



4.3 School- and District-Based Team Guidelines

BACKGROUND AND PROCEDURES

The purpose of this procedure is to establish the terms of reference and standards for school-based teams (SBT) and the district-based team (DBT). It is the principals' responsibility to ensure that these standards are met.

SCHOOL-BASED TEAMS

Definition of 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 resources for students within the school.

Purpose of the SBT

The SBT is responsible for the following:

- Planning and coordinating services and resources in the school for students with diverse learning needs.
- Providing opportunities for consultation with teachers on possible classroom strategies.
- Helping teachers in implementing appropriate strategies for students.
- Identifying the need for additional district or community services and initiating appropriate referrals.
- Facilitating inter-ministerial planning and service delivery within the school.
- Ensuring an IST is assigned to all designated students.
- Other duties such as setting class lists, setting school-wide assessment requirements and school-wide assessment dates to inform programming, regular review of high-risk students' progress and attendance etc.

Membership in SBTs

The SBT **must** include the following members:

- principal and/or vice-principal
- school counsellor (middle and high schools)
- IST(s)
- staff member making the referral

The SBT **should** also include:



- classroom teacher(s) representatives
- English language learner teacher(s)
- youth and family worker(s)
- Aboriginal success teacher or coordinator
- Others depending on the school size and staff

The SBT **may** also include, as needed:

- education assistants
- district inclusive staff, (district inclusion support teacher (DIST), district psychologist, speech and language pathologist, school mental health and addictions coordinator, manager of safe schools, etc.)
- Representatives from community services or other ministries

Roles on SBTs

The SBT Chairperson

- Is chosen at the first meeting of the year and continues in that role for the school year.
- Sets the agenda and distributes it to SBT members prior to the meeting (see 4.7 School-Based Team Meeting Agenda Template).
- Chairs the meeting and ensures meeting norms are followed.
- Sets a time frame 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 teachers when to attend the meeting to discuss the referral.

The SBT Note Taker

- Is a member of the committee who is NOT the Chairperson.
- Keeps notes to ensure discussions, decisions and solutions are recorded (see 4.6 School-Based Team Notes on Referral).
- Ensures that the notes on individual students are kept separate to ensure confidentiality and for easy filing.
- Files notes into a binder or computer file which can be shared with the team (including the referring teacher).
- Ensures the meeting notes are distributed to members of the SBT and referring teachers and is processed in a timely manner.



Schedule of Meetings

Highly effective SBTs have a regularly scheduled meeting time and place, generally weekly. The schedule is determined at the beginning of the year and communicated clearly to all school staff and to the district office (inclusive education clerical).

SBT Meeting Norms

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

Referrals to SBT (see SBT Referral Template 1 or 2)

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.

DISTRICT-BASED TEAMS

Definition of DBT

An on-going team of district based personnel which have a formal role to play as a problem solving unit for schools to develop and implement instructional and/or management strategies and to coordinate resources for students and schools.

Purpose of the DBT

The DBT is responsible for the following:

- Planning and coordinating services and resources in the district for students/ staff based on learning needs.
- Providing opportunities for consultation with schools on possible classroom strategies.
- Helping schools in implementing appropriate strategies for students.
- Identifying the need for additional district or community services and initiating appropriate connections.
- Facilitating inter-ministerial planning and service delivery for the school and/or district.
- Ensuring a DIST is assigned to all designated students.
- Other duties such as: indefinite Suspension reviews, critical incident reviews, VTRA reviews, organizing presentations, identifying the need for learning resources and/or equipment and identifying Pro-D opportunities.



Referrals to DBT (See School Based Team Notes on referral)

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 DBT meeting as needed.