

November, 2023

# School-Based Teams

## What is a School-Based Team?

### Overview

A School-Based Team (SBT) is a group of school staff that meets regularly to discuss strategies to support students. If focused interventions have already been implemented with a student, a teacher may request a meeting with the consent of parents or guardians (Toronto District School Board, 2023). During these meetings, members discuss the student's strengths and areas of improvement or need and together they plan, organize and problem-solve to aid students during their educational journey (Halton District School Board, n.d).

***“A critical stage for accomplishing inclusive schools is establishing collaborative teams within your school that act as decision-making bodies that reference the philosophy and standard of inclusion.” -Inclusion Education Canada***



### Members of the SBT

Always in Attendance	Additional Members
<p>These members are always in attendance for each school-based team meeting.</p>	<p>Depending on the needs of the student additional members may be requested to aid in the programming for the student being discussed.</p>
<p><i>Principal and/or Vice Principal</i></p> <p><i>Classroom Teacher</i></p> <p><i>Learning Resource Teacher</i></p>	<p><i>Preparatory Teacher</i></p> <p><i>Educational Assistant</i></p> <p><i>Speech Language Pathologist</i></p> <p><i>Occupational Therapist</i></p> <p><i>Physical Therapist</i></p> <p><i>Child and Youth Worker</i></p> <p><i>Guidance Counsellor</i></p> <p><i>Special Education Consultant</i></p> <p><i>Behaviour Counsellor</i></p> <p><i>Multi-Lingual Language Coordinator</i></p> <p><i>Social Worker</i></p> <p><i>Psychiatrist</i></p>
<p>GEDSB (n.d)</p>	<p>Toronto District School Board (2023)</p>

It is possible for parents and guardians to be invited to sit in on a School-Based Team meeting to contribute to the discussion about their child's education. It is not always mandatory for them to attend, but they need to be informed in advance that their child will be discussed during the meeting (Toronto District School Board, 2023).

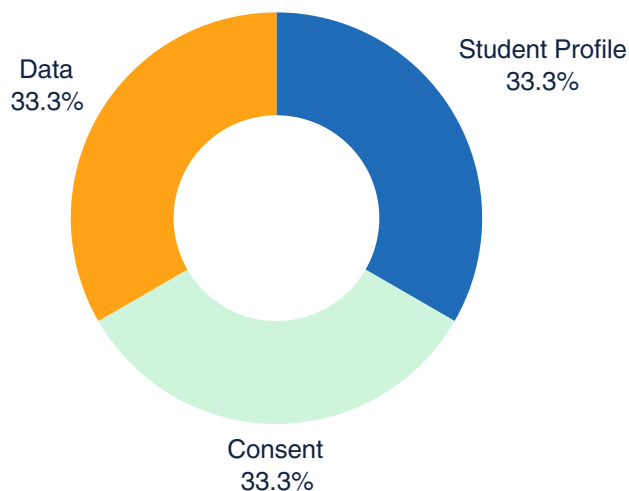


## Member Roles

<p><i>Principal or Vice Principal</i></p>	<p><i>The role of Principals and Vice Principals is to oversee that the correct procedures are followed for every student who is brought to SBT. They are also responsible for communicating any financial needs or resources required by the School Board. Additionally, they ensure that teachers and staff communicate effectively and act in the best interest of the students.</i></p>
<p><i>Learning Resource Teacher (LRT)</i></p>	<p><i>They are responsible for facilitating special education services and resources. LRTs also co-plan, co-teacher and support the classrooms in the school. They work closely with the classroom teachers to ensure students receive proper supports.</i></p>
<p><i>Classroom Teacher</i></p>	<p><i>The classroom teacher is responsible for implementing the strategies and resources discussed at the SBT. They are required to monitor the student's progress and communicate with families if there are any concerns.</i></p>
<p><i>Educational Assistants (EA)</i></p>	<p><i>Not every student or classroom receives an EA. However, when a student does receive this support, they are responsible for supporting the classroom or student based on their individual needs.</i></p>
<p><i>Community Supports</i></p>	<p><i>These SBT members are experts in their field and can provide specific information about students based on their expertise.</i></p>

