

Student Assistance Program (SAP) Manual



**San Francisco Unified School District
Student Support Services Division**

Revised September 2011

Student Assistance Program (SAP)

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What is a Student Assistance Program (SAP)?

The **Student Assistance Program (SAP)** is a “learning support” umbrella structure that brings together all support service providers at a school site. The SAP focuses on referred students, and coordinates respective programs and services to promote their academic success. The SAP provides early identification, assessment, referral, support, and service coordination for students experiencing academic, attendance, behavior/social, or health problems that impact school success. In addition, school-wide issues are identified and addressed.

The SAP process includes:

- 1) Early Identification:** Students with academic, attendance, behavior/social, health issues are referred to the SAP team.
- 2) Assessment:** SAP team gathers information regarding the student referred and identifies the student’s strengths and needs.
- 3) Planning and Support:** SAP team identifies and links students with school and community based interventions and resources.
- 4) Service Coordination:** Identified SAP team member follows a student’s progress with recommended interventions and resources.
- 5) School-wide Assessment & Program Development:** Identifying, linking and developing resources—within and outside the school community—that reflect the broad issues/trends identified by the team to support student success (e.g. - support groups, mentoring, positive behavior support, structured before-school and recess activities).

Who is on the SAP team?

- Administrator/Principal
- Attendance Liaison or CWAL
- Community School Coordinator
- Dean or Head Counselor
- Elementary or Middle School Advisors
- ExCEL After School Program Site Coordinator (ASP) and/or Beacon Director
- Instructional Reform Facilitator
- Learning Support Professional (LSP) and/or Wellness Coordinator (WC)
- Parent Liaison
- Representative of Community Based Organizations (CBOs) regularly on-site
- School Counselor
- School District Nurse (SDN)
- School Psychologist
- Site Nutrition Coordinator (SNC)
- Special Education Representative (e.g. Resource Specialist -RSP teacher)
- Others, as recommended by the SAP team

A SAP can address students who:

- exhibit behavioral/mental health issues
- face significant illness or disability
- have chronic attendance problems
- have difficulty with academics
- have family or peer issues
- suffer from trauma associated with exposure to violence
- use/abuse substances
- are experiencing sexual health, sexual orientation, pregnancy issues

SAP and SST: A Brief Comparison

The Student Assistance Program (SAP) is a “learning support” umbrella structure that brings together all support service providers at a school site. The SAP develops and monitors programs and resources that enhance prevention and intervention efforts contributing to student success. ***The SAP focuses on referred students, and coordinates respective programs and services to promote their academic success.***

The Student Success Team (SST) is a problem solving and coordinating structure that assists individual students, families and teachers to seek positive solutions for maximizing student potential. ***The SST focuses in-depth on one student at a time, and invites the parent/caregiver and student to participate in finding solutions.***

SAP	SST
<p>Who: Site administrators, learning support staff and “support service” providers (See <u>What is a Student Assistance Program (SAP)?</u> (pg. 1))</p> <p><i>Meeting for staff only, no parents or students.</i></p>	<p>Who: Parent/caregiver, student, teachers, administrator, counselor, service/support providers at school site, CBOs working with the student and family, special education representative, and SST Coordinator.</p> <p><i>School psychologist is invited to assist as a consultant, if and when available.</i></p>
<p>Focus: 1) Multiple students with: academic, behavior, attendance, and health/mental health concerns. 2) Link students with site/community resources. 3) Develop and coordinate school-wide programs reflective of students’ needs.</p>	<p>Focus: 1) One identified student: academic, attendance, behavior, and/or health/mental health concerns. 2) Multidimensional action plan developed. 3) Follow-up meeting involving all stakeholders to review the action plan.</p>
<p>How: 1) Students are ‘case managed’ by the team and followed by one team member to assist with access to resources and supports for positive progress. 2) Develop and implement educational support programs based on identified needs.</p>	<p>How: 1) Team explores strategies to develop an intervention plan involving home, classroom, school, and community. 2) Designated “case manager” helps to oversee implementation of the intervention plan/action items. 3) Psycho-educational Assessment may be an option, following documentation of interventions and student’s response to those interventions.</p>
<p>When: Weekly meetings of the team.</p>	<p>When: Scheduled meetings called by SST coordinator accommodating schedules of stakeholders.</p>

Starting a Student Assistance Program(SAP)

1. Enlist support from the site administrator to implement an effective SAP

- Commitment/leadership from the site administrator is the key to a successful SAP
- Meet with the Principal or Assistant Principal to confirm support for developing an effective SAP. Provide administrator with background information about SAPs and the benefits of student support services

Useful documents: *What is a Student Assistance Program?* (pg. 1)
SAP and SST: A Brief Comparison (pg. 2)
SAP Flow Chart (pg. 7)

