

4.1 School- and District-Based Team Overview

SBT (School-Based Team)

WHAT IS A SCHOOL-BASED TEAM (SBT)?

According to the BC Inclusive Education Services Manual Of Policies, Procedures And Guidelines 2024, the school-based team is *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 co-ordinate support resources for students with disabilities or diverse abilities within the school*. This team is focused on providing:

- extended consultation on possible classroom strategies
- planning for and co-ordination of services for the student
- access to additional school, district, community or regional services
- planning for and co-ordination of services in the school

WHO IS ON THE SCHOOL-BASED TEAM?

The school-based team includes a small group of regular members, usually including a school principal, a learning assistance or resource teacher, a classroom teacher and a counsellor. On a case-by-case basis as needed to plan for individual students, the team should also include the student's referring teacher, and involve the parent, the student, and, as appropriate, district resource staff, and representatives from community services, regional authorities, or from other ministries.

WHAT IS THE PROCESS FOR SBT?

The principal is responsible for ensuring and SBT is operating as per **Inclusive Education Procedure 4.2: School-Based Team Procedure**. The principal should also ensure there is a process in place so staff can refer students to school-based team within the school.

DBT (District -Based Team)

WHAT IS A DISTRICT BASED TEAM (DBT)?

A district-based team (DBT) is a team of people that meets twice monthly to:

- Review district wide data through the lens of the learners with the highest levels of support
- Provide extended consultation and coordination for learners with highly complex profiles
- Facilitate access to district resources such as DISC (District Inclusion Support Teacher), SLP, or PT consultations, psychoeducational testing, CPI training, etc.
- Review referrals and form submissions including:
 - - REQUEST FOR COORDINATED TIER IV LEVEL SUPPORT FROM DBT
 - - REQUEST FOR SPECIALIZED TIER III LEVEL SUPPORT FROM DISC
 - - REQUEST FOR PSYCH ED ASSESSMENT (CLBC AND NON-CLBC)
 - - REFERRAL FOR REACH AND/OR SEQUOIA

WHO IS ON THE DBT?

District Based Team (DBT) meetings occur twice monthly and include:

- Assistant Superintendent
- Director of Instruction- Indigenous Education
- District Principal- Inclusive Education
- District Inclusion Support Coordinator (DISC)
- Other district staff and PVP as needed

WHAT IS THE PROCESS FOR DBT?

At each DBT, the team:



- Reviews the district's referred student list to monitor and coordinate support
- Reviews data patterns for designated students, nominal roll students, and CYIC
- Reviews data for procedures such as employee safety plans, requests for psychoeducation testing, problematic sexual behavior, etc.
- For the referral and support request process, please see Inclusive Education procedures: *4.3 SBT Referrals to District-Based Team (DBT)* and *4.03.01 SBT Referrals for Psychoeducational Testing*