

Cowichan Valley School District

A Guide to School Based Team Processes and Supporting Documents



SBT



The Cowichan Valley School District recognizes and gives thanks that we work, live, and play on the traditional lands of the Coast Salish peoples, specifically the lands of the Lake Cowichan, Penelakut, Halalt, Lyackson, Stz'uminus, Malahat, and Quw'utsun peoples.

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Indigenous Ways of Knowing

The Cowichan Valley School District prioritizes Indigenous perspectives and knowledge as part of our history and recognizes that Indigenous content is integral to our journey. Our path includes:

- Critically examining our own biases, attitudes, beliefs, values and practices to facilitate truth and reconciliation
- Addressing the inequities of outcomes for our Indigenous learners
- Creating safe, flexible and culturally-responsive learning environments
- Deepening our understanding of environmental stewardship, place-based historical knowledge, language, and culture

The Cowichan Valley School District has partnered with Cowichan Tribes, Halalt, Lyackson, Malahat, Cowichan Valley Metis Nation, Penelakut Tribe, Stz'uminus and Ts'uubaa-asatx Nation to create eight All-Nation Local Education Agreements & Memorandum of Understandings.



[Cowichan Tribes LEA 2020-2025](#)

[Metis Association MOU 2020](#)

[Halalt First Nation LEA 2020-2025](#)

[Lyackson First Nation MOU 2020-2024](#)

[Penelakut Tribe LEA 2020-2025](#)

[Malahat Nation LEA 2022-2027](#)

[Stz'uminus First Nation LEA 2020](#)

[Ts'uubaa-asatx First Nation MOU 2020-2024](#)

Student Life Plan

Elementary Student Life Plan



Name: _____ Nation: _____
 School: _____ Grade: _____ Date: _____

Important things to know about me: (I can)	
My interests are:	
Things I have done that I am happy about:	
At home or in my community, I help _____ I am responsible for:	
When I grow up, I want to be:	
If I had one wish for myself, it would be:	
My Goal Areas	Student Voice
Personal	I want to...
	I am going to do this by...
Academic (Reading, Writing, Numeracy)	I want to...
	I am going to do this by...
My Success Circle (People who I can go to or check on me)	
1. _____	3. _____
2. _____	4. _____

I am committed to my future and goals _____ (student signature)



[Cowichan Tribes Elementary Life Plans](#)

[Cowichan Tribes Secondary Life Plans](#)

[Malahat Elementary Life Plans](#)

[Malahat Secondary Life Plans](#)

[All Elementary Life Plans](#)

[All Secondary Life Plans](#)

During the 2024-2025 school year, the District began completing Student Life Plans, as part of the LEA & MOU agreements. The intention of the Student Life Plans are to support student success, goal setting, build capacity in self-identity, strength, and cultural awareness. Student voice, through the Student Life Plans, provides essential insights into what matters most for the learners in our schools.

These Student Life Plan templates were created in partnership with members of the District LEA/MOU working group. With the assistance of district staff, students with Indigenous ancestry will complete a life plan each year. The Student Life Plans will be saved from year to year allowing for goal setting and reflecting. Student Life Plans can be found in the documents section of MYED (My Education BC).

Inclusive Learning

The Cowichan Valley School District provides an educational system, in partnership with families and community, that ensures all learners are welcomed into inclusive, respectful, and responsive learning environments. In these environments, appropriate learning opportunities, resources, and/or supports are provided so that learners are empowered to develop skills, knowledge, a sense of belonging, and ways of being that will allow them to reach their full potential and create a future of their choosing.

BC 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.” (BC Special Education Services: A Manual of Policies and Guidelines, 2016, p. 2)