- Identify SAP team members, including who will serve as the SAP Coordinator/Facilitator. See *SAP Meeting Roles and Responsibilities* (pg. 6)
- Identify a **meeting space** that is convenient, private, and available on a **weekly basis**
- Agree on a referral process. Use the *SAP Flowchart* (pg. 7) as a guide

2. Raise staff awareness about SAPs / Get staff commitment

- Introduce the SAP model to staff at faculty meetings, grade level meetings department meetings and/or other appropriate venues using the following suggested activities:
 - a) Describe benefits to staff of having a SAP program, e.g. one-stop referral process; provision of services to students with severe needs, as well as those at mid-risk; support and follow-through that is coordinated
 - b) Present a case from start to finish; use *SAP Flow Chart* (pg. 7)
 - c) Review criteria for referral and the referral process, including introduction of the *Request for Assistance (1.0)* form (pg. 5)
- Distribute a memo and/or flyer introducing the SAP to all staff
- Identify allies within the staff and utilize their support to engage others

3. Establish a regular meeting time and structure/agenda for SAP meetings

- When scheduling meetings, consider days/times when most or all support staff are on site (e.g. School Counselor, Learning Support Professional, School District Nurse, School Psychologist, After School Program Site Coordinator, Parent Liaison, Attendance Liaison, etc.)
- All team members commit to the regularly scheduled meetings and any roles/responsibilities assigned (e.g. coordinator/facilitator, time keeper, recorder, case manager). See *SAP Meeting Roles and Responsibilities* (pg. 6) for a clarification of roles.

Starting a Student Assistance Program (SAP)

4. **Collaborate with teachers at grade level planning meetings, during their prep time or other available times to help identify and refer students to the SAP. At the secondary level, the SAP may be organized/scheduled to allow teachers to present their own student referrals to the SAP team.** *(At the elementary level, consider the benefits of a Classroom SST to systematically identify and refer students.)*
5. **Provide feedback to referral sources, monitor action plans and ensure ongoing evaluation of the effectiveness of the SAP meetings.** Utilize the *SAP Best Practices Check List* (pg. 11-12)
6. **Address school-wide trends, issues and concerns by developing school-based programs and linkages with community resources to meet students' needs and improve their success at school.**
 - Map current resources on site provided by school staff or through partnerships with community-based organizations (CBOs). See *SFUSD approved CBO List* at www.healthiersf.org.
 - Based on students' needs and trends identified through the SAP process, develop programs to enhance school climate and improve student achievement (e.g., groups, mentoring, tutoring, positive behavior incentive program, create student involvement/leadership opportunities, etc.

Implementing a Student Assistance Program (SAP)

- Use data effectively** to capture all students needing assistance
- Case management** and teacher/staff involvement to ensure communication, follow-up and monitoring of progress and need for further interventions
- Communication and marketing** about the SAP to provide information, highlights, successes and activities in the school community
- Resource mapping** to identify internal and external resources/services for students and families

Referral To <input type="checkbox"/> Student Assistance Program (SAP) <input type="checkbox"/> Student Success Team (SST)	Request for Assistance (1.0) San Francisco Unified School District School Site: _____	<i>Attach photo of student if available</i>
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--CONFIDENTIAL: please do not leave out for others to read--

Student: (Last, First)	Grade	Gender M F	DOB	Ethnicity	HO#
Parent/Caregiver	Home Language		Telephone Number		
Name of Person Making Request	Your Title		Classroom or Telephone Extension		

1. Student's Strengths	2. Your Concerns about Student	3. Prior Interventions
<input type="checkbox"/> Able to problem solve <input type="checkbox"/> Articulates feelings/needs <input type="checkbox"/> Asks for help <input type="checkbox"/> Attentive in class <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Demonstrates sense of humor <input type="checkbox"/> Enjoys math <input type="checkbox"/> Enjoys reading <input type="checkbox"/> Follows instructions <input type="checkbox"/> Helpful to others <input type="checkbox"/> Listens well <input type="checkbox"/> Makes/maintains friendships <input type="checkbox"/> Negotiates/compromises <input type="checkbox"/> Participates in class <input type="checkbox"/> Regular Attendance <input type="checkbox"/> Other: _____ _____ _____	Please check and provide additional details: <input type="checkbox"/> Academic _____ <input type="checkbox"/> Attendance _____ <input type="checkbox"/> Emotional or Behavioral _____ <input type="checkbox"/> Family/home _____ <input type="checkbox"/> Physical Health/Medical _____ <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> Behavioral interventions <input type="checkbox"/> Classroom modifications <input type="checkbox"/> Instructional modifications <input type="checkbox"/> Consult w/ CLAD, BCLAD, or ELD certified staff (for EL students) <input type="checkbox"/> Met with student <input type="checkbox"/> Offered tutoring/after-school program <input type="checkbox"/> Spoken to/met with parent/caregiver <input type="checkbox"/> Other: _____ _____ <hr/> Please describe your interventions and strategies, including length of time tried and response by student. _____ _____ _____ _____ _____