*(Inclusive Education Canada, n.d)*

# Referral



Before a teacher brings a student to the Student Based Team (SBT) meeting, they must prepare three pieces of information. The teacher must collect data to support the reasoning for the referral. This data could be academic or observable and may include:

- report card marks and comments
- Individual Education Plan (IEP)
- behaviour tracking
- incident reports
- classroom or home observations
- assessments from a community partner
- previous assessment results

Chilliwack School District (2019)

The teacher must create a student profile for the student on IEPWriter (LITE, Specialized Services Portal). Next, the teacher should contact either the principal or the Learning Resource Teacher to confirm the availability of scheduling the student for the upcoming SBT meeting (Grand Erie District School Board, n.d).

## What Will Be Discussed?

As every student is unique, they may require different types of support when brought to SBT. You will be informed beforehand about the reason why your child needs additional assistance and what measures have been taken in the classroom to ensure your child is successful at school. During the meeting, a discussion about strategies, accommodations, modifications, recommendations, assessments, or follow-up supports may be suggested to ensure your child meets academic expectations. (Halton District School Board, n.d; Toronto District School Board, 2023).

The SBT may decide to do one or more of the following:

- suggest instructional or environmental strategies.
- suggest behavioural or emotional regulation strategies.

- make a recommendation for a specialized service such as vision, hearing, speech, psychological or medical services.
- recommend the creation of an Individualized Education Plan (IEP)
- recommend that the student be referred to the Identification, Placement and Review Committee (IPRC) for a formal identification of an exceptional student.
- recommend other community supports and services

(Halton District School Board, n.d.; Ontario Department of Education, 2017)

## Follow up

If the parent or guardian is not able to attend the SBT meeting, the student's teacher will provide a summary of what was discussed and what steps will be taken in going forward. As always, parents and guardians are welcome to offer suggestions or recommendations regarding the solutions proposed. If another SBT meeting is needed, parents or guardians will be informed (Halton District School Board, n.d).

## Further Questions?

Any further questions or concerns regarding a student should be discussed with the classroom teacher. If you have questions regarding funding, placement or other specialized services it is best to speak with the Principal or Vice-Principal.



# Extra Resources

## **Parent Response Survey**

The Parent Response Survey is an excellent tool to send home before the SBT meeting. It provides valuable insights into the parent's thoughts, even when they are not present at the meeting. By using this tool, the team members can improve the strategies and resources used inside and outside the classroom.

***“The active involvement of parents and the student enhances the effectiveness of the school team...The support of parents has positive and pervasive effects on the student’s success in school, and parents should be encouraged to feel that their contribution is a valuable part of the team process” -Ontario Ministry of Education, 2017***

# Parent Response Survey

**My child's strengths are...**

\*\*Please feel free to brag! Strengths help us provide more efficient programming.

**I notice my child needs help with...**

**I would like to see an improvement in these areas...**

**My greatest concern is...**

**Teacher Checklist**

The Teacher Checklist ensures that students are brought to Student Based Team meetings under the appropriate circumstances and that parents and guardians are informed beforehand. After, the teacher needs to ensure they have documentation ready to bring to the meeting. This helps to keep everything organized.

**Step 1:**

- Have you collected data to support your SBT referral?
- Have you updated the student profile in IEPWrite (LITE)
- Have you contacted the family to discuss your concerns?
- Have you applied appropriate Tier 1 supports in the classroom?

If yes to ALL, you may contact your Learning Resource Teacher and Principal to schedule a SBT meeting.

**Step 2:**

Bring one or more pieces of documentation to support the meeting:

- Ontario School Record
- Report card(s)
- Individual Education Plan (IEP)
- Incident report
- Behaviour tracking
- School or home observations
- Any other assessments that may be helpful

**Step 3:**

Following the meeting, it is advisable to get in touch with the family to discuss the outcome of the meeting. Clearly explain how the student's learning journey will be affected and inquire if they have any additional recommendations. If it is necessary to conduct further assessments or involve a community partner, ask or send home written consent for the parents or guardians to review.



## References

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