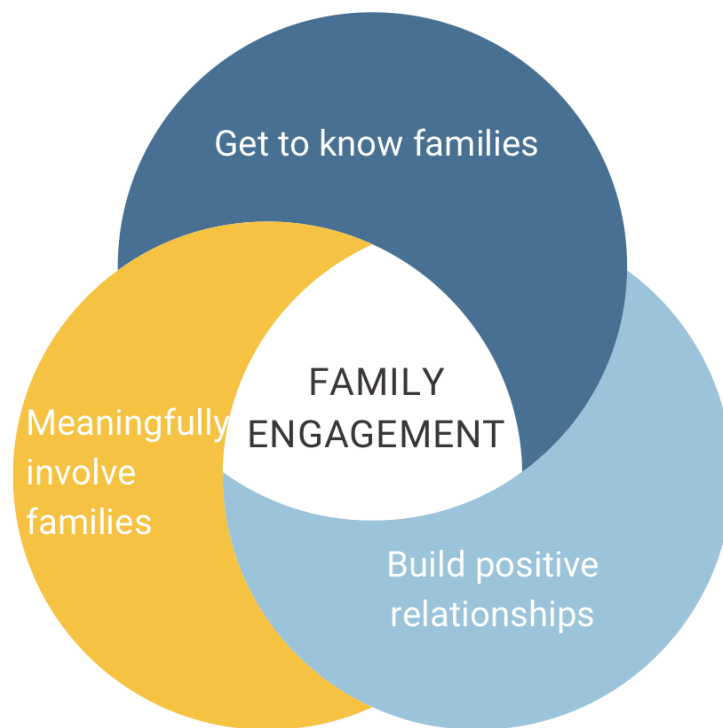
[Inclusive Education Services: A Manual of Policies,
Procedures and Guidelines 2024](#)



Communicating with Families

On-going communication with families and caregivers is essential to student success. As educators, it is crucial that we involve families and caregivers, as they know their child best, and know the gifts and potential their children bring. We also recognize the gifts families offer to the school and community.

Our educational staff work to build connections and foster relationships with families, caregivers, and/or community members early on to nurture family engagement. Family engagement, (sharing the responsibility to help their children learn and meet educational goals), leads to positive outcomes. Information about a student should be communicated in an accessible way and available to families/care givers in plain language.



Supporting Students through a Needs-Based Model of Support

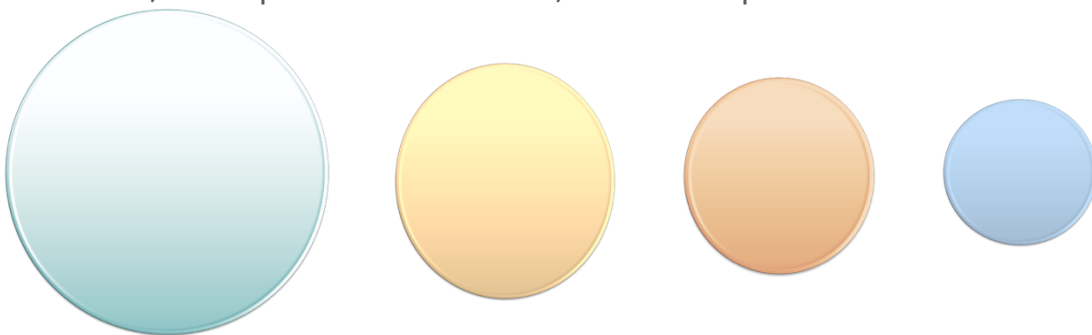
A needs-based model of support is grounded in inclusive principles and focuses on developing and implementing procedures and practices to support all learners. School Based Team (SBT) processes begin with the principles of Universal Design for Learning (UDL) and Differentiated Instruction (DI) based on the need(s) of the student. The SBT should follow a needs-based approach where universal supports and/or strategies are identified and implemented to support all learners.

The needs-based model offers four levels of supports:

