IMPLEMENTATION CHECKLIST FOR NEW
STUDENT ASSISTANCE TEAM

The intent of this document is to provide an overview of the essential components needed to insure the longevity and efficacy of the Student Assistance Program. The Implementation Checklist was developed based on the Student Assistance Program Best Practice Guidelines for New Teams. These guidelines are considered best practice for the functioning of Student Assistance and are intended to provide direction and support to new teams in the school districts or be used for existing teams to assess their functioning.

Direction: Place a check in the box that best represents your current level of implementation.

Guideline	Not Implemented	Partially Implemented	Fully Implemented
1. The administration and staff of the individual school have made a commitment to support the SAP program by agreeing to provide the time and resources required to implement and sustain the work of the team.			
2. A Central Office Representative and/or a Building Administrator are on the SAP Team.			
3. An administrator has committed to regularly attend SAP team meetings.			
4. The school board has been oriented about the purpose of SAP and is committed to implementation.			
5. The board and administration have implemented policies and procedures for addressing issues of health, safety and welfare that include SAP as the mechanism for help.			
6. The policies have been reviewed by the Pennsylvania Approved SAP Training Provider (PASTP)			
7. Team members have been identified to serve on the Student Assistance Team.			
8. Team members represent a cross-section of the school staff.			
9. All team members have been trained by PASTP.			
10. Team members are provided a common planning time in the schedule to enable them to meet at least 40 minutes per week.			
11. Team members are provided 40 minutes each week for case management activities.			

12. The school administration has met with the county behavioral health and/or drug and alcohol systems to arrange for liaisons to the district.			
13. Letters of Agreement are in place with the local mental health and/or drug and alcohol service system and have been shared with concerned parties.			
14. An operations manual has been developed that includes a flowchart and forms to be used in the district for SAP with a process for accessing services and the steps utilized by the team when a referral is received.			
15. The SAP team has investigated and set up linkages with services within the community.			

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16. In-servicing has been scheduled for faculty throughout the first calendar year of program implementation to orient staff to the SAP process.			
17. A new teacher orientation has been designed to provide an overview of SAP and an explanation of the procedures for making referrals to the core team.			
18. A SAP brochure has been designed and is available for parents.			
19. Guidelines have been designed for parent involvement.			
20. Two maintenance activities for the SAP Team have been built into the schedule.			
21. The team has a plan in place to assist students returning from treatment with school-based services.			
22. Team members conducting the educational support groups have received Group Facilitator's Training.			
23. The team is familiar with the conflict resolution process to be utilized if problems occur between service provider agencies and the school.			
24. Team members work closely with other initiatives in the building to address the needs of students. (i.e. RTII, PBIS, Olweus)			
25. A member of the team has been named as the service administrator to enter data into the SAP Online Reporting System			