4.2 School-Based Team Procedure

BACKGROUND AND PROCEDURES

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

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*A school-based team is an on-going team of school-based personnel which has 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 with special needs within the school**.*

- *BC MANUAL OF POLICIES, PROCEDURES AND GUIDELINES*

SBT Tracking Process:	
CONSISTENT ACROSS ALL SCHOOLS	**RESPONSIBILITY OF THE PRINCIPAL**
- The use of a shared document (Excel or Word) that is updated weekly by members of SBT and is shared with District Principal Inclusive Education, Assistant Superintendent, and District Inclusion Support Coordinator. - The spreadsheet is a running document for the entire school year. - The SBT spreadsheet includes the school's current weekly IST and EA schedules. The schedules include the support activity and the names of the priority learners being supported in each time block / period. - IST schedules include 120 minutes of prep time per week (elementary) and 12.5% (secondary) pro rata and follows Inclusive Education scheduling procedures.	- The format of the spreadsheet (Excel or Word, tabs versus columns/rows etc.) - The scheduling of EAs, within collective agreement requirements and parameters and inclusive education scheduling procedures. - The scheduling of ISTs in schools, within collective agreement requirements and parameters and inclusive education scheduling procedures. ISTs must have prep time per the collective agreement, noted within schedules. - EA schedules and IST schedules must be current/accurate and maintained on the SBT document.

Who is tracked via SBT:

CONSISTENT ACROSS ALL SCHOOLS	RESPONSIBILITY OF THE PRINCIPAL
All students with A-H and R designations **All Youth in Care** - Any student you are referring to District Based Team (DBT) for review or testing. For more information, please see Inclusive Education Procedures: *4.3 SBT Referrals to District-Based Team (DBT)* 4.3.1 *SBT Referrals for Psychoeducational Testing* - Any students being reviewed for a potential designation/IEP .	- The addition of other priority learners (i.e. Q and P designation, Indigenous students, ELL students, etc.) - All printed SBT notes must be kept confidential and in locked storage (eg: locking filing cabinet) and follow FIPPA and SD8 privacy requirements. - SBT Notes are added to student binder as required (Category A-H and R) and contain only the name of the student (not other student names).

Purpose of SBT tracking document:

CONSISTENT ACROSS ALL SCHOOLS	RESPONSIBILITY OF THE PRINCIPAL
- The spreadsheet demonstrates an RTI approach that clearly documents how the team is: - using assessment data to identify the student's key strengths and challenges - identifying targeted interventions/supports conducted by school staff at the universal, targeted and essential level - monitoring weekly re: how the student is responding to those interventions (RTI)	- The structure of the RTI tracking – i.e. how you name your columns/tabs, the structure of the note taking - The nature/length of the intervention and the person responsible for implementing/tracking RTI. - The types of assessments used to determine the intervention.

- o adjusting the school-level universal, targeted, and/or essential supports as needed in response to the student's progress (or lack of progress)

- The school-level universal, targeted and essential supports reflect the content of the student's IEP (or the IEP is updated to match the findings of the RTI process).

- The spreadsheet identifies clear school-level action items and the person responsible for that action as well as any referrals made for that student (eg: DISC, SLP, OT/PT, DBT) and the reason for that referral.

- **All notes in the SBT document are objective and factual.**

SBT Meetings:

CONSISTENT ACROSS ALL SCHOOLS	RESPONSIBILITY OF THE PRINCIPAL
- SBT meetings are minimum once per week - Meeting includes minimum of IST, principal/vice-principal (and counselor and Indigenous success teacher as applicable) - Minimum once per week spreadsheet updates for every A-H student and any student for whom the school is requesting district support (DBT consult for Level 4 supports, DISC consult for Level 3 support, referral for psychoeducational assessment (this does not apply to CLBC)	- The level of detail in notes for students who are fully responding to the level of support provided and don't currently need adjustments. - The team members that attend SBT meetings beyond IST and principal/vice-principal (i.e. classroom teachers, ABED teachers, EAs, parents, etc.) - Who updates the notes prior to the meeting and who takes notes at the meeting

• Notes are added to the spreadsheet prior to the meeting so that the notes can be reviewed by all team members before the meeting begins • Meetings have a set structure/protocol and clearly articulated norms that focus on the RTI process and use all team members' time effectively.	• Whether principal/vice-principal meets with IST separately from the whole team SBT meeting to review all students and then only discusses the highest need students at whole team SBT (recommended for larger schools) **OR** • Whether the whole team SBT reviews all students at every meeting (recommended for smaller schools/schools with an SBT list smaller than ten students).

Referrals to and from SBT:

CONSISTENT ACROSS ALL SCHOOLS	RESPONSIBILITY OF THE PRINCIPAL
Referral from SBT to DBT can be made via: DBT REFERRAL FORM DBT referrals include: • DBT consult for Level 4 supports • DISC consult for Level 3 support • Referral for psychoeducational assessment (CLBC or not) • Approval for adult grad or Evergreen diploma approval • Approval for modified or partial schedule • Approval for extended graduation plan (extra semester)	The process/form used for referral to SBT within the school.