

Student Assistance Program Checklist¹

Name(s)/Title(s)	
School Name	
School District/County	
Phone #	
E-mail	

Use the following checklist to identify the necessary components for a strong SAP. Place a check in the box that best reflects the current practice of your SAP.

SAP Team Structure and Organization	Solidly in place and working	In place; needs improvement	Don't have at this time	Unsure
Written role descriptions, membership criteria, and responsibilities are included in SAP procedures				
Written SAP flow chart				
SAP flow chart distributed to administrators, staff, central administration, school board, other school buildings in the district, and agency personnel who work with students				
Private meeting space				
Regular meeting time				
Meeting dates and times distributed to all school personnel				
Formal agenda guides meetings				
Agenda published and distributed to SAP team in advance of meetings				
Agenda indicates topics for discussion, decision, or information				
Chairperson leads meetings				
Chairperson position and responsibilities rotated annually				
SAP Coordinator per building is provided through district funds				
SAP Coordinator meets regularly with other school teams including Instructional and Student Support				

SAP Coordinator meets regularly with administration and superintendent				
SAP Coordinator attends school board meetings				
SAP case-management team utilizes the collective talents of the group to determine appropriate intervention strategies				
SAP team utilizes a systematic process to monitor student progress				
SAP team utilizes a systematic process of record maintenance				
On-going appropriate feedback is provided to initial referral source				
Other:				

SAP Team Membership and Participation	Solidly in place and working	In place; needs improvement	Don't have at this time	Un-sure
Length of service on team defined				
Add and rotate team members annually				
Teachers represented on team				
Counselors represented on team				
Administrators represented on team				
Others represented on team: psychologists, social workers, nurses, secretaries, custodians, kitchen staff, paraprofessionals				
Team members trained annually in SAP process, barriers to learning, intervention strategies, and referral to community and support resources				
Case assignment and management procedures are in writing and understood by all team members				
Other:				

SAP marketing and awareness	Solidly in place and working	In place; needs improvement	Don't have at this time	Un-sure
Designated SAP communication coordinator				
SAP communication coordinator meets regularly with coaches, athletic director, custodians, bus drivers, support staff, cooks and alternative program personnel				
SAP communication coordinator regularly attends staff inservice and faculty meetings				

SAP services described in student handbook				
SAP services described in district and building websites				
SAP information distributed at extracurricular events				
SAP promoted in local newspapers and other media				
SAP information regularly sent to teachers				
SAP information regularly sent to community service organizations who work with students				
SAP information regularly sent to school board members and central office/ building administrators				
Other:				

Data Collection, Management, and Evaluation	Solidly in place and working	In place; needs improvement	Don't have at this time	Unsure
Standardized easy-to-use forms used to collect data				
Faculty observation forms include identification of strengths and assets, as well as descriptive data on problems				
Referral process focuses on both objective data (grades, attendance and discipline) and specific observable behaviors				
Referring staff members are routinely included in the SA review procedures				
All staff making referrals receive follow-up acknowledgement and appropriate information				
SAP team members do not discuss cases with individuals outside the student's SA process.				
Data stored in safe, confidential place, not cumulative file				
Files are reviewed semi-annually for compliance with confidentiality procedures.				
Monthly data and statistics distributed to appropriate personnel, principal and superintendent				
SAP assessment includes annual process evaluation				
Annual process evaluation includes student outcomes and system change outcomes				
Annual evaluation includes input from administrators, staff, students, parents and community members.				
Communicate year-end results to all concerned including administrators, staff, students, parents and community members				
Information shared summarized, not attributed to individual staff				

Appropriate changes made to SAP policy and procedures based on evaluation results				
Other:				

Administration	Solidly in place and working	In place; needs improvement	Don't have at this time	Un-sure
Represented on the SAP team				
Regularly attends SAP team meetings				
Regularly meets with SAP team representatives_____				
Receive annual training on SAP				
New administrators receive orientation training on SAP				
Has thorough knowledge of SAP services				
Talks with parents about SAP				
Includes SAP information in inservice training				
Provides time for SAP team to meet during school day				
Provides time for support groups to meet during school day				
Includes participation on SAP team as one of building "duties"				
Advocates for SAP with central administration and board of education				
Promotes staff development on at-risk issues addressed by SAP				
Other:				

