Peer to Peer Program Fidelity Checklist
Secondary Level

District/Building Name: _____   Date Completed: _____

Team Members Completing this Checklist: _____

_____

Peer to Peer Program Implementation Summary: Secondary Level

Instructions: *Complete Parts 1-4 as a team. After you've completed each section, transfer your scores to this chart and calculate the percentage of steps implemented for your Peer to Peer program. If your team notes gaps in the completion of certain steps, you can link to relevant resources as indicated in the right-hand columns.*

If you are setting up a new program, use the [Program Development Checklist](#) to get started. Once your program is in place, we advise you to complete the Fidelity Checklist at least once annually to continue to improve your program

Scan the QR code or visit [START's website](#) (http://gvsu.edu/s/1Qj) to open the Fidelity Checklist and the resources electronically.

	Number of "Yes" Responses	Number of Items	Implementation Percentage
Part 1: Staff Preparation and Participation (items 1-8)		8	
Part 2: Program Development (items 9-13)		5	
Part 3: Program Implementation (items 13-25)		12	
Part 4: Data - Tell Your P2P Program's Story (items 26-28)		3	
Total Number of Yes Responses		/28	

Part 1: Staff Preparation and Participation

			Resources
1. Administrator (e.g.,Director of Special Education, Supervisor, Building Principal) demonstrates support for the peer to peer programming, including necessary resources, funding, staff time for meetings and trainings.	Yes	No	[Program Development - Share Information Section](#)
2. A Peer to Peer team is established that meets regularly for the purposes of program development, implementation, and sustainability.	Yes	No	[Program Development - Establish a Team Section](#)

3.	Peer to Peer coordinator and/or Peer to Peer team members have attended a START statewide Peer to Peer training in the last 3 years.	Yes	No	START Events
4.	Peer to Peer team annually reviews the START Peer to Peer webpage and Secondary Playbook to review with updated resources and tools.	Yes	No	Peer to Peer: General Resources Secondary Peer to Peer Program Playbook
5.	Peer to Peer team provides training to all staff in the building to create a shared understanding of the purpose and outcomes of Peer to Peer.	Yes	No	Program Development - Share Information Section Pillars of Peer to Peer
6.	Peer to Peer team teaches, models, and facilitates a participation mindset by replacing helper-based language (mentor, mentee, tutor, helper) with participation-based language (peer, friend, participant) and this information is shared with all staff members.	Yes	No	Participation Model vs. Helping Model
7.	Peer to Peer support program is built into at least one existing school program. Check all that apply. ☐ MICIP (Michigan Integrated Continuous Improvement Process) ☐ Title I ☐ Curriculum/Course Catalog ☐ Positive Behavior Interventions and Support ☐ MTSS ☐ Character education ☐ SEL initiatives	Yes	No	Participation Model vs. Helping Model
8.	Peer to Peer coordinator and/or member(s) of the Peer to Peer team engages in "out of building" collaboration in at least one way. Check all that apply. ☐ Peer to Peer Roundtable(s) ☐ START Community of Practice(s) ☐ START Leadership Day ☐ ISD ASD Consultant meeting ☐ RCN representative meeting	Yes	No	Regional Collaborative Networks (RCN) Map
Staff Preparation & Participation – number of items marked "Yes" out of items 1-8: _____				

Part 2: Program Development

			Resources
9. Materials to explain and support the program are disseminated to staff and families (e.g. program brochure, website, video)	Yes	No	Recruitment
10. Orientation focuses on dignity and respect for students with autism, and is taught and modeled by adults who support the program.	Yes	No	
11. Peer to Peer is offered as an accredited course as evidenced by a teacher of record, course description, syllabus, and attendance procedure.	Yes	No	Elective Course Credit Program
12. Peer support program team uses a schedule matrix for each student with autism to determine when peer partners should be scheduled (academics, lunch, electives. etc.).	Yes	No	Set Up and Scheduling
13. Peer to Peer team utilizes high-quality resources to support peers (e.g., START Peer to Peer curriculum, LINK Boxes, Padlet).	Yes	No	START P2P Curriculum Padlet and LINKS Boxes

Program Development - number of items marked "Yes" out of items 9-13: _____

Part 3: Program Implementation

			Resources
14. Over 80% of autistic students in the building are part of the Peer to Peer program. *All students on the autism spectrum should be considered for Peer to Peer, including those served in self-contained programs to those that are in general education classrooms.	Yes	No	
15. Students are supported across classroom settings (e.g., core academics, electives, resource room) and non-classroom settings (e.g., cafeteria, hallway).	Yes	No	
16. Autistic students are intentionally paired with peers at least 50% of their day.	Yes	No	Set Up and Scheduling
17. All peer partner students in the building have the opportunity to be part of Peer to Peer, including students with academic and/or behavioral needs.	Yes	No	Outcomes for Links Data
18. Peers are participants in the program and engage as friends rather than acting as assistants or helpers.	Yes	No	Participation Model vs. Helping Model
19. Medium of exchange opportunities are developed for students with autism and their peer partners to build common interests.	Yes	No	Medium of Exchange

			Resources
20. Peer Collaboration Conferences (PCCs) are facilitated at least 1-2 times per semester.	Yes	No	Peer Collaboration Conferences (PCCs)
21. Reinforcing activities are held throughout the semester for all students (e.g., field trips, designing program t-shirts, minute-to-win-it games, student of the month).	Yes	No	Program Maintenance
22. End of the year celebrations are held (e.g., banquets, certificates, awards, picnics, pizza parties, graduation cords).	Yes	No	Program Maintenance
23. Peer to Peer team promotes engagement by planning family and community events (e.g., Peer to Peer Open House, Community Night, offering volunteer opportunities, fundraising events).	Yes	No	Program Maintenance
24. Fundraising activities are held to promote sustainability of the Peer to Peer program (e.g., community grants, hat day, can drive).	Yes	No	Fundraising
25. Peer to Peer team plans extracurricular and after school activities for students to participate in together (e.g., sporting events, school dances, bowling, escape room, laser tag, movies, community events).	Yes	No	
Program Implementation - number of items marked "Yes" out of items 13-25: _____			

Part 4: Data - Tell Your P2P Program's Story			
			Resources
26. Data are collected on the effectiveness of the Peer to Peer support program for students with autism and from at least one other group of participants: Peer Partners, school staff, or families.	Yes	No	Program Outcomes and Growth
27. Peer to Peer program data is shared with stakeholders (e.g., building level administrators, Board of Education, superintendent, families, special education directors, communications/public relations director, social media).	Yes	No	Program Outcomes and Growth
28. Peer to Peer Program program data is shared with your ISD and/or RCN Peer to Peer point of contact.	Yes	No	
Data - Tell Your Story - number of items marked "Yes" out of items 25-28: _____			

Action Plan

Team: _____ **Date:** _____

Who	What	by When	Status