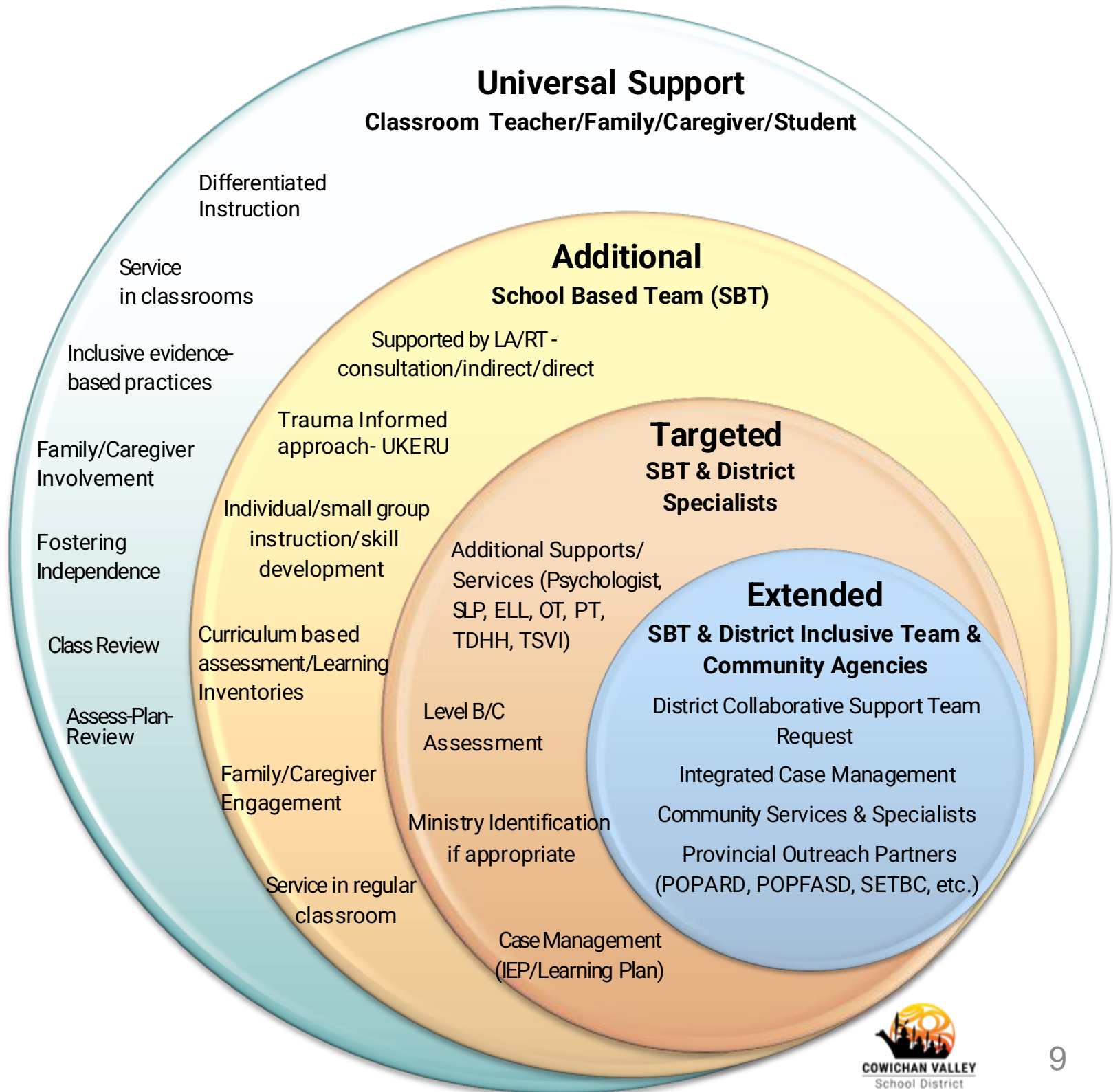
- **universal supports** and whole class practices are for all learners.
- **additional**, short-term supports such as small group instruction and/or curriculum-based assessments, are routinely used to collect data and monitor the progress of an intervention.
- **targeted supports** and/or services may begin to look at supports outside of the school (district service providers such as Occupational Therapists or School Psychologists).
- **extended supports** may include outside agencies, Provincial outreach partners, community services, and multidisciplinary district team support.

At all levels, service for the student remains in the classroom but the SBT may need more information that can be provided from assessments outside of the classroom. Families/caregivers continue to be aware of the needs of the learner and are routinely in contact with the school as they collaboratively problem solve and identify next steps.

Throughout all levels of a Needs-Based Model of Support, learner specific information is collected, action plans are determined, and next-steps are documented.



Supporting Students through a Needs-Based Model of Support





Needs-Based Supporting Documents

Universal Support

Universal Design for Learning (UDL) is a systematic approach to teaching and learning that creates equitable access to learning opportunities for all students. UDL and DI offer flexibility in the way students access learning materials and activities, engage with it, and demonstrate what they know.

UDL is comprised of three guidelines:

- Multiple means of representation - give learners various ways of accessing and acquiring information and knowledge.
- Multiple means of action and expression - provide learners with alternatives for demonstrating what they know.
- Multiple means of engagement - tap into learners' interests, offer appropriate challenges, increase motivation.

UDL (CAST)

Universal Design for Learning and School Based Team

Prior to referring a student to the School Based Team, please review the universal supports, strategies, interventions and practices.

