



**RICHMOND
CHRISTIAN
SCHOOL**

EST. 1957

POLICY NUMBER AND NAME: 04.12.01 SCHOOL-BASED TEAMS – VERSION 1.0	RESPONSIBILITY	BOARD	SUPERINTENDENT	SLT
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SECTION: 04 – STUDENT ENROLLMENT AND EDUCATION	LAST REVISION DATE:			
ADOPTED: NOVEMBER 20, 2023	REVIEW FREQUENCY: EVERY 4 YEARS			

PREAMBLE

The powers and duties of the principal of a school are set out in regulations under the Independent Schools Act. At RCS it is essential that principals and their administrative leadership teams have direct responsibility for, oversight of, and collaboration with all aspects of educational programming and instruction in their schools. Best inclusive education practices require principals to ensure that special education programming, inclusive education leadership and supporting teachers with adaptations and differentiated instruction.

To accommodate students with diverse and ever-changing needs, RCS schools should be organized in ways which allow flexibility and plan for agility in their response. Principals should ensure that teachers receive the information they need to work with all students who are assigned to them, and that the school is organized to provide some first- line, tier one resource support and coaching.

General guidelines for school-based teams are outlined by the Ministry of Education:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf?bcgovtm=CSMLS

REVIEW HISTORY		
DATE	VERSION	CHANGES

Ministry of Education Policy Statement on Inclusion:

“British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.”

1. DEFINITION: SCHOOL-BASED TEAM (SBT)

- a. 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.
- b. SBTs are not “students of concern” meetings but are a collaborative leadership structure aimed at improving practice and supporting all students and their teachers

2. PURPOSE

- a. Planning and coordinating schedules, services and resources in the school for students with diverse learning needs
- b. Providing opportunities for consultation with teachers on possible classroom strategies
- c. Supporting teachers in implementing appropriate strategies for students
- d. Identifying the need for additional or community services and initiating appropriate referrals
- e. Facilitating inter-ministerial planning and service delivery within the school
- f. Ensuring a case manager is assigned to all designated students
- g. 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.
- h. SBT members develop meeting norms which are communicated to all staff and reviewed at least yearly
- i. SBT norms and procedures 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.)
- j. SBT meetings and follow up are documented and kept confidential when required

3. COMPOSITION

- a. Staff making the referral
- b. Principal or administrative designate
- c. ESS Coordinator
- d. Learning Support Teacher (if necessary)
- e. Counsellor (if necessary)
- f. EA representative (if necessary)
- g. Other staff as required

4. PROCEDURES & GUIDELINES

- a. Schedule of meetings
 - i. Highly effective School-Based Teams have a regularly scheduled meeting time and place – generally weekly or bi-weekly
 - ii. The schedule is determined at the beginning of the year and is communicated clearly to all school staff.
- b. Roles on School-Based Team
 - i. The School-Based Team Chairperson
 - 1) Is chosen at the first meeting of the year and continues in that role for the school year
 - 2) Sets the agenda and distributes it to SBT members prior to the meeting
 - 3) Chairs the meeting and ensures meeting norms are followed
 - 4) Sets a time frame for the meeting and ensures the meeting starts and ends on time
 - 5) Collects the referrals from teachers in the school, ensures the referrals are complete with necessary paperwork and completed file review
 - 6) Informs the teachers when to attend the meeting to discuss the referral
 - ii. The School-Based Team Note Taker
 - 1) A member of the committee who is typically not the Chairperson
 - 2) Keep notes to ensure discussions, decisions and solutions are recorded
 - 3) Ensure that the notes on individual students are kept separate to ensure confidentiality and for easy filing

- 4) File notes into a binder or computer file which can be shared with the team (including the referring teacher)
- 5) Ensure the meeting notes are distributed to members of the SBT, referring teachers and parents (as required)

c. Referrals to SBT

- i. All referrals to SBT should be submitted on the school referral form, to the SBT Chairperson, and processed in a timely manner.
- ii. 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.
- iii. Parents do not need to be informed that their child has been referred to a School-Based Team meeting, unless SBT determines that ongoing support or additional services will be required.
- iv. Parents are welcome to attend future SBT meetings when their child's needs and program are discussed if deemed necessary and appropriate by the principal.
- v. Parents can request that the classroom teacher, learning support services teacher or principal/vice- principal refer their child to the School-Based Team as a part of collaborative planning for the student.
- vi. Referrals require a current student file review to be completed by the referring teacher, included on the referral form.