===== Complete if student is referred to SST =====

4. Student Profile Section (SAP/Counselor/SST Team to complete):				
STAR 9 (Two previous yrs): Year	Reading	Lang	Math	Support Services student is currently receiving:
				<input type="checkbox"/> After-School Prog <input type="checkbox"/> GATE <input type="checkbox"/> ELD/ELL <input type="checkbox"/> Tutoring <input type="checkbox"/> Mentoring <input type="checkbox"/> Peer Resources <input type="checkbox"/> IEP (FYS) <input type="checkbox"/> 504 Plan <input type="checkbox"/> Foster Youth Services <input type="checkbox"/> Mental Health <input type="checkbox"/> Physical Health <input type="checkbox"/> Other:
CELDT Scores: Students' primary language proficiency assessment results:				
Health		Most recent Physical Exam: _____		Screening
Immunizations: Complete Incomplete: _____				Date
Chronic health conditions?				Status -Pass/Fail
				FU required?

5. Date family notified re: referral to SST: _____ Results: _____

=====Feedback to Referring Person=====

Date Referral Processed	Primary Contact Person
Action Items Planned	Who Will Follow-up
1.	
2.	
3.	

DISTRIBUTION: **ORIGINAL:** SAP Binder **COPIES:** Primary Contact Person & Referral Source

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Student Assistance Program (SAP) Meeting Roles and Responsibilities

All SAP team members are active contributors. In addition, the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Meeting roles may be assigned by the coordinator/facilitator or team members may select to sign up for a particular role. It is important to ensure that during any meeting each team member's role is clearly defined before the meeting begins and then maintained throughout that meeting.

Coordinator/Facilitator *(Permanent position - designated administrator in collaboration with a student support services professional, e.g. LSP, WC, Counselor, SDN)*

- Based on school issues and SAP referrals received, create a meeting agenda and distribute to all SAP team members at, or prior to, the meeting
- Bring SAP binder to meeting
- Ensure that meeting roles are filled (recorder, timekeeper, etc.)
- Begin the meeting, designate an amount of time for each agenda item, allow time for follow-up discussion, and facilitate the meeting
- Facilitate but do not dominate the discussion and help to elicit the most helpful contributions of the group and most important, keep a positive tone at the meeting
- Clarify action items, identify next steps, and ensure that a case manager is assigned to each student discussed
- Make sure all referral forms, meeting agendas and notes are filed in the SAP binder

Recorder/Note Taker *(may rotate)*

- Make sure to record day and time of the meeting and who attended
- Capture key information and clearly delineate all action items (what, who, and by when)
- Use a laptop and/or a standard meeting notes template to take notes
- Provide a copy of the SAP meeting notes to all SAP team members in a timely manner

