

## **SCHOOL-BASED TEAMS**

### **Background**

The purpose of this procedure is to establish the terms of reference and standards for School-Based Teams (SBT).

### **Procedures**

1. Definition

SBT – an on-going team of school-based personnel which have a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students within the school.

2. Purpose of the SBT

The SBT is responsible for the following:

- 2.1 Planning and coordinating services and resources in the school for students with diverse learning needs
- 2.2 Providing opportunities for consultation with teachers on possible classroom strategies
- 2.3 Supporting teachers in implementing appropriate strategies for students
- 2.4 Identifying the need for additional district or community services and initiating appropriate referrals.
- 2.5 Facilitating inter-ministerial planning and service delivery within the school
- 2.6 Ensuring a case manager is assigned to all designated students
- 2.7 Other duties such as setting class lists, setting school-wide assessment requirements and review of school-wide assessment data to inform programming, regular review of high-risk students' progress and attendance etc.
- 2.8 SBT is not an Inclusive Education Plan (IEP) meeting

3. SBT Meeting Norms

- 3.1 SBT members develop meeting norms which are communicated to all staff and reviewed at least yearly.

3.2 The norms ensure the SBT meetings are student centered, positive and solution based (respectful language, limited number of referrals, input from all parties allowed rules regarding electronics at meetings, etc.)

4. Membership in School-Based Teams:

The SBT must include the following members:

- Principal and/or vice-principal
- School Counsellor
- Student Services Teacher(s)
- Staff making the referral

The SBT should also include:

- Classroom teacher(s) representatives
- English Language Learners teacher(s)
- School-Based Youth Care Worker
- Indigenous Education Support Workers
- Speech-Language Pathologist
- Others depending on the school size, culture and staff
- Education Assistants

The SBT may also include, as needed:

- District Learning Support Services staff, (school psychologist, vision resource teacher, hearing resource teacher, etc.)
- Representatives from community services or other ministries
- Other individuals who have pertinent information about the student (parents, guardians, former teachers etc.)

5. Schedule of meetings

5.1 Highly effective School-Based Teams have a regularly scheduled meeting time and place – generally weekly or bi-weekly.

5.2 The schedule is determined at the beginning of the year and is communicated clearly to all school staff.

6. Roles on School-Based Teams

6.1 The School-Based Team Chairperson:

- Is chosen at the first meeting of the year and continues in that role for the school year.
- Sets the agenda (with prior action follow-up) and distributes it to SBT members prior to the meeting. ([AP 208-1 School-Based Team Meeting Agenda](#))
- Chairs the meeting and ensures meeting norms are followed
- Sets a timeframe for the meeting and ensures the meeting starts and ends on time
- Collects the referrals from teachers in the school, ensures the referrals are complete with necessary paperwork and completed file review
- Informs the teacher, support staff, and/or parent/guardians when to attend the meeting to discuss the referral

- Assigns action items for follow up

## 6.2 The School-Based Team Note Taker

- A member of the committee who is NOT the Chairperson
- Keeps notes to ensure discussions, decisions and solutions are recorded ([AP 208-2 SBT School Based Team - Student Referral & Meeting Form](#))
- Ensures that the notes on individual students are kept separate to ensure confidentiality and for easy filing
- File notes into a binder or computer file which can be shared with the team (including the referring teacher)
- Ensure the meeting notes are distributed to members of the SBT, referring teachers and parents
- If stored electronically, meeting notes on individual students will be printed and placed in cumulative file at the end of each semester, at the end of the school year, or when a student transfers out of the school

## 7. Referrals to SBT

All referrals ([AP 208-2 SBT School Based Team - Student Referral & Meeting Form](#)) to SBT should be submitted on the school referral form, to the SBT Chairperson, and processed in a timely manner.

- 7.1 Develop a consistent, known date for referrals to be submitted (monthly/weekly) so staff is aware of when to refer and when to be available to attend the SBT meeting as needed.
- 7.2 The referring teacher must inform the parent that their child has been referred to a School-Based Team meeting. Information as to the date and method the parent/guardian was informed of the referral should be included on the referral form.
- 7.3 Parents are welcome to attend the SBT meeting when their child's needs and program are discussed.
- 7.4 Parents can request that the classroom teacher, learning support services teacher or principal/vice-principal refer their child to School-Based Team as a part of collaborative planning for the student.
- 7.5 Referrals require a current file review to be completed by the referring teacher.

### Appendices:

- [AP 208-1 School-Based Team Meeting Agenda](#)
- [AP 208-2 SBT School Based Team - Student Referral & Meeting Form](#)

Reference: BC Special Education Services: A Manual of Policy, Procedures and Guidelines (April 2016)  
SD5 and CFTA Collective Agreement