Universal Practices for All Learners

Purpose of School-Based Team

Across the Province

The framework for the School Based Team (SBT) is outlined in British Columbia's Inclusive Education Services: A Manual of Policies, Procedures and Guidelines. The SBT has a formal role to play as a collaborative problem-solving unit to develop and implement instructional strategies and to coordinate support and services for students. It is through this collaborative problem-solving process that educational staff, families, and caregivers can ensure students have equitable access to learning in all aspects of their education (BC Ministry of Education, 2016).

- General guidelines for school-based teams are outlined in the [Inclusive Education Services: A Manual of Policies, Procedures and Guidelines 2024](#)

Cowichan Valley

In the Cowichan Valley School District, the additional responsibility of the School Based Team includes:

- provide support through extended consultation on strategies and interventions
- screen student referrals
- monitor students' progress
- recommend program adjustments
- make placement recommendations (Refer to Article 535.4 LOU No. 17 Memorandum of Agreement – Schedule A)
- make resource recommendations
- identify the need for additional services
- where necessary, initiate the need for referrals to access district services community agencies, and/or regional services

[Cowichan Valley Teachers' Federation Collective Agreement](#)

All recommendations made by the School Based Team are focused on the best interests of the student and their needs.



Needs-Based Supporting Documents

Additional

Accessing the School-Based Team and Additional Supports

Despite the implementation of Universal Design for Learning, some learners may require additional support. In a Needs-Based Model of Support, a student's learning can be supported through a referral to the School Based Team. A collaborative approach creates opportunities for discussing ideas and concerns, reflecting on instruction, sharing strategies and perspectives that are essential to learner success.

When could a referral to the SBT be made?

By Teachers:

- when strategies within the classroom are not fully meeting the needs of all students
- after family/caregiver consultation and/or, when appropriate, student consultation

By Families/Caregivers:

- to support school transitions
- when they are concerned about ongoing learning or behaviour difficulties, and/or social/emotional well-being
- environmental changes that may cause stress or impact the learner

By Principal:

- when they are concerned about elements of a learner's overall success at school
- after family/caregiver, or student consultation

By Counsellor/LA/RT

- when consultation and collaboration with the team is necessary
- after family/caregiver, or student consultation

Please download and print these forms as needed:

[School-Based Team Referral Form](#)

[School-Based Team Notes on Referral](#) .

Referrals to School-Based Team



Scheduling of SBT Meetings

Highly effective School-Based Teams (SBT) have regularly scheduled meeting (generally weekly or bi-weekly). SBT meeting times should be communicated with all staff members at the beginning of the school year.

All staff should be aware of:

- when to refer a student
- how to refer to a student
- who to send referrals to
- when the meetings are scheduled to occur
- who attends the meeting
- how to prepare for the meeting

Prior to submitting a referral to the SBT, the referring teacher should have:



- collaborated with the family/caregiver of the student concerns
- communicated and discussed concerns with the student's program manager, where applicable
- notified the family/caregiver that the learner is being referred to a SBT meeting (meaningful attempts to notify family/caregiver must be documented on the SBT form)
- reviewed the learner's file to better understand the strengths, needs and interests of the student
- reviewed previous strategies, services and supports



Referrals to School-Based Team (SBT)

All SBT referrals are required to be completed on the School Based Team Referral form, submitted to the School-Based Team Chair, and processed in a timely manner.

Families/caregivers **may** be invited to attend the SBT meeting when their learner's needs and program are discussed.

School Process for Accessing SBT

Classroom teacher

- ✓ Review universal supports
- ✓ Connect/consult with home regarding concerns
- ✓ Review student file
- ✓ Connect/consult with program manager
- ✓ Notify caregivers of SBT referral

- ✓ Complete SBT referral form
- ✓ Submit completed form to SBT chair

SBT chair/co-chair

- ✓ Collate and review referral forms
- ✓ Set SBT agenda/meeting schedule
- ✓ Share agenda and communicate with team members

Attend SBT meeting

Complete action items by agreed upon date

- ✓ Take notes
- ✓ Set follow up meeting
- ✓ File notes in file and school tracking system

Membership in School Based Team

The School Based Team is usually a core group of regularly attending members that include:

Always

- Principal or vice-principal (school based) required
- Teacher who has made the referral;
- Teacher(s) who will be teaching the student and responsible for students' educational program
- Learning assistance teacher; resources teacher and/or counsellor (school based)
- Program Manager, if different from one of the above roles



The School Based Team may also include, as appropriate:

Sometimes

- Family/Caregivers
- Student
- Former classroom teacher(s)
- Educational Assistant (EA)
- Indigenous Support Worker (ISW)
- Student Support Worker (SSW)
- District Inclusive Learning staff (coordinators, School Psychologist, Speech and Language Pathologist (SLP), Occupational Therapist (OT), Physiotherapists (PT), Deaf and Hard of Hear teacher (TDHH), Teacher of Students with Visual Impairment (TSVI), and/or English Language Learner (ELL) teacher
- Professionals from other ministries or community services (MCFD social worker, CYSN worker, private SLP, etc.)
- Advocate and/or representative from local nation

Roles and Responsibilities



Administrator:

- teams meet regularly
- responsibility for co-chairing SBT meetings
- appropriate personnel are involved
- program managers are assigned
- meeting norms and expectations are set
- actionable items are completed
- requests for additional supports and/or services are completed
- all conversations pertaining to students remain confidential

Classroom teacher:

- ongoing communication with family/caregiver
- families/caregivers are notified of teacher concerns and are aware that their child will be discussed
- referrals are student focused and needs-based
- classroom based assessments are completed and results are available
- suggested strategies and adaptations are implemented in the classroom
- ongoing collaboration with school-based team members as appropriate
- all conversations pertaining to students remain confidential

Program Manager (LA, RT and/or counselor):

- responsibility of co-chairing the SBT meetings
- referral forms/information on SBT team process is available for staff
- interpretation of any pre-referral assessments, including classroom-based assessments
- differentiated instruction and inclusive strategies are suggested and supported, as appropriate
- files are reviewed, updated and organized
- communication with team to ensure person is assigned to follow up with parents
- all conversations pertaining to students remain confidential

Family and Caregivers:

- engagement in the planning and decision-making process
- communication and sharing concerns with appropriate staff member
- all relevant information is made available
- collaborative problem solving with teacher, and/or SBT
- ongoing communication and participation in meetings, as appropriate



Need-Based Supporting Documents

Targeted

Once an initial referral to School Based Team has been made, and interventions and strategies have been implemented, the School Based Team may recommend further investigation to better understand the needs of the learner.

Please download and print these forms as needed:



[Parent Authorization for Release of Information](#)

[District Screening Process Flow Chart H & R](#)

[H Designation Form](#)

[Additional Supports and Services Checklist](#)

[District Collaborative Support Team Request for Support Guidelines](#)

[District Collaborative Support Team Request for Support](#)

[Regulation and Support Record](#)

[Evidence of Ongoing & Integrated Case Management Planning Form](#)

[School Physician Communication Form H & R](#)



Need-Based Supporting Documents

Extended

To best support the needs of some students, the School Based Team may need to collaborate and coordinate their support with team members from the wider school district, the community and/or provincial partners and outreach specialists.

Please download and print these forms as needed:



[Integration Plan for Part Day Programming](#)

[District Collaborative Support Team Process](#)

[District Collaborative Support Team Request for Support Guidelines](#)

[District Collaborative Support Team Request for Support](#)

[District Workflow for Transferring a student to an Evergreen Certificate](#)

[District Workflow for Transferring a student to an Adult Dogwood Diploma](#)

[Functional Skills Support Request](#)

Appendix

File Use and Management

British Columbia Ministry of Education Freedom of Information and Protection of Privacy Act

Section 79 of School Act

Each school district has a responsibility for maintaining a record of each student registered within a district and information systems necessary for planning and reporting data. The district procedures regarding storage, retrieval and appropriate use of student records must be followed, with provisions to ensure confidentiality and privacy for students and their families. For students with special needs this is particularly important, as clinical/medical reports are often made available to schools and the district with the consent of the student's family/caregiver. School and district staff must ensure the practices for the collection, use and disclosure of personal student information comply with the Freedom of Information and Protection of Privacy Act.

Section 9 of School Act

Parents and students are entitled to request information and examine of all records kept by a board or district, school pertaining to the student accompanied by the principal or designate to interpret the records.

Cowichan Valley School District File Management

Each district and school needs to ensure consistency in reporting, documenting information and ensure information is managed and organized in a way that it is easily accessed and shared with appropriate staff.

File Use and Management Continued

What should be in a Red (Special Education) File?

Typically, Red files will contain:

- 1701 Ministry Identification
- Parent Acknowledgement of Ministry Designation
- Release of Information
- Assessment documents
- Individual Education Plan (IEP)
- Record of Consultation
- Relevant follow-up and supporting documents related to monitoring progress or placement of the student

Please ensure any notes, including SBT minute notes, are mindfully written in a positive and solution-based way, with consideration of the family and/or student possibly viewing any documentation that is in this file.

