SAP FIDELITY CHECKLIST

This document highlights the best practices for SAP teams by phase. Fidelity to the SAP model is critical to a high functioning team and supporting students. Utilize the checklist below to help assess your school entity and team's functioning.

Rate where your school entity or team falls using the following scale. Place a check in the box that best fits your team's current level of functioning.

"0"- Not currently in place or unsure.
"1"- We currently have this in place, but it needs some work.
"2"- We currently have this in place, and feel it is working well.
"3"- This is an exemplary element in our program.

For any items that score a 0 or 1, consider contacting your PNSAS Regional Coordinator for support and technical assistance.

Any item below that the school entity would like to review or improve upon could be considered for SAP team maintenance. Team maintenance includes those activities and processes designed to support collaborative working relationships, effective team functioning, fidelity to the SAP model, and personal wellness among members within the SAP team. The best practice is for the school entity to provide time for team maintenance sessions at least once or twice a year. SAP agency liaisons should be included in maintenance activities. It is advisable for the facilitator to be a non-team member, knowledgeable of group dynamics and SAP.

School Entity: _____

SAP Team Name/Building: _____

School Entity Essential Components	0	1	2	3
1. School entity has a designated central office administrator responsible for K-12 coordination of SAP.				
2. School entity has written policies and procedures in place that address SAP best practices, including the duties of SAP team members and the SAP process.				
3. School entity has policies and procedures for confidentiality regarding both paper and electronic record-keeping for SAP.				
4. School entity has policies and procedures regarding the internal/external sharing of SAP files with other SAP teams or school entities.				

	0	1	2	3
5. School entity ensures that SAP team(s) complete state reporting requirements (PDE 4092) and data is released by the required deadline.				
6. Letter(s) of Agreement (LOA) between the school entity and SAP Liaison agency(ies) and/or county funding source are written and signed annually, outlining respective roles, responsibilities, and expectations. Schools/SAP teams are provided with a copy of the LOA(s).				
7. School entity regularly reviews availability of Liaison services to determine if they meet the needs of the team(s).				
8. School entity markets SAP to a variety of stakeholders including students, parents, school staff, school board members, and school community as an opportunity for early identification and support for barriers to learning and success.				
9. School entity is represented at PNSAS-SAP County Coordination and/or District Council meetings.				
10. School entity administrators and SAP team members can identify their PNSAS Regional Coordinator and engages them as needed.				

SAP Team Essential Components	0	1	2	3
1. SAP team is multidisciplinary and consists of members with varying expertise and roles.				
2. SAP team members have sufficient time each week to engage in the full range of SAP activities. This includes scheduled team meetings and planning time for case management and follow-up activities.				
3. All SAP team members have been trained by a Pennsylvania Approved SAP Training Provider (PASTP).				
4. SAP team members receive ongoing professional development relevant to SAP best practice.				
5. SAP team consists of a minimum of four members but may include more as needed to effectively handle the caseload/enrollment of the building.				
6. SAP team participates in maintenance (see definition on page 1.) at least once per year.				
7. A building administrator is a member of the SAP team and regularly attends SAP team meetings.				

	0	1	2	3
8. SAP team creates or accesses school and community resource maps to utilize within the SAP process.				
9. SAP data is used by SAP team to identify areas of strengths and potential growth.				
10. Families are an integral part of all phases of the SAP process.				
11. SAP is available to all students K-12.				
12. SAP team members use trauma-informed and culturally relevant approaches when working with students and families.				
13. SAP team utilizes a strengths-based approach that promotes student connectedness to school, staff, and peers.				

SAP Phase: Referral	0	1	2	3
1. All school staff have been trained to identify observable behaviors of concern.				
2. All referrals made to the SAP team are based on observable behaviors				
3. All SAP referrals are received in writing (either paper or electronic forms).				
4. SAP team completes an initial review of each referral and determines whether the referral should continue in the SAP process and/or be routed to another school team.				
5. Members of the SAP team have clearly established roles and rotate roles as needed.				
6. SAP team considers student/family culture and existing relationships to determine the best fit when assigning a SAP Team Case Manager.				
7. SAP team has a protocol for how to address referrals received at the end of the school year.				
8. All stakeholders (i.e., students, staff, parents) are aware of the referral process.				
9. SAP team communicates to parents that participation in the SAP process is voluntary.				

SAP Phase: Data Collection	0	1	2	3
1. SAP team utilizes behavior checklists to gather information from a variety of staff that interact with the child (e.g., counselors, administrators, teachers, nurses, coaches, etc.).				

	0	1	2	3
2. SAP team gathers and reviews relevant school data (e.g., grades, attendance, behavior, discipline, nurse visits, etc.) for cases.				
3. SAP team conducts parent/guardian initial conversations to explain SAP, build rapport, gather information, and obtain written permission for SAP.				
4. SAP team obtains written permission for SAP from the parent/guardian prior to the student conversation.				
5. SAP team conducts student conversations to explain SAP, build rapport, and gather information.				
6. SAP team reviews, summarizes, and uses collected data to determine recommended supports in the action plan.				

SAP Phase: Action Planning	0	1	2	3
1. SAP team utilizes written individualized action plans that are data-driven, measurable, and achievable. Plans include goals, action steps, timelines, and progress measures.				
2. SAP team utilizes a strengths-based approach to action planning that promotes student connectedness to school, staff, and peers.				
3. SAP team engages students and families in development of action plans and the decision-making process.				
4. SAP team uses gathered data to recommend appropriate school and/or community resources.				
5. SAP team adheres to school policy regarding parent consent for in-school supports.				
6. SAP team consults with the SAP Liaison to determine the need for screening/assessment and assist in recommending other supports and services.				
7. If a screening/assessment is recommended, the SAP team or Liaison obtains a separate, written parent/guardian consent prior to the screening/assessment.				

SAP Phase: Follow-Up	0	1	2	3
1. SAP team monitors and reviews the action plan and progress towards goals by checking in with the student, family, and referral source at established time points.				

2. SAP team gathers data to evaluate student action plans and amends plans when appropriate.				
3. SAP cases are closed when services are being implemented and progress is made toward goals.				
4. SAP team closes all open cases at the end of the year and re-refers students at the beginning of the next school year as appropriate.				
5. SAP team uses records kept throughout the process to complete state reporting requirements (PDE 4092) for each referral.				

Key Takeaways	
Areas of strength:	
Areas of need:	