Faculty and Staff	Solidly in place and working	In place; needs improvement	Don't have at this time	Un-sure
Employee Assistance Program (EAP)				
All staff members receive annual inservice training on SAP identification and referral process, substance abuse policy, and confidentiality				
All staff members receive training in federal confidentiality rights, FERPA, and school confidentiality processes				
All new-hire staff members receive orientation training on SAP services				
All staff receive regular updates on SAP activities and outcomes				
All staff members know how to make a referral				
All staff members know how to complete referral form				
Know who serves on the SAP team				
Are encouraged to join SAP team				
Receive feedback about referrals				
SAP team maintains working relationship with district social workers, counselors, and school psychologists				

SAP maintains lists of school-based mentors for students				
Other:				

Students	Solidly in place and working	In place, needs attention	Don't have at this time	Unsure
SAP representative meets with all students				
Regularly receive information on SAP services				
Understand the purpose of the SAP				
SAP information reflects appropriate cultural sensitivity				
SAP information included instructions for self-referral				
Follow clearly-established procedure for expressing a concern about a peer				
Understand a procedure as to when parents notified				
Students whose absences exceed the 'normal' range are automatically considered for SAP services				
Other:				

Parents/Guardians	Solidly in place and working	In place; needs improvement	Don't have at this time	Unsure
Policy and procedures clearly state guidelines for parent inclusion in SAP process				
Clear procedures in place as to when and how SAP contacts a parent				
SAP team members understand the procedures for parent inclusion in the SAP process				
Clear procedures concerning meetings with parents including who attends and who leads meetings				
District counsel approved parent contact procedures				
Clear procedures as to who parents contact with concern about their child				
Parents actively make referrals to the SAP				
Parent contact recorded in the case file				
SAP representative conducts or attends parent groups and meetings				
Information regularly communicated to parents regarding SAP				
SAP information included in parent newsletter				
SAP information included in pre-season meeting with parents of athletes				
SAP information provided in brochure distributed at "open house" and parent/teacher conferences				

Information about how and when to contact the SAP with a concern is included on the school's website				
Information for parents produced in languages that represent the cultural majorities				
SAP provides parents with a variety of community-based support services				
Other:				

Community	Solidly in place and working	In place; needs improvement	Don't have at this time	Unsure
SAP representative regularly meets with community agencies				
Develop and maintain list of community services and resources				
Community service information reviewed and updated annually				
Responsibility to develop and maintain list of community providers clearly defined				
SAP representative networks with law enforcement officers and court system				
Information on SAP provided to community				
Community-based agencies work collaboratively with SAP efforts				
SAP team works collaboratively with community-based agencies, including ATOD and/or mental health specialists				
SAP representative meets regularly with community-based agency representatives				
ATOD and/or mental health specialists regularly meet with students at school				
SAP maintains list of tutors for students				
School administrators have written procedures detailing access to and compliance with school and community services and treatment recommendations				
Students receive written information about compliance procedures with school and community services				
Parents receive written information about compliance procedures with school and community services				
Other:				

Student Support Groups	Solidly in place and working	In place; needs improvement	Don't have at this time	Unsure
Children of Addicted/Alcoholic Parents				
Grief and Loss				
Alcohol and Other Drug Intervention				
Tobacco Intervention				

Tobacco Cessation				
Violence Intervention				
Bullying				
Aftercare				
Friendship and Social Skills				
Divorce				
Other:				
Other:				
Other:				
Other:				
Other:				

Support Group Components	Solidly in place and working	In place; needs improvement	Don't have at this time	Unsure
Groups available at all grade levels				
Groups meet regularly				
Groups meet in a secure place				
Group size is appropriate				
Group facilitators trained				
Group facilitators maintain participation data				
Confidentiality issues and boundaries are understood by group members				
Parental permission regarding student participation in groups established				
Teachers allow students to attend groups				
Most parents allow children to attend groups				
Support groups co-facilitated by community-based professionals, such as ATOD or mental health				
SAP maintains contact with all support group leaders				
SAP assesses case management and utilization data to assure appropriate support groups are in place to match student need.				
Other:				

¹ This SAP checklist contains a compilation of components from Community Intervention's Core Team checklist and a formative assessment process based on best practices in Student Assistance through the work of Fertman, CI; Schlesinger, J; Fichter, C; Tarasevich, S; Zhang, X and Wald, H (2000) in the Student Assistance Program Evaluation Final Report submitted to the Pennsylvania Commission on Crime and Delinquency, October 2000.

Portions of this chapter have been adapted from materials from the National Student Assistance Association (www.nsa.us)