What initiates the creation of a Red (Special Education) File?

A Red (Special Education) file is started when a(n):

- referral for district service has been completed (i.e., SLP, OT, PT, etc.)
- report from SLP, PT, OT, TDHH, TSVI or other is received, medical document or report is received (i.e., Audiogram, letter from Pediatrician with a diagnosis, report from BC Children's)
- assessment document has been received (i.e., BCAAN, VICAN, Psych. Ed)
- Level B assessment has been completed (i.e., KTEA report)
- IEP has been completed
- Safety Plan has been created

*Program manager of a student with a designation is responsible for the special education file management.



Red (Special Education) File Organization



Before all tabs (if applicable):

- *Safety plan
- *Medical alert

1st tab: Screening/Placements/ Consent/Referrals

- Parent Acknowledgement- Ministry of Education SPED designation
- 1701 Identification with Ministry of Education (A,B, C, D, E, F, G, H, Q, P, R)
- Referral for IL district support
- *Vision- Certificate of Eligibility PRCVI
- *BC Children Vision Project Referral
- Cover page for screening
- Release of Information (ROI)

2nd tab: Individual Education Plan (IEP)

- IEP or LP
- Record of Consultation
- Progress Monitoring/ IEP Progress Reviews
- Supporting Documentation
 - Additional Services & Support Checklist
 - Student Current Level of Functioning
 - ISPT tool
 - SBT minutes
 - Kindergarten Intake Minutes
 - Provincial Outreach Reports
 - Behavior tracking ie. ABC charts
 - Student Support Model A Multi-tiered approach
 - De-escalation plan

3rd tab: Testing (No PROTOCOLS)

- Level B achievement assessment reports ie. KTEA report
- Behavior Assessments/Testing (i.e. ASEBA, BASC, CONORS, SNAP)
- Checklist/ Screening Tools for students of deaf and hard of hearing (i.e. Functional Hearing Evaluation, S.A.I.D, Audiology self-checklist, etc.

4th tab: Reports/Assessments/OT/PT/SLP/Medical

- VICAN/CDBC
- BCAAN/ NON-BCAAN form
- Psychoeducational Assessment Report
- Family Physician/ Pediatrician Reports
- BC Children's Hospital Reports
- OT Reports (may include feeding care plan, transfer plan, etc)
- PT Reports (may include individual exercise plan)
- SLP Reports
- TDHH Reports and/or Audiology Reports (ie. Island Health VIHA, Private reports, BC Children's Hospital, Sunny Hill Hearing Loss)
- VSTI Reports /Vision Reports (ie. BC Low vision Project, VIHA, Sunny Hill Vision Impairment)
- NSS Reports (ie. Island Health Nursing Support Delegated Care letter, Island Health Nursing Support Services Individualized Care plan location, prescribed prescriptions, request for administration of physician)
- Seizure Tracker
- Medication Effects Rating Scale

5th tab: Correspondence/ Miscellaneous

- Working Together for Student Success Form
- Therapeutic Swim Permission Slip
- Family Physician/Pediatric reports
- Email to/from parents
- Email to/from outside agencies

Conducting A File Review

A file review is an indirect way to collect and gather student specific information and data. In reviewing and analyzing student's records, historical data, attendance records, medical records, specialist reports, assessments and or testing reports, IEPs, past interventions and strategies that may have been tried, it creates a snapshot of the student and begins to tell the story. It creates a path of understanding allowing educators to gain a better understanding and a starting point for next steps.

What information is important to gather in a file review?

- Brief History
- Attendance records
- Communication strengths/needs
- Social/ Emotional strengths/needs
- Physical strengths/needs
- Academic strengths/needs
- Mental Health/Medical
- Student interests, preferences
- IEP or LP goals, strategies and progress reports
- De-escalation plan, triggers, strategies
- Previous behavior plans
- Level of support required, level of independence
- Current and past assessments
- Previous and/or Current Service /Support (i.e. Psychologist, SLP, OT, PT, etc.)
- Outside Agency Reports and Programs
- Previous services referred to and reports (i.e. POPARD, Vision clinic)
- What strategies/interventions have been tried?
- What is presently working?

Please download and print this form as needed:

[File Review Notes Template](#)