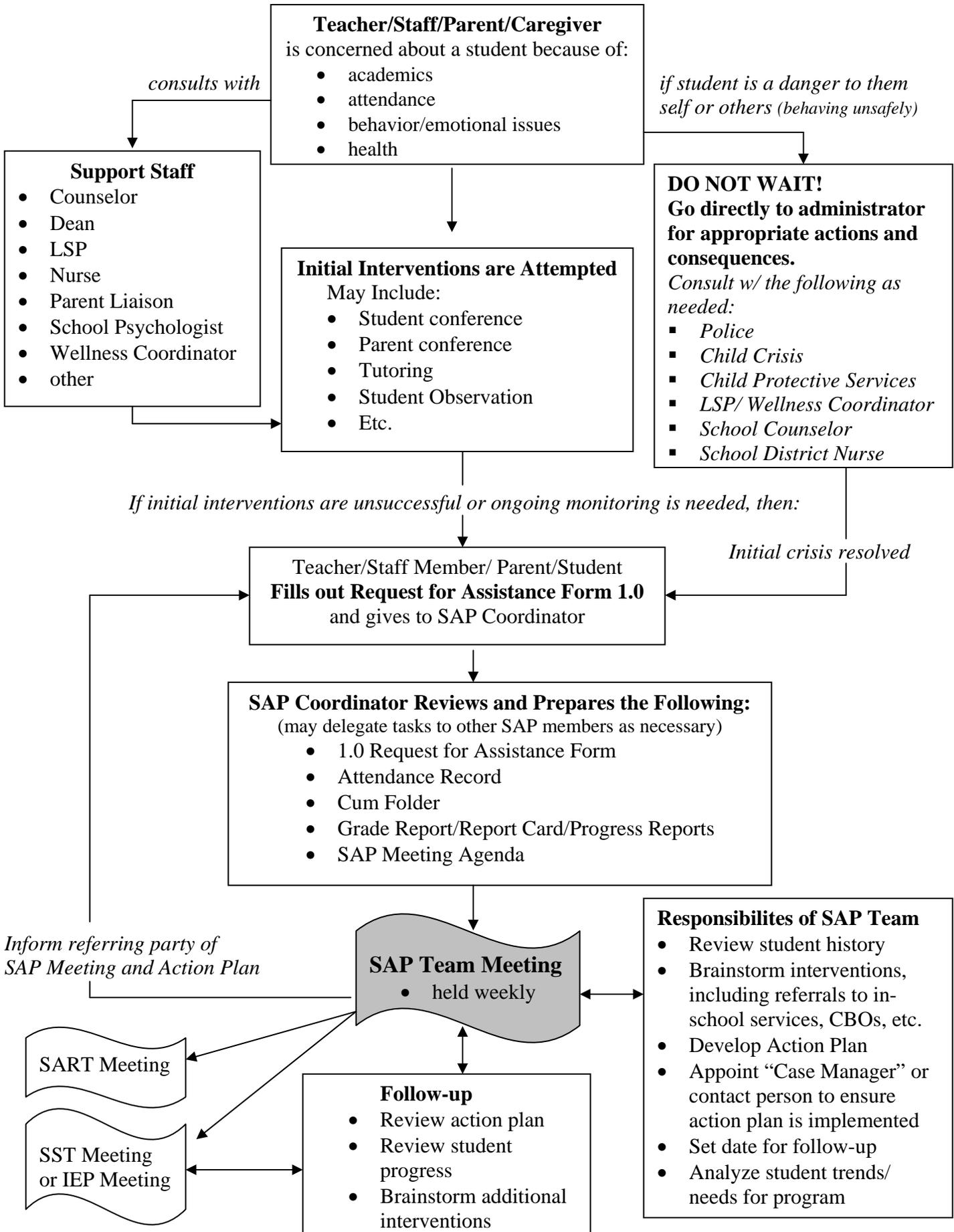
Timekeeper *(may rotate)*

- Assist the Coordinator/Facilitator in starting the meeting on time
- Keep track of time allotted for specific topic discussions and remind the facilitator when discussion time is over
- Provide Coordinator/Facilitator with a five-minute warning toward the end of the meeting

Team Member

- An effective team member is a positive contributor to the work of the team. Members come prepared with information about the students discussed and school-wide issues/programs. Contributions that address difficult problem areas are positive, looking at constructive solutions, rather than characterizing, blaming or stereotyping. Interventions are linked to the students' strengths and programs developed are linked to students' need.

Student Assistance Program (SAP) Flowchart



Student Assistance Program (SAP) Interventions

SAP Interventions: Student

- Conduct a more thorough assessment of the student (e.g. review cum folder, meet with teachers, observe student in class)
- Meet with the student. Get to know him/her.
- Refer student to an after-school program
- Initiate a counseling referral
- Place in a peer or adult mentoring program
- Have the student come up with his/her own academic and/or behavior goals
- Work with student on a behavior contract
- Provide the opportunity for frequent “check-ins”, perhaps by several adults
- Refer to an appropriate student support group
- Don’t wait for trouble to call home, call with good news about the student
- Request that RSP teacher work with students who are academically “at-risk” until further assessment can be done
- Refer for a SST

SAP Interventions: Parent/Caregiver

- Contact parent/caregiver – ask about family strengths and concerns regarding student
- Schedule a parent/caregiver-teacher conference
(See Sample Parent/Teacher Conference Form, pg. 20)
- Create a ‘parent space/room’ at the school
- Provide presentations that appeal to parents/caregivers (e.g. workshops such as “How to talk to your kid so they will listen”, “How to help your child with homework”, “Helping your 6th grader adjust to middle school”, “Making the most of a parent-teacher conference”, etc.)

SAP Interventions: Classroom

- Explicitly teach and review classroom expectations, including transitions
- Provide reinforcement/feedback that is specific and unique to students
- Provide a 4 to1 ratio of positive reinforcement to corrective action to promote expected classroom behavior
- Catch students being good
- Utilize a “peace table” or “chill-out” space
- Use a multi-sensory approach (e.g. using math manipulatives in addition to verbal and written instructions)
- Incorporate physical/movement activities into academic blocks to provide stress reduction/tension release
- Assign classroom responsibilities/class jobs that build confidence and self-esteem
- Physically arrange classroom consistent with level of structure needed
- Give students choice/options of activities/tasks to increase sense of control and engagement in the classroom
- Encourage team work to accommodate a variety of learning styles (e.g. a student who is a good note taker can provide them to targeted students)
- Enhance selection of high interest books for students
- Break down assignments into smaller sections

(Note: It is sometimes helpful for SAP team members to work one-on-one with teachers to support classroom changes necessary for improved student outcomes.)

