


SCHOOL: _____

GVSD - School Based Team Self-Evaluation Rubric


Name of Team Member(s) _____

Date: _____


School-based teams (SBT) change and evolve over time. Changes in student needs, new staff members, new SBT members, and structural or scheduling changes can all impact the role and impact of an SBT within the school community. As a result, scheduling time to review the processes and function of each SBT may help to maintain consistency and continuity of SBT work from year to year. By using this self-assessment rubric, areas of strength and areas for improvement can be easily identified within your SBT. This self-assessment process can play an important role in establishing goals to improve the SBT process and experience within your school community for years to come.

ROLE OF THE SBT WITHIN THE SCHOOL COMMUNITY			
			
Staff Understanding and Commitment <i>How well does our school staff understand the role and responsibilities of the SBT?</i>	Our school staff members have little knowledge of the function and purpose of the school-based team.	Our staff members have some knowledge of the function and purpose of the school-based team.	Our staff members understand the function and purpose of the school-based team.
SBT School Communication: <i>How does the SBT communicate with the rest of the school staff?</i>	Our SBT does not regularly share information with staff.	Our SBT shares necessary information with staff when requested.	Our SBT shares necessary information with the staff to provide appropriate support for students.
Roles and Responsibilities of the SBT: <i>How clear are the roles of the team both within the team and the school staff?</i>	Roles and responsibilities of the SBT members are unclear and unassigned.	Roles and responsibilities of the SBT members have been assigned but may be unclear to some.	Roles and responsibilities of the SBT members have been assigned and are clear to all.

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SBT PROCESSES			
			
SBT Student Referral Process	Our SBT does not have a formal student referral process.	Our SBT has a formal student referral process.	Our SBT has a formal student referral process using a standardized form.
Staff Referral Awareness	Few staff understand the process on how to make a student referral to the SBT.	Some staff understand the process on how to make a student referral to the SBT.	All staff members understand the process on how to make a student referral to SBT.
Staff Referral Involvement	Our SBT does not include referring staff members in selecting, developing, contributing to, and/or monitoring student outcomes.	Our SBT will sometimes include referring staff members in selecting, developing, contributing to, and/or monitoring student outcomes.	Our SBT includes the appropriate staff members to support student outcomes.
Case Management / Point Person for Referrals	Our SBT does not assign a case manager/point person in a collaborative manner for all referred students who require follow-up.	Our SBT sometimes assigns a case manager/point person in a collaborative manner for all referred students who require follow-up.	Our SBT assigns a case manager/point person in a collaborative manner for all referred students who require follow-up.
Case Management / Point Person for Students with IEPs	Our SBT does not know who the case managers are for students with IEPs.	Our SBT, in consultation with support staff, identifies case managers for students with IEPs (with or without Ministry Special Education designations).	Our SBT, in consultation with support staff, identifies case managers for students who require IEPs (with or without Ministry Special Education designations) duties of case managers are based upon Ministry and District policies/guidelines; the role of case managers is understood by parents and staff.
Parent / Caregiver Communication	Our SBT does not include parents/caregivers in selecting, developing, contributing to, and/or monitoring student outcomes.	Our SBT will encourage parents/caregivers to have familiarity with multidisciplinary team members; and will occasionally include their input in selecting, developing, contributing to, and/or monitoring student outcomes.	Our SBT fosters a partnership with parents/caregivers focusing on shared responsibility in supporting student outcomes as required.

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MEETING STRUCTURES			
			
SBT Meeting Agendas	Our SBT meetings do not follow an agenda.	Our SBT meetings have an agenda but it is not always followed.	Our SBT has a mutually agreed-upon agenda for meetings that is followed.
SBT Agenda Development	Our SBT does not send out agendas with sufficient time for team members to gather supporting information or documentation.	Our SBT sometimes sends out agendas with enough time for team members to gather supporting information or documentation.	Our SBT always sends out agendas with enough time for team members to gather supporting information or documentation.
SBT Meeting Focus and Productivity	Our SBT team meetings are seldom focused and productive in developing solutions for students.	Our SBT team meetings are usually focused and productive in developing solutions for students.	Our SBT team meetings are always focused and productive in developing solutions for students.
SBT Minutes and Documentation	SBT participants keep their own notes to document decisions made at SBT meetings.	Meeting minutes are recorded on a standard SBT meeting form; minutes are sufficiently detailed to document planning and decisions. At times, actions and interventions are discussed but not always clearly articulated.	Meeting minutes are recorded on a standard SBT meeting form; minutes are sufficiently detailed to document planning and decisions; copies of the minutes are distributed to all participants and are stored in a centrally located confidential SBT file. The actions and interventions resulting from the meeting are clearly articulated with a case manager identified and assigned to each student.
SBT Distribution and Filing Process	Filing and distributing of the school-based team minutes is not consistent in our school.	Our SBT either files the minutes in a student's LS/School Student Services file or shares the necessary information to the staff working with the student.	Our SBT consistently files the minutes in a student's LS/School Student Services file and shares the necessary information to the staff working with the student and parents or guardians.

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ACTIONS - Processes and Protocols



Pre-Referral Intervention Process	We have no pre-referral process for our SBT.	We have an informal pre-referral process for our SBT.	Our SBT has a pre-referral process that includes reading the student file, consulting with the parent/guardian and providing initial interventions.
Pre-Referral Intervention Awareness	Staff do not understand pre-referral interventions that should generally occur prior to an SBT referral.	Some staff understand the pre-referral interventions that should generally occur prior to an SBT referral.	Most staff understand pre-referral interventions that should generally occur prior to an SBT referral.
Post-Referral Review Process	We do not regularly review or revisit students who have been brought forward to SBT.	We sometimes revisit students who have been brought forward to SBT.	We regularly review and revisit students who have been brought forward to SBT.
Accessing District Support	Our SBT does not understand how to access District support or what District support services are available.	Our SBT has some understanding of how to access District support and what District support services are available.	Our SBT understands how to access District support and what District support services are available.
Frequency of District Support Access	Our SBT will seldom access District support.	Our SBT will sometimes access District support.	Our SBT will access District support when required.
Review Process	Our SBT does not review our school-based team processes and function.	Our SBT sometimes discusses our school-based team processes and function on an irregular basis.	Our SBT reviews our school-based team processes and function on a regular basis.