

AP 207 – School-Based Teams

Background

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

Procedures

The following guidelines reflect current best practices to ensure the highest standard of School-Based Teams. It is the principals' responsibility to ensure that these standards are met.

1. Definition
School-Based Team – 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 School-Based Team
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.
3. School Based-Team 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
 - 1.1 The School-Based Team (SBT) **must** include the following members:
 - 1.1.1 Principal and/or vice-principal
 - 1.1.2 School Based counsellor (middle and high schools)
 - 1.1.3 Learning Support Services teacher(s)
 - 1.1.4 Staff making the referral

- 1.2 The-School-Based Team **should** also include:
 - 1.2.1 Classroom teacher(s) representatives
 - 1.2.2 English Language Learners teacher(s)
 - 1.2.3 School-Based Youth Care Worker
 - 1.2.4 Cultural Education Support Workers/Aboriginal YCW
 - 1.2.5 Others depending on the school size, culture and staff
- 1.3 The School-Based Team **may** also include, as needed:
 - 1.3.1 Education Assistants
 - 1.3.2 District LSS staff, (itinerant counsellor, school psychologist, speech and language, pathologist, itinerant youth care worker, etc.)
 - 1.3.3 Representatives from community services or other ministries
 - 1.3.4 Other individuals who have pertinent information about the student (parents, guardians, former teachers etc.)
5. Schedule of meetings
 - 1.1 Highly effective School-Based Teams have a regularly scheduled meeting time and place – generally weekly or bi-weekly
 - 1.2 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
 - 6.1.1 Is chosen at the first meeting of the year and continues in that role for the school year
 - 6.1.2 Sets the agenda and distributes it to SBT members prior to the meeting (see AP 207-2 School-Based Team Meeting Agenda)
 - 6.1.3 Chairs the meeting and ensures meeting norms are followed
 - 6.1.4 Sets a time frame for the meeting and ensures the meeting starts and ends on time
 - 6.1.5 Collects the referrals from teachers in the school, ensures the referrals are complete with necessary paperwork and completed file review
 - 6.1.6 Informs the teachers when to attend the meeting to discuss the referral
 - 6.2 The School-Based Team Note Taker
 - 6.2.1 A member of the committee who is NOT the Chairperson
 - 6.2.2 Keep notes to ensure discussions, decisions and solutions are recorded (see AP207-3 School - Based Team Notes on Referral)
 - 6.2.3 Ensure that the notes on individual students are kept separate to ensure confidentiality and for easy filing (see AP 207-3 – Meeting Notes)
 - 6.2.4 File notes into a binder or computer file which can be shared with the team (including the referring teacher)
 - 6.2.5 Ensure the meeting notes are distributed to members of the SBT, referring teachers and parents
7. Referrals to SBT (see AP 207-1 School-Based Team Referral Form)
 - 1.1 All referrals to SBT should be submitted on the school referral form, to the SBT Chairperson, and processed in a timely manner.
 - 1.1.1 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.

- 1.1.2 Parents must be informed that their child has been referred to a School-Based Team meeting. Information as to date and method the parent/guardian was informed of the referral should be included on the referral form.
- 1.1.3 Parents are welcome to attend the SBT meeting when their child's needs and program are discussed.
- 1.1.4 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.
- 1.1.5 Referrals require a current file review to be completed by the referring teacher.

Appendices: AP 207-1 School Based Team Referral Form
AP 207-2 School Based Team Meeting Agenda
AP 207-3 School Based Team Notes on Referral

School Letterhead

AP 207-1 School Based Team Referral Form

School Name _____

Student Name: _____ Address _____ Birthdate: _____ Phone: _____ Name of Parent/Guardian: _____ Date Parent Contacted: _____	Contact was made by: <input type="checkbox"/> Phone Call <input type="checkbox"/> Email <input type="checkbox"/> Note home <input type="checkbox"/> Text <input type="checkbox"/> Other (specify) _____
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What is the child's MOE Special Education designation? _____

Have you previously referred this student to the SBT? Yes No If yes, what was the date: _____

Primary reason(s) for referral:

Academic Behaviour Social Emotional Medical Attendance Other _____

What are the student's strengths, talents, likes or interests?

1. _____
2. _____
3. _____

Please describe one or two specific concerns prompting this referral.

1. _____

2. _____

In what settings/situations does this occur most often? _____

In what settings/situations does this occur least often? _____

What is **one** strategy you have tried to resolve this challenge? _____

_____ Date you began strategy: _____

Results of implementing the strategy: _____

What is the **second** strategy you have tried to resolve this challenge? _____

_____ Date you began strategy: _____

Results of implementing the strategy: _____

How does this student's academic skills compare to the average child in your class? (bring work samples if appropriate to the referral)

What would be the best time of day for someone to observe the student challenges that you have described?

Please provide any additional pertinent information such as:

- Current report card
- Current IEP
- Attendance Report

Please complete a file review of the student's permanent record file.

When this referral is completed please hand in or scan and email to the chairperson of the SBT

Our SBT meetings are held in room _____ on the _____

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AP 207-2 School Based Team Meeting Agenda

Date: _____ Time: _____

Location: _____

Chairperson: _____ Note Taker: _____

Attendees: _____ Guests: _____

- I. Welcome and introductions
- II. Review of meeting norms
 - a. Attendees at this meeting will be:
 - Child centered
 - Solution focused
 - Positive
 - Professional
- III. Review of previous referrals
- IV. New referrals
- V. Regular review of high risk students
- VI. Referrals to district staff
- VII. Referrals to community agencies
- VIII. Need for resources or equipment
- IX. Budget
- X. Transitions of students
- XI. Support staff
- XII. Professional development
- XIII. Other business
- XIV. Adjournment time

School Letterhead

AP 207-3 School Based Team Notes on Referral

Student Name: _____	Date of SBT discussion: _____
Birthdate: _____	Note Taker: _____

What are the student's strengths, talents, likes or interests?

1. _____
2. _____
3. _____

1. Challenge #1 (from referral)

2. Discussion, data, attendance

3. Brainstorm of strategies which could be implemented

4. Action plan for Challenge #1

- a. Strategy to be used: _____
- b. Strategy to be used: _____
- c. Who will be responsible for implementing the strategy/intervention? _____
- d. When and where will the strategies/interventions be implemented? _____

- e. Who will monitor progress? _____
- f. How will progress be monitored? _____

- g. Date for SBT follow-up in 6-8 weeks. _____

1. Challenge #2 (from referral)

2. Discussion, data, attendance

3. Brainstorm of strategies which could be implemented

4. Action plan for Challenge #1

- a. Strategy to be used: _____
- b. Strategy to be used: _____
- c. Who will be responsible for implementing the strategy/intervention? _____
- d. When and where will the strategies/interventions be implemented? _____

- e. Who will monitor progress? _____
- f. How will progress be monitored? _____

- g. Date for SBT follow-up in 6-8 weeks. _____

Who will inform the parents of the Action Plan(s)? _____

Other notes and information: _____

