

School-Based Team (SBT)

Every school has a School-Based Team, often called an SBT. The SBT brings together staff with different roles and areas of knowledge to support students who may need extra help at school. Team members work together to understand student needs, solve problems, plan next steps, and review progress over time.

The goal of the SBT is to help students receive the right support at the right time. Families are important partners in this process and are kept informed and involved.

What the School-Based Team Does

The SBT helps school staff build a shared understanding of a student's strengths, needs, and progress. The team reviews what is already in place, considers what is working well, and plans next steps when additional help may be needed.

The SBT may help plan or adjust classroom strategies, interventions, and accommodations. It may also coordinate school, district, or community services and help plan transitions between grades, schools, or districts. SBTs may also support school-wide planning related to attendance, screening, and student progress.

Before a Student is Referred to the School-Based Team

Before a student is brought to the SBT, school staff begin by problem-solving in the classroom. This helps build a clearer picture of the student's areas of strength and challenge, and response to different teaching approaches.

Staff may also review school records, connect with previous teachers, and consult with a school counsellor, Learning Support Teacher (LST), or other staff members. Classroom strategies and adjustments to instruction are refined or added to and monitored over time.

If additional help is needed, the teacher may refer the student to the SBT. The referring teacher informs the student's parents/caregivers before the SBT meeting takes place.

Members of the School-Based Team

Each school has core staff members who regularly take part in SBT meetings. This usually includes the principal or vice-principal, LSTs, school counsellor, and the classroom teacher who referred the student.

Other staff may also be included based on the student's learning situation. This may include education assistants (EAs), Child and Youth Care Workers, district specialists, or other school staff who know the student well.

Families are important members of the student's broader support team. They share valuable information about their child and are kept informed about planning and next steps.

What Is Discussed at a School-Based Team Meeting

At an SBT meeting, the team talks about the student's strengths, current learning, support needs, and progress. The team reviews the classroom strategies, accommodations, and interventions already in place and considers how well they are working.

The team may also review student work samples, assessment information, attendance, and other relevant school-based data. The focus is on understanding what may help the student access learning, participate and experience success at school.

The team then develops a clear plan for next steps. This may include continuing or changing classroom strategies, providing additional school-based help, consulting with district staff, or gathering more information.

How Decisions Are Shared and Followed Up

After the meeting, notes are written to summarize the discussion, decisions, and next steps. Team members are given clear roles, and a follow-up plan is made so the student's progress can be reviewed over time.

SBT notes are kept securely in the student's school file. This helps the team keep the plan organized and adjust it as the student's needs and progress change.

How Families Are Informed

SBT meetings take place regularly. The referring teacher informs parents/caregivers before their child is discussed at an SBT meeting. After the meeting, the family is updated about the plan and next steps.

Schools aim to maintain clear, respectful communication and work collaboratively with families throughout the process. The goal is to help each student feel understood, included and supported in their learning and school community.