Student Assistance Program (SAP) Interventions (continued)

SAP Interventions: School Wide

- Start a mentoring program (SFUSD's Mentoring for Success program)
- Start a peer mediators/peer conflict managers program
- Increase meaningful involvement and participation in school activities, clubs, and events
- Develop a peer-tutoring program
- Enhance student and campus safety/security (e.g. conflict resolution programs)
- Help create commitment for a school-wide behavior system (e.g. Best Behavior, Caring School Community, Tribes, CHAMPs, IRISE, Omega)
- Give leadership opportunities to students (e.g. crossing guard, office monitoring, conflict resolution mediator)
- Establish a drop-in homework center.
- Support transitions: home, school, and classroom, after-school, vacations
- Post school rules/norms in classrooms, halls, restrooms, cafeteria and yard
- Start a positive behavior incentive program (e.g. "caught being good" tickets)
- Provide opportunities for public recognition (e.g. attendance, positive behavior, "Golden Trash Can" award for cleanest room)
- Collaborate with After School Program to create a "seamless day"
- Start a Breakfast Club to reward attendance
- Promote health and nutrition education and physical activities

SAP Interventions: Community

- Invite CBO speakers to your SAP to describe programs and referral procedure
- Plan and host a health fair
- Invite your local police (e.g. School Resource Officer, SRO) or fire fighters to shoot hoops/play on the yard with students
- Collect information on resources and services in the community, including providing information on services that are no-cost, low-cost or based on a sliding scale to families and staff
- Connect with community centers and City Parks and Recreation facilities
- Implement business and community mentoring
- Establish a central location to place community resource information
- Enlist the resources of the faith community
- Enlist the San Francisco Education Fund for volunteers and programs

Student Assistance Program (SAP) Follow-Up Practices

The interventions, actions and modifications discussed at a SAP meeting are only as good as the follow-up practices that ensure their implementation.

Steps for follow-up:

1) Case Management

A case manager or “contact person” is assigned to each student discussed at the SAP. The case manager’s role is to ensure that the action plan items are implemented. Case manager tasks may include:

- Meeting with the student and with the teacher regarding the action plan
- Making phone calls and/or sending reminder notes to team members regarding action items
- Contacting parents/caregivers regarding the action plan and to enlist their support
- Setting up meetings on-site with service providers to help bridge the student/family with a particular program or agency

2) Documentation

Action items, or “Action Plans”, are documented for each student and monitored by the SAP. Regardless of the specific method or form used, it is important to document action items/plans and follow-up measures. A SAP binder is a useful tool to maintain a consistent and organized record. Also, see [sample SAP agendas, action plan and follow-up form on pages 15-19](#). The SAP binder should be kept in a confidential location, but known and available to team members.

3) Feedback to the Referral Source

The case manager, or another designated person, provides the referral source with feedback in a timely manner after the initial SAP meeting. It is often beneficial to involve the referral source in some ownership of the plan, particularly classroom strategies, modifications and adaptations, especially if the person had not been involved in the actual SAP meeting that was held.

4) Student/Family Participation

Working with students and parents/caregivers to commit to the plan and to undertake actions on their own behalf is an important part of the follow-up. The student and parent/caregiver have to feel that they have some control over their own goals and plans, and that school staff are their allies, rather than the ones who have all the control.

5) Follow-Up Discussion

Every student discussed at the SAP is reviewed regularly. Many SAP coordinators find it helpful to include a follow-up section on the agenda. During follow-up discussion, the case manager/contact person updates the SAP on the status of the student’s action plan. Additional interventions may be initiated depending on the student’s progress, such as referral for a Student Success Team (SST) or Student Attendance Review Team (SART) meeting, or connection with other school site or community-based resources.

Student Assistance Program (SAP) Best Practices Checklist

Please rate each item using the following scale:

1 = poor

2 = fair/OK

3 = good

4 = excellent

Pre-SAP Meeting

- There is a regular weekly meeting time
- A consistent location is established for the meeting
- There is a referral process in place that uses the Request for Assistance (1.0) form
- Staff is aware of SAP purpose and there is “buy-in”
- Each SAP member is committed to providing follow-up activities
- Agendas are distributed at or prior to the meeting
- There is a designated SAP coordinator/facilitator
- Student referrals are elicited from multiple sources, including review of school-wide data:
 - Teachers/Staff Transition Forms DF/U Lists EWI Students SART List
 - Retention Lists Students Lacking Mandated Health Screenings Foster Youth Services (FYS) Census
- At the beginning of the year, the SAP/SST and Confidentiality form is signed by members who are not SFUSD officials, employees, or contractors

