensive services to those students and their families?		
Trends in School and Teacher Responses to Students Identified for HWC Supports			
5. How many and what percentage of teachers were notified of students needing HWC support this cycle? Has this changed over time?	How well did the school's processes for informing teachers about HWC notices work? Are there processes we should retain? Are there processes we should revise?		
6. How many and what percentage of appropriate staff were notified of students needing HWC support this cycle? Has this changed over time?	How well did the school's processes for informing staff about HWC notices work? Are there processes we should retain? Are there processes we should revise?		

Key Questions and Responses	Related Sub-questions*	What worked well?	What could be improved?
Trends in Student Supports and Outcomes			
7. How many students identified for HWC support this cycle were referred to a school counselor? How does this compare to the number of students referred to a school counselor in previous cycles?	How well did the school counselor referral process work this cycle? Do we need to revise this process? To what extent did the number of referrals this cycle match expectations?		
8. How many students identified for HWC support were referred to an external mental health provider this cycle? How does this compare to the number of students referred to an external mental health provider in previous cycles?	How well did the external mental health provider referral process work this cycle? Do we need to revise this process? To what extent did the number of referrals to an external mental health provider this cycle match expectations?		
9. How many students identified for HWC support this cycle did not receive referrals toschool counselors or external mental health providers? How does this compare to previous cycles?	To what extent did all students, from this cycle and from previous cycles, receive the counseling and mental health supports they needed? What action steps, if any, do we need to take to ensure all students receive appropriate support?		
10. Is there a notable difference in attendance rates of students identified for HWC support this cycle and all students schoolwide? How do any differences this cycle compare to differences in previous cycles?	What circumstances during this cycle might have affected student attendance, aside from being identified for HWC support? What steps, if any, can we take to mitigate dips in attendance? To what extent did the differences in student attendance match expectations? What other data might help us understand the differences? [*If there are differences*]: What steps, if any, can we take to mitigate these differences?		

Key Questions and Responses	Related Sub-questions*	What worked well?	What could be improved?
11. Is there a notable difference in the number of behavior incidents associated with students identified for HWC support this cycle and all students schoolwide? How do any differences this cycle compare to differences in previous cycles?	What circumstances during this cycle might have affected student behavior, aside from being identified for HWC support? What steps, if any, can we take to mitigate behavior incidents? To what extent did the differences in the number of behavior incidents match expectations? What other data might help us understand the differences? [*If there are differences*]: What steps, if any, can we take to mitigate these differences?		
12. Is there a notable difference in academic achievement of students identified for HWC support this cycle and all students schoolwide? How do any differences this cycle compare to differences in previous cycles?	What circumstances during this cycle might have affected student achievement, aside from being identified for HWC support? What steps, if any, can we take to mitigate any negative impacts of such circumstances on achievement? To what extent did the differences in academic achievement match expectations? What other data might help us understand the differences? [*If there are differences*]: What steps, if any, can we take to mitigate these differences?		

*HWC school teams and data leads can add questions related to their local contexts or discussions in this column.

Part 2. Next Steps

Instructions: Review the notes you took in the table above and notes captured in the HWC Data Lead Workbook to identify strengths and areas for improvement. Think about the feasibility and importance of each possible improvement to decide what action steps to prioritize for the next cycle. After identifying one to three improvements to address in the next cycle, outline the specific actions you will take to make those improvements.

What are the priorities for improvement in the next cycle?	What are the specific actions we will take to address these priorities?

Appendix J: HWC Glossary

HWC School Counselor Workbook: Excel worksheets for school counselors to use to document referrals of students who are identified for HWC support and whether they referred those students to an external mental health provider.

HWC Data Lead Workbook: Excel worksheets for the HWC school team data lead to use to document and monitor implementation and student outcome data.

HWC school contact: The person who serves as the designated contact at the school for notification from law enforcement, Emergency Management Services (EMS), or the fire department that a student was present at the scene of an incident and should be "Handled With Care."

HWC school team: School staff responsible for leading school-based HWC program implementation. This responsibility includes reviewing and discussing adherence to HWC program requirements and student outcome data each cycle. Note that this responsibility can be adopted by an existing school leadership or policy team, such as the school improvement team.

HWC school team data lead: Team member designated to use student data monitoring systems, this *Guide*, and the accompanying Excel workbook to prepare data for review in advance of team meetings. We recommend that the data lead either be the HWC school contact or collaborate with that person to ensure accurate information for HWC students referred from law enforcement, EMS, and the fire department.

HWC school team facilitator: Team member designated to lead meetings by facilitating discussion. The facilitator will work closely with the HWC data lead to lead discussions.

HWC school team notetaker: Team member designated to take notes and document next steps for the team.

Student outcomes: A subset of desired educational objectives on which the school team can collect data. School teams need to consult their district or state longitudinal data systems and/or their local data systems to determine how to define each of the following consistent with their policies. Generally, terms are defined as:

> **Behavioral incidents:** Student involvement in any inappropriate behavior as defined locally or by the state education agency and logged as an office discipline referral.
>
> **Attendance rate:** The number of days present divided by the number of days of membership, multiplied by 100, equals attendance rate for students on the attendance registers.
>
> **Achievement:** Monthly average of student achievement based on grades or other measure as determined by school teams or by district leaders.

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