

Administrative Procedure 2010

SCHOOL BASED TEAM

Responsibility: Superintendent, Student Achievement & Well-Being

Legal References: Personal Health Information Protection Act

Municipal Freedom of Information and Protection of Privacy Act

Related References: Nil

Revisions: March 2016

Reviewed: March 2016

1. Preamble

The procedures that follow provide guidelines and expectations for the implementation of a School Based Team.

2. General

2.1 Each school, through its School Based Team (SBT), is required to track its students, identify student needs, and identify appropriate responses to these needs. This is done with involvement from the parent community. Through this process, schools determine which board programs and services and which community services need to be accessed.

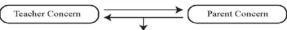
3. Procedure

- 3.1 Development of a SBT is the responsibility of the principal. Membership consists of principal (or designate), special education resource teacher (SERT), appropriate division classroom teachers, guidance representation as appropriate and relevant multi-disciplinary team members as determined by the principal based on the presenting concerns of the student to be discussed.
- 3.2 A SBT meeting schedule is developed and shared with staff.
- 3.3 A process of accessing SBT support is developed and shared with staff.
- 3.4 Students are referred to the SBT through classroom teacher(s). Parents are notified that their child is being discussed at a SBT meeting and who is involved in the SBT discussion.
- 3.5 The SBT and appropriate teachers review student needs and develop an Action Plan of support. This Action Plan would include the process of communication with parents. Refer to the Special Education Process Support Flowchart included on page two of this procedure.
- 3.6 The SBT reviews effectiveness of intervention.
- 3.7 The SBT has responsibility for supporting the teacher and accessing additional supports as required.
- 3.8 The SBT develops school procedures for implementation of IEP and IPRC as per Board directives.



Learning Services Support Process Flowchart

Appendix A

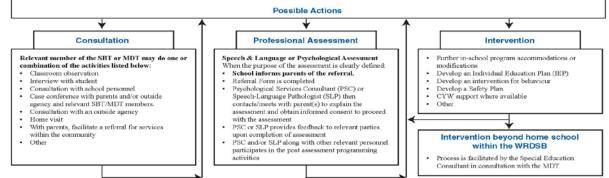


Stage 1: Classroom Screening and Intervention Classroom Teacher Using the Student Profile Form, (SPF) the classroom teacher begins to develop an individual learning profile. Checks School Information. Discusses concern(s) with parent and collects information. Discusses with previous teacher, Special Education Resource Teacher (SERT) and/or Principal. Makes appropriate program differentiations/accommodations. Records program accommodations on the Student Profile Form if the student will be brought to the School Based Team (SBT). Yes Presenting Issues Resolved No Additional support or information needed. Continue with appropriate Teacher refers to SBT. (SBT Referral Form completed by teacher with attached Student Profile Form and then submits it to Principal or design Teacher informs parents of the referral. programming Parents informed Stage 2: School Based Team (SBT) School Based Team Academics · Principal or designate chairs the meeting Oral Language - conversational, formal, vocabulary, etc. ESL status ESI, status Listening comprehension/understanding Reading - letter-sound, decoding, comprehension, etc. Writing - spelling, printing, generating, organization, etc. Mathematics - calculation, reasoning, application, etc. · SBT reviews information presented by teacher SBT reviews effectiveness of interventions to date SBT determines what further information is needed. Conceptual understanding Inattentiveness – when? During what type of tasks? etc. Homework issues Other What specifically do you want to learn about the student that will assist you to continue programming? The column on the right provides some areas/questions to consider when requesting cial/Emotional/Behaviour · SBT determines how to best obtain the information Influence of academic difficulties Influence of personal stress, arxiety, etc. Influence of possible issues at home Is it a skills or performance deficit? · SBT discusses other relevant information on designated records the recommendations/actions on the SBT Referral Form Outside agency assessments (hearing, vision, APD, SLP, Psych., other) School informs parents of the actions/recommendations arising from the meeting. Examples of what may be recommended by SBT. Eurther program differentiation(s), accommodation(s), modification(s) or alternative programming. The addition of specific supports in the classroom or the withdrawal of the student from the classro for limited periods of time (e.g., for remediation or enrichment). Ongoing monitoring with review after several weeks. Observation by the SERT Presenting Issues Resolved Possibly develop or refine an Individual Education Continue with appropriate programming, monitoring and recording of progress. Observation by the SERT Systematic observation/tracking of behaviour(s) by teacher/staff Intervention by Child Youth Worker (CYW) Informal assessment (e.g. Diagnostic Binder 2000, work samples) Formal educational assessment (e.g. KTEA-II, KeyMath, etc.) Case conference with parents Consultation with relevant member(s) of the Multidisciplinary Team (MDT). School informs parents Parents Informed Stage 3: SBT/MDT Meeting Prior to the meeting: School informs parents that their child will be discussed at this meeting. School provides to the MDT in advance, the name(s) of the student(s) to be discussed (first name and last name initial). OSR Search Form is completed. At the meeting: t the meeting: Principal or designate chairs the meeting. Copies of the SBT Referral Form, OSR. Search Form and Student Profile Form are distributed. Relevant school staff highlights the concerns and summarizes information. Review effectiveness of interventions to date, i.e. What was implemented? By whom? For how long? IEP? Behaviour Plan? Determine what further information is needed and how it will assist with programming? Determine how to best obtain the information is. further observation, contact outside agency, contact parents, assessment, consult with colleague, etc. If a professional assessment is considered, determine what information the school is seeking and what question(s) the referral should address. The referral question(s) should pertain to what SBT/MDT wants to learn about the student that will assist in programming.

- Actions arising from the meeting:
- Make recommendations and develop a plan of action.

 School records the recommendation(a)/action(a) on the school's SBT Referral Form.

 School informs parents of the recommendations/actions arising from the meeting.



September 2007