



## Components and Indicators of Effective SAPs

**Directions:** Read each statement on the list below and indicate whether the degree to which you agree or disagree with the indicator

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	Not Applicable

SAP Component & Indicators	Rating
<b>1. Infrastructure</b>	
<input type="radio"/> Building administrators are highly involved & support SAP	
<input type="radio"/> Central office administrators are supportive of the SAP process	
<input type="radio"/> Community-based liaison works well with team	
<input type="radio"/> We have an assigned SAP coordinator for the building	
<input type="radio"/> Policy violations are routinely referred to SAP for assistance	
<input type="radio"/> Our team's SAP structure and organization clearly delineated	
<input type="radio"/> Team meetings are scheduled regularly utilizing a targeted agenda to maximize efficiency	
<input type="radio"/> The team works collaboratively with other initiatives in the building: PBIS, Olweus, RtI, etc...	
<b>2. Outcome Indicators and Evaluation</b>	
<input type="radio"/> We report our data for SAP using PA 4092 every year.	
<input type="radio"/> As a team, we review our school's performance report each year and use it to improve our functioning and service provision.	
<input type="radio"/> Our team works with administrators and school data to identify chronic attendance and discipline referrals and offer assistance.	
<b>3. Referral</b>	
<input type="radio"/> SAP is accessible to all students including special education and gifted students	
<input type="radio"/> Concerned staff know & utilize the process for referring students to SAP	
<input type="radio"/> Our team sends the referral source an acknowledgement and keeps them updated as needed	
<input type="radio"/> Behavior Checklists are sent to student's teachers, disciplinarian, attendance officer, nurse for input	
<input type="radio"/> Data and information drive action plans	
<input type="radio"/> Confidentiality guidelines are clear to faculty	
<input type="radio"/> Records are kept in accordance with federal and state laws and guidelines	
<b>4. Team Planning</b>	
<input type="radio"/> Meeting time is sufficient to complete SAP work	
<input type="radio"/> The roles and responsibilities of each of the team members are clearly outlined and understood.	





○ Appropriate consents are obtained by school personnel from parents/caregivers prior to student participation with a community-based service provider	
○ Files contain appropriate information and are stored in accordance with PDE Guidelines for SAP Records	
○ We use a case management approach where each team member follows a student from referral through follow-up	
○ Guidelines for contacting parents/caregivers are clearly defined	
<b>5. Intervention &amp; Recommendations</b>	
○ Students/parents are connected with appropriate community services	
○ The team regularly provides necessary in-school support to students as needed i.e. safety plans, connections, mentoring, tutoring, skill development groups, etc...	
○ Three resources are provided to students/parents in need of community services	
○ We offer an array of skill development groups to students <i>If yes: please give names</i>	
<b>6. Follow-up &amp; Support</b>	
○ Develops action plans with students, parents and school staff to address major issues	
○ Case managers follow-up with students on a regular basis and suggest amendments to the action plan as needed	
○ The team reviews the student's progress or the lack of it, and adapts the action plan as needed	
○ Parents are included and involved in the monitoring as well as adjustment of the action plan	
○ Parent awareness sessions are provided on social-emotional learning and other issues related to SAP	
<b>7. Training</b>	
○ Team members have participated in 3-day Commonwealth SAP training	
○ Team members participate in ongoing professional development such as team maintenance sessions or other topic specific updates	
○ The team provides for faculty updates, training and development on issues regarding youth at-risk	
○	
<b>8. Communication</b>	
○ Description of SAP services is available in both printed and electronic format	
○ SAP is promoted through school newsletters, PTO and Community Council meetings as well as through your school's webpage	
○ Parent awareness and education are regularly provided to promote SAP related issues	
○ Brochures and written information are available for students &	





parents	
○ Webpage available for students/parents on SAP, social and emotional learning and other issues	
<b>9. Parent Participation</b>	
○ Parents are given opportunity for full involvement in the SAP process	
○ Proper informed parental consents are obtained as required	

## Part Two: System of Supports

Directions: Place a "✓" (check mark) if your school offers these programs or practices

Program/Practice	Yes
Olweus Bullying	
Response to Intervention (RtI)	
SW PBIS Tier 1 – Universal Supports	
SW PBIS Tier 2 – Selective or Secondary Supports	
SW PBIS Tier 3 – Indicated or Tertiary Supports	
PATHS	
Lifeskills	
Strengthening Families	
Lions Quest Skills for Adolescents	
Other (please specify: )	