During SAP Meeting

- Team members consistently attend the entire meeting *Please check those that attend:*
 - Administrator
 - Attendance Liaison
 - CBO Representative(s)
 - Dean/Head Counselor
 - Elementary/Middle School Advisor
 - ExCEL ASP or Beacon
 - Instruction Reform Facilitator
 - LSP or Wellness Coordinator
 - Community School Coordinator
 - Parent Liaison
 - School Counselor
 - School District Nurse
 - School Psychologist
 - Site Nutrition Coordinator
 - Special Education Representative
 - Others: _____
- Meetings start and end on time
- There is efficient use of meeting time (e.g. several students are discussed at each meeting, team member discussions remain “on topic”)
- There are designated staff who fulfill roles during the meeting (e.g. facilitator, note taker, timekeeper, etc.)
- Action items from previous meeting(s) are reviewed
- Members participate and share their respective knowledge
- Student information is available at the meeting (e.g. cum folder, attendance records)
- The team is able to solve problems and develop action plans for students
- All team members volunteer to, or are assigned to, follow-up on action items
- The team discusses program issues/needs of the site to identify service gaps and develop new programs (e.g. mentoring, tutoring)

Post-SAP Meeting

- Meeting notes are distributed after the meeting
- All Request for Assistance (1.0) Forms, SAP Agendas, and meeting notes are kept by SAP Coordinator/Facilitator in a SAP binder
- Action items are monitored by the SAP coordinator/facilitator and designated case manager
- Action items are completed by assigned/designated team member
- Feedback is provided to the referral source in a timely manner

Student Assistance Program (SAP) Best Practices Checklist (continued)

What are the strengths of your SAP?

What are some improvements that need to be made?

For those schools without a SAP, please list the first steps that you think need to be taken in order to start a team. What will be some of the challenges? Who are other support staff that you need to engage in order to start an effective SAP?

What is Facilitation?

Facilitation is a way of providing leadership without taking the reins. Your job as a facilitator is to get others to assume responsibility and take the lead.

Core Practices of Facilitators:

- **Stay neutral on content:** Focus on the process. This doesn't mean that you can't offer suggestions; it just means that you shouldn't impose your opinions on the topic to the group.
- **Listen Actively:** Look people in the eye, use positive body language, paraphrase.
- **Ask Questions:** Test assumptions, invite participation, and gather information.
- **Paraphrase to Clarify:** ("Are you saying", "What I'm hearing you say is...")
- **Synthesize Ideas:** Get people to comment on what others are saying and build on their thoughts.
- **Identify a Scribe:** Create a visual action plan/'to do' list to keep group on task.
- **Stay on Track:** Set a time line for the meeting and appoint a time keeper. Use a parking lot to record ideas that are important but not on topic. Label situations if they are sidetracks.
- **Give and Receive Feedback:** Call on people that seem to be disengaged from the process; ask members how they feel the meeting is going or if you are making progress; regularly evaluate the effectiveness of the meeting by eliciting feedback from group members.
- **Test Assumptions:** Bring assumptions out into the open, clarify them, and challenge them.
- **Collect Ideas:** Keep track of emerging ideas and final decisions. Notes should reflect what people actually said and not your interpretation of what was said (see **Identify a Scribe**).
- **Summarize Clearly:** Summarize to revive a discussion that has come to a halt or to end a discussion when things seem to be wrapping up.
- **Identify Next Steps:** Identify action items, who is responsible and when tasks are to be accomplished.

Source: Facilitating With Ease, Ingrid Bens © 2000

Facilitator Self-Assessment Checklist

Behaviors that Help

- listens actively
- maintains eye contact
- helps identify needs
- gets buy-in
- surfaces concerns
- defines issues
- brings everyone into the discussion
- uses good body language and intonation
- paraphrases continuously
- provides feedback
- accepts and uses feedback
- checks time and pace
- provides useful feedback
- monitors and adjusts the process
- asks relevant, probing questions
- keeps an open attitude
- stays neutral
- offers suggestions
- is optimistic and positive
- manages conflict well
- takes a problem-solving approach
- stays focused on process
- ping-pongs ideas around
- makes accurate notes that reflect the discussion
- looks calm and pleasant
- is flexible about changing the approach used
- skillfully summarizes what is said
- knows when to stop

Behaviors that Hinder

- oblivious to group needs
- no follow-up on concerns
- poor listening
- strays into content
- loses track of key ideas
- makes poor notes
- ignores conflicts
- provides no alternatives for structuring the discussion
- gets defensive
- puts down people
- no paraphrasing
- lets a few people dominate
- never asks "How are we doing?"
- tries to be the center of attention
- lets the group get sidetracked
- projects a poor image
- uses negative or sarcastic tone
- talks too much
- doesn't know when to stop

Additional Observations:

Source: *Facilitating With Ease*, Ingrid Bens © 2000

Sample SAP Meeting Agenda #1

Date: ___ / ___ / ___ **Attendees:** _____

NEW SAP REFERRALS:

Student	Grade	Ref Teacher/ GL Counselor	Reason for Referral/Concerns	Contact Person

Complete SAP Action Plan for each student (see Sample Action Plan, page 18)

FOLLOW-UP ON ACTIVE SAP STUDENTS:

Student	Grade	Ref Teacher/ GL Counselor	Reason for Referral/ Concerns	Updates & Interventions	Contact Person

Review SAP Action Plan for each student

SCHOOL-WIDE ISSUES & PROGRAMS:

Issue or Program	Updates/Actions	Contact Person

Next Meeting Date: _____

Sample SAP Meeting Agenda #2

Sample content in italics.

