**Rapid Check Ins**

**Data Collection**

**Overview:**

* As educators conduct rapid check-ins with students, they need a way to documentimportant information learned during these interactions.

**Purpose:**

* The first form is a tool for teachers to collect student data surrounding academics,behavior, and other relevant information that may indicate their overall well-being.
* The second form is an organizational tool for counselors to collect student data which may be relevant to their social-emotional welfare.
* These data may then be shared at educator team meetings and/or used to develop a solution to address any student issues or problems.

**Implementation:**

* Ongoing collection and use of student data

**Details:**

* School personnel may distribute the following forms and record data using a paperformat or electronically by integrating the template into a system such as BASIS, FileMaker Pro, Google Drive, etc.

**Connections to Other Components:**

* Teachers may use the first form to record the details thatemerge from their rapid check-ins with students.
* Counselors may use the second form to record data that surfaces through their interactions with students.
* These data may then be cross-compared to develop a composite picture of the whole student(s) and their needs, as well as used during future rapid check-ins or other interactions.
* These findings may additionally be shared at educator team meetings to develop a plan for addressing any student issues that arise.

**Materials:**

* Teacher Rapid Check-Ins Data Form
* Counselor Rapid Check-Ins Data Form

 **Teacher Rapid Check-Ins Data Form**

Class Period & Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Grade Level | PASL ID |  | Date | Course Grades | In-Class Behavior | Notes |
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**Counselor Rapid Check-Ins Data Form**

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| --- | --- | --- | --- | --- | --- |
| Student Name | PASL ID | Grade | Date | Reason for Guidance | Notes |
|  |  | Level |  |  |  |
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