Date: _____ Team members present: _____

1. School Attendance Review Team (SART)

- Review identified students (*see attendance log*)

- *Student Advisor (logistics & incentives); Parent Liaison (follow-up)*
- *Dog tags and certificates for Sep. 06 perfect attendance breakfast on 10/10/06*

2. SST & IEP Meetings

- 10/10 – 7:30 am _____ 3:00 pm _____
- 10/11 – 7:45 am _____ 3:00 pm _____
- 10/17 – 3:00 pm _____ 3:45 pm _____
- *School psych. assessments: completed _____; underway _____*

3. School-wide Wellness/Planning & Coordination of Programs

- *Mental Health Services & Student Intervention Team (SB1895 Program)*
- *Omega Program (Group with Dr. Marshall will be on Tuesdays)*
- *Mentor Program (mentor recruitment underway)*
- *College Bound / Career Awareness Program (planning underway)*
- *School-wide behavior (remind staff to use recognition slips to address common area behavior)*
- *“Discipline Gap” – define the issue. Strategies: 1) AA mentors; 2) continue staff discussion; 3) address concerns for identified students; 4) 10/14 lecture by Hilliard*

4. Parent Liaison Report

- *PTA*
- *Parent Wellness/Education Speakers Series (parent/caregiversto generate list of ideas)*
- *E-script/fundraising (make this a PTA priority)*

5. School District Nurse Report

- *Consider “Jump Rope for Heart Program”*
- *Status of vision screening follow-up*

6. ExCEL After School Program Report

- *Enrollment at: _____*
- *“Lights On” October 12th*
- *Behavior concerns: _____*

(Case Management on next page)

Sample SAP Action Plan

Student's Name: _____ Date: _____

Teacher/Referring Staff: _____ Room: _____

Case Manager/Contact Person: _____

What? <i>(Action items)</i>	Who? <i>(Person responsible, e.g. teacher, LSP, SDN, etc.)</i>	When? <i>(Date to initiate or complete action item)</i>
<input type="checkbox"/> Academic counseling <input type="checkbox"/> After School Program <input type="checkbox"/> Group (e.g. anger management, social skills, grief , etc) <input type="checkbox"/> Health review & referrals <input type="checkbox"/> Home visit <input type="checkbox"/> Mentoring <input type="checkbox"/> One-to-one counseling/check-ins <input type="checkbox"/> Parent/Caregiver-Teacher Conference (documented) <input type="checkbox"/> Progress Report (daily or weekly) <input type="checkbox"/> Tutoring <input type="checkbox"/> Student Attendance Review Team (SART) <input type="checkbox"/> Student Success Team (SST) <input type="checkbox"/> Other: (further interventions based on student's needs) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		

- Copy to SAP Binder**
- Copy to Case Manager/Contact Person**
- Copy to Teacher/Referral Source**

Sample SAP Case Management/Follow-up Form

School: _____ **Updated:** ____ / ____ / ____

Note: This form is maintained by the SAP Coordinator to document and monitor student concerns, action plans and progress.

(Sample content in italics)

Student Name (Grade/Teacher)	Initial SAP Date	Concerns	Interventions	Follow-up Date	Updates	Additional Interventions	Result
<i>Jane Doe (6th/Jones)</i>	<i>09/05/06</i>	<i>Behavior</i>	<ul style="list-style-type: none"> • <i>Schedule IEP addendum to include behavior goal – Ms. C</i> • <i>Classroom observation – Ms. B</i> • <i>Enroll in boys group- Mr. S</i> 	<i>09/26/06</i>	<ul style="list-style-type: none"> • <i>Mom has signed consent for counseling w/ Mr. R</i> 	<ul style="list-style-type: none"> • <i>IEP scheduled for 9/29/06 to add behavior plan</i> 	<i>Follow-up as needed</i>
<i>John Doe (6th/Dun)</i>	<i>09/05/06</i>	<i>Behavior</i>	<ul style="list-style-type: none"> • <i>Family Mtg. w/ mom re: behavior - Mr. W</i> • <i>AB3632 eligible-is mom taking him? – Ms. C</i> 	<i>09/26/06</i>	<ul style="list-style-type: none"> • <i>Ms. C met w/mom</i> • <i>Ms. C to conduct daily behavior checks and report to mom</i> 	<ul style="list-style-type: none"> • <i>Mom signed permission Southeast to serve as AB3632 provider – will receive counseling</i> 	<i>Follow-up as needed</i>
<i>Jessica Doe (6th/Hop)</i>	<i>09/12/06</i>	<i>Emotional Behavior</i>	<ul style="list-style-type: none"> • <i>Counseling and HV-Mr. S</i> • <i>Possibility of nocturnal asthma -Ms. B</i> 	<i>10/03/06</i>	<ul style="list-style-type: none"> • <i>Currently seeing Mr. S for individual counseling</i> 	<ul style="list-style-type: none"> • <i>Continue w/ counseling</i> • <i>Monitor Behavior</i> 	<i>Follow-up as needed</i>

Sample Parent/Caregiver-Teacher Conference Form

Note: Parent/Caregiver-Teacher conferences may be used as an intervention prior to referral to the SAP or recommended as part of a SAP action plan. This sample form offers a guide through a documented conference discussion.

School Name: _____	Date: _____
Student: _____	Grade: _____
Parent/Caregiver: _____	Language: _____
Parent/Caregiver Contact Information (telephone #): _____	
Teacher(s) participating in conference (name and subject taught):	
1) _____	
2) _____	
3) _____ +	

<i>Strengths?</i>	<i>Concerns?</i>	<i>Ideas for parent/caregiver/student?</i>
<input type="checkbox"/> Asks for help <input type="checkbox"/> Attends class every day <input type="checkbox"/> Comes prepared with materials <input type="checkbox"/> Comes to class on time <input type="checkbox"/> Completes homework <input type="checkbox"/> Does well on tests <input type="checkbox"/> Gets along with other students <input type="checkbox"/> Has positive attitude <input type="checkbox"/> Is respectful towards adults <input type="checkbox"/> Listens well <input type="checkbox"/> Participates in class <input type="checkbox"/> Solves problems <input type="checkbox"/> Thinks creatively <input type="checkbox"/> Other: _____	Student needs to: <input type="checkbox"/> Attend school every day <input type="checkbox"/> Be on time to class <input type="checkbox"/> Bring all materials <input type="checkbox"/> Remain seated during class <input type="checkbox"/> Complete class work <input type="checkbox"/> Participate appropriately <input type="checkbox"/> Communicate respectfully <input type="checkbox"/> Help others as needed <input type="checkbox"/> Be positive towards learning <input type="checkbox"/> Pay attention, focus <input type="checkbox"/> Complete homework <input type="checkbox"/> Other: _____ _____ _____	<input type="checkbox"/> 8-10 hrs of sleep; alarm clock <input type="checkbox"/> Attend After-School tutorials <input type="checkbox"/> Check homework log daily <input type="checkbox"/> Clean up backpack/locker <input type="checkbox"/> Connect to School Loop <input type="checkbox"/> Daily Progress Report <input type="checkbox"/> Enroll in an after-school program <input type="checkbox"/> Get health check-up & follow up <input type="checkbox"/> Get phone #s of study buddies <input type="checkbox"/> Healthy breakfast & lunch daily <input type="checkbox"/> Obtain counseling: academic/social/emotional <input type="checkbox"/> Obtain/meet with adult mentor <input type="checkbox"/> Reward small improvements <input type="checkbox"/> Student Attendance Review Team <input type="checkbox"/> Student Success Team <input type="checkbox"/> Weekly Progress Report <input type="checkbox"/> Other: _____

Comments/Notes
_____ _____

Signatures

Parent/Caregiver: _____	Teacher(s): _____
Student: _____	Date: _____



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PUBLIC SCHOOLS

SAP/SST and Confidentiality

As a participant in an SAP/SST, you will have access to sensitive and private information about SFUSD students. This information is being shared in the SAP/SST for the sole purpose of developing and implementing services to promote the health and development of our students, or to reduce our students' health risks or other challenges that interfere with their academic achievement. The student records and information shared in these meetings are private and confidential.

Information shared in the SAP/SST shall only be divulged to other SFUSD officials, employees or contractors who require the information to perform their professional responsibilities (for example, to develop or implement support services for students). Any unauthorized discussion or release of student records or information is prohibited.

All SFUSD officials, employees and contractors are bound by federal and state confidentiality laws, as well as Board Policy, to maintain the confidentiality of student information.

SAP/SST Members who are not SFUSD officials, employees, or contractors must obtain written parental consent prior to obtaining access to any student records and shall sign below to acknowledge and accept the confidentiality requirements of SAP/SST members.

Non-SFUSD SAP/SST Members:

I acknowledge that I am required to obtain written parental consent prior to my receipt and/or review of any student records or information from such records. I accept the confidentiality requirements outlined above.

Signature

Date

Organization/Agency